

GOAL I. SHARED GOAL - LIVE THE MISSION

Nurture the spirit of the Principia community rooted in faith, hope and love.

RATIONALE:

The Principia community will recognize and value one another as children of God.

Because Principia is an institution founded on Love and Principle, we desire to create additional opportunities to encounter and engage with faith in our community grounded in Christian Science. As we strive to embody the fruit of the spirit, we will be deliberate and intentional about creating activities and a healthy environment that guide and support those who study, work and live at Principia. (Gal. 5:22, 23).

Principia will support making Christian Science more relevant for today’s students wherever they are in their personal journeys.

INITIATIVE	TACTICS / ACTIVITIES	IMPLEMENTATION TIMELINE	PERFORMANCE INDICATOR / KPI	PRIMARY RESPONSIBILITY	RESOURCE REQUIREMENTS			PRIMARY CHALLENGE
					PROGRAMS / FACILITIES	STAFFING	BUDGET SUPPORT	
<p>1.1. Individual Spiritual Practices: Support individual spiritual practices that nurture “the spiritualization of thought and Christianization of daily life.” (S&H p. 272: 19-20)</p>	<p>1.1.1. Assess and Enhance Annual Spiritual Practice Programs by AY 2021-2022: Evaluate and re-imagine existing activities supporting individual spiritual practice (Sunday School, hymn sings, Quiet Times, Faith in Action, chapel services, Sermon on the Mount, metaheads, CS study room).</p>	<p>Year 1:</p> <ul style="list-style-type: none"> Design and execute spiritual practice program audit. Build an annual assessment of each program that includes participation rates and impact. <p>Years 2-5:</p> <ul style="list-style-type: none"> Schedule updated spiritual practices calendar every August Assess each program at the end of each year. Make annual changes to maximize participation and satisfaction levels 	<p>Qualitative</p> <ol style="list-style-type: none"> Completion of audit Completion of annual assessments Completion and promotion of annual activity calendar Completion of annual assessments and change recommendations Participation levels Attendee satisfaction levels 	<p>Spiritual Life Coordinator</p>	<p>Centralized office space needed (see 1.1.3)</p>	<p>Spiritual Life Coordinator, which is a repurposed RC position, as noted in 1.1.3 – funded by redeployment of resources.</p>	<p>Student worker salary (10 hours/week) \$3,750 – funded by redeployment of resources</p>	<p>Campus Participation</p>

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	<p>1.1.2. Start Hosting Open Discussion Workshops by February 2021: Initiate a series of “Tough Questions” workshops to open conversations about how we are living and practicing Christian Science openly and honestly.</p>	<p>Year 1:</p> <ul style="list-style-type: none"> Begin topic planning and workshop promotions in December 2020. Identify ongoing space and topics for additional conversations. <p>Years 2-5:</p> <ul style="list-style-type: none"> Assess impact at the end of each event. Identify topics for additional workshops and conversations with the goal of one per semester. 	<p>Qualitative</p> <ol style="list-style-type: none"> Completion and promotion of annual activity calendar. Completion of annual assessments and change recommendations. Participation levels Attendee satisfaction levels 	<p>Spiritual Life Coordinator</p>	<p>No new space needed Locations will vary on campus</p>	<p>Spiritual Life Coordinator, which is a repurposed RC position, as noted in 1.1.3. – filled by redeployment of FTE</p>	<p>Budget for promotion, snacks, and refreshments (\$1000/year)</p>	<p>Campus Participation</p>
	<p>1.1.3. Create a Staff Position to Foster Spiritual Development starting in AY 2020-2021: Recognizing the need to have a variety of faith formation opportunities, the College will develop a leadership position to support conversations, workshops, and spiritual practices. (On-Ramping)</p>	<p>Year 1:</p> <ul style="list-style-type: none"> Write a job description and hire a Spiritual Life Coordinator Onboard new position and update priority areas to be addressed <p>Year 2-5:</p> <ul style="list-style-type: none"> Assess and enhance individual and communal spiritual practices. 	<p>Qualitative</p> <ol style="list-style-type: none"> Completion of position description Completion of search and on-boarding Completion annual services and activity calendar Student and employee satisfaction levels 	<p>Dean of Students</p>	<p>Centralized office space for Spiritual Life Coordinator</p>	<p>1 new FTE (Spiritual Life Coordinator)– for the next five years, this position will be filled by a repurposed RC.</p>	<p>Salary and benefits (approx. \$45K - \$65K)</p> <p>Small programming budget (\$5,000) – seek Advancement support</p>	<p>Buy-in and visibility</p> <p>A small programming budget</p>

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<p>1.2. Community Spiritual Practices: Support community practices that strengthen and deepen authenticity, engagement, and skills that allow us to better “love our neighbor” (Matt 22:39).</p>	<p>1.2.1. Implement an Updated Character Education Program Starting in AY 2021-2022: Evaluate and re-imagine the Character Education and Dilemmas and Decisions Seminar requirements, to include additional activities and broader campus involvement, and ensure it is grounded in Mary Kimball Morgan’s vision of character education.</p>	<p>Year 1:</p> <ul style="list-style-type: none"> Student Life and Dean of Academics develop a new CE plan, with phased implementation over next four years. Evaluate current modules. <p>Year 2:</p> <ul style="list-style-type: none"> Begin switch to new model with incoming first years. <p>Year 3:</p> <ul style="list-style-type: none"> Continue implementation as first class moves forward. <p>Year 4:</p> <ul style="list-style-type: none"> Continue implementation as first and second classes become move up. <p>Year 5:</p> <ul style="list-style-type: none"> Continue implementation as first class enters their senior year. 	<ol style="list-style-type: none"> Present research on best practices on CE programs in higher education. Conduct comprehensive evaluation of current modules. Utilize already existing assessment tools for evaluating CE growth in young adults. 	<p>Assistant Dean of Students</p> <p>Dean of Academics Designee</p> <p>Faculty Senate</p>	<p>No additional facilities space required. Training in Design Your Life may be required if this is part of the proposed model.</p>	<p>Eventually, the Character Education Program may need an FTE to oversee and implement new program in AY 2021-2022.</p>	<p>Small programming budget (\$1000).</p> <p>Estimated salary of \$55 - \$65K beginning 2021-2022.</p>	<p>Campus community buy-in and support.</p>
	<p>1.2.2. Rewrite and Promote Community Standards to Increase Relevancy, Transparency, and Student Commitment: Update the student Code of Conduct to create a strong and healthy living, learning, and working environment. The new Code of Conduct should establish clear expectations, along with appropriate and compassionate enforcement procedures.</p>	<p>Year 1:</p> <ul style="list-style-type: none"> Launch a draft of a new Code of Conduct and related conduct processes. Solicit community feedback and ratify new plan. Research high impact accountability systems. <p>Year 2:</p> <ul style="list-style-type: none"> Begin using new Code of Conduct. Develop training for all parties involved in conduct process and enforcement (e.g. Restorative Justice). <p>Year 2-5:</p> <ul style="list-style-type: none"> Update benchmarks and best practices. Collect data for assessment on behavior change and inclusion. Conduct a full program assessment biennially to measure relevancy, transparency, and student commitment. 	<ol style="list-style-type: none"> Survey and qualitative 	<p>Student Affairs Manager</p> <p>Student Government and House Boards</p>		<p>No additional staffing needed at this moment.</p>		<p>Buy-in and enforcement</p>

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	<p>1.2.3. Launch New Schedule of Annual Shared Community Events by August 2022: Design and host flagship events each year to create a shared understanding of and among our local and global community.</p>	<p>Year 1:</p> <ul style="list-style-type: none"> • Draft position description and hire Strategic Communications/Project Manager (President’s Office) <p>Years 2:</p> <ul style="list-style-type: none"> • Audit all speaker and community wide engagements. • Put together a committee that sets overall theme. <p>Years 3-5:</p> <ul style="list-style-type: none"> • Embrace programming committees to identify and coordinate appropriate programs. 	<p>1. Qualitative assessment of each event and overall theme at the end of the year.</p>	President’s Office	Office space for the new FTE in the President’s Office.	1 new FTE (\$60 - \$70 k) filled by redeployment of FTE	Small programming budget (\$1000/year)	Participation
<p>1.3. Inclusion: Develop activities and vocabulary designed to foster stronger inclusion and awareness of exclusionary behavior and communication. Identify and correct possible barriers to communities and a stronger sense of belonging.</p> <p>“For as in one body, we have many members, and not all members have the same function, so we, who are many, are one body in Christ, and individually we are members one of another.” Rom 12:4,5</p>	<p>1.3.1. Complete a Campus Diversity Audit by December 2021: Conduct a College-wide diversity audit to identify desired outcomes, opportunities, and barriers to accessibility and full-participation by all members of the Principia community.</p>	<p>Year 1:</p> <ul style="list-style-type: none"> • Design and execute audit <p>Years 2-5:</p> <ul style="list-style-type: none"> • Use audit results to shape annual program assessment, training, staffing, and integration plans. 	<p>Qualitative</p> <ol style="list-style-type: none"> 1. Completion of audit 2. Completion of annual assessments 3. Completion and promotion of annual training and activity calendar 4. Completion of annual assessments and change recommendations 5. Participation levels 6. Attendee satisfaction levels 	President’s Office	No additional programming or facilities space required in year 1. May need funding for training or program review based on audit results.	Same FTE as 1.2.3 Audit may find that the College needs a full-time DEI officer-see 1.3.3	Funding for outside auditor \$10k - \$30k, one time. Provided in current 2020-2021 budget	Time to conduct audit and resources to follow through on recommendations.
	<p>1.3.2. Initiate Expanded Diversity Training and Integration Plans Through Annual Workshops and Retreats: Provide a coordinated set of annual programs, updated assessments, and regular training related to diversity, equity, and inclusion (DEI) in higher education.</p>	<p>Years 1-5:</p> <ul style="list-style-type: none"> • Develop and update diversity plans with assessments. 	<p>1. Quantitative and Qualitative Assessment</p>	President’s Office	No additional programming or facilities space required in year 1. We may need funding for training or program review based on audit results.	Same FTE as 1.2.3	Small budget for training, speakers, and materials (\$5000/year starting year 2)	Time to conduct training, integration, campus buy-in, and resources to follow through on recommendations.

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	<p>1.3.3. Recommend an Optimal Diversity Leadership Role by AY 2021-2022: Explore the creation of a Chief Diversity, Equity, and Inclusion Officer for the College.</p>	<p>Year 1:</p> <ul style="list-style-type: none"> Review audit recommendations and determine need and budget for new duties. <p>Year 2:</p> <ul style="list-style-type: none"> Charge a committee to research and outline position description, priority activities and organizational structure. Submit proposal to cabinet for approval and funding. If approved, start search process. <p>Year 3:</p> <ul style="list-style-type: none"> Onboard new position and update priority areas to be addressed. <p>Year 4-5:</p> <ul style="list-style-type: none"> Position oversees audit of progress stemming from actions taken in years 1 – 3 in 1.3.1 and 1.3.2. 	<p>1. Qualitative assessment of transparent process.</p>	<p>President’s Office</p>	<p>Office space</p>	<p>Possible new FTE (DEI Officer) \$60k</p>	<p>None.</p>	<p>Resources, Buy-in.</p>

GOAL II. SHARED GOAL – GROW ENROLLMENTS:

Ensure a thriving, richly diverse, and enduring community through strategic enrollment growth.

