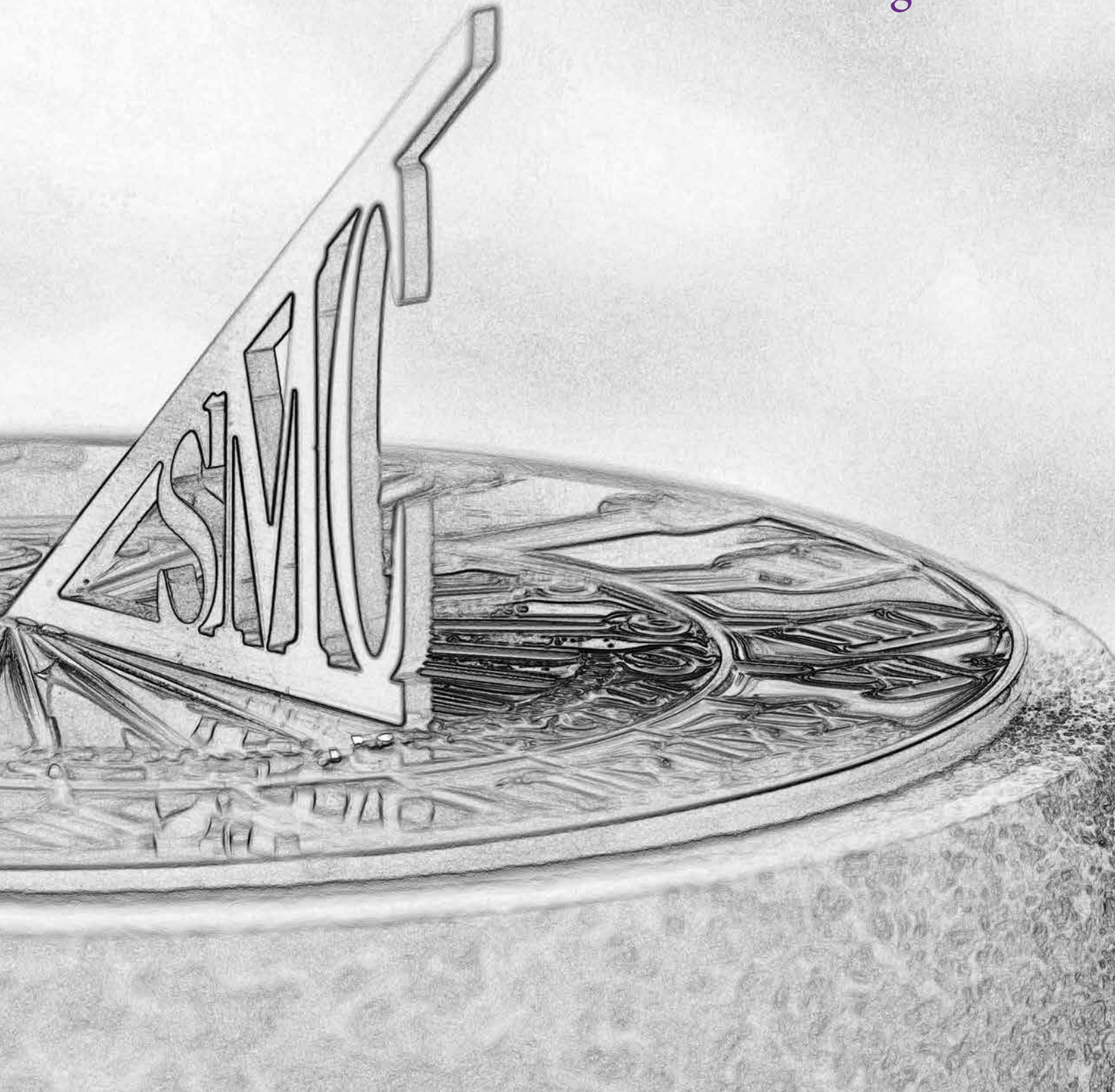


Saint Michael's College

# VISION 2020

A Strategic Plan



# Saint Michael's College Strategic Plan

This guide to the Saint Michael's College Strategic Plan 2020 provides an overview of the context, goals, and initiatives established during many hours of research, analysis, and thought by many members of the community. The strategic plan brings to life the mission and vision of the institution in light of current and anticipated challenges and opportunities. Much of the work on this plan was completed in 2015, but it was guided by work that began earlier.

