Elms College

Strategic Plan 2021-2023

Bridges to The Elms Plus (+) Experience

Approved

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Introducing the Elms Strategic Plan 2021-2023:

Bridges to the Elms Plus (+) Experience

Introduction: The Purpose of a Vibrant Elms College

Starting With Why

The most successful organizations start by articulating why they exist, rather than what they do or how they function, to paraphrase Simon Sinek. In that spirit, Elms College used the opportunity presented by our strategic planning process to reaffirm our purpose: Elms College bridges the path between where our students are and where they want to be, by preparing them for the fulfilled and purposeful lives that they desire to lead for themselves and their dear neighbor.

During the past academic year, almost all members of the Elms College community contributed to elaborating this strategic plan, in which we present *how* our college community intends to fulfill our stated purpose over the next three years.

When we launched Elms College's strategic planning endeavor in the fall of 2019, we knew that   this exercise needed to be anything but routine. The College was faced with both significant peril and promise. The COVID-19 pandemic made that statement even truer and more urgent. Following a successful reopening of the campus safely in the fall of 2020, the college is excited to present this strategic plan which positions us to continue to live up to our founders' aspiration for Elms to be an ever more vibrant and supportive learning environment for the very diverse students whom we serve.

While this strategic plan is grounded in a deep understanding of the forces at play for the future of higher education both regionally and globally, its scope is purposefully limited to the next three academic years. A short and focused timeline provides us the agility that will undoubtedly be necessary for the changes that the environment will inevitably present in the next years. A necessary first step in this planning effort, however, was a clear-eyed assessment of the threats and opportunities for Ellms in the current environment.

Elms College Faces Serious Threats

To be plain about it, there is an increasing level of skepticism from many sectors in the ability of small, non-wealthy, private colleges to survive, let alone thrive. The evidence that is fueling this attitude stems from the decline in the number of high school graduates and the number of small colleges which have closed or merged in just the past two years. The Commonwealth of Massachusetts, which may be leading the nation in this regard, has passed legislation mandating the Department of Higher Education to monitor the financial health of its private institutions. It is further anticipated that many small institutions, which were in financially precarious conditions prior to the COVID-19 pandemic, will not be able to withstand reduced enrollment and the costs associated with ensuring a safe campus. While we take comfort in the fact that we have maintained a budget surplus due both to prudent fiscal management and to the creation of innovative programs over the past decade, we also realize that the risks for our institution remain serious: our endowment is very small, our full-time undergraduate enrollment has continued to decline, neighboring

institutions are also innovating and offering substitutes to Elms' signature programs. In addition, the tempest of the COVID-19 pandemic has forced us to greatly reduce spending in order to balance the budget, to an extent that can only be sustained in the short-term.

Exciting Opportunities Are Within Grasp

At the same time, the possibilities for Elms College are evident in both tangible and intangible ways. As mentioned before, the College has functioned with a balanced budget for the past decade and has generated positive margins for the past dozen years, double-digit margins in most of those years. In outcome measures such as retention and graduation rates, the college ranks above peers. Recent graduates are employed and, when given an opportunity to stack up against those from more elite institutions, Elms College students perform remarkably well. The college's most recent initiatives have received widespread support and praise both within and outside the institution.

The cornerstone of our success will remain the following: quality academic programs, in areas in which Elms College possesses distinctive competency and competitive advantage, which are relevant to the market place and delivered with the flexibility demanded by both traditional and non-traditional students. Elms College has demonstrable success in this regard with the degree completion programs at community college partners, the post-baccalaureate premedical studies programs, and more recently with programs tailored to Western Massachusetts' needs for a diverse pipeline of teachers and school leaders. ElmsFlex, the hybrid model that the college adopted in Fall 2020 to provide students maximal flexibility in choosing their preferred learning modality, offers yet another exciting opportunity.

In the face of these environmental threats which cannot be ignored and the opportunities which are within grasp, the College used this strategic planning process to be decisive and purposeful. In this plan are the priorities that the college will pursue with vigor, within the constraints of a small faculty and staff and limited budgets. In this plan are also the existing resources that the college will leverage as well as the additional funds that the college will need to marshal to accomplish our objectives. The strategic plan demonstrates that the return on these investments will be significantly positive in both quantitative and qualitative terms.

The ultimate intangible return of this strategic plan will be to ensure that the essence of an Elms education, which has marked the lives of generations of students in a uniquely transformative way, is available for generations more to come.

Our Value Proposition: The Elms Plus

What is unique and distinctive about an Elms College education?

The months of strategic planning provided the College community with ample opportunity to answer questions such as 'why do we exist' and 'what makes us distinctive.' Elms College constituents understand that our raison d'être is to advance the work that was started by the Sisters nine decades ago. There is deep resonance, consensus, and positivity associated with that understanding.

What exactly is that work? It is well enunciated in the College's mission statement. But more plainly stated by Sr. Joan Ryzewicz, it is "to provide a top Catholic education to those least likely to access it." The hallmarks of that education have remained our true north over nine decades and continue to guide us: uncompromising academic quality, a holistic and values-based education that promotes not only individual success but also contributing to something larger than oneself, and a laser-like focus on meeting students where they are. The outcome of that formation are graduates who stand out in their profession and their personal lives for their competence and a distinctive inner quality.

In those clear, yet compelling principles, we find our distinctiveness within our local community as the only Catholic College in the greater Springfield area, but also nationally as one of the rare Catholic colleges which serves a remarkably diverse student body relative to our size. This includes traditional students, working adults, and a significant number of first-generation and low-income students. This sense of our unique place in the landscape of higher education emanates from our mission and our charism and is encapsulated in the current statement of our vision, which the Board of Trustees penned together in the summer of 2017:

> *Elms College serves a diversity of students in a diversity of settings and prepares all of them for success through an experience-rich education.*
>
> *In the tradition of the Sisters of St. Joseph, Elms College graduates are challenged to think about their impact on the world.*

In sum, Elms College provides students something more than an academic education. Employers and the wider community recognize that Elms College's graduates exhibit something more than professional preparation. This intangible, additional characteristic of an Elms College education and of Elms College graduates is what we call the Elms Plus.

What should be our areas of focus?

The Elms +: Excellence. Experience. Ethics. Engagement. Enrollment.

No college or university can be everything to everyone, especially not an institution our size. Elms College started framing our key priorities during the Summer 2017 Retreat of the Board of Trustees. Through a deep strategic brainstorming session, trustees shared their aspirations for Elms College. The main themes that emerged were that:

- Elms College be recognized regionally as the undisputed destination of choice for a college education.
- Elms' key academic programs (in Ethics and other disciplines) be recognized for their innovation.
- Elms College's graduates be "real world ready" through their exposure to internships and other experiential learning opportunities.
- More than a top-rate education, Elms College students experience something extra: the Elms+.
- Elms' enrollment increases significantly.

Further conversations after the Board of Trustees' retreat refined the aspirations that the Trustees expressed. These hopes helped to identify our five key strategic priorities**:**

- **Excel in academics**

- **Expand experiential learning**

- **Elevate ethical leadership**

- **Engage our leaning community**

- **Enhance sustainability**

Through the steadfast and vigorous execution of these five strategic priorities, we will achieve our vision for Elms College as the Catholic institution of Western Massachusetts in the tradition of the Sisters of St. Joseph, distinguished for its specific areas of academic excellence, its flexible delivery model, its fusion of a strong liberal arts core and experiential learning, and its holistic and engaged education for all its very diverse students.

Excellence in Academic Programs Strategic Plan

Concept Paper

Summary

At the core of an Elms College education, and the Elms +, are high quality academic programs tied to a strong and distinctive liberal arts experience. To serve the community well, these programs must be accessible to a diversity of students, must include in-class and experiential learning opportunities, and through discipline-specific and liberal experiences, must prepare students for 21st century careers.

Overview

As academic programming options are considered, there are concepts that the college should embrace as essentially Elms, including distinctive programming that is Mission-affirming, and that meets the strategic priorities of the Elms +, authentic connections between discipline- and core-specific curricular elements, and ensuring that academic student support is integrated into all programs. In addition, regarding the Liberal Arts Core, a plan to revitalize the liberal arts and the liberal arts core curriculum, with ethical leadership development being a hallmark for student's liberal arts experience at the Elms, an emphasis on writing and mathematics skills, and Integrated internships and other experiential learning opportunities that connect with all discipline-specific programs.

Academic Programming Priorities

1. Develop and sustain distinctive academic programs of excellence by meeting the following objectives:
   - Develop and implement a formal program to attract and retain highly qualified and diverse faculty by:
     - Implementing a robust faculty mentoring and development program, which includes an effective faculty onboarding, mentoring and development processes designed to meet the needs of diverse faculty
     - Building the assessment of designated outcomes into the faculty development process
     - Incorporate faculty development into the program review and assessment process
     - Develop and implement a program to support faculty scholarship and teaching effectiveness that provides sufficient resources for faculty research and scholarship, and development to improve teaching effectiveness
   - Ensure that distinctive elements of an Elms education are incorporated into all academic programming, including internships and other experiential learning, ethical leadership development, innovative and creative thinking, data literacy and research skills

2. Implement a comprehensive plan for the innovative delivery of ElmsFlex programs with a commitment to accessibility for all students:

- Develop a three-year implementation plan for flexible undergraduate and graduate programs based on the ElmsFlex model of course delivery. ElmsFlex programs to be developed will consider:
    - Fully flexible programs for adult learners
    - Blended and accelerated programs for traditional students
    - Accelerated pathways to Master's programs (4+1)
    - Multiple Entry points
- Review current programs to ensure overall program flexibility and meeting the ElmsFlex course requirements.
- Ensure that the online programs include distinctive Elms+ components tied to the Liberal Arts core curriculum.
- Build an essential infrastructure to meet the needs of online program growth, including technology and human resources.
- Implement a professional development program to ensure faculty preparation in the ElmsFlex teaching model, that includes technology, pedagogy and student engagement.

3. Maintain a continued focus on identified academic program priorities:

- Equity in Urban Education, including:
    - Bachelor's Degree Completion Programs in Education, ESL, Moderate Disabilities and STEM
    - Accelerated Master of Arts in Teaching in (MAT)
    - Administrator Licensure program
- Global Health, including:
    - Haiti Nursing Professional Development Program
    - Online Graduate Certificate Program in Global Health
    - Kochi Graduate Student Exchange Initiative
- Biomedical Sciences and Biotechnology, including:
    - BS in Biotechnology
    - BA in Life Sciences
    - MS in Biotechnology
    - Data Science and Analytics (Bioinformatics, Health Data Informatics, Biostatistics)

- Innovation and Entrepreneurship, including:
    - Business programming that prepares the ethical and innovative business leaders of the future

- Infuse innovative and entrepreneurial thinking as a distinctive feature of an Elms College Liberal Arts education
- Distinctive Ethical Leadership programs, including:
  - MA in Bioethics and Medical Humanities
  - Doctorate in Bioethics and Medical Humanities
  - Undergraduate programs in Ethical Leadership

4. Identify new academic program opportunities for planning, resource allocation and launch:
- Computer Science and Data Analytics
- Communication Sciences and Disorders
- High Impact programs (student demand, enrollment, revenue), including:
  - Engineering in select areas, software, biotechnology
  - High Demand healthcare programs, PA, OT, PT
- Opportunities for programming that will build off of areas of academic strength, including:
  - Diversity, Equity and Inclusion programming from the Center for Equity in Urban Education
  - Disaster/Pandemic Nursing
  - Global Supply Chain management
  - Ethics programming in a time of crisis from the Center for Ethics, Religion and Culture, including, for example, healthcare delivery

Elms College
Action Plan: 2021-2023
Area: Excellence in Academics

Objective	Strategy/Activity	Timeline (Years 1-3)	Key Performance Indicator
Develop and sustain distinctive academic programs of excellence			
Develop and implement a formal program to attract and retain highly qualified and diverse faculty	1. Implement a robust faculty mentoring and development program, designed to meet the needs of diverse faculty. ● Designate a faculty development liaison ● Develop and implement an effective faculty onboarding, mentoring and development plan. ● Build the assessment of designated outcomes into the faculty development process. 2. Incorporate faculty development into the program review and assessment process. 3. Develop and implement a program to support faculty scholarship and teaching effectiveness.	1	1. Faculty mentoring program will be created and implemented by D. Murray by December 2020. 2. Plan for assessing mentoring program outcomes finalized and approved by May 2021. 3. Track number of new faculty hires from under-represented groups each year, starting with 2020-2021, with a goal of hiring at least one new faculty of color per year. 4. Track retention of faculty of color (FOC) per year compared to the overall faculty retention rate, with a goal of FOC rates being at or above the overall rate.

	● Provide sufficient resources for faculty research and scholarship, and development to improve teaching effectiveness.		5. Working with deans, chairs and program directors, update the program review template to incorporate faculty development in teaching, scholarship and service into the periodic program review process, with the plan finalized and approved by May 2021. 6. A resource plan for faculty scholarship, research and teaching effectiveness will be ready for review as part of the FY2022 budget process.

Ensure that distinctive elements of an Elms education are incorporated into all academic programming	1. Integrate internship and other experiential learning opportunities into all programs.
	