RATIONALE: The desire to grow the student enrollments and more fully utilize the campus resources is a shared goal between the School and College, although they will approach this target in different ways. We will actively seek to attract students from throughout the world who are interested in being part of a learning community grounded in Christian Science values.

Any new outreach and admission processes will be governed by the concepts included in the Trustee’s statement of August 2019, titled “Enlarging the Tent, Strengthening the Stakes.” To better fulfill the Principia mission in today’s world, the enhanced student recruitment efforts will be designed to maximize the enrollments of Christian Science students while also exploring new markets for students open to a deeper engagement with Christian Science.

Beginning school year 2021-22, the institution will establish total **new student recruiting and enrolling target goals each year of 115 to 135 in PreK to 12 at the School and 125 to 145 at the College**, while maintaining strong student retention rates at both campuses. Enrollment goals will be reevaluated each year to better ensure progress toward the Strategic Plan’s broader enrollment profile goals and budget targets We will treat the target goals to the extent they include new market students as a pilot for the initial phase, during which time no Policy changes are contemplated.

The annual process and outcomes reviews will allow campus leadership and the Trustees to closely evaluate the impact of the new recruiting and enrollment practices on the culture and character of the Principia experience. These regular assessments will guide practice adjustments and provide for a continual improvement cycle for the new marketing and student support services going forward.

Based on the current educational structure, the optimal enrollments for programmatic and financial sustainability are between 500 and 600 students at the School and between 525 and 545 residential students at the College. In addition, the College may explore new online and post-baccalaureate programs to serve the broader Christian Science community.

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<p>2.1. Maximize Traditional Christian Science Undergraduate Enrollments: Update enrollment plans to better maximize the enrollment of Christian Science students and utilize the campus resources.</p> <p>Dependencies: Goal Two provides new venues for the budget planning in 4.3.2 and 4.3.3. This goal also shapes the types of students that will be engaged in 3.1 and 3.2.</p>	<p>2.1.1. Implement a Customer Relationship Management (CRM) System by April 2021 – SHARED TACTIC: Implement a CRM system to develop a more robust student referral process, expand recruitment and retention communication plans, streamline recruitment operations, and develop more personalized relationships. The enhanced data reporting and analytics will enable campus leadership to make faster and more data-informed decisions.</p>	<p>Year 1:</p> <ul style="list-style-type: none"> RFP evaluation, selection, set-up, and implementation <p>Years 2-5:</p> <ul style="list-style-type: none"> Assess system, reports, and yield rates. Update communication plans and collateral (marketing products) Develop retention related reports and communication Implement changes for annual August launch Automate regular communication, response, and reporting tasks 	<ol style="list-style-type: none"> Quality and helpfulness of reports in decision making Service and communication satisfaction levels among prospective students, families, and the campus community Volume of communications with students by grade level Improved efficiency and output of staff 	Assistant Director of Recruiting and Admissions	No additional resources anticipated	Reclassify Data Analyst to Data Custodian for College enrollment management Annual training for DC and backup personnel	CRM licensing and annual fees Approx. \$90K - \$120K annually (See CFO about funding) Reclassification and annual training \$8K-\$10K (See CFO about funding)	Additional funding may be needed for training and system expertise Banner support for data exchange and management IT support, probable data base administrator FTE

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<p>2.1.2. Implement Enhanced Online Marketing and Awareness Campaign by January 2021: Expand prospective student identification and internet-based remarketing services to increase early student engagement, build awareness, generate campus visits, and additional applications. Establish a relationship with NICHE for increased national online marketing and remarketing services. These efforts will provide Principia with a stronger and more diverse web presence, broader social media presence, an enhanced prospective student identification system, and trackable market analytics.</p>	<p>Year 1:</p> <ul style="list-style-type: none"> Establish formal partnership agreement with NICHE and schedule the monthly advising meetings Create separate Google analytic accounts for the school and college to measure traffic and impact of new online marketing Use NICHE inquiry lists to boost pre-college outreach and general recruitment activities Establishing a branding plan. See 3.3.3 for brand tactics. Update current external facing website and hosting server <p>Year 2-5:</p> <ul style="list-style-type: none"> Evaluate yield and effectiveness of NICHE leads and adjust new partnership agreement and services accordingly 	<ol style="list-style-type: none"> Number and quality of NICHE inquiries and referrals Number of external webpage visits to primary Principia homepages and appropriate admissions pages Number of campus visits from NICHE leads Number and quality of applications and enrollment yield from NICHE leads 	<p>Director of Recruiting & Admissions</p> <p>Direct Support from the College Marketing Manager and Webmaster</p>	<p>Identify and contract with e-marketing firm (Niche)</p> <p>Identify and select new homepage hosting source website and landing pages redesign</p> <p>Identify and contract a consultant to develop, and implement a Strategic Marketing Plan (SMP)</p>	<p>No additional resources anticipated</p>	<p>E-marketing campaign with Niche approx. \$24K annually (See CFO about funding)</p> <p>Homepage hosting approx. \$30K annually</p> <p>Critical Action: due by 11/22 for security certificates (See CFO about funding)</p> <p>One-time webpage and landing page redesign: approx. \$60K one-time cost (See CFO about funding)</p>	<p>Additional funding may be needed for expanded marketing campaigns</p> <p>Additional workload for the College Marketing Manager and Webmaster</p> <p>Banner support for storage and student record management</p> <p>SMP - Identify position in the market, competitors, marketing strategy</p>
<p>2.1.3. Implement Broader Prospect Name Acquisition Processes and Legacy Matching Services starting in November 2020: Maximize the identification of college-ready Christian Science students from national student databases and identification systems. Utilize College Board, ACT/NRCCUA, and CBSS student identification systems to purchase names and contact data for the recruiting and outreach programs.</p>	<p>Year 1:</p> <ul style="list-style-type: none"> Establish formal membership status with selected data organizations Purchase names after each testing and data collection session to align with recruitment communications. Use lists to boost pre-college outreach activities <p>Year 2-5:</p> <ul style="list-style-type: none"> Evaluate yield and effectiveness of previous name purchases and adjust new purchases 	<ol style="list-style-type: none"> Number of students identifying as Christian Scientists Number of annual test senders Number of test senders listing Principia as their 1st or 2nd Choice Number prospective student campus visits Number of Qualified Applications from Purchased Names Yield and enrollment rates by prospective student data source 	<p>Director of Recruiting & Admissions</p>	<p>No additional resources anticipated</p>	<p>No additional resources anticipated</p>	<p>College: Approx. \$10K-15K annually – provided in current 2020-21 budget</p>	<p>Additional funding may be needed to support communication processes until a formal CRM system is implemented</p> <p>Banner storage and table expansion support additional student records</p> <p>Data integrity standards to manage likely record duplication and name pre-qualification processes.</p>

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<p>2.2. Develop New Undergraduate Diversity Outreach and Recruitment Plan: Develop an enrollment diversity plan that defines the desired student profile and creates targeted outreach, recruitment, and retention programs for each new student market.</p> <p>Dependencies: Goal Two provides new venues for the budget planning in 4.3.2 and 4.3.3. This goal also shapes the types of students that will be engaged in 3.1 and 3.2</p>	<p>2.2.1. Update the Enrollment Management Plans by May 2021: New EM plans will identify the specific student populations that would meet the College’s profile and diversity goals. If the pilot program is approved a separate plan will be developed.</p>	<p>Year 1.</p> <ul style="list-style-type: none"> Determine, define, and approve diversity goals for the College. New Students: Develop outreach and recruitment communication plans for each identified student population Prepare new campaigns for August 1 launch Current Students: Develop retention and persistence communication plans for each identified student population Prepare new campaigns for September 1 launch <p>Year 2.</p> <ul style="list-style-type: none"> Launch new outreach, recruitment, and retention communication campaigns Confirm and initiate assessments <p>Year 3-5:</p> <ul style="list-style-type: none"> Measure and assess results. Make needed annual adjustments. Communicate results, assessments, successes, and contributions 	<ol style="list-style-type: none"> Number of inquiries and requests for information. Yield and enrollment rates by prospective student data source Retention and graduation rates by student population 	<p>Director of Recruiting & Admissions</p>	<p>No additional resources anticipated</p>	<p>No additional resources anticipated</p>	<p>College: Approx. \$10K-15K annually</p>	<p>Pilot program approval by the College for strategic clarity</p> <p>Implementing financial aid leveraging plan to achieve net revenue goals</p>

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	<p>2.2.2. Develop an International Enrollment Management Plan by May 2021: Create a plan to identify and maximize enrollments from primary international Christian Science student target markets. These efforts can be combined between the school and college to provide more cost efficiency and greater reach. If approved, a separate plan would be developed for new market students admitted under the pilot program.</p>	<p>Year 1:</p> <ul style="list-style-type: none"> Determine, define, and approve target populations of international students to recruit for the college Develop outreach and communication plans for each identified student population Prepare new campaigns August 1 launch <p>Year 2:</p> <ul style="list-style-type: none"> Launch new outreach and recruitment communication campaigns. Coordinate school and college international travel for student recruitment <p>Year 3-5:</p> <ul style="list-style-type: none"> Measure and assess results. Make needed annual adjustments. Communicate results, successes, and contributions 	<ol style="list-style-type: none"> Number of inquiries and requests for information Yield and enrollment rates by prospective student data source Retention and graduation rates by student population 	<p>Director of Recruiting & Admissions</p> <p>Director of International Student Programs and Services</p>	<p>No additional resources anticipated</p>	<p>No additional resources anticipated</p>	<p>Two annual recruiting trips \$15K-\$20K annually for travel expenses and support</p>	<p>Travel and visa restrictions</p>
	<p>2.2.3. Initiate Financial Aid Leveraging and Annual Market Assessments by September 1, 2021: Work with Human Capital Research Corporation (HCRC) to assess systems, reports, and strategies to provide a fair, need-focused financial aid plan that will also maximize net tuition and fee levels.</p>		<ol style="list-style-type: none"> Completion of financial aid leveraging analysis, aid awarding strategies and market assessments Implementation and regular production of financial aid leveraging reports and assessments Net tuition and fee levels New budget reports and budget training is completed 	<p>Director of Financial Aid and Scholarships</p>	<p>One full time assistant financial aid and compliance director</p> <p>Annual financial aid and compliance training will be required</p>	<p>No additional resources anticipated</p>	<p>Consultation (HCRC) and analytics support One-time audit review and analysis: \$25K (See CFO about funding)</p> <p>College and School annual market and financial aid analytics (HCRC): approx. \$90,000 annually years 2-5</p> <p>Asst FA Director and annual training: approx. \$70K salary and benefits and \$30K/training</p>	<p>Establishing new expectations for student tuition and fee contributions to meet budget and strategic plan goals</p> <p>Limited financial aid support – balanced approach to meet financial need and maximize net tuition revenue goals</p>