In 2013 the president organized a Strategic Assessment Taskforce (SAT) that was led by a trustee and composed of 12 alumni, staff, and faculty members. Their charge was to identify the paradigm shifts that were emerging that could dramatically alter the future of the institution. The

taskforce identified a "perfect storm" of emerging major trends: rapidly rising tuition and families' diminished ability to pay it, changing demographics in our markets, and the rising influence of e-learning models. These findings, along with the thoughtful and careful work done in the strategic planning committees, provided the framework for setting important goals and individual initiatives directed at achieving them. Each area represents a core neuralgic issue for a Catholic liberal arts college in the first few decades of the 21st century,

and the College hoped that each of these issues might be more effectively addressed by the unconstrained thinking of individuals who had both a personal and a professional interest in improving the College's ability to articulate its place in American higher education.

Each of the planning committees had a simple charge: develop initiatives in the area of your group's responsibility that will make the College stronger as it confronts the inevitable challenges facing Catholic liberal arts colleges. There was no attempt to cover the entire spectrum of issues facing such colleges, nor was the planning process itself traditional. Rather, this was a quest to develop creative ideas that could motivate and enthusiastically challenge the morass facing American higher education. The entire concept was to let creativity motivate the actions of the College for the next five years.

Next came six months of intense deliberation by the planning committees. Guided by the charge to be creative, each group employed a range of strategies to explore existing models, seek advice from colleagues at other institutions, explore newer trends in higher education, examine emerging student interest, and employ dialogue under the guidance of a long intellectual tradition in order to fashion the initiatives described in this document. Many of the initiatives inevitably relate to one another; they span the spectrum from ideas that can be implemented immediately, to those requiring additional deliberative planning, to those requiring a major influx of resources.

These initiatives are grouped within the major areas of initial study with the clear understanding that other goals would, and should, emerge over the five-year planning period and that these too would give birth to initiatives. The strategic plan itself will be presented in schematic form on the College's portal and contains specific initiatives, associated responsibilities, and timelines for implementation with benchmarks. The community is invited to make suggestions about, add to, and modify, the planning process, including suggesting additional initiatives. Thus, the very presentation of the plan was designed to keep the plan visible, dynamic, and responsive. The intent is that the experience of implementation will, over five years, alter the schematic outline of the plan—as it should, if the plan is to be a dynamic guide that is largely suggestive and not proscriptive. Indeed, after the initial strategic plan, a series of initiatives concerning athletics and wellness was added.

This model of planning is unusual in that it gives priority to action over rhetoric, and to an adaptable and changeable plan over a document that attempts to span all areas of concern at the College. In turn, it requires active participation by members of the community throughout the period. Thus, it stands less as a series of lofty goals than as a series of active steps. This is a plan that will not sit on the shelf. It characterizes the continuing commitment and care shown by Saint Michael's College staff and faculty that guides the College and helps the community find the right path forward.

## STRATEGIC PLANNING COMMITTEES

- Curriculum
- Liberal Arts
- Life After College
- Faculty Development
- Mission
- Student Life



## THE TIMELINE & PROCESS

STRATEGIC PLAN 2020 DELIVERED TO THE BOARD AND THE COLLEGE COMMUNITY

2013

STRATEGIC ASSESSMENT TASKFORCE REPORT

2014

ESTABLISHMENT OF STRATEGIC PLANNING COMMITTEES

2015

COMMITTEE REPORTS SUBMITTED

2016

## VISION

Saint Michael's College seeks to fulfill the institution's mission through the pursuit of three interrelated goals:

- To actively engage students with ideas developed over millennia in many world civilizations as well as those ideas from more recently emerging disciplines and assist students in the generative process of creating new understandings. For this engagement to be most productive, a student must work closely with a faculty member who is deeply, actively, and demonstrably engaged in learning, for in a liberal arts college it is not so much acquired knowledge or personal belief that is passed on from one generation to the next, but rather curiosity and passion for the very ideas of the discipline.
- To encourage the development of an empathetic understanding and respect for the differing views

**IT IS THE MISSION OF SAINT MICHAEL'S COLLEGE TO CONTRIBUTE THROUGH HIGHER EDUCATION TO THE ENHANCEMENT OF THE HUMAN PERSON AND TO THE ADVANCEMENT OF HUMAN CULTURE IN THE LIGHT OF THE CATHOLIC FAITH.**

of others derived from their history, status, or unique philosophical or religious belief. Such an understanding is to be developed through proximate experience grounded in religious, philosophical, and historical contexts.

- To take responsibility for the moral and spiritual development of each individual by employing the long Catholic intellectual tradition that sees no conflict between

belief and reason. This is rooted in the belief that the world is "good" and that the dignity of each person needs to be acknowledged.