	2. Integrate competencies essential for a 21st Century education into all programs, including:
	
	    • Data Literacy (Data Sciences)
	
	    • Innovative and Creative Thinking
	
	    • Ethical Leadership
		2	1. Through a process led by the VPAA and the Faculty Governance Committee, 21st century competencies will be integrated into the Liberal Arts Core and/or specific academic programs, with final review and approval by May 2022. a.) Finalize competency list for core and programs; b.) competencies will be tracked by the Faculty Assessment Committee. c.) Ensure that the curriculum includes diverse voices.

	• Academic Research Skills		
	3. Integrate academic student support into all programs.		2. With 2019-2020 as a benchmark, develop a process to track the number of students taking part in Experiential Learning Opportunities (ELO), by major or program, with a goal of increasing the overall number of students each year, with 80% of seniors having completed at least one ELO by the end of the 2021-2022 academic year. a.) ELO will be tracked through the degree audit process.
	4. Integrate internship and other experiential learning opportunities into all programs.		
Implement a comprehensive plan for the innovative delivery of ElmsFlex programs with a commitment to accessibility for all students			
Develop a three-year implementation plan for flexible undergraduate and graduate programs based on the ElmsFlex model and fully online models of course delivery.	1. ElmsFlex programs to be developed will consider: ● Fully flexible programs for adult learners ● Blended and accelerated programs for traditional students ● Accelerated pathways to Master's programs (4+1) ● Multiple Entry points 2. Two current programs per year will be formally reviewed to ensure overall program flexibility and meeting the ElmsFlex course requirements.	1-3	1. Finalize, by December 2021, an implementation plan for accessible academic programming based on the ElmsFlex and fully online models for course delivery. a.) Two current or new programs will be reviewed per year for utilizing the ElmsFlex or online models. b.) As part of the review, distinctive Elms+ components will be incorporated. 2. The VPAA and VPFA will develop a resource plan, by December 2021, to fully support expanded ElmsFlex and online programs and courses.

	3. Ensure that the online programs include distinctive Elms+ components tied to the Liberal Arts core curriculum. 4. Build an essential infrastructure to meet the needs of online program growth, including technology and human resources. 5. Implement a professional development program to ensure faculty preparation in the ElmsFlex teaching model, that includes technology, pedagogy and student engagement.		A.) The resource plan will include professional development for instructors and support staff to ensure the highest quality program.
Continued focus on identified academic program priorities			
Equity in Urban Education	1. Bachelor's Degree Completion Programs in Education, ESL, Moderate Disabilities and STEM 2. Accelerated Master of Arts in Teaching (MAT) 3. Administrator Licensure	1-3	1. The CEUE Faculty Director will complete the review and updating of the listed programs, 1. and 2. by May 2021, and 3. by the fall 2021 following DESE requirements and timelines. 2. Each year, appropriate enrollment goals will be set and approved for all CEUE programs, using 2019-2020 as benchmark. *Program 1 - Cohorts of 10

			*Program 2 - Cohorts of 5 *Program 3 - Cohorts of 5 (FY23 start)
Global Health	1. Haiti Nursing Professional Development Program 2. Online Graduate Certificate Program in Global Health 3. Kochi Graduate Student Exchange Initiative	1-3	1. Two cohorts of students (total 48) will complete the Haiti Nursing Professional Development Program by May 2022. 2. The Online Graduate Certificate in Global Health will be reviewed and updated, with changes implemented by the Fall 2021, with a cohort goal of 5 students or more per year. 3. The Elms will continue to work with the University of Kochi to expand undergraduate and graduate partnerships with a goal of a second graduate student exchange by summer 2022. 4. The AVP, working with faculty and staff, will continue to identify and develop global academic opportunities for Elms students, with

			a goal of one new opportunity per year starting in 2021.
Biomedical Sciences and Biotechnology	Programs to be developed: 1. BS in Biotechnology 2. MS in Biotechnology 3. BA in Life Sciences	1-3	1. The Biotechnology programs will be launched in the fall 2022 with an overall goal of net 10 new students in the inaugural cohort for both programs. 2. The Life Sciences program will be launched in the fall 2022 with a goal of 5 new students in the inaugural cohort.
Innovation and Entrepreneurship	Program elements: 1. Infuse innovative and entrepreneurial thinking as a distinctive feature of an Elms College Liberal Arts education. 2. Business programming that prepares the Business Leaders of the Future by integrating the Elms + elements of	1-3	1. As part of the college's review and revision of the Liberal Art core, led in collaboration by the CERC and Faculty Governance Committee, innovative and entrepreneurial thinking will be infused as a distinctive feature into coursework with developed learning outcomes, with final approvals received by May 2022, with a Fall 2022 implementation. 2. By May 2021, the review of the Division of Business will be completed and approved, with an emphasis placed on the role of

	Ethics, Innovation and Entrepreneurship and Experiential Learning into the curriculum.		innovative and ethical leadership, entrepreneurship and experiential learning in preparing the next generation of Business Leaders.
Ethical Leadership—Bio-ethics and Medical Humanities and Ethical Leadership	Programs to be developed: 1. MA in Bioethics and Medical Humanities (BMH) 2. Doctorate in Bioethics and Medical Humanities 3. Undergraduate programs in Ethical Leadership	1-3	1. The MA in BMH will be formally launched in the fall 2021 with an inaugural cohort of at least 10 students. 2. Planning for the Doctorate in BMH will commence with a goal of a formal launch by the fall 2023. a) A timeline will be developed by the CERC Director, which will include time for approval by NECHE. 3. The CERC Director will lead the planning process for additional undergraduate programs in Ethical Leadership, with the first new program to be launched in the fall 2022.
Identify new academic program opportunities for planning, resource allocation and launch			
Computer Science and Data Analytics (CS and DA)	Programs to include:	3	1. The Online BS and MS in Data Science and Analytics programs will be finalized and approved for a fall

	1. Online BS and MS in Data Science and Analytics		2023 formal launch, with a goal of 15 students in the undergraduate and 10 in the graduate cohorts.
Communication Sciences and Disorders	Programs to include: 1. Post-Baccalaureate Pre-Speech Studies 2. MS in SLP	2-3	1. The Post-Baccalaureate Pre-Speech Studies program will be launched in the fall 2022 with an overall goal of 10 new students in the inaugural cohort. 2. Led by the CSD Director, planning for a launch of a MS in SLP program will commence in June 2021 with a goal of a fall 2024 launch, with an inaugural cohort of 15 students.
Investigate High Impact programs (student demand, enrollment, revenue) for possible implementation:	Programs to be investigated include: 1. Engineering in select areas, software, biotechnology 2. High Demand healthcare programs, PA, OT, PT	1-3	1. The VPAA will lead faculty with a planning process to identify new "out of the box" academic programs that have the potential to impact the institution in the areas of regional and national brand and market recognition, student enrollment and revenue, with a goal of one new program approved and launched by the fall 2025. a.) Mission-centric, and distinctive. b.) The planning process will utilize market data, and include any resource requirements, e.g. faculty, equipment and capital.

Investigate opportunities for new programs or program elements that will build off of areas of academic strength.	Programs to be investigated include: 1. Diversity, Equity and Inclusion programming from the Center for Equity in Urban Education 2. Disaster/Pandemic Nursing 3. Global Supply Chain management 4. Ethics programming in a time of crisis from the Center for Ethics, Religion and Culture, including, for example, healthcare delivery	1-3	1. Building off areas of strength, and considering the need for value added programming, the VPAA and AVP will form a faculty committee that will meet at least once per semester to review and identify new opportunities and emerging areas of need for inclusion of distinctive program elements into current or new programs. 2. The CERC Director will develop by January 2021, a plan for the CERC that includes annual programming that takes into account current pressing and important issues. a.) A draft topic list will be developed with a timeline and resource list, with at least two programs per year for 2021 through 2024.

Financial Model

Strategic Plan Title

Initiative Title   **Excellence in Academic Programs**

	FY22	FY23	FY24	FY25	FY26
Undergraduate Enrollment- By Class					
Total UG Tuition Revenue	$ -	$ 571,126	$ 1,655,073	$ 2,628,676	$ 3,585,022
Room and Board Revenue					
Room and Board Revenue	$ -	$ 153,000	$ 453,150	$ 742,500	$ 1,049,200
Undergrad Continuing Education Program					
Undergrad Continuing Education Tuition	$ 122,604	$ 226,296	$ 264,204	$ 280,890	$ 283,590
Graduate Program - 15 Week					
Graduate Tuition	$ 181,296	$ 553,668	$ 800,058	$ 997,323	$ 1,132,173
Graduate Program - 8 Week					
Total Graduate Revenue	$ -	$ -	$ -	$ -	$ -
FEE Revenue					
Total Fees	$ 3,620	$ 40,177	$ 98,477	$ 148,502	$ 198,690
Scholarships					
Total Scholarships	$ (85,021)	$ (520,887)	$ (1,249,464)	$ (1,884,153)	$ (2,503,991)
Other Revenue					
Total Other Revenue	$ -	$ 5,000	$ 7,500	$ 10,000	$ 10,000
Grant Revenue					
Total Grant Revenue	$ 57,231	$ 104,583	$ 128,043	$ 135,840	$ 141,075
Gift Revenue					
Total Gift Revenue	$ -	$ -	$ -	$ -	$ -
Total Revenue	$ 279,730	$ 1,132,963	$ 2,157,041	$ 3,059,578	$ 3,895,758
Salaries and Wages					
Total Salaries and Benefits	$ 343,905	$ 607,088	$ 743,395	$ 872,533	$ 924,167
Operating Expenses					
Total Operating Expenses	$ 237,800	$ 279,886	$ 343,896	$ 416,173	$ 449,275
Total Expenses	$ 581,705	$ 886,974	$ 1,087,290	$ 1,288,707	$ 1,373,442
Net Income	$ (301,975)	$ 245,989	$ 1,069,751	$ 1,770,872	$ 2,522,316
Capital Expenditures:					
Total CAPEX	$ -	$ -	$ -	$ -	$ -

Experiential Learning Strategic Plan

Concept Paper

Introduction

Guided by our mission, Elms College is dedicated to student success and prides itself on providing students with real world experiences that prepare individuals for a career or graduate school and to become lifelong learners. Through experiential learning (EL) opportunities, students will practice ethical decision making and gain employment skills, aligned with their academic program and career of interest. Transformative learning by action in real world settings along with reflecting on what they have learned will better prepare students for success after graduation. In advancing experiential learning opportunities, we have to 1) **support existing opportunities** within an experiential learning framework, 2) **get students excited** about and ready for experiential learning and 3) **broaden the opportunities** so that they are available to all students in all majors.

Support existing opportunities within an experiential learning framework. *Establishing a position for director of Experiential Learning (EL):* A full time director, dedicated to establishing experiential learning, will advance all opportunities and enable faculty to embed EL into their courses. This position will provide support and leadership for current faculty and staff involved in promoting EL and designing EL as a hallmark of an Elms Plus (+) education. The director, along with another new position an: Assistant Experiential Learning Internship Coordinator, will establish partnerships with local businesses and organizations (e.g., MassMutual, Pioneer Valley Life Science) and alumni to create opportunities for internships. In addition, the director will implement best practices for models of Experiential Learning and assessment. The director of EL will be ideally situated to identify and promote collaborations between faculty and community organizations for service learning opportunities. The director of EL will oversee the EL Leadership Team, which will be an expansion of the existing KSF (Keating Schneider Fund) and EIA (Elms Internship Advantage) committee. In addition, the VPSA/CDO and the Director of Alumni Relations will join the team.

Experiential Learning is already on campus- Internships and Practicums. Some majors, such as Nursing, CSD, Social Work, and Education, already require field work or practicums, and majors such as Business and CIT require an internship as part of the degree. These established EL sequences can provide a model for departments who wish to develop EL requirements in the major(s) they offer. For example, in the CSD department, students enroll in Professional Communication in their sophomore year; complete 30 clinical observation hours during their junior year; and take part in 100 clinical practicum hours in their senior year. All of these are embedded in required courses. A survey designed to collect all of the college's current course-embedded EL is needed to capture a clear picture of work being done across departments. Within departments that have established EL sequences, there is a wealth of knowledge to be gathered about the processes behind networking, developing reciprocal relationships and scheduling these experiences with professionals working in the community.

Get students excited about and involved in experiential learning

Market these opportunities to prospective students and their families: Elms College internships, research, mission trips, service learning, and study abroad are all part of the Elms Plus (+) Experience. Marketing materials will tell the experiential learning stories to families and prospective students as students learn about an Elms education. It is important that prospective and incoming students and families receive a clear understanding of this process and the opportunities offered to them. The College will provide materials that are informative, interesting, and appropriate for all student populations: including families of first-generation students as well as off-campus, non-traditional, transfer and international students. The VPSA/CDO will be instrumental in creating a climate of inclusion that ensures EL for ALL.