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<p>2.3. Adults in the Christian Science Community: Explore the need for and feasibility of offering post-baccalaureate programs that meet the identified learning and professional development goals of the broader Christian Science community. Where Initial offers will build on existing life-long learning programs, utilize online delivery resources, and be aligned with current faculty competencies.</p> <p>Dependencies: Goal Two provides new venues for the budget planning in 4.3.2 and 4.3.3. This goal also shapes the types of students that will be engaged in 3.1 and 3.2</p>	<p>2.3.1. Create and Promote Combined Dual Degree Program Options: The new dual degree program option at Principia College would be designed to recruit and retain high performing students. The “3+2” option would utilize external partner-colleges to offer dual degrees: 1) a BA/BS from Principia and 2) MEM/MA/MS from a partner institution. A 3+3 BA/JD combined bachelors-law degree option with an external partner-college will also be explored.</p> <p><i>NOTE: A “3+2” program involves 3 years of undergraduate study (during which time the student completes all Principia graduation requirements and completes or nearly completes their major) followed by 2 years of graduate study at a partner institution, earning the student both a bachelor’s and a master’s degree in five years.</i></p>	<p>Year 1:</p> <ul style="list-style-type: none"> Create an inter-departmental, faculty-led Dual Degree Program Task Force (DDPTF); Define mission, membership (representatives of the Dean, Registrar, Admissions?), and governance <p>Year 1-2:</p> <ul style="list-style-type: none"> DDPTF completes a Dual Degree Program Prospectus, including HLC best practice, peer models, staff and resource needs, market analysis (including enrollment and revenue projections), program description, milestones, and next steps, including recommendations for a pilot initiative <p>Years 2-3:</p> <ul style="list-style-type: none"> DDPTF completes a Pilot Dual Degree Program Implementation Plan for a pilot 3+2-degree program hosted by one or two high-capacity departments <p>Years 3-5:</p> <ul style="list-style-type: none"> Implement a 3+2 pilot offered to majors in one or two high-capacity departments and assess 	<ol style="list-style-type: none"> DDPTF is approved by the Dean of Academics Dual Degree Program Prospectus approved by Dean of Academics (and other leadership, as required) DDPTF submission of proposals through the appropriate channels, including CCC and Faculty Senate, to secure all necessary approvals Active stakeholder engagement Pilot Dual Degree Program Implementation Plan is approved by College leadership= Milestones are met as articulated in the Pilot Dual Program Implementation Plan 	Dean of Academics	No additional resource anticipated	No additional resources anticipated	<p>No additional resources anticipated</p> <p>The program is viewed as recreative and therefore revenue positive, no obvious additional cost</p> <p>NOTE: The 4th year of tuition is lost, but for every <i>one</i> student it attracts, their 3 year of tuition compensates for 3 for whom we lose their 4th year</p>	<p>Sufficient market interest</p> <p>If successful, may lead to the need for a permanent faculty committee to vet proposals prior to submission to the College Curriculum Committee</p>

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	<p>2.3.2. Increase On-line Courses for Enrichment Experiences and Adult Learners: Create a portfolio of online and distance education courses designed for the post-baccalaureate and adult Christian Science community. The courses are intended to promote life-long learning and provide professional development for working adults.</p>	<p>Year 1:</p> <ul style="list-style-type: none"> Create an inter-departmental, faculty-led Distance Education Task Force (DETF); Define mission, membership, governance <p>Years 1-2:</p> <ul style="list-style-type: none"> DETF completes an Online Course Prospectus, including HLC best practice, peer models, staff and resource needs, market analysis (including enrollment and revenue projections), course descriptions (including whether these courses carry SH or contribute to a Certificate [see 2.3.3] or stand alone with no SH), milestones, and next steps, including recommendations for a pilot initiative <p>Years 2-3:</p> <ul style="list-style-type: none"> DETF completes a Pilot Online Course Implementation Plan to be hosted by one or two high-capacity departments <p>Years 3-5:</p> <ul style="list-style-type: none"> Implement pilot online course(s) offered by one or two high-capacity departments and assess 	<ol style="list-style-type: none"> DETF is approved by the Dean of Academics Online Course Prospectus approved by Dean of Academics (and other leadership, as required) Based on their research, DETF submits proposals through the appropriate channels, including CCC and Faculty Senate, to secure all necessary approvals Stakeholders are engaged Development of pilot online course(s) [for SH credit] based in one or two high-capacity departments is authorized Pilot Online Course Implementation Plan is approved by College leadership Milestones are met as articulated in the Pilot Online Course Implementation Plan 	<p>Dean of Academics</p> <p>Select DETF Chair(s)</p> <p>Membership to include faculty, PLL/AFR, CTL, and others, as desired</p> <p>DETF – in consultation with the Dean, Registrar, IT, Institutional Research, etc., as needed</p> <p>Host Departments</p>	<p>Consistent, reliable distance education platforms IT support</p>	<p>Special Projects Officer attached to the Dean’s office to oversee and coordinate post-baccalaureate offerings; the Officer would also work closely with PLL/AFR</p>	<p>Salary and benefits for a Special Projects Officer</p> <p>Stipend to faculty teaching outside of their contract</p> <p>The program is intended to be revenue positive</p>	<p>As a residential college, we cannot exceed HLC quota for online course delivery</p> <p>To our knowledge, SH credit has not in the past been granted to adults not enrolled as Principia students</p> <p>User-friendly course interface will need to be developed</p> <p>Marketing</p> <p>New IT interface</p> <p>Course Eval</p> <p>Transcripts/ Transfer credits</p> <p>If successful, may lead to the need for a permanent faculty committee to vet proposals prior to submission to the College Curriculum Committee</p>

	TACTICS / ACTIVITIES	IMPLEMENTATION TIMELINE	PERFORMANCE INDICATOR/ KPI	PRIMARY RESPONSIBILITY	RESOURCES - PROGRAMS /FACILITIES	RESOURCES - STAFFING	RESOURCES - BUDGET SUPPORT	PRIMARY CHALLENGE
	<p>2.3.3. Create Certificates and Non-degree Visiting Student Programs: Identify and develop certificate programs (3-6 courses), a part-time visiting student admission status, and expand the “enrichment student” status to domestic full-time, non-degree seeking students. Initial programs would involve Religious Studies and Computer Science.</p> <p><i>1: With this Tactic we seek to specify in the College Catalog that U.S. adults are also eligible to be Enrichment Students for a semester or year, to allow adults to audit or take a course without being an Enrichment Student or pursuing a Principia degree, and to offer certificates that support Principia’s mission and appeal to post-baccalaureate markets.</i></p> <p><i>NOTE 2: Examples of this Tactic include RELS’ desire to offer a portfolio of certifications related to Religious Studies, SUS offering a Certificate in Sustainability, and CSCI’s desire to offer a professional Coding Credential based on a Coding Bootcamp.</i></p>	<p>Year 1:</p> <ul style="list-style-type: none"> Create a Certificate & Post-Baccalaureate Task Force (CPTF); define mission, membership, governance Operationalize Post-Baccalaureate Student Status <p>Years 1-2:</p> <ul style="list-style-type: none"> CPTF completes a Certificate and Post-Baccalaureate Prospectus, including HLC best practice, peer models, market analysis (including enrollment and revenue projections), staff and resource needs, milestones, and next steps for both a certificate(s) and post-baccalaureate student status <p>The certificate portion of the <i>Prospectus</i> should also include the following:</p> <ul style="list-style-type: none"> Market analysis of which certificates would be of greatest interest to a post-baccalaureate market (as well as to the Principia community, including current/prospective students). Certificate descriptions in consultation with interested departments; and recommendations for pilot initiatives. <p><i>NOTE: The post-baccalaureate student status portion of the Prospectus should include guidelines regarding auditors and semester hours.</i></p> <p>Years 2-3:</p> <ul style="list-style-type: none"> CPTF completes a Pilot Certificate Implementation Plan, as well as a Post-Baccalaureate Student Status Proposal <p>Years 3-5:</p> <ul style="list-style-type: none"> Implement pilot certificate(s) offered by one or two departments, implement post-baccalaureate student program, and assess and revise as necessary 	<ol style="list-style-type: none"> CPTF approved by Dean of Academics Certificate and Post-Baccalaureate Prospectus is approved by College leadership Stakeholders are engaged, including departments interested in offering a certificate Development of pilot certificate(s) is authorized Pilot Certificate Implementation Plan and Post-Baccalaureate Student Status Proposal are approved by all relevant parties Stakeholders are engaged Milestones are met as articulated in the Pilot Certificate Implementation Plan and Post-Baccalaureate Student Status Proposal 	<p>Dean of Academics selects CPTF Chair(s)</p>	<p>Housing for non-trad (Enrichment) students, potentially including families</p>	<p>Special Projects Officer attached to the Dean’s office to oversee and coordinate post-baccalaureate offerings; the Officer would also work closely with PLL/ AFR</p>	<p>Salary and benefits for a Special Projects Officer</p> <p>Stipend to faculty teaching outside of their contract</p> <p>A part-time research assistant to support CPTF and relevant departments with acquiring and compiling data relevant to the success of the new initiatives</p> <p>Overall, the program is intended to be revenue and enrollment positive</p>	<p>If successful, may lead to the need for a permanent faculty committee to vet proposals prior to submission to the College Curriculum Committee</p> <p>New process and procedures for Admissions and Registrar</p> <p>Sufficient market and ability to consistently staff ongoing Bootcamp offerings</p> <p>New process and procedures for Admissions and Registrar</p> <p>Marketing, reaching our target audience</p> <p>New processes and procedures for Admissions and Registrar</p>

**GOAL III. SHARED GOAL - Boost Engagement:
Enhance Student Engagement to Better Prepare Students for the Future.**

RATIONALE: We will reimagine the student experience to enhance engagement in high impact practices. We anticipate this goal will improve students’ development of the skills, attitudes, and competencies needed to be productive, contributing community members and prepared for workforce and post-baccalaureate success.

INITIATIVE	TACTIC / ACTIVITY	IMPLEMENTATION TIMELINE	PERFORMANCE INDICATOR / KPI	PRIMARY RESPONSIBILITY	RESOURCE REQUIREMENTS			PRIMARY CHALLENGE
					PROGRAMMING / FACILITIES	STAFFING	BUDGET SUPPORT	
<p>3.1. Career Readiness: Create a comprehensive student career development program across the institution that connects and integrates student employment, careers, academics, and alumni.</p> <p>Dependencies: Goal Two shapes the types of students that will be engaged in 3.1 and 3.2</p>	<p>3.1.1. Enhance Career Development with an Intentional Academic Major/Career Synergy Plan: The Internships and Career Development Office and the Office of Student Employment will provide students with broader career development services and readiness programming. New programming will be initiated using the NACE Career Readiness Competencies. Online systems and networking processes will be enhanced to strengthen student connections with alumni and other partner organizations. Support activities will include an interactive alumni database/portal to provide more proactive and personalized career readiness services</p>	<p>Year 1:</p> <ul style="list-style-type: none"> Development of Student Employment programming that contributes to career development <ul style="list-style-type: none"> Includes conducting focus groups to gather input on training needs Development of data collection protocols and assessment rubric for evaluating effectiveness of program Develop a database or portal for alumni connections and other partner organization resources partnering with Alumni & Field Relations, faculty, and the Internships and Career Development Office. Develop and deliver career development programming (i.e. resume / CV writing, internship offerings, graduate school etc.) <ul style="list-style-type: none"> Using Handshake, Linked In and similar resources in collaboration with Alumni 	<p>Years 1-5</p> <ol style="list-style-type: none"> Analysis of statistics regarding utilization of database or portal by students, employers registered, and completed profiles. Analysis of Student Employment programming effectiveness data. Alumni Survey: 70% grads that rate student employment as “very much” preparing them for their current career. Analysis of Alumni portal effectiveness Alumni Survey: 99% indicating full-time employment or grad/prof school (2019 was 99%) 10-year alums: 20% have completed or in process of completing advanced degree Alumni survey: 30% indicating that undergrad experience “very much” prepared them for current career (2019 was 22%) Alumni Survey: 30% reporting that undergrad experience “very much” prepared them for grad or professional school (2019 was 24%) First Destination Survey, Alumni Survey, and HERI survey data after 	<p>Internship and Career Development Office staff, Faculty, Student Employment/Human Resources in collaboration with Alumni and Field Relations.</p>	<p>No additional resources were identified for Year One. Moving forward, additional resources may be needed.</p>	<p>Current staffing level is sufficient for Year One. Additional student workers or peer mentors may be needed.</p>	<p>NACE (National Association of Colleges and Employers) consultancy is desirable, then funding will be needed to support this.</p> <p>Continued budget allocation for Handshake (\$4,000+) and a possible alumni connection database (\$5,000+)</p>	<p>Current students and recent alumni have not been provided sufficient career development services for several years.</p> <p>International students have specific legal requirements that alter career options along with employment options.</p> <p>Faculty and staff need the release time to accomplish the work set out in this tactic.</p> <p>Additional staffing may be needed</p>