Saint Michael's College has a comprehensive vision as a distinguished, Catholic, liberal arts and science, undergraduate, residential college excelling in the preparation of students for lifelong learning in a global society.

# Strategic Plan

## GOALS AND INITIATIVES OVERVIEW

### 1

#### **Improve the College's academic standing**

- 1.1 – Expand resources for faculty development
- 1.2 – Provide faculty more time for scholarship, teaching, and contact with students
- 1.3 – Develop 3-5 institutional learning objectives expected of all students
- 1.4 – Create and secure funding for Centers of Excellence
- 1.5 – Emphasize a range of majors that reflect both the traditions of a liberal education and the emerging interests of prospective students
- 1.6 – Establish a fellowship coordinator position
- 1.7 – Promote alumni, student, and faculty accomplishments to external and internal constituents through marketing channels
- 1.8 – Use data analytics to inform resource allocation and other decisions

### 2

#### **Restructure the introduction to the liberal arts to be a progressive, scaffolded experience**

- 2.1 – Restructure the introduction to the liberal arts using themed integrative seminars each year (LINQ)
- 2.2 – Develop a course and event scheduling process to optimize resources and minimize conflicts
- 2.3 – Develop a “short term” to accommodate the large number of required courses in certain majors

### 3

#### **Increase and expand programs that embrace mutual respect, collaboration, and wellness for the individual and the institution**

- 3.1 – Establish an integrated Wellness Center
- 3.2 – Create a robust program that focuses on substance-free options for students
- 3.3 – Review the Student Code of Conduct for clarity and accountability
- 3.4 – Expand the utilization of facilities at Saint Anne's Shrine
- 3.5 – Consider new forms of self-governing learning communities
- 3.6 – Educate faculty and staff regarding the important role they play in helping and supporting students

### 4

#### **Construct a comprehensive 4-year Student Development Program**

- 4.1 – Integrate the offices of Career Development, Alumni Affairs, Internships, and Student Employment
- 4.2 – Transform campus work programs
- 4.3 – Set specific goals for significant student participation beyond the classroom
- 4.4 – Employ Gallup Survey results and other instruments to better understand how our signature programs influence student success and fulfillment

### 5

#### **Advance a culture that values trust and human dignity and promotes diversity and inclusion**

- 5.1 – Establish a Diversity and Inclusion Council
- 5.2 – Revise practices and policies regarding recruitment and hiring
- 5.3 – Establish online and classroom-based professional development opportunities
- 5.4 – Offer events for the entire community that recognize, value, and honor diversity and promote inclusion
- 5.5 – Support the efforts of the Student Association to implement its own plan to promote diversity and inclusion
- 5.6 – Continue to work with local partners to support the development of cultural competence in our community
- 5.7 – Emphasize programs that retain and ensure the success of a diverse student population
- 5.8 – Integrate varied perspectives within the revised liberal studies program

# 6

## **Affirm the College's Catholic and Edmundite identity and heritage**

- 6.1 – Expand the role of the Edmundite Center for Faith and Culture
- 6.2 – Prominently articulate the College's Catholic and Edmundite identity
- 6.3 – Employ members of the Society of Saint Edmund at the College if at all feasible
- 6.4 – Celebrate major liturgical events
- 6.5 – Expand programming to acknowledge and celebrate the interfaith nature of the College

# 7

## **Establish an expanded mandate for institutional research, business intelligence, and assessment to support better decision making**

- 7.1 – Develop data analytic capabilities to support key college offices
- 7.2 – Provide research and assessment support for faculty and academic planning
- 7.3 – Expedite responses to external survey requests, e.g., IPEDs, *U.S. News & World Report*, NEASC, etc.
- 7.4 – Maintain and review on a regular basis the Campus Master Plan
- 7.5 – Employ Gallup Survey results and other instruments to better understand how our signature programs influence student success and fulfillment

# 8

## **Reduce the rate of increasing college costs**

- 8.1 – Establish a four-year student development program and utilize it as a way to become less reliant on financial aid for recruiting students
- 8.2 – Continue to expand summer offerings
- 8.3 – Improve efficiencies of course offerings and delivery

# 9

## **Promote faculty development**

- 9.1 – Centralize and coordinate support for faculty development through the Office of the Dean
- 9.2 – Explore the possibility of an endowed Faculty Development Center
- 9.3 – Improve opportunities and process for internal faculty awards
- 9.4 – Establish a program for research support, particularly research that involves students
- 9.5 – Consider revision of our current faculty workload paradigm
- 9.6 – Consider developing a Center for Teaching Excellence