Create a scaffold of EL throughout the Elms Plus (+) Experience: Experiential learning will be integrated into the Elms Experience from day one through graduation (Figure 1). Incoming students are invited to the Dorothy Day Service Program, planting the seed for EL experiences. This weeklong program currently serves about 50 students, many of whom later go on mission trips, and then study abroad. Similar opportunities will be available so that more students have an EL opportunity for service and reflection rooted in the mission of the College. For first year students, the successful Innovation Challenge will be a signature part of the First Year Seminar and will engage all first year students in a team-based experiential learning project. Mission trip opportunities will be advertised to first and second year students. For second year students, we propose involvement in the Sophomore Leadership Program, which will organize the renewed Community Service Day/Projects, a proud past Elms tradition. Rather than a single project for the day, we will include a major-related community service project. In the sophomore or junior year, students will be encouraged to take a communication/career development course to prepare for Experiential Learning opportunities. While some majors already offer these kinds of courses (i.e. CSD), promoting these courses for all majors and learning from best practices already at the college is a goal. Through offering them in the junior year, it will engage transfer students and build a cohort. In addition, more global opportunities that align with curriculum or are tied to an internship will be promoted in the sophomore and junior years. By the time students are seniors they will have shared what they have learned in an Experiential Learning Showcase in the fall or the spring, which will also serve as an opportunity to promote EL to all of our students.

Figure 1. Create a scaffold of EL throughout the Elms Plus (+) Experience that begins before students start their first year and continues through to graduation and becoming alumni.

Increased involvement of alumni: Involvement in experiential learning for the Elms Plus (+) Experience will continue even after the senior year. Alumni are a great but underutilized resource for us. Alumni relations will reach out to alumni and create a database that will augment EL opportunities for our students. Alumni will be asked to provide opportunities for student internships, career advice and/or workshops. The International Programs Office (IPO) director will collaborate with Alumni Relations and others to network with Elms alumni abroad (both our international alumni and alumni currently living and working abroad) to explore global opportunities for our current students.

Assessment portfolio: EL will be a requirement for graduation, however, rather than a checkbox, it will be an array of pathway experiences that fortify the education of each Elms student. The scaffold of EL may look different in each major and the EL pathway experiences will be developed collaboratively between the advisor and student. Assessment of the experiences will ensure that learning outcomes are met.

Broaden the opportunities across campus

Increase opportunities to involve faculty. Faculty play a crucial role, either leading EL opportunities themselves or acting as a liaison to community partners. Funding will be allocated for redesigning courses to include experiential learning and focused reflection, or developing a partnership in the wider community to provide an experiential learning opportunity. This funding will come in part from the recently awarded Davis Educational Foundation grant that will provide professional development opportunities. In addition, the Foundation will also support Faculty EL Teaching (FELT) grants for offering research opportunities over the summer, developing service learning components in courses, organizing global studies and for organizing internships. This support could come in the form of stipends, course releases or grants. By providing a competitive in-house grant offered to faculty and staff that promote EL, the College will demonstrate its commitment to this strategic goal. In addition, a new college-wide committee for bringing new EL opportunities to campus will be created. Representative faculty from each division will serve

on a three-year term. This will promote communication across the disciplines and result in many more leaders invested in EL campus-wide.

Workshops across all disciplines. Workshops, even for those departments who already have EL requirements, will benefit all disciplines. Understanding the important components of EL, creating EL opportunities as part of courses and structured service-learning, and building in assessment of key learning outcomes will be important professional development topics for faculty and staff. For example, a course in Spanish could culminate with a trip to Nicaragua. A course in Community Health could include opportunities for both local community health and global community healthcare. More opportunities for faculty to collaborate on these opportunities will lead to very exciting and transformative EL learning experiences for our students.

Increase involvement from off-campus sites and expand access to all students. Outreach and information sessions for all students regarding EL opportunities such as internships, study abroad opportunities, service learning/mission trips, and research will extend to all Elms sites and will offer a variety of opportunities to meet diverse needs. We will also expand access for service learning opportunities through providing transportation for students, faculty and staff to engage with community sites. Providing information sessions through Zoom and recording them, means that students with other responsibilities such as jobs and childcare, can still get access to the information they need when it is convenient for them.

The goal is to offer Experiential Learning opportunities for every one of our students, no matter what major, whether traditional or non-traditional (including transfer), whether academically weak or strong. Some majors already have a well-developed experiential learning aspect built into the curriculum. We will enhance and learn from those, to encourage and expand EL for all because transformative learning in real world settings will better prepare all students for success after graduation. By marketing these opportunities and experiences to prospective students, we will see a boost in our recruitment, and by offering career-centered hands-on learning with community-minded reflection, we will see an increase in graduate success. We will truly be providing our students with the Elms Plus (+) Experience.

Elms College
Action Plan: 2021-2023
Area: Experiential Learning

Goal: Make experiential learning opportunities available to every student.

Objective	Strategy/Activity	Timeline (Years 1-3)	Key Performance Indicator
1. Provide Leadership and structure to support Experiential Learning.			
Objective: Initiate, develop and grow Experiential Leadership Team and Committees that promote faculty staff and student engagement in EL across the disciplines	1. An Experiential Leadership Team will be established to oversee and work together on advancing EL and Davis Educational Fund grant and EL Fund oversight, as well as partner with the existing EL Leadership Team: with oversight of the Keating Schneider Fund and Elms Internship Advantage fund. In addition, the Chief Diversity Officer, Director of Alumni Relations and a member of School of Graduate and Professional Studies (SGPS) will join the team to create and market EL opportunities for specific populations.	Year 1	1. Expand the Experiential Leadership Team to include VPSA/CDO, Director of Alumni Relations and SGPS representative by December 2020.
	2. EL team will hire an EL Director using Davis Educational Funds to provide support and enhance and expand current EL opportunities, and streamline the process for finding	Year 1	1. Hire Director of Experiential Learning by December 2020.

	opportunities, securing funding, and reporting on experiences.		
	3. Hire Assistant Experiential Learning/ Internship Coordinator to: secure internship opportunities, create databases, market opportunities to students, collect data on internship experiences to expand databases, identify gaps to ensure that all students have these opportunities available to them.	Year 1	1. Hire Experiential Learning/Internship Coordinator by May 31, 2021.
	4. EL Director will design a survey to collect all of the college's current course-embedded and co-curricular EL opportunities, information on successful processes and logistics, student learning and assessment.	Year 1	1. Create, administer, and compile a survey regarding EL opportunities and processes by May 2021.
	5. Build institutional capacity and readiness for EL and civic engagement through membership in Campus Compact of Southern New England.	Years 2-3	1. Join Campus Compact of Southern New England by August 2021.
	6. Funds for faculty and related staff to develop and offer EL course opportunities. Planning EL can be time consuming- offering stipends for this work, or course releases will increase interest in providing these opportunities and demonstrate the commitment of the college to EL. In addition, an annual small grant will be established to promote and support EL innovations among faculty and staff.	Years 1-3	1. Establish a process to award "Faculty Experiential Learning and Teaching" (FELT) grants by January 2021. 2. Award at least three FELT grants ranging from $500-$2,000 by June 2021. 3. Award at least six FELT grants in AY 2021-2022.

			4. Award at least eight FELT grants in AY 2022-2023.
	7. In addition to the Experiential Leadership Team, a college-wide committee for bringing new EL opportunities to campus will be created. Representative faculty from each division will serve on a three-year term. This will promote communication across the disciplines and result in many more leaders invested in EL campus-wide. Off-campus coordinators, Admissions staff and other student success staff will be invited to join.	Year 2	1. Create a College-wide EL Committee that includes admissions, academic divisions and SGPS representation by May 2022.
2. Raise awareness about the range of Experiential Learning opportunities available and the outcomes contributing to success.			
Objective 2: All students including prospective students and families and off-campus students will be introduced to EL (Experiential Learning) opportunities at Elms.	1. Marketing department, admissions, and experiential learning team will collect experiential learning materials that showcase EL stories of students, seeing themselves in the stories, and understanding the flexibility of the opportunities. Ideally this marketing strategy will be a boost for recruitment.	Year 1	1. Marketing Department and Admissions will produce material that highlights Experiential Learning to all prospective 2021 students.

	2. Admissions will utilize a student panel to share real stories of students' experiences.	Year 1	1. Admissions will include an Experiential Learning student panel in at least one Open House or recruitment event for fall 2021 students.
	3. Four events will be held annually to educate students regarding EL opportunities and important outcomes related to career-readiness. a) An EL Opportunities session as part of First Year Seminar's *Elms Essentials Day* presented by students and faculty/staff representing EL areas, b) EL opportunities presented at the Fall Career Fair by seniors, c) Panel Discussion of past EL participants, employers and graduate school representatives speaking to employment-related outcomes at an event sponsored by the Student Government Association, Diversity & Inclusion, Advising and International Programs (open to campus community) and, d) An EL Opportunities session held in collaboration with the School of Graduate and Professional Studies to reach the nontraditional students, including degree completion students taking classes off-site and transfer students.	Year 1	1. Hold four events in 2020-2021 to educate students on EL Opportunities. 2. Track student attendance at each of the four events.
3. Create a Pathway for Experiential Learning throughout the Elms Experience.			
Objective 3: Create a pathway for EL throughout	1. **Before or early in the academic program:** Incoming students will be invited to participate in mission-based service programs modeled after the successful Dorothy Day program, which	Years 2-3	1. Increase the number of students who participate in early mission-based service programs.

the Elms Experience.	currently serves about 50 students. These new opportunities will include flexible options (week-long, weekend, in person, over Zoom or a hybrid) to accommodate students with jobs and families.		• 2021-2022: 5 new students • 2022-2023: 10 new students
	2. **First Year Students:** Co-directors of First Year Seminar (FYS) will integrate experiential learning through the implementation of the Innovation Challenge program; *all traditional first year students will participate.*	Years 1-3	1. All traditional first year students will participate in the Innovation Challenge as part of the First Year Seminar curriculum, starting in Fall 2020.
	3. **Sophomores**: Student Affairs staff will expand the **sophomore** Leadership Program to provide leadership for a community-wide service EL opportunity; Increase participation by involving faculty and offering opportunities in the majors. *A committee made up of campus partners from different departments will be established to review feasibility of campus wide "service day" led by the sophomores.*	Year 2	1. A cross-department committee led by the VPAA and VPSA will be established in Spring 2021 to develop a plan to reestablish a community-wide Elms Day of Service led by the sophomores in the Sophomore Leadership Program to commence in Spring 2022.
	4. **Juniors**: EL Director and Director of Career Services will work with faculty to establish a career & communication development course (3-4 credits) for majors that do not already have one, by partnering with already established courses and appropriate campus partners. It will serve **juniors** (sophomores and/or seniors). *Funds will be necessary for stipends to faculty to develop and then teach these courses.*	Years 2-3	1. In January 2022, the Directors of Experiential Learning & Career Services will work with division chairs to design a Career & Communication course for majors that do not have one. 2. Course will be available in Fall 2023.

	5. **Seniors:** EL presentations to students by **seniors** coordinated by the EL Leadership Team to showcase opportunities to current students through a "fair" of EL opportunities, promoting the KSF grants and EAI; study abroad opportunities, volunteer service, research, and internships will be promoted	Years 1-3	1. The EL Leadership Team will plan an "EL Fair" of EL opportunities in Spring 2021. 2. The EL Leadership Team will offer an "EL Fair" in Fall 2021 and Fall 2022 to have seniors highlight EL opportunities for current students. Attendance will be tracked.
	6. EL Leadership Team will plan, coordinate, and implement an annual EL Festival with all appropriate campus partners to showcase the experiences that have gone on throughout the year	Years 1-3	1. The EL Leadership Team will plan an "EL Festival" (ELF) in Spring 2021. Each year, 90% of EL participants will synthesize their learning and present their activities through a poster presentation at the Experiential Learning Festival. 2. Beginning in 2021-2022, community organizations will be invited to participate in the ELF.
	7. **Alumni** relations and EL Leadership Team will work together to expand opportunities through connections with alumni (mentoring, career seminars, internship opportunities).	Years 1-3	Alumni relations and EL leadership team will work together to expand internship opportunities through connections with alumni

		Increase KSF/EAI internship sites: Yr 1: 16 sites Yr 2: 30 sites Yr 3: 50 sites	(mentoring, career seminars, internship opportunities). Increase KSF and EAI internship sites from 16 to 50 by Spring 2023. 1. Develop initial plan Fall 2020 to include a request for internship opportunities in the Alumnae newsletter. 2. Implement Alumni mentoring program in at least three majors for AY 2021-2022. 3. Organize Career Seminars in at least three majors for AY 2021-2022.
	9. Make EL a graduation requirement built into each major. Because EL opportunities vary widely, and we do not want EL to be seen as a requirement akin to checking off a box, each major will develop an EL Pathways portfolio or process to be shared with their students. Each major is likely to have different preferences for which EL experiences will have the highest benefit for their students. Developing these Pathways Portfolios will also engage faculty in EL opportunities and expertise across campus.	Years 2-3	1. Work with VPAA, AVPA, Dir of EL and expanded EL committee to introduce EL Pathways to division chairs and faculty in AY 2021-2022. 2. Implement EL Pathways across the disciplines beginning in AY 2022-2023, so that EL is a requirement for all students and can be tracked through the Degree Audit.