GOAL III. SHARED GOAL - BOOST ENGAGEMENT (COLLEGE TACTICS)

	<p>throughout the student lifecycle.</p>	<p>and Field Relations and faculty to current students and recent alumni along with Academic Advising.</p> <ul style="list-style-type: none"> o Engaging students, on-campus student employers, and faculty to raise awareness of NACE Career Readiness Competencies especially career management. • Partnering with faculty to support the exploration of graduate school. • Refinement and expansion of career services in the Internships and Career Development offices. <p>Year 2:</p> <ul style="list-style-type: none"> • Implementation of Student Employment programming • Implementation of programming connecting NACE Career Readiness Competencies to students' experiences. • Launching resources and programming using Handshake, Linked In or similar resources • Assessment and recalibration of career services in the Internships and Career Development offices based on KPI's from previous year • Implementing a database of portal for alumni connections and other partner organization resources partnering with Alumni & Field Relations, faculty, and the Internships and Career Development Office. <p>Years 3-5:</p> <ul style="list-style-type: none"> • Continuing recalibration of Student Employment programming. based on annual review of KPI's 	<p>several years of implementation of this tactic. see above metrics</p> <ol style="list-style-type: none"> 9. HERI CSS: Yearly increase in % Very satisfied/satisfied with Career-related resources and support (2019 was 31%) 10. Proportion of students who attend structured career development programs 11. Acceptance rates of students applying to graduate school within 3 years of graduation. <p>Years 3-5:</p> <ol style="list-style-type: none"> 1. Additional KPIs would need to be developed in concert with the implementation timeline. <p>Year 2</p> <ol style="list-style-type: none"> 1. NACE: Development of co- curricular assessment plan for NACE Career Readiness programming <p>Year 3 - 5:</p> <ol style="list-style-type: none"> 1. Annual report on NACE co- curricular assessment plan. 					<p>depending on the services and programming offered.</p>
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INITIATIVE	TACTICS / ACTIVITIES	IMPLEMENTATION TIMELINE	PERFORMANCE INDICATOR/ KPI	PRIMARY RESPONSIBILITY	RESOURCES - PROGRAMS /FACILITIES	RESOURCES - STAFFING	RESOURCES -BUDGET SUPPORT	PRIMARY CHALLENGE
<p>3.2. Quality of Campus Life: Reimagine quality of campus life programming (life skills, healthy relationships, resiliency skills, work/life balance, financial literacy)</p> <p>Dependencies: Goal Two shapes the types of students that will be engaged in 3.1 and 3.2.</p>	<p>3.2.1 Create a Student Wholeness Center: Research and launch a center focused on whole person programming designed to provide students with a campus and online hub for life skills education.</p>	<p>Year 1:</p> <ul style="list-style-type: none"> Hire Program Coordinator and launch peer educator program. <p>Year 2:</p> <ul style="list-style-type: none"> Assess programs and continue to launch two more programs; develop Residential Coordinator job description to include program support for the Wholeness Center. <p>Year 3:</p> <ul style="list-style-type: none"> Assess and launch new programs, raise money to hire additional positions; engage alumni as potential resources to teach and mentor. <p>Year 4:</p> <ul style="list-style-type: none"> Hire Wholeness Director, assess location and raise money for Wholeness Center Facility. <p>Year 5:</p> <ul style="list-style-type: none"> Build or remodel Wholeness Center Facility 	<p>Years 1-5:</p> <ol style="list-style-type: none"> Pre and post program assessments to determine educational value, use, scope, and long-term viability of individual programs. Evaluation of peer educator program, with particular focus on pre and post career connection assessments. Improvement on specific items of Climate Survey on student well-being conducted during 1, 3, and 5th year. Follow-up survey with alumni on how programs impacted their transition. 	<p>Wholeness Center Staff, who fall under Student Life</p>	<p>Student Life will support programming for year 1. Fundraising or budgeting will be needed in successive years to fund programs, facilities, and any additional staff.</p>	<p>Student Life is currently covering the cost of the Program Coordinator and the 4 peer educators. Eventually these positions, and a Director, should be funded by the College.</p>	<p>We anticipate needing approximately \$5000 per program, \$80,000 for a director, \$60,000 for a program manager, and \$7000 per semester for 4 peer educators. We expect that renovating or building a new facility will require a one-time cost of roughly \$1M.</p> <p>Climate Surveys \$3,000 each</p>	<p>Funding is the primary challenge. The secondary challenge is creating buy-in and use for a new program. Related, we are developing new assessment tools, and demonstrating value will be critical to ongoing support and use.</p>

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	TACTICS / ACTIVITIES	IMPLEMENTATION TIMELINE	PERFORMANCE INDICATOR/ KPI	PRIMARY RESPONSIBILITY	RESOURCES - PROGRAMS /FACILITIES	RESOURCES - STAFFING	RESOURCES -BUDGET SUPPORT	PRIMARY CHALLENGE
	<p>3.2.2 Determine the Appropriate Residential Program Model for Today's Students: Increase flexibility and accessibility of the residential programs to achieve learning outcomes and create opportunities for more appropriate living-learning communities.</p>	<p>Year 1:</p> <ul style="list-style-type: none"> Develop learning outcomes for our residential program. Develop an assessment plan for our residential program based on learning outcomes. Start research on creating suite or apartments in current stock. Put together a committee to evaluate break housing (align with assessment collected as part of 3.3.1). <p>Year 2:</p> <ul style="list-style-type: none"> Assess interest in other living learning communities. Firmly establish GIH. <p>Year 3:</p> <ul style="list-style-type: none"> Develop plans for new housing options. Coordinator with Advancement to fundraise. <p>Year 4:</p> <ul style="list-style-type: none"> Continue fundraising. <p>Year 5:</p> <ul style="list-style-type: none"> Build apartment or suite-style apartments. Consider off campus options. 	<ol style="list-style-type: none"> Impact of locks on student sense of security and community. Established learning outcomes and an assessment plan for measuring them. Increased sense of self-control and government, commitment, and belonging to a healthy community. <ol style="list-style-type: none"> Alumni Survey: 25% reported that their undergrad experience "very much" prepared them for "Interpersonal relationships and family living" (2019 was 19%); and 25% prepared for "Social and Civic involvement (2019 was 16%); 20% "Responsibilities of post-graduate life (2019 was 7%) Collected data on value of residential programs to determine its role in the student success. Collected data on students' sense of home and level of student comfort Measure impact of RCs and RAs on student experience. Assessment measures developed in conjunction with 1.2.2. to determine connections between residential conversation and conversations around community spiritual practices. 	<p>Home Life Manager</p>	<p>Will need funding for upgrades to current facilities, and/or building a new facility.</p>	<p>No additional staffing at this point.</p>	<p>Fundraising or budget allotment for renovations and new construction. We anticipate needing \$5M over the course of 5 years.</p> <p>There are ongoing budgeting commitments to air conditioning upgrades to current Maybeck houses.</p>	<p>Budget constraints.</p> <p>Accurately forecasting needs as the College re-evaluates its recruitment population.</p>

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	<p>3.2.3 Strengthen Success Practices to Maximize Student Quality of Life and Persistence: Review the student handbook and student support committees to strengthen and adapt student success policies and procedures. These efforts will better ensure students are engaged in the co-creation of their experience before, during, and after their time at Principia.</p>	<p>Year 1:</p> <ul style="list-style-type: none"> Improve data management and sharing through the implementation of Maxient. Improve communication through the purchase of app software. <p>Year 2:</p> <ul style="list-style-type: none"> Develop a predictive analytics model for our students most at risk of academic or financial suspension and develop ways to support them better. Incorporate resiliency and coping with stress components into required programming. <p>Year 3:</p> <ul style="list-style-type: none"> Look at how Advising and Careers intersect with student affairs and strengthen the connection. <p>Year 4:</p> <ul style="list-style-type: none"> Evaluate first and last year experiences. Plan for Academic Village concept to engage students in community and leadership development. <p>Year 5:</p> <ul style="list-style-type: none"> Implement Academic Village concept 	<ol style="list-style-type: none"> Assessment plans in place and data collected for all student success related programming, including for committees that support student progress (e.g. Student Support Group; Retention, Persistence, and Graduation) Implementation of predictive analytics model. Climate surveys at the beginning and end of each year that focus on mental health, sense of inclusion, and engagement. Assess whether there is interest in an Academic Village based on a definition created by the community, and indicators related to that definition. 	<p>Dean of Students</p> <p>Assistant Dean of Academic Student Services</p> <p>Marketing Director</p> <p>Careers and Advising staff</p> <p>Wholeness Center staff</p> <p>Student Support Group</p> <p>Retention Persistence Completion (RPC)</p>	<p>No additional programming or facilities support are needed at this point.</p> <p>There will be staff that need to be trained on Maxient and how to use the app for maximum benefit.</p>	<p>No additional staffing needed to start this five-year plan.</p> <p>Student Life may need support developing analytical models.</p>	<p>Maxient and app software is covered in IT budget. Training and implementation of analytics modeling and training on its use would require a modest budget in terms of consulting fees, up to \$5000.</p>	<p>All of this represents additional duties or a shift in how business is done.</p> <p>It may require some reorganization in Student Affairs.</p>

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INITIATIVE	TACTICS / ACTIVITIES	IMPLEMENTATION TIMELINE	PERFORMANCE INDICATOR/ KPI	PRIMARY RESPONSIBILITY	RESOURCES - PROGRAMS / FACILITIES	RESOURCES - STAFFING	RESOURCES -BUDGET SUPPORT	PRIMARY CHALLENGE
<p>3.3. Global Citizenship: Create and facilitate opportunities to cultivate students’ international engagement and intercultural competencies needed to thrive in a diverse, multicultural world.</p>	<p>3.3.1. Develop and Implement a Comprehensive College Internationalization Plan: To better articulate Principia’s desired global experiences and competencies for domestic and international students the plan will build on Principia’s existing strength in international programs and student participation levels. This planning effort will aspire to increase domestic and international student integration and the overall appreciation for global engagement. The increased engagement efforts will also seek to deepen ties with Principia's international alumni, families, and standing exchange communities and organizations.</p>	<p>Years 1-3: Institutional:</p> <ul style="list-style-type: none"> Conduct institutional review of current globally-oriented programming and create and implement plans to address identified gaps. Retain outside consultant for plan development and feedback (2020-2023) 	<p>Years 1-3:</p> <ol style="list-style-type: none"> Completion of institutional review report identifying current globally-oriented programming (2021-2022) Completed implementation plan to address gaps identified in plan. (2022-2023) 	<p>Committee assigned by Dean of Academics</p>	<p>Future resources may be needed depending on the gaps identified by the report</p>	<p>Committee members.</p>	<p>\$5,000 Support for members on 10-month contracts, if report is written or analyzed over the summer, or if external reviewer is needed.</p>	<p>Finding faculty and/or academic staff who can commit the time to write this report.</p>