# 10

## **Improve athletic, intramural, and wellness opportunities**

- 10.1 – Build on the strong experience of student athletes, ensuring diversity, inclusion, and personal growth
- 10.2 – Enhance intramural, recreational, and wellness programs
- 10.3 – Increase the number of full-time sports coaches, compensation for part-time coaches, and resources available for travel, recruiting, and meals
- 10.4 – Create assistant athletic director for external affairs position
- 10.5 – Within financial constraints, increase scholarships for selected men's and women's sports to the peer median by 2020
- 10.6 – Create strength and conditioning coach position, to serve all varsity sports
- 10.7 – As part of capital planning, include an athletic facilities study
- 10.8 – Develop a plan for resource development that will address scholarship needs, programming enhancements, and capital projects

# Goal 1

## IMPROVE THE COLLEGE'S ACADEMIC STANDING.

At their core, colleges are fundamentally concerned with developing a discerning intellect. Hence, by their very nature they are academic. Constantly increasing our ability to form the intellectual dimension of a young person compels us to strive to increase our academic standing, which in turn influences those who seek to join this community of emerging scholars.

### INITIATIVES

- 1.1 Expand resources for faculty development that will lead to enhanced and increased visibility, particularly scholarly and professional work with students.
  - Continue to invest in undergraduate research, particularly the summer research program.
  - Assess the current allocation of resources that assist faculty with their research and scholarly work, as well as the presentation of their work at national and international conferences.
  - Create a program of research assistantship positions, to support faculty and student research/scholarship, through the new Student Development Program.

**TIMELINE:** Ongoing
- 1.2 Reconsider the allocation of faculty time and effort in order to provide more time for scholarship, teaching, and contact with students. Review non-academic activities and the number of courses offered.

**TIMELINE:** Fall 2016



- 1.3 Develop three to five institutional learning objectives — the knowledge, skills, and attributes that we expect of all students; these will guide programming, assessment, and decision making throughout the institution (e.g., academics, student services, residence life).

**TIMELINE:** Spring 2016
- 1.4 Create and secure funding for Centers of Excellence with appropriate leadership positions (scholars or public intellectuals) that reflect the College's mission, and the interests and abilities of emerging scholars and students. These centers should align with the learning objectives associated with the revised liberal studies program.

**TIMELINE:** 2016–2018
- 1.5 Emphasize a range of majors that reflect both the traditions of a liberal education and the emerging interests of prospective students.

**TIMELINE:** Ongoing
- 1.6 Select and provide resources for a fellowship coordinator position (faculty member) that will promote and support students for post-graduate awards and fellowships (e.g., Fulbright, Udall).

**TIMELINE:** Fall 2016
- 1.7 Emphasize alumni, student, and faculty accomplishments through our marketing, website, and social media efforts; work with internal audiences and departments to create processes for sharing this information.

**TIMELINE:** Spring 2016
- 1.8 Use data analytics to inform resource allocation and other decisions, where appropriate (e.g., recruitment parameters, full-time faculty teaching assignments, offerings of majors and courses, various external rankings).

**TIMELINE:** Spring 2016

# Goal 2

## RESTRUCTURE THE INTRODUCTION TO THE LIBERAL ARTS TO BE A PROGRESSIVE, SCAFFOLDED EXPERIENCE OVER FOUR YEARS ROOTED IN A BROAD UNDERSTANDING OF THE HUMANITIES.

Broad humanistic education formed the basis for the emergence of the modern university in north Africa and southern Europe a millennium ago. More recently, individual specialization within a discipline has emerged as the dominant culture in some institutions with a consequent diminishment of broad understandings rooted in the liberal arts. We seek to return the introduction to the liberal arts to the great conversation that must accompany increased specialization, which, too, has its place.

The current liberal arts distribution requirement fragments this conversation and diminishes its meaning. Returning to a thematic and pervasive curriculum, though difficult, will form the basis for a lifelong understanding of how great thinkers have understood the human quest for meaning.

### INITIATIVES

**2.1** Restructure the current distributional requirement into an introduction to the liberal arts using themed integrative seminars at each year, through the creation of a Department of Liberal Inquiry (LINQ). This revision should involve a reduction in the number of liberal studies requirements overall, and facilitate a more meaningful path of exploration and understanding for students.

**TIMELINE:** Design and ratify 2016; implement 2017

**2.2** Develop a course scheduling process that will optimize planning and scheduling of courses, events, and other activities, to minimize scheduling conflicts and maximize use of physical resources.

**TIMELINE:** Fall 2016

**2.3** Develop a short term (May and early June “semester”) to better accommodate the large number of required courses in certain majors and integrate with other summer programs, particularly the Accelerated Summer College.