4. Make Experiential Learning accessible for all students.			
Objective 4: Make EL accessible for all students	1. Continue to offer KSF and EAI stipends to students doing EL. Equity in fund distribution to ensure that all students are benefiting from these resources will be addressed. Students who have unpaid internships built into their major will be able to access the funds and are encouraged to apply.	Years 1-3	1. Dir of EL will conduct an analysis of EL equity and distribution in Spring 2021 and make recommendations for AY 2021-2022. 2. Track KSF and EAI stipend to increase equity in EL funding for students in AY 2021-2022 and AY 2022-2023.
	2. Readily available transportation is a primary barrier for EL for all. Funding for transportation such as through an Uber account, or a van should be made available.	Years 1-3	1. Develop Experiential Learning Opportunity (ELO) transportation funding plan and process for requests by January 2021. 2. Track transportation usage annually, starting in Spring 2021, to build in efficiencies.
5. Increase number of Experiential Learning Opportunities through faculty and staff professional development.			
Objective 5: Increase EL opportunities through professional development for faculty & staff and build stronger	1. EL leadership team led by the director determines appropriate EL professional development, workshops, grants, use of consultants for faculty/staff, including School of Graduate Professional Students (SGPS) staff & faculty, to broaden understanding of effective EL, learning outcomes and course design.	Years 1-3	1. 2020-2021: 50% of all FT faculty and student support staff will have attended professional development workshops on Experiential Learning and Teaching. 2. 2021-2022:

campus partnerships.			75% of all FT faculty and student support staff will have attended professional development workshops on Experiential Learning and Teaching. 3. <u>2022-2023:</u> 100% of new FT faculty and student support staff will meet with the Director of Experiential Learning and participate in an online Experiential Learning training module as part of onboarding.
6. Select technology to support Experiential Learning process and outcomes.			
Objective 6: EL leadership team will establish central EL data management tracking and tools for students, staff & faculty for formative and	1. EL leadership team will review technology to establish central database (e-portfolio) to manage the following: -Analytic tools to report outcomes at the course/activity level and program level -Integrate assessment rubrics into the ePortfolio	Year 1	1. January 2021: Begin exploration and review of using an electronic platform for student ePortfolios. Provide recommendation to VPAA by March 2021. 2. Pilot ePortfolios with first year students in fall 2021, and make a

summative assessment.	-Effectively manage multiple EL placements at one time -Easily report how many students are in-progress or have completed their required EL placements -Customize for different key EL experiences or tracks -Provide onsite sign-off of student-reported hours -Develop reflective practice through embedded student journaling -Provide feedback to students through the ePortfolio -Communicate with LMS (Moodle) for grading -Students can keep or download portfolios, tracking specific skills (co-curricular transcript, badging) for use of graduate applications and/or resume building, and use in employment interviews - Develop and implement formative and summative assessment methodologies for EL		recommendation regarding continuing to scale up.
	2. The Director of EL and EL Leadership Team will oversee the development of a database of EL opportunities from across majors; to include all study abroad, internships, research, and service.	Year 2	1. Director of EL and EL Leadership Team will develop plans and process for data collection of EL opportunities by September 2021.

Financial Model

Strategic Plan Title   **Experiential Learning**
Initiative Title

	FY22	FY23	FY24	FY25	FY26
Undergraduate Enrollment- By Class					
Total UG Tuition Revenue	$ -	$ -	$ -	$ -	$ -
Room and Board Revenue					
Room and Board Revenue	$ -	$ -	$ -	$ -	$ -
Undergrad Continuing Education Program					
Undergrad Continuing Education Tuition	$ -	$ -	$ -	$ -	$ -
Graduate Program - 15 Week					
Graduate Tuition	$ -	$ -	$ -	$ -	$ -
Graduate Program - 8 Week					
Total Graduate Revenue	$ -	$ -	$ -	$ -	$ -
FEE Revenue					
Total Fees	$ -	$ -	$ -	$ -	$ -
Scholarships					
Total Scholarships	$ -	$ -	$ -	$ -	$ -
Other Revenue					
Total Other Revenue	$ 58,041	$ 59,782	$ 61,575	$ 63,422	$ 65,325
Grant Revenue					
Total Grant Revenue	$ 73,035	$ 61,605	$ 22,647	$ -	$ -
Gift Revenue					
Total Gift Revenue	$ -	$ -	$ -	$ -	$ -
Total Revenue	$ 131,076	$ 121,387	$ 84,222	$ 63,422	$ 65,325
Salaries and Wages					
Total Salaries and Benefits	$ 80,512	$ 81,742	$ 94,995	$ 97,520	$ 100,122
Operating Expenses					
Total Operating Expenses	$ 92,367	$ 108,137	$ 112,547	$ 110,058	$ 112,259
Total Expenses	$ 172,878	$ 189,880	$ 207,542	$ 207,578	$ 212,381
Net Income	$ (41,803)	$ (68,493)	$ (123,319)	$ (144,156)	$ (147,056)
Capital Expenditures: Total CAPEX	$ -	$ -	$ -	$ -	$ -

Ethical Leadership Strategic Plan

Concept Paper

Goal

Ethical Leadership development will become a hallmark feature of the Elms+, and will distinguish the college regionally and nationally.

Summary

Preparing ethical leaders is a core function of Elms College, and is an essential component for the college to meet its mission and vision of empowering students to effect positive changes in the community and in the world. Through the Center for Ethics, Religion, and Culture, the college will develop a comprehensive plan, based on Catholic Social Teaching and encompassing First-year Seminar to the DNP program, to infuse ethics and ethical leadership development into all academic and co-curricular programs, and the liberal art core.

Overview

The following summarizes the work of the Ethical Leadership Sub-Committee for Strategic Planning which resulted in concepts around the areas listed below. In addition, the committee feels that, as Ethical Leadership is one of the components of the Elms+, it is essential that there is a clear, concise definition, at novice, intermediate, and mastery levels, of what we mean by ethics and ethical leadership that is embraced and understood, and can be clearly articulated by the entire Elms Community.

Also important is the role of effective communications as ethics and ethical leadership programming is developed and infused across all programs. Before ethical leadership can be expected of students, it must first be modeled by administration, faculty and staff.

Focus Areas

1. The Center for Ethics, Religion and Culture (CERC) as the visible manifestation of the College's commitment to our Catholic Identity and contemporary academic and public engagement with ethics, religion, spirituality, and culture.

- Launching the CERC and CERC programming will be an essential step in effectively infusing ethics and ethical leadership development across all programs.
- Modeling ethical leadership and asking for partnership with students will require training and professional development on how to embed ethical decision-making and ethical development into coursework and the curriculum.
- Ethics should be expressed tangibly, perhaps in an honor code that is pledged by faculty, staff, and students.
- Core values should be expressed as part of what we mean by ethical leadership.

- Ethics should be highlighted on campus by an explicit commitment to the common good.
- Expand relationships with Baystate and Trinity health systems as healthcare-related programming is planned and developed.
- Expand relationships with community practitioners as programming for other disciplines (business, education, etc.) is planned and developed.

2. Developing principled and ethical leaders as a distinctive feature of the Elms Liberal Arts Core.
- Community Service as an essential feature of developing ethical leaders
- Components of programming for ethical leadership should include:
  - Inviting students to think for themselves
  - Moral development essential to who you are as a person
  - Provide students opportunities to ethically address big and small issues
  - Embed CST into the innovation challenge
  - Introduce students to CST prior to beginning First-Year Seminar, in new student orientation
  - Students being able to consider "why" answers based on their ethical and moral commitments
  - Importance of using moral reflection to examine the ethical impact of present and future concerns

3. Infusion of ethical development in all programs
- Intentional program partnerships with the Office of Diversity and Inclusion.
- Expansion of service learning programs, such as Dorothy Day
- Implement a curricular mandate, that is fulfilled at each point in a student's development (first year, sophomore, junior, senior, graduate).
- Every major should have explicit formation development in applied ethics, which may include Interdisciplinary "real world" programming
- Heightened academic approach to ethical and moral development
- Adopt Jesuit high school model of touching base with students at different points throughout their development with specific concentrations each year
- Develop and integrate a program to simulate ethical leadership
- Be more intentional with collaborative programming – such as FYS, poverty simulation, and programming with the County Jail

4. Distinctive new programming in Ethics
- Expansion of the Bioethics and Medical Humanities Programming, including master's, certificate and doctoral programming

- Undergraduate minor in Ethical Leadership
- Total integration of Religious Studies, Philosophy and Ethics undergraduate programming, including the exploration of a joint major or minor.

Elms College
Action Plan: 2021-2023
Area: Ethical Leadership

Objective	Strategy/Activity	Timeline (Years 1-3)	Key Performance Indicators
Ethical Leadership development will become a hallmark feature of the Elms+, and will distinguish the college regionally and nationally.			
The Center for Ethics, Religion and Culture (CERC) as the visible manifestation of the College's commitment to our Catholic Identity and contemporary academic and public engagement with ethics, religion, spirituality, and culture.			
Develop and implement CERC programming, starting in 2020-2021, as an essential step in effectively infusing ethics and ethical leadership development across all programs.	1. Appoint Exec. Director of the CERC. 2. Formal Launch of the Center. 3. Develop and implement CERC programming, including: • M.A. in Bioethics and Medical Humanities • Launch CERC Quarterly Journal	1	1. By November 1, 2020, the Executive Director (henceforth, "CERC Director") is appointed along with the formal launch of the center. 2. The CERC Director will present a programming plan each year to the President and VPAA for review. a.) By October 1 for 2020-2021. b.) Henceforth by July 1.

			3. The M.A. in BMH will be formally launched in the fall 2021 with an inaugural cohort of at last 10 students. 4. A formal plan developed by the CERC Director for the launch of the Quarterly Journal will be reviewed and approved by the VPAA by January 15, 2021 with a fall 2021 formal launch.
Develop a concise definition, at novice, intermediate, and mastery levels, of what we mean by ethics and ethical leadership.	1. Continue conversations at faculty, staff, and student levels of a shared vision for ethical leadership. 2. Synthesize and condense current peer-reviewed literature on the subject matter so that it	1-3	1. By May 2021, the Ethical Leadership Working Group, led by the CERC Director, will present to the faculty and president a white paper on "Ethics and Ethical Leadership as a Distinctive Feature of the Elms Community". a.) Input and feedback will be taken from all constituency groups.

Implement tangible expressions of the importance of ethical development to the Elms community. Core values should be expressed as part of what we mean by ethical leadership.	can be clearly articulated by the entire Elms Community as a manifestation of what it means to be a person with moral integrity. 3. Plan and implement programming that is an explicit and obvious commitment of Elms College to the common good. 4. Develop an honor code that is pledged by faculty, staff and students. 5. Implement a plan to encourage the modeling of ethical leadership by administration, faculty and staff.		b.) Included in the white paper will be a multi-year plan to implement academic and co-curricular programming in Ethics that is an explicit and obvious commitment of Elms College to the common good. c.) Also included will be a plan to encourage the modeling of ethical leadership by administration, faculty and staff. 2. The Ethics Working Group, by December 2021, will present to faculty and the president an honor code for review and approval, with, if approved, a Fall 2022 implementation. 3. The OIAR and Faculty Assessment Committee will analyze the assessment of the core learning outcomes related to ethics development to gauge student understanding and development of ethical leadership. 2020-2021 will be used as a baseline.
Developing principled and ethical leaders as a distinctive feature of the Elms Liberal Arts Core			
Develop and implement an ethical leadership program embedded in the	1. Programming components that meet the ethical leadership outcomes of the core should include:	**1-3**	1. As part of the college's review and revision of the Liberal Art core, led in collaboration by the CERC and Faculty Governance Committee, an ethical

Liberal Arts core that incorporates the Catholic Intellectual Tradition and spans the entire student experience from orientation to graduation and includes robust learning outcomes and assessment.	- Opportunities for students to think for themselves. - Moral development that is essential to who students are as persons. - The Catholic Intellectual Tradition as a framework for searching for truth. - Catholic Social Teaching embedded in the Innovation Challenge. - Opportunities for students to consider answers to "why?" questions based on their ethical and moral commitments. - Opportunities for moral reflection to examine the ethical impact of present and future concerns.		leadership program that incorporates the Catholic Intellectual Tradition and Catholic Social Teaching will be infused into the core as a distinctive feature, with final approvals received in the fall 2023. 2. The OIAR and Faculty Assessment Committee will analyze the assessment of the core learning outcomes related to ethics development to gauge the impact of the core changes. a.) 2020-2021 will be used as a baseline.

Incorporate service learning as an essential feature of the Elms College Liberal Arts core.	1. Review and revise the service learning requirement of the core. 2. Plan and reestablish a community-wide Elms Day of Service. 3. Facilitate faculty embedding structured service learning components into specific courses.	1	1. As part of the college's review and revision of the Liberal Art core, led in collaboration by the CERC and Faculty Governance Committee, the service learning requirement will be revised and strengthened, with final approvals received in the fall 2023. a.) Faculty professional development will facilitate building structured service learning into coursework. 2. A cross-department committee led by the VPAA and VPSA will develop a plan to reestablish a community-wide Elms Day of Service, to commence in the spring 2022. 3. The OIAR will track the yearly NSSE results to gauge **senior** student engagement year over year related service learning and community-based projects**,** using a benchmark of 59% based on Catholic Colleges & Universities.