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		IMPLEMENTATION TIMELINE	PERFORMANCE INDICATOR/ KPI	PRIMARY RESPONSIBILITY	RESOURCES - PROGRAMS /FACILITIES	RESOURCES - STAFFING	RESOURCES -BUDGET SUPPORT	PRIMARY CHALLENGE
		<p>Years 1-5: Study Abroad:</p> <ul style="list-style-type: none"> Global engagement course integrated off-campus programming and GAP Year exploration and proposals (2020-2021) To determine what the appropriate target should be for the % of students who have an international experience during their 4-years Once target is determined, implement activities that help achieve that target, which may include the participation in and the number of break & semester study abroad programming & experiential off-campus programming and may include increasing pathways for participants (e.g. non-degree-seeking students permitted on study abroad programming, increased financial aid availability) (2021-2024) <p>Years 2-5:</p> <ul style="list-style-type: none"> Potential IFE and GAP Year program creation and implementation (2021-2025) Enhance opportunities for international exchange (e.g. reciprocity agreements) bringing international groups/students/scholars to Principia (2021-2025); Catalog of current international partnership opportunities and exploration of new partnerships (2021-2025) In collaboration with ICDO, promote and support Fulbright & Rhodes applications 	<p>Years 1-5:</p> <ol style="list-style-type: none"> Number of students participating in study abroad Number programming options and models for international and domestic programs that support global engagement Student satisfaction with study abroad options <p>Years 2-5:</p> <ol style="list-style-type: none"> Number of IFE & GAP year programs Reciprocity/international exchange partnership criteria developed, and application/proposal process established. List of current international partnerships and recommendations of new partnerships Increased number of Fulbright & Rhodes applications & scholars 	<p>Study Abroad office</p> <p>Study Abroad Office.</p> <p>Academic Dean and Legal</p> <p>Committee assigned by Dean of Academics</p> <p>ICDO and Fulbright & Rhodes advisors</p>	<p>Nothing at this time</p> <p>See above need for additional academic staff position in Study Abroad Office</p>	<p>½ - 1 additional academic staff position in Study Abroad Office.</p> <p>Part-time position</p> <p>See above need for additional academic staff position in Study Abroad Office</p>	<p>\$25,000 - 50,000 Salary for additional ½-1 academic staff position in Study Abroad Office; Budget for new programs.</p> <p>\$25,000 for Part-time position</p> <p>\$25,000 Research and travel budget needed to make connections with international partners.</p> <p>\$15,000 per year Financial support earmarked for hosting exchange/reciprocity groups at Principia College</p>	<p>International travel and quarantine restrictions</p> <p>Current staffing may need to be increased for international partnership scouting trips.</p> <p>International travel and quarantine restrictions.</p>

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		IMPLEMENTATION TIMELINE	PERFORMANCE INDICATOR/ KPI	PRIMARY RESPONSIBILITY	RESOURCES - PROGRAMS /FACILITIES	RESOURCES - STAFFING	RESOURCES -BUDGET SUPPORT	PRIMARY CHALLENGE
		<p>Years 1-5: Internships:</p> <ul style="list-style-type: none"> Strengthen international internships and support for students desiring international careers (2020-2025) Determine role of Study Abroad office in supporting international internships. Align with Goal 3.1.1 and advocate with ICDO and ISPaSO to support creating international resumes, making international contact/connections, professionalizing the process (2020-2022) Increased international internships student participation. (2022-2025) 	<p>Years 1-5:</p> <ol style="list-style-type: none"> Number of scouting trips to identify international internship sites. Number of staff trained on international internship opportunities. Completion of a centralized database that identifies faculty and staff members who are already traveling abroad who could meet with potential internship partners (e.g. International student recruiter, faculty on study abroad planning trips or faculty conducting international research, etc.) 	<p>Director of International Student Programs and Services</p>	<p>Nothing at this time</p>		<p>\$10,000 Earmarked for international internships. Increased financial support earmarked for international internships</p>	<p>Resources, time, and workload with COVID 19 issues. Administrative time that could be spent on these issues, are being spent on COVID19 planning.</p>
		<p>Years 1-5: ISPaSO:</p> <ul style="list-style-type: none"> Develop and implement a departmental strategic plan for the International Student Programs and Services Office (ISPaSO)(2020-2025) Develop and implement an assessment plan for ISPaSO programming (2020- 2022) 	<p>Years 1-5:</p> <ol style="list-style-type: none"> Completed ISPaSO Strategic Plan document Number of implemented assessments of ISPaSO programming Annual baseline assessments of new international students' life skills developed in the US. Demonstrated improvement of life skills development as measured against international students' first year baseline assessment Student satisfaction surveys (may align with 3.2.2 assessments) 30% of international students engage in leadership opportunities on campus. 	<p>Assistant Dean of Academic Student Services, ICDO, ISPaSO, and possibly Study Abroad</p>	<p>Gehner House</p>	<p>Current ISPaSO staff. Student employment in the office</p>	<p>\$60,000 per year to implement summer and winter experiential programming for international students; professional development for ISPaSO employees & Community-wide programming</p> <p>\$30,000 for renovating Gehner for international and multicultural programming</p>	<p>Resources, time, and workload with COVID 19 issues. Administrative time that could be spent on these issues, are being spent on COVID19 planning.</p>

GOAL III. SHARED GOAL - BOOST ENGAGEMENT (COLLEGE TACTICS)

	TACTICS / ACTIVITIES	IMPLEMENTATION TIMELINE	PERFORMANCE INDICATOR/ KPI	PRIMARY RESPONSIBILITY	RESOURCES - PROGRAMS /FACILITIES	RESOURCES - STAFFING	RESOURCES -BUDGET SUPPORT	PRIMARY CHALLENGE
	<p>3.3.3. Brand Principia as a Premiere International Liberal Arts College: Develop a marketing and campus visual representation campaign to better infuse the international dimension of the College's brand. These efforts will include cataloging all international/global engagement activities, international student profiles, and reflections of alumni on the benefits of their international experiences and global citizenship development.</p>	<p>Years 1-2:</p> <ul style="list-style-type: none"> Aligned with Goal 2, provide visual representation regarding our international focus (physical and online). As part of Goal 2, develop a Branding Plan for Principia College as an international college. Principia College Branding plan highlighting and emphasizes Principia as an international college; Presented to Principia College community <p>Years 2- 3:</p> <ul style="list-style-type: none"> Implementation of Branding Plan. Create mechanisms for assessing this tactic and its initiatives. <p>Years 4 & 5:</p> <ul style="list-style-type: none"> Based on KPIs measured in Years 1-3, identify areas for improvement and possible new stakeholders from which to collect feedback. 	<p>Years 1-2:</p> <ol style="list-style-type: none"> Campus-wide physical representations of international focus with global signage, global languages, maps, artifacts, themed-spaces. Completion of a centralized and comprehensive international/global opportunities and resources webpage (PrinWeb). Number of Marketing materials and practices that refer to international brand. Presentation to community Incorporate feedback from community collected through a survey after the presentation <p>Years 2 - 3:</p> <ol style="list-style-type: none"> Branding plan implemented consistently and holistically to all stakeholders. % of new students and visitors who indicated attraction to Principia due to its international liberal arts brand Number of community references to branding plan as demonstrated in the newsletters, the Pilot magazine, social media posts Annual implementation report developed by the committee submitted to the President. 	<p>Admissions & College Marketing, Marketing, ISPaSO (Appointed Committee)</p> <p>.</p> <p>Marketing & Appointed Committee.</p>	<p>Designated spaces (classrooms, meeting spaces, corridors, community gathering spaces) on campus to house/host artifacts, display cultural pieces, etc.</p> <p>Online website/domain for centralized international opportunities and resources.</p> <p>Nothing at this time.</p>	<p>1-2 additional staff in the College Marketing Department.</p> <p>Potential Marketing consultant.</p>	<p>\$75,000 - \$150,000: FTE salary budget.</p> <p>Budget for international physical showcase pieces, signage, furniture, etc.</p> <p>Potential compensation for Marketing Consultant.</p> <p>Nothing at this time.</p>	<p>Resources, time, and workload with COVID 19 issues. Administrative time that could be spent on these issues, are being spent on COVID19 planning.</p> <p>Availability of budget for resource purchases.</p>

**GOAL IV. SHARED GOAL – PRACTICE SUSTAINABILITY:
Strengthen and continually improve Principia’s organizational sustainability through innovative and active stewardship of its human, ecological and financial resources.**

RATIONALE AND ANALYSIS

Principia will broaden its commitment to sustainability. As a learning community and an educational institution, we have responsibility to demonstrate sustainable practices and education to our community by balancing stewardship of its resources across the three pillars of sustainability (social, ecological, economic).

Our goal is to meet the needs of the existing Principia community without compromising the ability of future generations to meet their own needs.

We seek to demonstrate social sustainability by nurturing Principia’s human resources through active support of staff and faculty engagement. In support of ecological sustainability, we practice active and careful management of Principia’s natural resources including its significant land and water resources, and through the wise design and maintenance of its infrastructure. Using best practices create a long-term financial plan that implements sound fiscal protocols, so that we exercise “wisdom, economy, and brotherly love” in ensuring that Principia’s financial future is sustained.

INITIATIVE	TACTICS / ACTIVITIES	IMPLEMENTATION TIMELINE	PERFORMANCE INDICATOR / KPI	PRIMARY RESPONSIBILITY	RESOURCE REQUIREMENTS			PRIMARY CHALLENGE
					PROGRAMS / FACILITIES	STAFFING	BUDGET SUPPORT	
<p>4.1. Human Capital & Social Equity: Actively promote the vision of Principia as a sustainable community, through emphasis on faculty and staff engagement by valuing human capital, professional development, and social equity across operational, administrative, and academic landscapes. Allowing for outcomes of initiative 1.3 concerning inclusion to inform and be incorporated where possible.</p> <p>Dependencies: 7.3 will build on the work of 4.1 in year two.</p>	<p>4.1.1. Enhance Primary Human Resource Activities and Consultation Services. To better identify and establish the appropriate human resources (HR) service priorities, support systems, and technology enhancements, a set of assessments will be initiated with management and employee groups in 2021. The findings will be used to assess whether the current Human Resources operations are prepared and staffed to provide campus leaders and employees with the expected HR services and consultations.</p> <p>The following services will be assessed in the review process: staffing and salary compensation practices and standards, talent acquisition/recruitment, compensation standards and management, benefits administration, training and development, performance appraisal and personnel management, employee and labor relations, and compliance management. The final assessment will result in a set of recommendations to restructure and staff the College HR operations in 2022. A professional consultant may be needed to lead this exercise.</p>	<p>Year 1:</p> <ul style="list-style-type: none"> Hire a consultant to audit the HR department functions. Complete an inventory of talent management process and functions. Review current ADP HRIS (Human Resources Information System) and explore a stand-alone, HR-based platform. <p>Year 2:</p> <ul style="list-style-type: none"> Define HR goals and priorities based on the consultant’s report and the Principia’s desire to have a committed, talented, diversified, and high-performing workforce. Make recommendations to address needed policy and practice gaps. Implement approved recommendations. <p>Year 3-5:</p> <ul style="list-style-type: none"> Measure and assess results. Review and make needed annual adjustments. Communicate results, successes, and contributions to appropriate stakeholders. 	<ol style="list-style-type: none"> HR goals achievement rates Complete inventory of talent management process and functions Satisfaction rates of HR services 	Director of Human Resources	Effective HRIS System	Full HR Staff, Temp project help; 1 additional FTE	Consultant fees (\$10K-20K), FTE or temp. help (\$10K, plus \$45-\$60K salary see 4.1.2) – Funded by redeployment of resources	HR staffing is stretched with upcoming personnel changes, so even with new help, there will be a training and learning curve. A consultant is a must to get through this. The current HRIS system is linked and driven by Finance dept.