**TIMELINE:** 2016 for initial implementation in summer 2017



# Goal 3

## INCREASE AND EXPAND PROGRAMS THAT PROVIDE SUPPORT FOR A RESIDENTIAL AND ACADEMIC COMMUNITY THAT EMBRACES MUTUAL RESPECT, COLLABORATION, AND WELLNESS FOR THE INDIVIDUAL AND THE INSTITUTION.

Relationships formed during the college experience, through academics and student life, are some of the most formative and lasting dimensions of a person's life. Yet growing pressure for students to perform and conform in many spheres, along with the growing problems of anxiety, substance abuse, and concerns for sexual safety awareness can also make this experience fraught with challenges. Certainly, testing boundaries is part of every individual's growth, but we need this to happen in a way that is respectful of others and oneself.

### INITIATIVES

**3.1** Establish an integrated Wellness Center and expand support for physical and mental health services in order to meet the needs of our current and future students.

**TIMELINE:** Summer 2015

**3.2** Create a robust program that focuses on substance-free options for students, particularly in the evenings and on weekends.

**TIMELINE:** Begin summer 2015, then ongoing

**3.3** Review the Student Code of Conduct to ensure that there is clarity regarding expectations and accountability.

**TIMELINE:** In process

**3.4** Expand the utilization of facilities at Saint Anne's Shrine on Isle La Motte to include both student retreat programs and other student interest activities, including athletics.

**TIMELINE:** Ongoing

**3.5** Consider new forms of self-governing learning communities combining activities typically associated with either Student Affairs or Academic Affairs.

**TIMELINE:** 2016–2019

**3.6** Educate faculty and staff regarding the important role they can play in helping students who need assistance for any number of stressful situations, including sexual assault, gender identity, academic challenges, or financial issues. Faculty and staff need to be aware of relevant federal regulations and ethical approaches in order to make certain that students are aware of the resources available to them. This should include education, employee orientation, and ongoing development.

**TIMELINE:** Fall 2015, then ongoing







## Goal 4

### CONSTRUCT A COMPREHENSIVE FOUR-YEAR STUDENT DEVELOPMENT PROGRAM THAT PROMOTES STUDENT SUCCESS THROUGH PURPOSEFUL LEARNING EXPERIENCES BEYOND THE CLASSROOM.

A college education is best conceived as a productive relationship between developing humanistic understanding and gaining increased specialized knowledge within a given discipline. At the same time, a college needs to recognize that its graduates have to thrive in a world after college. A program that develops increasing exposure to various career paths ranging from nonprofit work to more traditional business work to further graduate education will greatly inform a student's ultimate decision about life after college. Progressively responsible work experience on campus, internships during the academic year and during the summers, research work guided by faculty members, responsible volunteer work in communities near and far, and study and/or work in a different culture will permit a student to narrow a focus on this next step in a lifetime of careers.

#### INITIATIVES

**4.1** Integrate the offices of Career Development, Alumni Affairs, Internships, and Student Employment in order to maximize the impact of our alumni, student employment, and internships on the preparation of our students for rewarding careers and purposeful lives.

**TIMELINE:** 2016–2018

**4.2** Transform campus work programs into a substantive “college to profession” model that puts knowledge into practice and builds professional skills and aptitudes.

**TIMELINE:** 2016–2018

**4.3** Set specific goals for student participation in:

- Significant research with faculty
- Significant service experience
- Professional learning experience, perhaps by major

- Significant experience in another culture
- Leadership experience
- Student projects that extend beyond one semester

**TIMELINE:** By spring 2017

**4.4** Employ the results of the Gallup Survey and other instruments to better understand what activities in college have long-term effects on success and fulfillment, e.g., analyze our programs such as Wilderness, MOVE, Fire and Rescue, Career Development, Undergraduate Summer Research, and Internships. Based on the findings, review expectations and opportunities for students.

**TIMELINE:** By 2016, then ongoing

# Goal 5

## FURTHER ADVANCE A CULTURE THAT VALUES TRUST AND HUMAN DIGNITY AND PROMOTES DIVERSITY AND INCLUSION.

As the College strives to increase the diversity of its community in step with the increasing diversity of society, it will bring in new people with unique experiences, cultures, and perspectives that enhance the community. We need to be sure to provide an academic and residential life experience that embraces and celebrates these differences while making everyone feel they are welcome and valuable additions to the Saint Michael's College family.

### INITIATIVES

- 5.1 Establish a Diversity and Inclusion Council whose responsibility will be to monitor and evaluate progress, inspire, and lead.