Infusion of ethical development in all programs			
Develop a training and professional development program for faculty on embedding ethical decision-making and ethical development into coursework and the curriculum.	1. The CERC Internal Planning Team (CIPT) will develop an intentional program partnership with the Office of Diversity and Inclusion (ODI). 2. The CIPT will develop a plan to assist faculty to embed ethical development content into coursework, and will pilot the plan in the fall 2021. 3. The CIPT will develop a schedule to work with additional faculty in the spring and fall 2022.	2-3	1. The CERC IPT (CIPT), led by the Director, will work with the ODI to develop a partnership plan, for review by August 2021. 2. The CIPT will finalize a plan by May 2021 of workshops to assist faculty to embed ethical development content into coursework, with implementation of a pilot in the fall 2021. a.) The plan will include a schedule to work with additional faculty starting in the spring 2022, with a goal of 80% completing a workshop by May 2023.
Expand co-curricular service-learning opportunities for students.	1. The CIPT will work with Student Affairs staff to develop new co-curricular programs that incorporate the step-level mastery of the institutional definition of ethical leadership.	2	1. The number of co-curricular program offerings in ethical leadership will be tracked, using 2020-2021 as a benchmark, with a goal of four programs offered per year by 2022-2023.
Develop and implement a curricular framework that is fulfilled at each point	1. Ensure the framework incorporates the Jesuit model of touching base with students at different points throughout their	2	1. By May 2022, the Ethical Leadership Working Group will finalize a plan for review of a curricular framework that is fulfilled at each point in a student's development (first

in a student's development (first year, sophomore, junior, senior, graduate) that includes every major having an explicit formation development experience in applied ethics.	development (*cura personalis*) with specific concentrations each year. 2. Develop and integrate applied programming to simulate ethical leadership situations, appropriate for each major or program.		year, sophomore, junior, senior, graduate) that includes every major having an explicit formation development experience in applied ethics, with an implementation in the fall 2022.
Develop and implement interdisciplinary and collaborative programming within Elms and with community organizations.	1. Programming developed will include interaction with: ● First-Year seminar. ● Hampden County Jail. ● Poverty Simulation.	2-3	1. By May 2022, the CERC, led by the Director, will finalize a plan for review of interdisciplinary and collaborative programming within Elms and with community organizations, with a goal of two programs run per year in 2022-2023 through 2024-2025.
Develop and formalize additional relationships with local healthcare systems as healthcare-related bioethics and medical humanities programming is planned and developed.	1. The CERC will develop and launch program relationships with at least three healthcare systems utilizing programming curricula already developed related to clinical bioethics Residency and Fellowship programs.	2-3	1. Starting in the fall 2021, the CERC will launch program relationships related to clinical bioethics Residency and Fellowship programs, and ethics and ethical leadership with a goal of involving three healthcare programs and three community practitioner organizations by May 2023.

Develop and formalize additional relationships with community practitioners as ethical programming for other disciplines (business, education, etc.) is planned and developed.	1. The CERC will develop and launch programs with at least three community practitioner organizations, related to ethics and ethical leadership.		
Distinctive new programming in Ethics			
Expand Bioethics and Medical Humanities (BMH) Programming, including master's, certificate and doctoral programming.	1. Finalize the curricula for all BMH programs. 2. Launch of M.A. program in BMH in Fall 2021.	**1-3**	1. The M.A. in BMH will be formally launched in the fall 2021 with an inaugural cohort of at last 5 students. 2. Planning for the Doctorate in BMH will commence with a goal of a formal launch by the fall 2023. a) A timeline will be developed by the CERC Director, which will include time for approval by NECHE.
Launch an undergraduate minor in Ethical Leadership.	1. Finalize the curricula for the new program, ensuring that coursework incorporates a) components that meet the Elms' definition of being an ethical leader, b) experiences in applied ethics, and c) meets the Liberal Arts core requirement.	**1-2**	1. The CERC Director will lead the planning process for additional undergraduate programs in Ethical Leadership, with the first new program to be launched in the fall 2021.

| Develop and implement the plan for the total integration of Religious Studies, Philosophy, and Ethics undergraduate programming, including the exploration of a joint major or minor. | 1. A formal proposal will be prepared ready to be reviewed by the faculty by the spring of year three. | 2-3 | 1. An interdisciplinary group of humanities, led by the chair, will develop and implement the plan for the total integration of Religious Studies, Philosophy and Ethics undergraduate programming, including the exploration of a joint major or minor, with a proposal for faculty, president and trustee review finalized by May 2023. |

Financial Model

Strategic Plan Title   **Ethical Leadership**
Initiative Title

	FY22	FY23	FY24	FY25	FY26
Undergraduate Enrollment- By Class					
Total UG Tuition Revenue	$ -	$ -	$ -	$ -	$ -
Room and Board Revenue					
Room and Board Revenue	$ -	$ -	$ -	$ -	$ -
Undergrad Continuing Education Program					
Undergrad Continuing Education Tuition	$ -	$ -	$ -	$ -	$ -
Graduate Program - 15 Week					
Graduate Tuition	$ 50,328	$ 77,757	$ 146,831	$ 178,733	$ 198,256
Graduate Program - 8 Week					
Total Graduate Revenue	$ -	$ -	$ -	$ -	$ -
FEE Revenue					
Total Fees	$ 810	$ 1,340	$ 2,290	$ 2,820	$ 2,960
Scholarships					
Total Scholarships	$ -	$ -	$ -	$ -	$ -
Other Revenue					
Total Other Revenue	$ -	$ -	$ -	$ -	$ -
Grant Revenue					
Total Grant Revenue	$ -	$ -	$ -	$ -	$ -
Gift Revenue					
Total Gift Revenue	$ -	$ -	$ -	$ -	$ -
Total Revenue	$ 51,138	$ 79,097	$ 149,121	$ 181,553	$ 201,216
Salaries and Wages					
Total Salaries and Benefits	$ 54,285	$ 47,840	$ 122,956	$ 125,576	$ 128,274
Operating Expenses					
Total Operating Expenses	$ 43,000	$ 51,260	$ 91,785	$ 93,621	$ 95,493
Total Expenses	$ 97,285	$ 99,100	$ 214,742	$ 219,197	$ 223,767
Net Income	$ (46,147)	$ (20,004)	$ (65,621)	$ (37,644)	$ (22,551)
Capital Expenditures:					
Total CAPEX	$ -	$ -	$ -	$ -	$ -

Engaged Learning Community

Strategic Plan

Concept Paper

Rationale

In keeping with the Elms College Mission statement, an Engaged Learning Community will serve to educate and provide opportunities for a diverse group of women and men in both a liberal arts education and in preparation for their future vocation. The community will empower students to engage in leadership roles to effect positive changes in the college, local communities, and the world. Through all aspects of the college experience at Elms College, the Engaged Learning Community will support students through their faith and spirituality. Students will find their mission in life and their place in the world, giving each student a reason for being and a positive and supportive influence throughout all facets of their lives.

In this strategic plan, Elms College seeks to foster an institutional environment that promotes healthy bodies and healthy minds—an environment for students to thrive in every respect. An Engaged Learning Community is one where common interests are shared; these interests might be in academic or athletic endeavors; they might be in shared faiths and spiritualities and they might include shared or common ethnicities and diversities. It is what we share that makes us a community. It is essential for Elms College to continue the work of the Sisters of St. Joseph by striving to create a holistic experience that engages students in learning through all aspects of the Elms College campus experience. This comprehensive, holistic experience emphasizes our desire for students to grow through faith, community, justice, and excellence. Our students are critical and conscientious learners who need to develop the commitment, discipline, and vision necessary for lifelong learning, engagement, and development.

Desired Outcomes

Overall, an engaged learning community is one where everyone (faculty, staff, residential, and commuter students) work together to achieve common goals. These goals will be student-centric and might include; academic success, a better understanding of cultures and diversity, athletic success, acquisition of skills and capabilities, development of a broader social network, involvement in an internship to prepare for a job or the next academic step, achievement of a deeper meaning in life and spirituality, recognition of the needs of others in the community and preparedness to act on those needs, to list a few. In order to accomplish these goals, it is necessary to improve the student experience of all students at Elms College.

To achieve an Engaged Learning Community, students must know and feel that they are valued, respected, and recognized as individuals. The first steps in achieving an Engaged Learning Community are to improve the "macro-issues" of the student experience. The most basic needs of the student at the very least must be met. There are many "micro-issues" that exist which can be enhanced throughout the process to boost the whole student experience at Elms College.

Overall, we will ensure that every Elms College student and extended to faculty and staff, feels valued and respected whether they live on campus, commute, or attend one of our off-site institutions. Students, faculty, and staff will take pride in their campus and institution. The greater connection and engagement that is achieved while they are a student will result in a greater connection when they become alumni. Creating new or different 'traditions' would help enhance and increase the connection between Elms students, faculty, staff, and the college.

Elms College will achieve an Engaged Learning Community through specific actions in six areas of engagement: an improved student living environment, a diverse, equitable, and inclusive campus, athletics and physical activities, spiritual development and service, leadership, and health education.

1. Improved living and learning environments

A. Improved living environments in residence halls

Students must have living spaces that support their health, both mind and body, and enable them to optimize their academic and athletic pursuits. A healthy residence hall climate, functioning bathroom facilities, engaging common spaces and well-designed rooms are essential for students to feel relaxed and at home.

B. Classroom spaces for higher levels of learning and thinking

Students must have comfortable seating, with clear sightlines to projected or written images on a board or screen, rooms free of visual and audible distractions or disturbances, and a classroom climate that is properly regulated to ensure students' health, well-being, and comfort while maximizing their abilities to think and learn. Classrooms and laboratories should be updated regularly to ensure that they provide current technical equipment and instrumentation to convey information and provide students with optimal experiences. The college will seek fundraising support for a new academic building that will provide the campus community with state-of-the-art classrooms for the learning benefit of existing and prospective students.

C. Flexible spaces, particularly for affinity groups

Provisional spaces build community and provide a holistic experience outside of the classroom, including social gatherings and co-curricular programs to include residential and commuter students. These spaces are intended to enhance personal development and help facilitate meaningful connections with administration, faculty, staff, peers with the Elms community. Campus life is inherently richer when spaces are restorative and offer psychological support to individuals and communities.

Elms College will strive to increase and enhance the availability of multi-use spaces that can have maximum flexibility. A recommendation is to design campus learning spaces that have a meaningful impact on students' lives. Today's students need more than just traditional classrooms to succeed. They need a connected, community-centered campus that encourages them to learn inside and outside the classroom. Enhancing multi-use space will serve two purposes; 1) Provide ample "downtime" space sufficient for social

distancing, and 2) these spaces can be used as a pilot to see what spaces are preferred and what design models are preferred. Particular attention will be paid to ensure that students of color and commuter students have dedicated locations for meetings, programming, and socializing.

D. Healthy Food Options
Creating a holistic dining experience for students is essential. Excellence in dining will include fulfilling students' nutritional requirements, dietary needs, and providing appropriate choices for each meal. The time when nutritious meal choices are available to students must be extended to enable longer periods of access for students engaged in activities that conflict with the dining hours. The taste, healthfulness, and quality are crucial to our students.

E. Programming and Activities
The Council for Advancement of Standards (CAS) asserts that campus activities' purposeful educational mission should address institutional learning and developmental goals. CAS learning and developmental outcomes contribute to the campus community while creating a sense of belonging for community members, particularly students engagement types include intellectual, social, emotional, and behavioral. Learning, persistence, and attainment at Elms can be associated with students' engagement with the faculty, staff, and other students.

Our students on the committee expressed the desire to have more age, culture, and interest-appropriate, student-centered events during the week and on weekends to help retain students on campus over the weekend. With the shift to more virtual learning and engagement, Elms has also responded with more online training, a dashboard, virtual programs, and policies to ensure students are supported with the appropriate resources.

F. College Communication
Students, faculty, and staff have expressed the need for better communication within the college community. Members of the community recognize the disconnect in the communication channels across the campus community. This leaves many students, staff, and faculty without the information and access to information that might be vital to them. Focus groups must be established to assist in determining how communication of information might best be provided through the newly acquired Omnigo application, ElmsConnect, Google groups, Elms College website, emails, and other potential modes of communication.

2. Building A Diverse, Equitable and Inclusive Campus Community
Exploring justice and equity catalyzes community building and reflection. The Elms College community must join together to support diversity and inclusion through leadership and mentoring roles. Opportunities must be available that encourage students to participate in leadership development and engage in activities that promote diversity and inclusion.
        A diverse community requires the College to foster a diversity of backgrounds and perspectives in the faculty, staff, and students. Recruiting and retaining faculty and staff

requires engagement. Providing a rich, collaborative work environment that appeals to diverse candidates goes far beyond race and ethnicity. The College should commit to increasing the racial and ethnic composition of the faculty and staff to better approximate that of the student body. Specific activities should be taken in faculty searches and staff recruitment to achieve that goal. In addition, we will work to retain faculty and staff of all racial and ethnic backgrounds.