	TACTICS / ACTIVITIES	IMPLEMENTATION TIMELINE	PERFORMANCE INDICATOR / KPI	PRIMARY RESPONSIBILITY	RESOURCES PROGRAMS /FACILITIES	RESOURCES -STAFFING	RESOURCES - BUDGET SUPPORT	PRIMARY CHALLENGE
	<p>4.1.2. Improve Candidate and Employee Experiences to Enhance Overall Engagement Levels: A task force will be assigned to re-visualize and recommend two to five practice changes to improve each stage of employees’ interactions with the College. The goal of the plan is to develop appropriate best practices and procedures that will help in attracting and retaining a talented, high performing, and Principia-dedicated faculty and staff.</p> <p>The change recommendations will focus on improving five stages of the employee lifecycle: 1) attraction (advertisements and applications), 2) recruitment (community introductions and interviews), 3) onboarding (orientation and start-up training), 4) development (training and evaluations), and 5) retention (performance and service recognition).</p>	<p>Year 1:</p> <ul style="list-style-type: none"> Complete assessments of employee lifecycles by unit, position, and field. Update position descriptions and job advertisements to reflect skills and experiences needed to perform current job duties. Hire a HR staff member with recruiting focus <p>Year 2:</p> <ul style="list-style-type: none"> HR recruiter builds stronger networks to improve recruitment Update the on-boarding programs. Create performance recognition programs that align with the Strategic Plan and unit goals. <p>Year 3-5:</p> <ul style="list-style-type: none"> Measure and assess results. Make needed annual adjustments. Communicate results, successes, and contributions 	<ol style="list-style-type: none"> Employee satisfaction levels (annual satisfaction and engagement survey, onboard survey) Completion and timeliness rates of annual employee evaluations Annual exit interview report (i.e. participation rates, issues addressed) Annual turnover rates by area/unit/reason for leaving 	<p>Director of Human Resources</p>	<p>None</p>	<p>Fully qualified and staffed HR team</p>	<p>New FTE - HR staff member with recruiting focus (\$45,000-60,000) Funded by redeployment of resources \$20,000 additional budget for annual employment engagement survey and increased budget for performance recognition program</p>	<p>The current HR staffing is not fully staffed at this time. The HR department is in process of re-building due to organizational change. The HR programs need to be supported by administration and managers.</p>

GOAL IV. SHARED GOAL – PRACTICE SUSTAINABILITY (COLLEGE TACTICS)

	TACTICS / ACTIVITIES	IMPLEMENTATION TIMELINE	PERFORMANCE INDICATOR / KPI	PRIMARY RESPONSIBILITY	RESOURCES PROGRAMS /FACILITIES	RESOURCES - STAFFING	RESOURCES - BUDGET SUPPORT	PRIMARY CHALLENGE
	<p>4.1.3. Initiate a Management Skills Training Program: The College would seek a management training program. The program will teach vital skills needed to keep employees motivated, satisfied, productive, and committed to the College. The goal is to develop a skilled management group that is better prepared in employee development, communications, task prioritization, budget management, cross-campus collaboration, work balance, and goal achievement.</p>	<p>Year 1:</p> <ul style="list-style-type: none"> Assess management skill levels and needs in each unit. Assign a task force to identify appropriate training resources. The task force should include a faculty member, a director/manager, a service director, a director of student employees, and others. Develop onboarding and annual training schedules specifically designed for managers. <p>Years 2-5:</p> <ul style="list-style-type: none"> Implement a full management training program. Complete regular and annual assessment of program. Make annual recommendations for improvement. 	<ol style="list-style-type: none"> Number of annual participants in the training program. Satisfaction levels of participants. Results of the employee engagement survey exit interviews, and performance reviews. 	<p>Director of Human Resources</p>	<p>None</p>	<p>HR team; HR Shared Services Trainer/Colleague (TBD); and/or other Consultants/Vendors; Task force member</p>	<p>Minimum outlay of \$20,000 for Management training (\$500/person), continuing budget needed for new managers; Potentially \$10-20K for additional Management training programs;</p>	<p>Budget, time/priority for management teams who are already consumed with no perceived work/life balance.</p>

GOAL IV. SHARED GOAL – PRACTICE SUSTAINABILITY (COLLEGE TACTICS)

INITIATIVE	TACTICS / ACTIVITIES	IMPLEMENTATION TIMELINE	PERFORMANCE INDICATOR/ KPI	PRIMARY RESPONSIBILITY	RESOURCES - PROGRAMS /FACILITIES	RESOURCES - STAFFING	RESOURCES -BUDGET SUPPORT	PRIMARY CHALLENGE
<p>4.2. Ecological/Environmental Sustainability: Actively promote the use of best practices in Principia College’s stewardship of its natural resources, by implementing actions that facilitate achieving zero waste and carbon neutrality that are sustainable in terms of food and campus infrastructure, and that minimize our ecological footprint.</p>	<p>4.2.1. Update and Implement the Inclusive Land Management Plan: Complete a ten-year Land Management Plan (LMP) for the 2500-acre non-core campus forests, fields, and prairie lands. The plan will use a structured decision-making process which includes methods and indicators designed to enhance and sustain the land’s: 1) ecological balance, 2) academic utility, 3) income potential, and 4) community use.</p>	<p>Year 1:</p> <ul style="list-style-type: none"> Land stewardship manager, land stewardship staff and Land Stewardship Advisory Group will develop and complete the LMP draft. LMP distributed for stakeholder review, comments incorporated and LMP finalized. LMP submitted to Principia College administration <p>Year 2 5:</p> <ul style="list-style-type: none"> Implementation of LMP with annual program budget review and reallocation. 	<ol style="list-style-type: none"> Completed College LMP submitted to and approved by College Admin <ol style="list-style-type: none"> Ecological balance: Define desired ecological conditions. Reduce invasive species presence by 50% within 5 years; increase prescribed fire to 100 acres annually within 5 years; initiate oak recruitment in 15 acres annually within 5 years. Academic utility: Increase academic use of the land by 25% by promoting spaces and activities to current faculty and outside researchers. Identify and address current barriers to land utilization for academics. Income potential: increase extramural funding for invasive species removal, timber stand improvement, and old field restoration to pay for 50% of project costs; Increase money generated from the land, such as land leases, timber, deer hunting, by 20% over 5 years. Community use: Host four community engagement meetings/events per year to inform priorities. Improve community access to the land with improved trails and signage by 50%; Preserve and enhance ecosystem characteristics that are valued by the community; ensure major projects related to utilities and infrastructure (solar, pipelines, etc.) are ecological sustainable; successful stakeholder and community relationships. Annual review of LMP activities and budget, and adjustment of both to reflect new information 	<p>Land Stewardship Manager</p> <p>Land Stewardship Manager with Land Stewardship Advisory Group</p> <p>Land Stewardship Manager with Land Stewardship Advisory Group with Strategic Plan oversight team.</p>	<p>No additional</p>	<p>Increase Land Stewardship Biologist position from 0.5 to 1.0 FTE to support LMP completion and implementation - Funded by redeployment of resources</p> <p>Add a second Land Stewardship Biologist FTE - Funded by redeployment of resources</p> <p>Increase Lands Stewardship manager (faculty) position from 9 month to 12-month contract to support LMP implementation</p>	<p>See FTE adjustments</p> <p>Adjust operating budget annually based LMP annual goals</p> <p>Allow income generated by land management activities to accrue in designated fund</p>	<p>Current staffing support not adequate to enable added effort required to fully develop and implement LMP</p> <p>Land Stewardship budget resets each year, thus preventing large projects from receiving adequate funding based on long-term planning</p> <p>Land use revenues not directed into land management (current model)</p> <p>Acceptance of state/federal funds disallowed (current model)</p>

	TACTICS / ACTIVITIES	IMPLEMENTATION TIMELINE	PERFORMANCE INDICATOR/ KPI	PRIMARY RESPONSIBILITY	RESOURCES - PROGRAMS /FACILITIES	RESOURCES - STAFFING	RESOURCES - BUDGET SUPPORT	PRIMARY CHALLENGE
	<p>4.2.2. Create and Implement a Sustainable Campus and Energy Plan: The 100 acre core campus Sustainable Campus and Energy Plan (SCEP) will define sustainable infrastructure development (with associated landscaping) to include best practices in building design, construction, and operations and maintenance (O&M) to enable a carbon neutral enterprise with minimal ecological impact. The intention is to develop campus-based adaptation, preparedness, and resilience strategies in light of the changing global environment.</p>	<p>Year 1:</p> <ul style="list-style-type: none"> Charter a SC&EP Task Team; define mission, membership, governance, and responsibilities <p>Year 1 & 2: Develop a Sustainable Campus and Energy Plan (SC&EP) to include sustainable design, construction, operations and maintenance (O&M) guidelines that enable:</p> <ul style="list-style-type: none"> Institutional aspirations to be zero waste and carbon neutral, with minimal ecological impact, and Adaptation, preparedness, and resilience in the face of a changing climate. <p>The SC&EP will define overarching goals to serve as guiding principles for an integrated, sustainable campus that enriches the living and learning environment, saves material and financial resources, and reflects our commitment to a thriving built and natural environment. These goals will embrace:</p> <ul style="list-style-type: none"> work toward high performance buildings capable of obtaining LEED or comparable third-party certification for new construction, renovation, and O&M of campus buildings and landscape, performance-based goals for energy and emissions, waste and water, heating and cooling, and furnishings, sustainable landscaping, including regionally native plantings, invasive species controls, and stormwater management, preservation of Principia’s designation as a National Historic Landmark Historic District, and create a unified “look and feel” for overall beauty of the campus and historical aspects, including outdoor lighting, campus, circulation & parking, cultural features, and viewsheds. 	<ol style="list-style-type: none"> Charter approved by college admin Consultant Contracted SC&EP approved by college admin Approved SC&EP Implementation Schedule is on track By year 5, college campus is carbon neutral Number of stakeholders engaged Carbon neutrality is demonstrated by a GHG Emissions Inventory Energy usage and monitoring is demonstrated by building level metering and RCx projects. Explore emission free activities that engage community 	<p>Facilities Department (FAC)</p> <p>This team, especially as it relates to the Energy Plan “side” of the SC&EP, is a natural fit for the existing multidisciplinary Strategic Energy Management (SEM) Team</p> <p>FAC with Task Team</p>	<p>No additional</p>	<p>No additional</p>	<p>Increase Campus Master Plan Funding C11013 for consultant support by \$100,000</p> <p>Increase funding of C21032 Energy Conservation Strategy to support approved initiatives \$100,000</p>	<p>Setting priorities and achievable goals</p> <p>Setting priorities and achievable goals</p> <p>Managing projects – time/scheduling, funding source</p>