**TIMELINE:** 2015, then ongoing

- 5.2 Revise practices and policies regarding recruitment and hiring to align with best practices and to support our diversity and inclusion goals.

**TIMING:** By fall 2016

- 5.3 Establish online and classroom-based professional development opportunities designed to improve multicultural competencies of faculty and staff for domestic and global settings. Support faculty by making available professional development and coaching regarding best practices and relevant pedagogy for students with diverse backgrounds and abilities.

**TIMELINE:** 2016, then ongoing



- 5.4 Offer educational and celebratory events for the entire community that recognize, value, and honor diversity and promote inclusion.

**TIMELINE:** Ongoing

- 5.5 Support the efforts of the Student Association to implement its own plan for supporting the diversity and inclusion goals of the College.

**TIMELINE:** Fall 2015

- 5.6 Continue to work with the We All Belong program and, in the near term, CQ Strategies, to assist senior leaders, faculty, and staff throughout the organization to expect and support the development of cultural

competence for themselves and their employees.

**TIMELINE:** Ongoing

- 5.7 Emphasize programs that retain and ensure success of a diverse student population.

**TIMELINE:** Ongoing

- 5.8 Within the revised liberal studies program, integrate learning opportunities that offer varied perspectives of global diversity, inclusion, and diverse identities and cultures.

**TIMELINE:** By fall 2017

# Goal 6

## AFFIRM THE COLLEGE'S CATHOLIC AND EDMUNDITE IDENTITY AND ARTICULATE THIS HERITAGE MORE EXPLICITLY WITHIN ITS ACADEMIC AND INTELLECTUAL TRADITIONS.

Saint Michael's College was founded in 1904 by the Society of Saint Edmund, an order of priests whose charism is based on ministry, service, and education surrounded by a welcoming hospitality. These principles have defined the College's mission and the student experience throughout its history. Welcoming students of all faiths, the College is a community committed to forming students through the great Western intellectual tradition that employs reason and faith as keys to developing a person who understands her responsibility to herself as well as understands that she has responsibility to others and all aspects of this good earth.

### INITIATIVES

- 6.1 Expand the role of the Edmundite Center for Faith and Culture as a coordinating academic center across all aspects of the College.
  - Integrate the Edmundite Center for Peace and Justice.
  - Establish the Saint Edmund Institute.
  - Institute an annual (endowed) Saint Edmund lecture.
  - Periodically host a conference on the philosophy, theology, and history giving rise to the tradition that centuries later became the Society of Saint Edmund.
  - Expand the new employee orientation program to include presentation of mission and Edmundite charism

- Develop faculty and staff seminars on aspects of the Catholic and Edmundite tradition

**TIMELINE:** Spring 2016

- 6.2 Prominently articulate the College's Catholic and Edmundite identity in all manner of "branding" with special attention to the Web presence.

**TIMELINE:** Spring 2016, then ongoing

- 6.3 Employ members of the Society of Saint Edmund at the College if at all feasible.

**TIMELINE:** Ongoing

- 6.4 Celebrate major liturgical events.

**TIMELINE:** Ongoing

- 6.5 Expand programming to acknowledge and celebrate the interfaith nature of the College.

**TIMELINE:** Ongoing



# Goal 7

## ESTABLISH AN EXPANDED MANDATE FOR INSTITUTIONAL RESEARCH TO INCLUDE FUNCTIONS COMMONLY INCLUDED WITH BUSINESS INTELLIGENCE, INCLUDING ASSESSMENT IN ORDER TO BETTER SUPPORT COLLEGE DECISION MAKING.

Through the strategic planning process, the College identified the need to make better-informed decisions across all areas of the institution. It was identified by each of the planning committees as an important aspect of their initiatives. Indeed, an understanding of key metrics is at the foundation of any strategic planning process — providing a baseline against which progress toward goals and objectives can be measured.

### INITIATIVES

**7.1** Develop data analytic capabilities to support admissions, financial aid, recruitment and retention, programming, career development, advancement, assessment; provide analytic capability for other college offices.

**TIMELINE:** By 2018

**7.2** Provide research and assessment support for academic program development, faculty resources, and academic planning.

**TIMELINE:** 2017, then ongoing

**7.3** Respond to survey requests from the federal government, rating agencies, and other organizations. Suggest strategies for improving academic standing.

**TIMELINE:** Ongoing

**7.4** Maintain and review on a regular basis the Campus Master Plan. Consider development of 20-year master plan with an associated financial plan.