A fundamental aspect of building a diverse and inclusive engaged learning community is the retention of staff and faculty who carry out the goals, objectives, and mission of the College. Loss of faculty and staff result in burdening the existing faculty and staff to take on roles of the leaving individual. This leads to time and money spent searching for and onboarding new members of the College. For this reason, onboarding and continued support and guidance of faculty and staff members are critical to retain faculty and staff and ensure that they will contribute to the success of the College and the support of an engaged learning community.

The College's admissions strategy should reflect a desire to achieve a diverse student body across the board in various programs. The College's retention policies and procedures for student success should be developed to ensure that students from all groups are well supported to persevere at Elms College.

The Office of Diversity and Inclusion will work to foster a culture of equity and inclusion among the Elms community's diverse members through training and awareness, programming, and events that promote the richness of the many cultures that form the Elms College community.

3. Engagement through Athletics: *A healthy mind in a healthy body*
A. Focus on improving the student-athlete experience

The Blazer Way is a commitment to a holistic student-athlete experience in academics, athletics, leadership, and service. The coaches will create and maintain an environment of care, concern, and fair play for all student-athletes. In addition, developing strong partnerships with the faculty and creating a faculty coach program through the Faculty Athletic Representative (FAR) will be an essential opportunity to improve the Elms College athletes' experience.

B. Focus on improving athletic facilities

Elms College's athletic/recreational facilities are in need of updating and expansion. Facilities have not kept pace with the increased numbers of teams and space demands. Attention needs to be paid to the number of purposes these facilities serve.

C. Focus on enhancing sport sponsorship

After examining potential sports additions to the Athletic Department, men's lacrosse would make the most impact from an enrollment perspective and the least impact on already strained athletic facility space. The women's lacrosse team is the only in-season team that competes on Leary Field each spring. An average squad size for an intercollegiate men's lacrosse team at the NCAA Division III level is 35-40. On average, 15 additional prospective male student-athletes per year is a realistic expectation. The addition of men's lacrosse would not cause space problems on the field itself. However,

there are other space issues and other considerations that Elms College needs to address before committing to this addition**.**

4. Engagement through spirituality and service

To provide holistic educational opportunities to students, Elms College must offer growth opportunities in faith and spiritual development. As stated in the Guidebook for facilitating the spiritual development of collegiate students, "a large majority of contemporary students are actively engaged in a spiritual quest, [and] many expect their colleges to assist them in this quest… Assisting more students to grow spiritually will help create a new generation of young adults who are more caring, more globally aware, and more committed to social justice than previous generations."

Working collaboratively with CERC (Center for Ethics, Religion, and Culture Campus Ministry) will enable the opportunity to develop spiritual programming for Elms' students, including retreat programs for fourth-year students, opportunities to gather for liturgy with young alumni, and an intercollegiate retreat day.

As we explore spirituality at Elms and enhancing the student experience, we have to consider spirituality through artistic expression. Artistic expression can deepen our appreciation of the various and varying ways in which each person experiences culture and identity. Art does not just make a physical environment more attractive. Artistic expression in many forms challenges us to respect and honor the differences among us in imagining and understanding spirituality. Spirituality through artistic expression (music, nature, dance, poetry, and language) and service to others can help students grow as whole persons and, at the same time, provide experiential learning opportunities. Campus Ministry will enhance and further structured opportunities for engagement and service for all Elms College students.

5. Leadership Opportunities

As mentors to the Elms College students, we are charged with the responsibility to instill in our students their capacity to make a difference at the college and in the world. We will ensure that students can create, organize, and sustain activities and groups of their own. These leadership opportunities are to be accountable for offering inclusive programming that fosters social responsibility and pursuit of the common good as an all-encompassing experience for Elms College students. Students will feel empowered to lead and at the same time willing to become a working member and an integral part of a group striving toward common goals.

Leadership development programs might include focus area examples such as:

- Executive Leadership
- Diversity Engagement
- Engaged Partnerships both on-campus and off-campus
- Growth and Spirituality
- Athletic Engagement

Through these leadership development opportunities and programs, students will become leaders for the many personal benefits that come with the territory: the sense of pride and accomplishment, opportunities to build their skill-set and to build new and lasting relationships. The end goal of these leadership opportunities will enhance our students'

abilities and empower our students to recognize the capacity they have to affect change; by exploring leadership opportunities, helping those in need, mobilizing their peers and communities, and creating lasting impressions on the Elms community and the world.

6. Health Education

Health is of utmost importance to everyone. It is the foundation of our essence of being. For this reason, it is critical to provide education and encouragement for everyone to adopt a healthy lifestyle to create healthy bodies and healthy minds. We can only be as productive as our body and mind enable us to be. For that reason, health education is vital to a holistic framework for our students' safety, growth, and development. A Health Education coordinator will develop a group of interested students who will be charged with the responsibility to educate small groups of students on campus in various areas that affect students.

The topics of health education will include; mental health, handling stress and anxiety, alcohol awareness, body image, eating disorders, ADHD, sleep issues, sexual health concerns, spirituality, diversity, healthy lifestyle, and other appropriate topics. Additional areas of discussion will be included based on their timeliness such as COVID19, for example, or other current issues that might affect the student.

Elms College
Action Plan: 2021-2023
Area: <u>Engaged Learning Community</u>

Goal: Create an institutional environment that promotes healthy bodies and healthy minds—an environment for students to thrive in every respect (academic, diversity and inclusion, athletic, spiritual, and social); the consummate *Engaged Learning Community*.

Objective	Strategy/Activity	Timeline (Years 1-3)	Key Performance Indicators
1. Improve Living and Learning Environments			
A. Improve Living Environment in Residence Halls through Upgrades The residence halls need upgrades and improvements in both structure and amenities for students to be comfortable and to feel valued and respected, specifically as reported by the students.	• Evaluate the HVAC system in all halls, but with a focus on O'Leary Hall, to guide improvements to the HVAC system. Students specifically have concerns about inconsistencies in the heating and they experience extreme heat at times. • Review the kitchen spaces in all Residence Halls to evaluate the possibility and safety of working stoves/ovens available for student use in each hall. If that is not possible, consider renovating the kitchens to remove the non-working appliances. • Evaluate the lighting in the Residence Halls, with a focus on Devine Hall and O'Leary, to determine if improvements are possible. Increased/improved lighting would brighten out hallways and create a warmer and more inviting feeling within the halls. • While improvements have happened in the last year, continuous investment in the residence halls must be completed annually. Scheduled improvements for maintenance and updates of the residence halls fulfill	Years 1-3	1. VPSA will work with VPFA to prioritize Residence Hall upgrades by March 2021. 2. Increase satisfaction with living in the residence halls from 44% Spring 20 to 55% by Spring 23.

	basic needs and requirements for the safety, morale, and well-being of our residential students, which increases retention for residential students.		
B. Improve Classroom Spaces to optimize student learning & academic experience. .	Assess classrooms for needed improvements related to: ● seating to accommodate maximum numbers of students ● technology and related podium/desk ● functional whiteboards/screens ● acoustic environment ● temperature control/airflow ● light control ● access to electricity for laptops/electronic devices. Prioritize classroom remodeling. Berchmans Hall 314 was completed summer 2020.	Years 1-3	1. VPSA will work with VPAA and VPFA to prioritize Classroom space remodeling by March 2021.

Bridges to the Elms Plus (+) Experience

C. Offer flexible spaces to accommodate student study, leisure time, and meetings. 1. Create space for our diverse and commuter students.	1. Create student-centered lounge/meeting spaces where diverse/ commuters/ residents feel enabled to create their own study or workspace environments. This will be accomplished by identifying current locations throughout campus allowing for student access that can be utilized immediately. These spaces will require minimal updating to place locations into services "asap."	Year 1	1. By January 2021, the VPSA, DOS, VPAA, and AVPAA will have identified two campus spaces for student-centered meetings/lounge and study functions.
2. Create capacity for our students, commuters, and residents, to access public and private meeting/social spaces on campus.	2. Create capacity for students, both commuters and residents alike, to use public and private meeting/social space through the current Campus Events & Room Reservations protocol that is accessible through Elms Connect.	Year 1	2. By November 2020, the VPSA, DOS, VPAA, and AVPAA will have a system in place to enable the college community to reserve meeting and study space and clearly understand when space is available.
D. Provide access to nutritious meals that meet students' dietary and schedule needs.	1. Review current foodservice options regarding hours, food choices, healthy options, and labeling.	Year 1	1. Dir of Facilities Planning & Operations (FPO) will work with Aramark by September 2020 to review concerns regarding hours, food choices/healthy options, and labeling.

	2. Convene a Food Committee to review all aspects of food service to the Elms community.		
			2. VPSA will convene a student Food Committee that meets monthly with the Dir of FPO and Aramark by November 1, 2020.
E. Provide programming and Engagement Activities that build a community for students.	1. Provide activities that promote weekend and commuter engagement. 2. Utilize data from existing student surveys to identify areas of need and to develop programs that connect students with campus resources and departments.	Years 1-3	1. DOS will convene a plan to promote student engagement and activities by November 2020.
F. Increase the quality of College Communication. 1. Evaluate Communication Channels Across Campus	1. Hold student, faculty, and staff focus groups to evaluate and explore different communication options and preferences. The following will be discussed: Omnigo app (newly acquired by Public Safety) Elms Connect Google Groups Elms Website Emails Signal Vine Texting Platform (reviewed cross-institutionally May, 2020.	Year 1	1. Include a question in the student survey and focus groups in September 2020 regarding student communication preferences. 2. VPSA, VPAA, and AVPA will convene cross-institutional focus groups to look at communication options and preferences by December 2020.

1. Increase Student Access to institutional information.	2. Expand the capabilities of Elms Connect or implement a new student portal that gives students a go-to place to find all information.	Year 2	1. VPSA, VPAA, and AVPA will convene cross-institutional focus groups to look at communication options and preferences by December 2020.
2. Provide comprehensive and Non-Repetitive Communications.	3. Bring together campus leaders from all departments/divisions that regularly communicate with students and work together to create comprehensive and informative communications for students from the time of application through graduation. The ultimate goal should be to reduce the overall number of emails students receive, as well as streamline the emails themselves.	Years 1	1. VPEMM will form a communications committee by January 2021.
3. Increase Communication Options.	4. Invest in expanding the texting platform used by admissions to other departments to increase their methods of communication.	Years 2-3	1. Adopt Signal Vine texting platform by January 2022.

2. Build A Diverse, Equitable and Inclusive Campus Community			
Increase Diversity, Equity & Inclusion for the Elms community.	1. Implement a student recruitment strategy that includes programs and activities that will enable the campus to enroll a diverse student population that is increasingly representative of the local community. 2. Develop and implement a Faculty and staff recruitment and retention plan that continuously improves campus efforts to increase diversity and inclusion. The goal is that faculty and staff are representative of all segments of the Elms community. 3. The Institutional Diversity Committee (IDC) will develop an action plan to ensure that the campus is meeting the diversity and inclusion commitments. The diversity and inclusion action plan will be aligned to the campus planning and strategic plan.	Years 1-3	1. We will increase the retention rate for FTFT Underrepresented students from 75% to 80% by Fall 2023. 2. A Faculty and Staff recruitment plan will be completed by VPSA, VPAA, and Director of HR, and VPFA in April 2021. 3. The IDC will develop a Diversity Action Plan by Spring 2021.

Increase Faculty and Staff retention.	1. The IDC will survey faculty and staff to learn how to enhance the workplace experience in order to promote retention.	Year 1	1. The Academic subcommittee of the Institutional Diversity Committee (IDC) will administer a Faculty Climate and Diversity Survey by October 2020 and make recommendations back to the IDC.
	2. The IDC subcommittees will make recommendations back to the IDC for review.	Year 1	2. The Institutional Diversity Committee (IDC) will administer a Staff Climate and Diversity Survey by March 2021 and make recommendations back to the IDC.
	3. Human Resources will conduct Exit Interviews as employees leave and will provide an annual report to the VPFA for review.	Year 1	3. Human Resources will conduct Exit Interviews as employees leave and will provide an annual report to the VPFA for review beginning June 2021.
Increase Student Sense of Belonging	1. Implement Peer Diversity Training (PDT) in First-Year Seminar beyond the initial pilot.	Year 1	1. Dir of D&I, in conjunction w/ FYS,

			will provide training and support for PDTs and FYS faculty for Fall 2020 implementation. 2. Q. added to FYS evaluation will ask students if the PDT model increased their sense of belonging.
3. Engage Students through Athletics: A healthy mind in a healthy body.			
Increase student engagement through the Athletics Experience, facilities, and sponsorship.	**Experience-** The coaches will create and maintain an environment of care, concern, and fair play for all student-athletes through the following: ● Develop strong partnerships with the faculty and create a faculty coach program through the Faculty Athletic Representative (FAR) ● Introduce the NCAA Life Skills Development program for student-athletes. ● Support and advise the STUDENT-Athlete Advisory Committee (SAAC). ● Advance an academic environment where the STUDENT-athlete overall grade point average is 3.5 with 70% of athletes at a 3.0-grade point average and a retention rate that exceeds 90%. ● Continue the community service outreach programs with a goal of 100% involvement every year.	Year 1	1. The AD will implement the components of the Athletics plan related to the Athletics Experience. Analyze cumulative student-athlete GPA and retention data compared with that of traditional non-athletes. The desired goal will be equal to or higher than traditional non-athletes.