		<p>The SC&EP will define a Principia College Energy Policy. The SC&EP retain our commitment to sourcing 100% renewable electric energy and articulate a plan to:</p> <ul style="list-style-type: none"> ● achieve carbon neutral or carbon negative status, ● reduce overall energy use, including a plan to engage the community to this end, ● retro-commission (RCx) campus buildings on an ongoing rotation, ● reduce/offset emissions from natural gas use, ● explore solar-based opportunities to offset energy costs and provide experiential learning for our students, ● provide for building-level metering to measure and monitor energy use, and ● encourage management of the grounds in ways that support carbon sequestration. <p>The SC&EP will build on a legacy of sustainability expertise and leadership within our capital projects, operations and maintenance, and custodial and grounds teams to ensure that our buildings are built and remain as low impact as possible. In support of mission-driven goals, staff will be provided with opportunities to gain “green” credentials [LEED, IFMA, GPRO], and attend professional meetings and conferences.</p> <p>Years 2-5:</p> <ul style="list-style-type: none"> ● Phased Implementation of the SC&EP 						
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GOAL IV. SHARED GOAL – PRACTICE SUSTAINABILITY (COLLEGE TACTICS)

	TACTICS / ACTIVITIES	IMPLEMENTATION TIMELINE	PERFORMANCE INDICATOR/ KPI	PRIMARY RESPONSIBILITY	RESOURCES - PROGRAMS /FACILITIES	RESOURCES - STAFFING	RESOURCES - BUDGET SUPPORT	PRIMARY CHALLENGE
	<p>4.2.3. Develop and Implement a Strategic Plan for Sustainable Operations: The Strategic Plan for Sustainable Operations (SPSO) embraces the entirety of campus operations exclusive of the built infrastructure and associated groundskeeping. The Plan will define best practices as they apply to supply chain and purchasing standards, such as those related to paper, food, and IT; carbon offsets related to commuting and transportation; and community engagement in behaviors associated with water and resource conservation, waste management, and food systems.</p>	<p>Year 1:</p> <ul style="list-style-type: none"> Charter an inter-departmental Sustainability Council; define mission, membership, governance, and responsibilities <p>Years 1-2:</p> <ul style="list-style-type: none"> Complete SPSO to include researched best practices, purchasing standards, to reduce our ecological footprint (e.g., local providers, zero waste, third-party sustainability certifications, water/ resource conservation, sustainable/ humane food) and engage our community <p>Years 2-5:</p> <ul style="list-style-type: none"> Phased Implementation of the SPSO 	<ol style="list-style-type: none"> Charter approved by college admin SPSO approved by college admin Approved SPSO Implementation Schedule is on track Number of stakeholders engaged Approved SPSO Implementation Schedule is on track Institution-wide “STARS” compliance audit (Year 2, Year 5) Zero Waste audit (Year 2, 5) Green Dining Alliance audit (annual) Green Dining Standard (2019) milestones met 	<p>SUS with Sustainability Council</p>	<p>Container farm (e.g. Freight Farm™ or Growtainer™)</p> <p>Compost Hauler (panel truck)</p>	<p>Center for Sustainability Operations and Compliance Manager: 1.0 FTE</p> <p>Dining Services 1.0 FTE to oversee implementation of the Green Dining Standard and container farm</p>	<p>\$25,000 for an experienced consultant to guide the SPSO</p> <p>\$100,000 for the Freight Farm, which, operationally, is revenue positive</p> <p><i>Ideally the Freight Farm is purchased an Alumni class gift</i></p>	<p>Time – an experienced SUS planning consultant would be very helpful</p> <p>Current staffing is inadequate to enable added effort required to implement/ oversee SPSO</p> <p>Managing projects – time/ scheduling, funding source</p>

GOAL IV. SHARED GOAL – PRACTICE SUSTAINABILITY (COLLEGE TACTICS)

INITIATIVE	TACTICS / ACTIVITIES	IMPLEMENTATION TIMELINE	PERFORMANCE INDICATOR/ KPI	PRIMARY RESPONSIBILITY	RESOURCES - PROGRAMS /FACILITIES	RESOURCES - STAFFING	RESOURCES - BUDGET SUPPORT	PRIMARY CHALLENGE
<p>4.3. Economic/Financial Sustainability: Actively promote the vision of Principia as a fiscally resilient community, by developing a long-term economic strategy which includes financial initiatives that balance short and long-term revenue against expenses.</p>	<p>4.3.1 Initiate New Budget Review Committee and Processes: Assign and charge a College Budget Advisory Committee (CBAC). The new committee will advise on updating financial organizational structures, schedules, and training on budget planning, review, and approval processes to heighten transparency and effective investment of resources.</p> <p>The College Budget Advisory Committee will oversee the Portfolio Evaluation & Optimization Process as outlined in 4.3.2, which may comprise some or all of the CBAC members.</p>	<p>Year 1: Assign the new campus-based budget committee to:</p> <ul style="list-style-type: none"> ● Document how budget requests and budget decisions are made ● Identify opportunities to increase transparency and administrative accountability for budget decision-making—including scheduling, participation, reporting, and dashboards ● Document linkage between planning, budgeting, and evaluation/assessment. ● Provide broader annual budget system training for division leaders and unit managers <p>Years 2-5:</p> <ul style="list-style-type: none"> ● Measure and assess results of changes. ● Make needed annual adjustments. ● Communicate results, successes, and contributions 	<ol style="list-style-type: none"> 1. Committee is annually charged and assembled with faculty, staff and student appointments. 2. Completed flow chart of budget decisions 3. Recommendations of improvements for transparency and accountability submitted for approval to College President by November 1 4. Completion of a report of linkages between the Strategic Plan, budgets, and evaluation & assessment with appropriate evidence for HLC Interim Report no later than November 1 annually beginning 2020. 5. Satisfaction levels from participants of training 	<p>College President</p>	<p>No new support anticipated</p>	<p>FACT members</p>	<p>No new support anticipated for the review process</p>	<p>Committee members ability to participate</p>

GOAL IV. SHARED GOAL – PRACTICE SUSTAINABILITY (COLLEGE TACTICS)

	TACTICS / ACTIVITIES	IMPLEMENTATION TIMELINE	PERFORMANCE INDICATOR/ KPI	PRIMARY RESPONSIBILITY	RESOURCES -PROGRAMS /FACILITIES	RESOURCES -STAFFING	RESOURCES - BUDGET SUPPORT	PRIMARY CHALLENGE
	<p>4.3.2 Develop & Implement a Portfolio Evaluation & Optimization Process: In alignment with 7.1, develop a system to assess academic, extracurricular, athletics, administrative (including Shared Services) and student support programs in terms of demonstrated goal achievement, viability, and relevance.</p> <p>The process will align with and build upon the successful assessment and evaluation processes developed in 7.1 for the academic program and apply those principles to the other campus programs/services. Beginning year 2, the process will examine approximately 20 percent of the campus portfolio of activities each year. The results of the process are intended to inform and direct budgeting processes.</p> <p>Dependencies: Completion of 4.3.2 depends on 7.1.1 consultant report.</p>	<p>Year 1:</p> <ul style="list-style-type: none"> (1st Semester) Create and charge the committee at the College. It comprises members of the College Budget Advisory Committee. In conjunction with 7.1 and leaders of administrative, athletic, Student Life, and Shared Services offices, develop the appraisal process including agreement about a set of qualitative and quantitative performance criteria by consulting. (2nd Semester) Conduct initial appraisal of non-academic programs identified by unit/division leadership. <p>Years 2 5: All programs will be reviewed in the five-year cycle. Reviewed programs that are not meeting performance objectives and are selected for retention and investment will be added to the committee’s annual “watch-list” and reviewed more frequently.</p> <ul style="list-style-type: none"> Include a current and future Demand Analysis in all reviews Reviews will articulate how each program supports the Principia Mission, adds value to the campus, and contributes to student recruitment and retention. Calculate actual program delivery costs. Establish a sunseting process for programs identified for closure. Make recommendations to address needed policy and practice gaps. Implement approved changes. Update the campus master plan by 2022. Technology Master Plan for the College by 2022. Measure and assess results. Make needed annual adjustments. Communicate results, successes, and contributions. 	<ol style="list-style-type: none"> Committee is annually charged and assembled with the 7.1 committee. Committee vets and recommends evaluation criteria Committee meets regularly to review appraisals that are completed by 7.1 and administrative assessment to complete recommendations for the President and budget committee by Feb 1 each year. Appropriate review and approval processes need to be developed and followed. Completion of an updated campus facilities and campus specific Information Technology (IT)/Academic Technology master plans 	CFO and COO	No new support anticipated	To be determined	<p>No new support anticipated for the review process</p> <p>Approved new programs will likely have new operational costs</p>	Task-force members ability to participate

GOAL IV. SHARED GOAL – PRACTICE SUSTAINABILITY (COLLEGE TACTICS)

	TACTICS / ACTIVITIES	IMPLEMENTATION TIMELINE	PERFORMANCE INDICATOR/ KPI	PRIMARY RESPONSIBILITY	RESOURCES -PROGRAMS /FACILITIES	RESOURCES -STAFFING	RESOURCES - BUDGET SUPPORT	PRIMARY CHALLENGE
	<p>4.3.3. Start a New Program Proposal and Endorsement Process: Create a standard new program review and endorsement process to determine the potential of the proposed degree or activity’s ability to be financially viable while contributing to the mission, academic experience, and strategic goals.</p> <p>Efforts will assist in generating additional revenues to lower the annual endowment draw to 5 percent. The draw is currently creating a \$17 million gap.</p>	<p>Year 1 and 2:</p> <ul style="list-style-type: none"> ● Create a Revenue Generation Taskforce to encourage, invite, evaluate, and recommend new and enhanced programs that can create positive revenue sources. ● Update the new program proposal templates to include specific enrollment (market and demand analysis), cost and revenue targets. ● Identify and encourage new ideas to generate new revenues ● Make recommendations to address needed policy and practice gaps. Implement approved changes. <p>Years 3-5:</p> <ul style="list-style-type: none"> ● Measure and assess results. ● Make needed annual adjustments. ● Communicate results, successes, and contributions 	<ol style="list-style-type: none"> 1. Task force is annually charged and assembled with faculty, staff and student appointments. 2. Taskforce vets and recommends evaluation criteria for new programs. 3. Taskforce meets and considers new ideas for investments and expansion. Complete recommendations for budget committee by March 1 each year. 4. Appropriate review and approval processes need to be developed and followed. 	CFO and COO	No new support anticipated	To be determined	No new support anticipated	Committee members ability to participate

GOAL VII. COLLEGE SPECIFIC GOAL - ADVANCE & IMPROVE THE ACADEMIC EXPERIENCE

Advance academic excellence by enhancing opportunities for Principia College to be a dynamic community of thought leaders, independent thinkers, and lifelong learners.

RATIONALE AND SITUATIONAL ANALYSIS:

We are committed to developing and engaging our students to become leaders of tomorrow. We recognize that educating future leaders requires a commitment to faculty and staff skill development, research, creative work, and/or experiential learning, as well as the enhancement of academic engagement of our students. We believe that an engaged student body, staff and faculty will promote academic excellence and a dynamic community.