**TIMELINE:** 2016

**7.5** Employ the results of the Gallup Survey and other instruments to better understand which activities in college have long-term effects on success and fulfillment, e.g., analyze our programs such as Wilderness, MOVE, Fire and Rescue, Career Development, Undergraduate Summer Research, and Internships. Based on the findings, review expectations and opportunities for students.

**TIMELINE:** By fall 2016, then ongoing





## Goal 8

### REDUCE THE RATE OF INCREASING COLLEGE COSTS.

Countless misleading articles in the popular press decrying the sharp increase in the cost of higher education have neglected to note that while the advertised “price” for higher education has increased substantially in the last 20 years, the actual cost paid by families has remained remarkably constant because of the rapid increase in institutional financial aid. This is especially true for liberal arts colleges, although there certainly have been increases to the cost families pay. In fact, it is largely increases in financial aid and necessary investments in technology, primarily driven by employment markets and requirements for further professional education, that have necessitated cost increases. Add to this the costs associated with all manner of medical, personal, and employment-related services expected by families, and college has become more expensive.

Even while recognizing these necessary increases, colleges have to be prudent users of the capital provided by families. We simply have to find ways to lessen the rate of increase by continuing to look for efficiencies, employing technology to assist with productivity, and limiting the range of curriculum offerings without subverting the essential nature of a liberal arts education.

#### INITIATIVES

**8.1** Establish a four-year student development program that incorporates a substantial and progressive work experience (see models in IT and library). Utilize it as a way to become less reliant on financial aid for recruiting students.

**TIMELINE:** By fall 2016

**8.2** Continue to develop, expand, coordinate, and market current summer offerings (ASC, hybrid courses, summer internships, academic study trips) as an integrated program to recruit new students, facilitate graduation and retention, and shorten time to degree for some.

**TIMELINE:** Ongoing

**8.3** Improve efficiencies of course offerings and delivery (e.g., more efficient scheduling, appropriate use of technology).

**TIMELINE:** Begin 2016, then ongoing

# Goal 9

## PROMOTE FACULTY DEVELOPMENT.

At the heart of a fulfilling college experience is the student-faculty relationship. Personal encounters between students and faculty, actively and demonstrably engaged in a field of study, is the fundamental strength of Saint Michael's College. It underscores the value that our education provides. It is the teacher-scholar, actively engaged in creative pursuits and student interaction, who can bring deeper knowledge, unique insights, relevancy, and purpose to teaching and learning. Through faculty development, the curriculum is strengthened, student learning is deepened, and the satisfaction of both the faculty

and the student is increased. Faculty scholarship is also the fundamental way in which the institution raises its academic profile, identified as another important strategic goal.

### INITIATIVES

**9.1** Centralize and coordinate support for faculty development through the Office of the Dean (e.g., faculty mentoring and grant proposal preparation).

**TIMELINE:** Spring 2016

**9.2** Explore the possibility of an endowed Faculty Development Center in the Office of the Dean.

**TIMELINE:** 2017

**9.3** Improve opportunities for internal faculty awards (e.g., simplify application procedures, align programs with institutional goals, and expand funding for travel).

**TIMELINE:** 2016–2017

**9.4** Establish a program for research support, particularly of research that involves students (e.g., research assistantships for academic year, expanded summer research opportunities, supervision of student research).