	● Expand the opportunities and programming for all Elms students through a comprehensive recreation program. **Facilities** - Leary Field renovation to allow for safe use of the turf field for current athletic teams and the addition of men's lacrosse. Locker room updates and weight and cardio renovation to allow for expanded athletic training. **Sponsorship-** Offering men's lacrosse will positively impact enrollment and have the least impact on already strained athletic facility space. The women's lacrosse team is the only in-season team that competes on Leary Field each spring. ● Hire a head coach and provide them at least 2 graduate assistant coaches the year before the program starts to give them time to get a recruiting class in place. ● Expect 20-25 new students per year for the first 2 years. From year 3 forward, the range would be 12-15. Elms College offers attractive academic majors for typical men's lacrosse prospective student-athletes.	Year 2 Years 2-3	2. The VPSA and AD will oversee the Leary Field renovation and athletic facilities updates including locker rooms, weight training and cardio areas. 3. The AD will add a Men's Lacrosse team in FY23 by hiring a Head Coach and two GA coaches by May 2022.

			Expect 20-25 new students per year for the first 2 years.
4. Engage Students through Spirituality & Service			
Build student engagement through Spirituality and Service.	Campus Ministry and CERC will carry out various activities to increase engagement through Spirituality and Service 1. Administer a survey regarding Campus Ministry & Spiritual Life. 2. Offer a reflection experience to Senior Students. 3. In collaboration with campus partners, offer opportunities for campus interfaith/intercultural dialogues. 4. Conduct "Body, Mind and Soul" sessions in partnership with the Counseling Center, the Health Center, and the International Programs Office.		1. The Dir of CM will administer a survey by March 2021 regarding Campus Ministry and spiritual life to guide programming needs and design. 2. CM will offer a reflection experience to Senior students in 2020-2021. 3. CM will partner with CERC and IPO to create two interfaith/intercultural discussions in 2020-2021. 4. CM will conduct four "Body, Mind and Soul" sessions in partnership with the Counseling Center, the Health Center, and

	5. Explore incorporating spiritual expression through the Arts as part of Campus Ministry programming with subsequent development of a plan.		International Programs in 2020-2021.
			5. CM will explore incorporating spiritual expression through the Arts as part of its programming in 2021 with the development of a plan for 2022-2023.
5. Create Strong Leaders			
Enhance Student Leadership Programming.	1. Student Affairs staff will develop a tiered leadership program based on student accomplishments using a points system. This "Journey" Leadership Program is being built on four cornerstones of Elms College's involvement, Service to the Community, Justice/Global thinking, Excellence in Leadership, and Faith. Each Cornerstone will highlight the leadership aspects of our Core Values.	Years 1-2	1. Student Affairs staff will develop the "Journey" Leadership program in AY 2020-2021 for launch in AY 2021-2022.
	2. Student Affairs staff will redesign the Sophomore Leadership to strengthen the program and increase participation.	Years 1-2 Year 2	2. Student Affairs staff will redesign the Sophomore Leadership program by June 2021 to strengthen the program and increase participation.

	3. Student Affairs staff will strengthen Club/ Organization leadership through a revised advisor and student leader training. 4. An emphasis will be placed on publicizing and promoting opportunities so that students and faculty are aware that they exist.	Year 2	3. Student Affairs staff will revise and strengthen leadership training for Club/ Organization advisors and student leaders training by September 2021. 4. The VPSA in conjunction with the VPEMM will create a plan to highlight leadership development activities at Elms by October 2021.
6. Develop a Culture of Wellness			
Develop a Culture of Wellness.	1. Review the current Health Education Coordinator (HEC) PT position regarding its role and responsibilities. Determine if PT or FT model is best to accomplish outcomes regarding Health Education.	Year 1	1. VPSA will convene a committee to make a recommendation regarding the PT/FT status of the HEC position by March 2021. NSSE Question 14.f.: How much does your

			institution emphasize the following? Providing support for your overall well-being (recreation, health care, counseling, etc.) - to benchmark progress.

Financial Model

Strategic Plan Title
Initiative Title

Total Engaged Learning

	FY22	FY23	FY24	FY25	FY26
Undergraduate Enrollment- By Class					
Total UG Tuition Revenue	$ -	$ -	$ -	$ -	$ -
Room and Board Revenue					
Room and Board Revenue	$ -	$ -	$ -	$ -	$ -
Undergrad Continuing Education Program					
Undergrad Continuing Education Tuition	$ -	$ -	$ -	$ -	$ -
Graduate Program - 15 Week					
Graduate Tuition	$ -	$ -	$ -	$ -	$ -
Graduate Program - 8 Week					
Total Graduate Revenue	$ -	$ -	$ -	$ -	$ -
FEE Revenue					
Total Fees	$ -	$ -	$ -	$ -	$ -
Scholarships					
Total Scholarships	$ -	$ -	$ -	$ -	$ -
Other Revenue					
Total Other Revenue	$ -	$ -	$ -	$ -	$ -
Grant Revenue					
Total Grant Revenue	$ -	$ -	$ -	$ -	$ -
Gift Revenue					
Total Gift Revenue	$ -	$ -	$ -	$ -	$ -
Total Revenue	$ -	$ -	$ -	$ -	$ -
Salaries and Wages					
Total Salaries and Benefits	$ 89,916	$ 92,614	$ 95,392	$ 98,254	$ 101,202
Operating Expenses					
Total Operating Expenses	$ 28,510	$ 53,080	$ 90,294	$ 196,228	$ 382,250
Total Expenses	$ 118,426	$ 145,694	$ 185,687	$ 294,482	$ 483,452
Net Income	$ (118,426)	$ (145,694)	$ (185,687)	$ (294,482)	$ (483,452)

Capital Expenditures:
20 Year Improvements

10 Year FFE

30 Year Buildings

New Academic Building	-	-	-	5,000,000.00	5,000,000.00

Total CAPEX	$ -	$ 960,000	$ 505,298	$ 5,375,000	$ 5,375,000

Enrollment and Sustainability

Strategic Plan

Concept Paper

Elms College will focus on the following areas: increasing undergraduate and graduate enrollment, increasing retention for specific target populations, increasing overall fiscal stability, and increasing donor funding, in order to ensure its future growth and legacy.

Elms College will increase the awareness regarding the College's distinctiveness, both locally and in new catchment areas, by launching a comprehensive marketing brand that emphasizes how we provide students of all backgrounds with a sense of community; encourage social responsibility; instill a sense of ethics through familiarizing students with the charism of the Sisters of St. Joseph and Catholic social thought; and encourage students' physical and mental wellbeing by offering strong and diverse athletic programs. This marketing campaign will be bolstered by the hiring of additional recruitment staff to be the "boots on the ground" in the new recruitment territories. One key feature of this campaign will be the intentional targeting of the parents, relatives, friends and other influencers of high-school students. The intention of this campaign is to increase enrollment for students that reside over 50 miles from the Chicopee campus by 20% over three years.

Increasing the College's general enrollment will also be facilitated by a variety of other measures. The College needs to intentionally encourage alumni and graduating undergraduate students to enroll in graduate programs by offering innovative price-packaging. Furthermore, the College will make these graduate programs more appealing by increasing the number of online courses, something that will require the hiring of instructional designers with content experience. The latter hires will also enable the creation of more online courses for both traditional and non-traditional/off-campus undergraduate students. Finally, the College will promise each incoming student a laptop, which will be paid for by a student technology fee. We hope that these changes will result in an increase in enrollment of 15% for non-traditional students and 15% for graduate students over the next three years.

An increase in overall retention, and specifically retention of students of color, academically underprepared students, and residential students, is a top priority for the college. One way to accomplish this is through more attractive residential opportunities. That many of the College's residential halls need updating/refurbishing is widely accepted on campus. This is reflected in the number of upper-class students who choose to live off campus or commute. Rather than refurbish existing facilities, it would be more cost-effective for the College to build a new apartment-style residence hall for 30-50 upper-class students, which would pay for itself by generating new revenue. This would also give the recruitment team an attractive building to show to prospective students, allowing Elms to keep pace with its competitors.

Academically underprepared students and students of color need special consideration in order to positively impact their retention. For our academically underprepared students, we will expand our academic coaching model to ensure they are receiving the support that

they need. For our students from underrepresented populations, we will strive to create additional opportunities on campus for students to get involved, become connected, and feel accepted on our campus that have been identified by the Institutional Diversity Committee. These efforts will be spearheaded by Student Affairs, but will need the support of the entire campus community.

The college will aim to increase the number of new graduate students that it enrolls by 15% over the next three years. This will be accomplished by improvements in marketing, recruitment events, and by targeting Elms alumni and graduating seniors. We will also look to implement pricing strategies that will allow us to be more competitive in the marketplace.

The College will increase its appeal to potential athlete students as well as retain those already enrolled by modernizing its athletic facilities. Examples of these renovations include updating the locker rooms, weight rooms, coaches' offices, and indoor gym; installing a new turf field; and improving the air conditioning in the gym at the Maguire Center. In addition, the College will attract more athlete students by creating new athletic teams starting with Men's Lacrosse. These changes aim to increase the athletic population by 15% over the next three years.

For the fiscal stability of the college, we will look to grow enrollment, have positive operating margins, and grow our cash levels. For enrollment, we hope to achieve 16% growth over the next three years. This assumes a 1% growth year over year with an assumed FY21 FTE of 1,114 students. For our operating margins, we hope to be positive for FY21, and then increase in future years back to our standard 5%. We also plan to grow our cash level so that we have 230 days of cash on hand by FY23.

The College will look to increase its donor funding for strategic initiatives through a comprehensive campaign. This will be a multi-year campaign extending through 2023, with a goal to secure at least 65% of the goal during the "quiet phase" of the campaign. This will total $12-$16 million during that time. We will start with a feasibility study, which will be completed by April 2021. This study will inform the overall goal of the campaign. This will then be presented to the Board of Trustees in May of that year, after which the "quiet phase" of the campaign will begin.

Elms College
Action Plan: 2021-2023
Area: Enrollment and Sustainability

Objective	Strategy/Activity	Timeline (Years 1-3)	Key Performance Indicators
Increase Undergraduate Enrollment			
1. Increase in enrollment, especially outside of our geographic area. 2. Increase enrollment of fully-online/ non-traditional students	• Increase awareness of the College's distinctiveness, locally and in new catchment areas through a comprehensive marketing campaign, by emphasizing our diverse and multicultural community, social responsibility, Catholic identity, and athletics; • Target parents of high-school students • Hire additional recruitment staff; • Create innovative price-packaging for current students and graduates who enroll in our graduate programs; • Increase online courses; • Hire instructional designer/content experience; • Provide laptops to all students through student technology fees.	Year 1: 10% for FY22 enrollment (5) Year 2: 15%; for FY23 enrollment (7) Year 3: 20% for FY24 enrollment (10)	1. We will increase the enrollment of students from beyond a 50-mile radius of Chicopee by 20% in 3 years through comprehensive marketing (VPEMM) that targets parents and innovative price packaging (VPFA). This will be reviewed on a monthly basis through the enrollment funnel (FTFT). 2. We will increase both our fully-online and non-traditional students by 15% in 3 years through investment in technology and staff that will provide improved online education (CIO and VPAA) This will be reviewed on a monthly basis through the

			enrollment funnel. (off campus/online - UG) currently ~175
	Increase Student Retention		
Increase Student Retention, specifically Academically Underprepared, Residential and Students from Underrepresented Populations.	● Expand the Academic Coaching model to provide additional academic support. ● Build a new apartment-style residence hall for 30 upper-class students, at a cost of $2-3m, which could pay for itself in 4-5 years. ○ The Office of Institutional Advancement will work to develop a major gift campaign that will aid in the funding of the building (VPIA). * If the building is not possible, we plan for a 3% retention increase through strategies implemented through Engaged Learning Community. ● Create additional on-campus opportunities specifically for students from underrepresented populations to engage with the campus community and each other. ● Implement recommendations from the Diversity and Inclusion committee to ensure that students from	Years 1-3	1. We will increase the retention rate for FTFT Academically Underprepared students: T3 (66-75%) and T4 (63-70%) by Fall 2023. 2. We will increase the retention rate for FTFT Residential students from 76% to 82% by Fall 2023. 3. We will increase the retention rate for FTFT Underrepresented students from 73% to 80% by Fall 2023.

	underrepresented populations feel included, respected, and welcome at Elms.		
Increase Graduate Enrollment			
Increase Graduate Enrollment.	• Increase Marketing • Improve Recruitment Events • Target Alumni and graduating Elms students	Year 1 (FA21): 5% = 4 student increase Year 2 (FA22): 10% = 7 student increase Year 3: (FA23) 15% = 11 student increase	We will increase the number of new, incoming graduate students by 15% over three years. This will be accomplished through better recruitment practices, additional marketing, and improved recruitment events
Increase Enrollment of Student Athletes			
Increase Enrollment of Student Athletes.	• Modernize athletic facilities by updating locker rooms, weight rooms, and cardio areas. • Install new turf field • Create new athletics teams (Men's Lacrosse)	Year 1 (FA21): 5% = 4 student increase Year 2 (FA22): 10% = 8 student increase Year 3: (FA23) 15% = 12	We will increase the number of new incoming student athletes by 20% in 3 years by modernizing our athletic facilities and creating new athletic teams (VPFA and Director of Athletics)

		student increase	
Increase Fiscal Stability of the College			
Increase fiscal stability of the College.	Use benchmarks to ensure that Elms College is fiscally stable.		1. 3 Year Change in enrollment of 1%, 4%, and 7% over the next three years as reported to NECHE. This assumes a 1% growth year over year with an assumed FY21 FTE of 1,202. 2. Positive operating margin for FY21, and increasing in future years back up to 5%. 3. Cash levels grow to a level that generates 230 days of cash on hand by FY23. 4. The endowment grows by $1,500,000 over the next 5 years.
Increase Donor Funding for Strategic Initiatives through Comprehensive Campaign			
Increase Donor Funding	Organize and implement a multi-year comprehensive campaign to secure at least 65% of the goal (during the quiet phase) from leadership and major donors by the end of year-three.	Years 1-3 Conduct Feasibility Study and steer the quiet phase to reach	1. The Feasibility Study will be completed by April 2021. 2. The Feasibility Study will be presented to the Board of Trustees in May 2021.