INITIATIVE	TACTIC / ACTIVITY	IMPLEMENTATION TIMELINE	PERFORMANCE INDICATOR / KPI	PRIMARY RESPONSIBILITY	RESOURCE REQUIREMENTS			PRIMARY CHALLENGE
					PROGRAMMING / FACILITIES	STAFFING	BUDGET SUPPORT	
<p>7.1. Embrace Best Practices: Continually assess and improve our academic programs. Use intentionality and integration of the curriculum to better meet the needs of current and upcoming student populations.</p>	<p>7.1.1. Assess the Overall Academic Program: The College conducts an external assessment and evaluation of the scale and scope of our overall academic degree programs (e.g., number and breadth of program offerings). The external review follows best practices and considers programs’ 1) role in supporting the Mission and Strategic Plan Goals, 2) student demand and enrollment trends, 3) delivery costs, 4) delivery options (e.g. daily schedule, calendar, and modes), and 5) other recent reviews and quality assessments.</p> <p>The effort will include a reimagination exercise that will result in suggesting academic program revitalizations, combinations, eliminations, and new start-ups. The process delivers a recommendation of an appropriate academic program mix and priorities for current and future student populations. This tactical activity is the initial process for 4.3.2. to align with and build upon.</p> <p>Dependencies: Completion of 4.3.2 depends on 7.1.1 consultant report.</p>	<p>Year 1:</p> <ul style="list-style-type: none"> Research, selection, and retention of outside/external consultant ensuring that what we offer is the most liberating set of arts that address student needs (November 2020) Consultant site visit (February/March 2021) with a report/recommendations (April 2021). Review by Academic Dean and Strategic Plan Action Committee (May 2021). Presentation to stakeholders (ex: Faculty and Academic Staff post-Spring workshop) (May 2021) <p>Year 2:</p> <ul style="list-style-type: none"> Evaluate and determine which recommendations will be implemented (August – November 2021). Proposals will be developed by a committee appointed by the Deans and elected by Faculty Senate. Approve changes and implementation timeline 	<p>Year 1:</p> <ol style="list-style-type: none"> Researching, selecting, and retaining an outside consultant. Working group deciding upon educational model and other parameters to provide to the consultant. Consultant site visit. Completion of written report/recommendations by consultant. <p>Year 2:</p> <ol style="list-style-type: none"> Implementation plan completed, approved, and budget approved. <p>Year 3:</p> <ol style="list-style-type: none"> Progress reports submitted. <p>Year 4:</p> <ol style="list-style-type: none"> Assessment report completed, ongoing assessment designed, and proposals for developed. Budget approved for continued implementation. 	Dean of Academics’ Office	Resources based on implementation plans developed in Year 2 and beyond.	Internal resources and leadership of the project both for the review, prioritizing, and leading appropriate change and recommendation s; ongoing employee time for 5+ task force members, including the Student Senate Academic representative, to oversee the process and follow up with tasks and reporting. This will include work outside of the semester. An implementation	<p>Consultant Fees: Preliminary cost estimates indicate \$50K - \$70K for a consultation. - Funded by redeployment of resources</p> <p>Internal resources and leadership: both for the review and for prioritizing and leading appropriate change and recommendations.</p> <p>Ongoing employee time for 5+ task force members, including the Student Senate Academic representative, to oversee the process and follow up with tasks and reporting.</p>	<p>The primary challenge to this tactical plan is our college’s history of considering the academic program from a departmental (or at best, divisional) perspective. We have no experience in recent decades of planning the academic program as a comprehensive whole, except in reconfirming our dedication to the liberal arts and reviewing the General Education program; as such, this type of review can feel threatening to faculty and departments who might fear the recommendations that would come from such a review.</p> <p>Another challenge might be reluctance to change the academic calendar due to the significant amount of faculty and staff effort that is involved in such</p>

GOAL VII. COLLEGE SPECIFIC GOAL - ADVANCE & IMPROVE THE ACADEMIC EXPERIENCE

		<p>(December 2021) Approvals will include: Division Heads, Faculty Council, Faculty Senate</p> <ul style="list-style-type: none"> • Assign and charge implementation teams (January -February 2022) • Develop and approve implementation plans including a two-year budget to present to CFO for budget review (February-April 2022) • Implementation plan finalized and approved by the College President (May-June 2022) <p>Year 3:</p> <ul style="list-style-type: none"> • Begin Implementation (August-June 2022) <p>Year 4:</p> <ul style="list-style-type: none"> • Assess plans and budget. • Develop change proposals. • Continue implementation of plans as appropriate. <p>Year 5:</p> <ul style="list-style-type: none"> • Assess progress and recommend subsequent changes from the Committee 	<p>Year 5:</p> <ol style="list-style-type: none"> 1. Assessment report of progress completed. 			<p>team will be created for Year 1-3 with rotation.</p>	<p>Employee secondary contracts for work outside the semester - \$10,000 Funded by redeployment of resources</p>	<p>changes. To complete the tactic and/or the implementation of any academic calendar change, it may also require a change to faculty contracts.</p> <p>Resources and support (i.e. finances, time, employees) need to be allocated and committed in order to successfully integrate this activity into our ongoing review of our overall academic program. The community needs to understand how this type of review is essential given the need to re-envision the student body our programs would be serving (see Goal 2).</p>
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GOAL VII. COLLEGE SPECIFIC GOAL - ADVANCE & IMPROVE THE ACADEMIC EXPERIENCE

INITIATIVE	TACTICS / ACTIVITIES	IMPLEMENTATION TIMELINE	PERFORMANCE INDICATOR/ KPI	PRIMARY RESPONSIBILITY	RESOURCES - PROGRAMS /FACILITIES	RESOURCES - STAFFING	RESOURCES - BUDGET SUPPORT	PRIMARY CHALLENGE
<p>7.2. Increase Student Engagement: Intentionally provide opportunities for greater student engagement throughout the academic experience.</p>	<p>7.2.1. Define, Increase, and Assess Academic Engagement Throughout the Student Experience: Academic leadership will create an appropriate definition of student engagement and applies this understanding across academic programming. Rubrics are designed to evaluate and communicate successful student academic engagement (such as ELF, summer research assistantships, student research support, etc.). The assessment programs and activities, including high impact practices¹, will be included in the overall recommendation for new academic engagement initiatives.</p> <p>Having a clear understanding of what academic engagement represents and how it can be measured is critical to achieving this initiative</p>	<p>Year 1:</p> <ul style="list-style-type: none"> Pre-Spring academic term workshop where faculty, staff and student representatives participate in the development of a shared definition of student engagement (Spring 2021). Development of rubrics to evaluate successful student academic engagement (Spring 2021 or Fall 2021). Identification of high-impact programs at Principia College. <p>Completion of this tactic is expected before beginning of Tactic 7.2.2</p>	<ol style="list-style-type: none"> Academic community has a shared definition and common understanding of student engagement within academics Faculty understand high-impact teaching methods and how to incorporate them into their teaching practice. Develop a rubric against which to assess current activities (such as ELF, Summer Student Research Assistantship, etc.) and inform future proposals. Incorporate the evaluation of student engagement and high-impact practices into Annual Assessment Reports (see Tactic 7.1.1). 	<p>Dean of Academics' Office</p>	<p>No additional resources have been identified at this time</p>	<p>Faculty, staff, and student time; Marketing staff time for promotional materials</p>	<p>Rubric development should have minimal costs.</p>	<p>Challenges in regard to this tactic might include time and staffing to conduct this research and create these models and rubrics; differing educational philosophies and teaching practices; time involved in engaging the community and creating buy-in; complexity of adding a layer to holistic academic programming review processes.</p>

¹ <https://www.aacu.org/resources/high-impact-practices>

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	<p>7.2.2 Determine Appropriate High Impact Practices for Principia College: An audit of curricular and non-curricular high impact practices² completed in 2021-2022. The assessment will result in recommendations to maintain, enhance, eliminate, or add high impact practices in order to improve academic experiences and student success levels.</p>	<p>This tactic will be initiated following the completion of the rubrics in Tactic 7.2.1.</p> <p>Year 2:</p> <ul style="list-style-type: none"> Assessment of high-impact programs using developed rubrics (Spring 2022 forward as part of ongoing assessment of programs). <p>First semester of project/review</p> <ul style="list-style-type: none"> Establish a core team including representatives from Faculty (including Athletics), Registrar, Student Government. (1 month) Create one or more advisory groups for the Core Team; advisories include Admissions, Financial Aid, Study Abroad, Student Life, Divisions, Scholastic and Curriculum Committees, RPC, COO/Budget Advisory Committee, and others. (1 month) Develop research plan, scope, and timeline. Identify decision authority prior to beginning the research. (2 months) <p>Second semester of project/review (may include summer)</p> <ul style="list-style-type: none"> Conduct research, interview colleges with similar programs, analyze and share findings with Advisory Groups. Develop and model one or more scenarios. Conduct focus groups with students and prospective students on models' attractiveness; gather input from internal stakeholders to develop cost/benefit analysis, transition requirements, feasibility, implementation timelines for each model. Share findings and recommendations with the community and gather input. With community input, present recommendation for decision (1 month). If recommendation is approved, all programs develop transition and implementation plans (6 months). Implement. Launch, assess, and evaluation cycle. Prepare and submit annual reports. 	<p>1. Regular updates to the community and a comprehensive final report on the topic along with a public presentation to the community. A possible follow up survey of the community would indicate the interest in the report.</p>	<p>Dean of Academics' Office</p>	<p>No additional resources were identified at this time.</p>	<p>This would require a group of faculty and staff to investigate and report their findings.</p>	<p>Designated budgets will be needed for any new initiatives and programs</p> <p>It may require additional funding if the group would visit other colleges who have January and/or May terms.</p>	<p>The primary challenge will be the individuals' time for a group to meet, research, write, and report out findings. An implementation of a change may significantly alter services, employee contracts, scheduling, and more across the campus.</p>

² <https://www.aacu.org/resources/high-impact-practices>

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<p>7.3. Faculty and Staff Development: Increase support for formal faculty and staff development.</p> <p>Dependencies: 7.3 will build on the work of 4.1 in year two.</p>	<p>7.3.1. Redesign the Faculty Career Cycle Support Services: The College will redesign the faculty career cycle, from position creation to promotions, to assure high academic program quality, stronger faculty retention levels, and maintenance of a dynamic and productive learning/working environment at the College. The resulting recommendations will focus on systems for improving faculty positions: planning, on-boarding, evaluation, professional development, and promotion.</p> <p>7.3.2 Redesign the Academic Staff Career Cycle Support Services: The College will redesign the academic staff career cycle, to assure high academic program quality, stronger academic staff retention levels, and maintenance of a dynamic and productive learning/working environment at the College.</p>	<p>Year 1:</p> <ul style="list-style-type: none"> Define and evaluate of the roles of academic staff and faculty in terms of individual evaluation, support, and organizational structure. Report findings based of research into other institutions and best practices. <p>Year 2-5:</p> <ul style="list-style-type: none"> Build on the report from Year One and findings from Initiative 4.1. 	<p>Year 1</p> <ol style="list-style-type: none"> Report produced and shared with community. <p>Years 2-5</p> <ol style="list-style-type: none"> Every job description includes prioritization of roles/tasks. Every faculty has a longer-term professional development plan that will fit into the regular work schedule. Aligning the faculty promotion process with the annual evaluation process. 	<p>Dean of Academics, Faculty and Staff Senates, and Human Resources.</p>	<p>No additional resources were identified at this time.</p>	<p>No additional staffing resources were identified at this time.</p>	<p>Budgeting to support these activities along with employee time to participate in planning, implementation, and assessment.</p>	<p>Training opportunities for management, including succession planning and employee support, will be important.</p>