**TIMELINE:** 2016

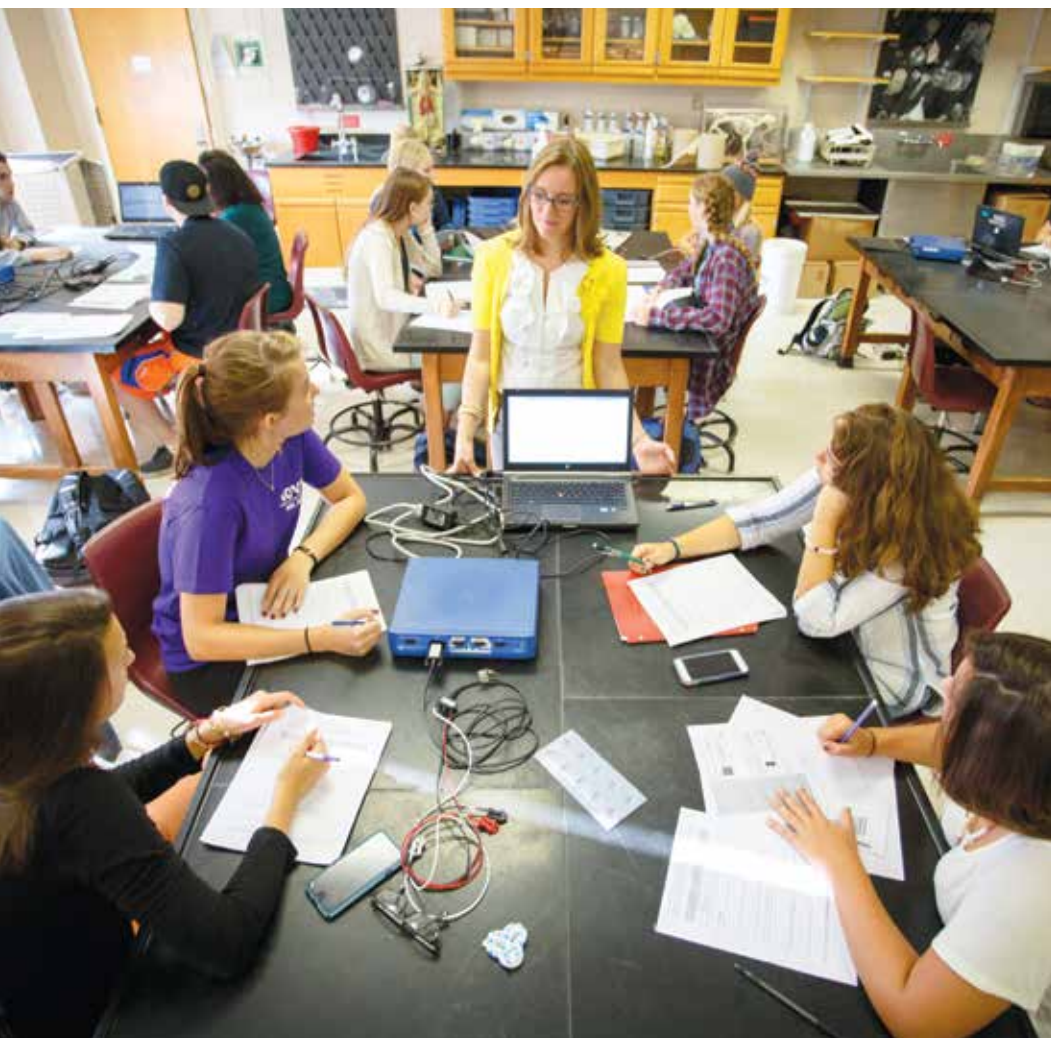
**9.5** Consider revision of our current faculty workload paradigm (teaching, scholarship, service) in order to more equitably balance work across departments and to provide opportunity for reallocation of time for scholarship, sustained work with students, and innovative pedagogical efforts.

**TIMELINE:** By 2017

**9.6** Consider developing a Center for Teaching Excellence that would incorporate existing programs in Instructional Technology.

- Coordinate with various workshops provided by IT and Library.

**TIMELINE:** 2016



# Goal 10

## IMPROVE THE EXPERIENCE OF STUDENT ATHLETES AND PROVIDE MORE WELLNESS AND INTRAMURAL OPPORTUNITIES FOR ALL STUDENTS.

A liberal arts college is part of a tradition of humanistic education that stretches back over two millennia. From the outset it has recognized the importance of cognitive, spiritual, and physical development for individuals as they enter adulthood. Athletics, and wellness in general, form a core part of the culture at Saint Michael's. Not only do individuals have personal responsibility for their own physical care, for many the experience of competition helps form a sense of discipline and acknowledges the importance of working with others to achieve common goals. We strive to provide such athletic opportunities to all our students.

### INITIATIVES

- 10.1** Build on the athletic experience of student athletes while maintaining the highest standards for diversity, inclusion, and personal growth within the context of high academic expectations.
- 10.2** Enhance the intramural, recreational, and wellness programs available to all students. Give special attention to evening and weekend opportunities.
- 10.3** Develop a five-year financially feasible plan to increase the number of full-time sports coaches; increase compensation for part-time coaches; and improve resources available for travel, recruiting, and meals. Concurrently, consider performance goals for each varsity sport.
- 10.4** Create assistant athletic director for external affairs position, to address many issues that will benefit all student athletes and the SMC community, as well as help to address many of the initiatives in this plan.
- 10.5** Develop a strategic plan to increase scholarships for selected men's and women's sports that can bring the total number of scholarships awarded in these sports close to the peer median by 2020. This plan must fit within the financial constraints of the College.
- 10.6** Create strength and conditioning coach position, to serve all varsity sports.
- 10.7** Include a study of existing and potential planned facilities as part of the College's major capital planning project.
- 10.8** In conjunction with Institutional Advancement, develop a 10 year plan for resource development that will address major scholarship needs, necessary programming enhancements, and capital projects.





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