	1. The Feasibility Study will be completed by April 2021. 2. The Feasibility Study will be presented to the Board of Trustees in May 2021. 3. The Quiet Phase of the campaign will continue through 2023.	65% of campaign goal by YR3. Reach the range goal for the quiet phase of $12 million to $16 million by YR3. The overall campaign goal will be determined by the feasibility study.	3. The Quiet Phase of the campaign will continue through 2023. Goals to be achieved per timeline: • FY 2021: $1.5 mil - $2.5 mil • FY 2022: $1.5 mil - $2.5 mil • FY 2023: $1.5 mil - $2.5 mil

Financial Model

Strategic Plan Title   **Enrollment and Sustainability**
Initiative Title

	FY22	FY23	FY24	FY25	FY26
Undergraduate Enrollment- By Class					
Total UG Tuition Revenue	$ 341,676	$ 866,536	$ 1,675,506	$ 2,437,885	$ 2,881,214
Room and Board Revenue					
Room and Board Revenue	$ 88,200	$ 229,500	$ 922,200	$ 1,179,750	$ 1,350,200
Undergrad Continuing Education Program					
Undergrad Continuing Education Tuition	$ 61,302	$ 86,544	$ 90,150	$ 90,150	$ 90,150
Graduate Program - 15 Week					
Graduate Tuition	$ 55,818	$ 124,065	$ 205,848	$ 240,327	$ 267,786
Graduate Program - 8 Week					
Total Graduate Revenue	$ -	$ -	$ -	$ -	$ -
FEE Revenue					
Total Fees	$ 19,729	$ 46,802	$ 96,311	$ 134,992	$ 157,904
Scholarships					
Total Scholarships	$ (218,673)	$ (554,583)	$ (1,072,324)	$ (1,560,246)	$ (1,843,977)
Other Revenue					
Total Other Revenue	$ -	$ -	$ -	$ -	$ -
Grant Revenue					
Total Grant Revenue	$ -	$ -	$ -	$ -	$ -
Gift Revenue					
Total Gift Revenue	$ -	$ -	$ 250,000	$ 250,000	$ 250,000
Total Revenue	$ 348,052	$ 798,864	$ 2,167,691	$ 2,772,857	$ 3,153,277
Salaries and Wages					
Total Salaries and Benefits	$ 103,500	$ 106,605	$ 109,803	$ 113,097	$ 116,490
Operating Expenses					
Total Operating Expenses	$ 82,938	$ 130,226	$ 373,392	$ 492,876	$ 511,230
Total Expenses	$ 186,438	$ 236,831	$ 483,195	$ 605,973	$ 627,720
Net Income	$ 161,614	$ 562,033	$ 1,684,496	$ 2,166,884	$ 2,525,557
Capital Expenditures:					
Total CAPEX	$ -	$ 1,000,000	$ 4,442,847	$ -	$ -

Appendix

1. Action Plans and Key Performance Indicators

KPI Dashboard – Strategic Plan: 2021-2023				
Excellence in Academic Programs				
Objective (What do you want to accomplish?)	**Strategy/Activity**	**Timeline (Years 1-3)**	**Key Performance Indicator**	**KPI Notes/Source**
Develop and implement a formal program to attract and retain highly qualified and diverse faculty	1. Implement a robust faculty retention plan to include mentoring and development program, designed to meet the needs of diverse faculty. --Designate a faculty development liaison --Develop and implement an effective faculty onboarding, mentoring and development plan. --Build the assessment of designated outcomes into the faculty development process. 2. Incorporate faculty development into the program review and assessment process. 3. Develop and implement a program to support faculty scholarship and teaching effectiveness. Provide sufficient resources for faculty research and scholarship, and development to improve teaching effectiveness.	Year 1	1. Faculty mentoring program will be created and implemented by D. Murray by December 2020. 2. Plan for assessing mentoring program outcomes finalized and approved by May 2021. 3. Track number of new faculty hires from under-represented groups each year, starting with 2020-2021, with a goal of hiring at least one new faculty of color per year. 4. Track retention of faculty of color (FOC) per year compared to the overall faculty retention rate, with a goal of FOC rates being at or above the overall rate. 5. Working with deans, chairs and program directors, update the program review template to incorporate faculty	Program creation- Yes or No Track #/% of new faculty hires from minority groups each year. Retention % of faculty (broken down by race/ethn.) from year to year

			development in teaching, scholarship and service into the periodic program review process, with the plan finalized and approved by May 2021. 6. A resource plan for faculty scholarship, research and teaching effectiveness will be ready for review as part of the FY2022 budget process.	
Ensure that distinctive elements of an Elms education are incorporated into all academic programming	1. Integrate competencies essential for a 21st Century education into all programs, using a curriculum that includes including diverse voices: • Data Literacy (Data Sciences) • Innovative and Creative Thinking • Ethical Leadership • Academic Research Skills 2. Integrate academic student support into all programs. 3. Implement a professional development program to ensure faculty preparation in the ElmsFlex teaching model, that includes technology, pedagogy and student engagement. 4. Integrate internship and	Year 1	1. Through a process led by the VPAA and the Faculty Governance Committee, 21st century competencies will be integrated into the Liberal Arts Core and/or specific academic programs, with final review and approval by May 2022. a.) Finalize competency list for core and programs; b.) competencies will be tracked by the Faculty Assessment Committee. c.) Ensure that curriculum includes diverse voices. 2. With 2019-2020 as a benchmark, develop a process to track the number of students taking part in Experiential Learning Opportunities (ELO), by major or program, with a	Add requirements to degree audit to track. Develop a new outcome and assessment for the core curriculum to be tracked by the assessment committee (utilizing course embedded rubric or quiz)

	other experiential learning opportunities into all programs.		goal of increasing the overall number of students each year, with 80% of seniors having completed at least one ELO by the end of the 2021-2022 academic year. a.) ELO will be tracked through the degree audit process.	
Develop a three-year implementation plan for flexible undergraduate and graduate programs based on the ElmsFlex model of course delivery.	1. ElmsFlex programs to be developed will consider: Fully flexible programs for adult learners Blended and accelerated programs for traditional students Accelerated pathways to Master's programs (4+1) Multiple Entry points 2. Three current programs per year will be formally reviewed to ensure overall program flexibility and meeting the ElmsFlex course requirements. 3. Ensure that the online programs include distinctive Elms + components tied to the Liberal Arts core curriculum. 4. Build an essential infrastructure to meet the	Years 1-3	1. Finalize, by December 2021, an implementation plan for accessible academic programming based on the ElmsFlex and fully online models for course delivery. a.) Two current or new programs will be reviewed per year for utilizing the ElmsFlex or online models. b.) As part of the review, distinctive Elms+ components will be incorporated. 2. The VPAA and VPFA will develop a resource plan, by December 2021, to fully support expanded ElmsFlex and online programs and courses. A.) The resource plan will include professional development for instructors and support staff to ensure the highest quality program.	Implemenatation plan complete - yes or no.

	needs of online program growth, including technology and human resources. 5. Implement a professional development program to ensure faculty preparation in the ElmsFlex teaching model, that includes technology, pedagogy and student engagement.			
Equity in Urban Education	1. Bachelor's Degree Completion Programs in Education, ESL, Moderate Disabilities and STEM 2. Accelerated Master of Arts in Teaching (MAT) 3. Administrator Licensure	Years 1-3	1. The CEUE Faculty Director will complete the review and updating of the listed programs, 1. and 2. by May 2021, and 3. by the fall 2021 following DESE requirements and timelines. 2. Each year, appropriate enrollment goals will be set and approved for all CEUE programs, using 2019-2020 as benchmark Program 1 - Cohorts of 10 Program 2 - Cohorts of 5 Program 3 - Cohorts of 5 (FY23 start)	Complete Yes or No Have enrollment goals been met; using fall census as snapshot
Global Health	1. Haiti Nursing Professional Development Program 2. Online Graduate Certificate Program in Global Health 3. Kochi Graduate Student Exchange Initiative	Years 1-3	1. Two cohorts of students (total 48) will complete the Haiti Nursing Professional Development Program by May 2022. 2. The Online Graduate Certificate in Global Health will be reviewed and	Complete Yes or No Have enrollment goals been met; using fall census as snapshot

| | | | updated, with changes implemented by the Fall 2021, with a cohort goal of 5 students or more per year.

3. The Elms will continue to work with the University of Kochi, Japan to expand undergraduate and graduate partnerships with a goal of a second graduate student exchange by summer 2022.

4. The AVP, working with faculty and staff will continue to identify and develop global academic opportunities for Elms students, with a goal of one new opportunity per year starting in Fall 2021. | |
|---|---|---|---|---|
| Biomedical Sciences and Biotechnology | Programs to be developed: 1. BS in Biotechnology 2. MS in Biotechnology 3.BA in Life Sciences | Years 1-3 | 1. The Biotechnology programs will be launched in the fall 2022 with an overall goal of net 10 new students in the inaugural cohort for both programs.

2. The Life Sciences program will be launched in the fall 2022 with a goal of 5 new students in the inaugural cohort. | Complete Yes or No

Have enrollment goals been met; using fall census as snapshot |
| Innovation and Entrepreneurship | Program elements: 1. Infuse innovative and entrepreneurial thinking as a distinctive feature of an Elms | Years 1-3 | 1. As part of the college's review and revision of the Liberal Art core, led in collaboration by the CERC | Complete Yes or No |

	College Liberal Arts education 2. Business programming that prepares the Business Leaders of the Future by integrating the Elms+ elements of Ethics, Innovation and Entrepreneurship and Experiential Learning into the curriculum.		and Faculty Governance Committee, innovative and entrepreneurial thinking will be infused as a distinctive feature into coursework with developed learning outcomes, with final approvals received by May 2022, with a Fall 2022 implementation. 2. By May 2021, the review of the Division of Business will be completed and approved, with an emphasis placed on the role of innovative and ethical leadership, entrepreneurship and experiential learning in preparing the next generation of Business Leaders.	
Ethical Leadership—Bioethics and Medical Humanities and Ethical Leadership	Programs to be developed: 1. MA in Bioethics and Medical Humanities 2. Doctorate in Bioethics and Medical Humanities 3. Undergraduate programs in Ethical Leadership	Years 1-3	1. The MA in BMH will be formally launched in the fall 2021 with an inaugural cohort of at least 10 students. 2. Planning for the Doctorate in BMH will commence with a goal of a formal launch by the fall 2023. a) A timeline will be developed by the CERC Director, which will include time for approval by NECHE.	Complete Yes or No Have enrollment goals been met; using fall census as snapshot

			3. The CERC Director will lead the planning process for additional undergraduate programs in Ethical Leadership, with the first new program to be launched in fall 2022.	
Computer Science and Data Analytics	Programs to include: 1. Online BS and MS in Data Science and Analytics	Years 2-3	1. The Online BS and MS in Data Science and Analytics programs will be finalized and approved for a fall 2023 formal launch, with a goal of 15 students in the undergraduate and 10 in the graduate cohorts.	Complete Yes or No

Have enrollment goals been met; using fall census as snapshot |
| Communication Sciences and Disorders | Programs to include: 1. Post-Baccalaureate Pre-Speech Studies 2. MS in SLP | Years 1-3 | 1. The Post-Baccalaureate Pre-Speech Studies program will be launched in the fall 2022 with an overall goal of 10 new students in the inaugural cohort.

2. Led by the CSD Director, planning for a launch of a MS in SLP program will commence in June 2021 with a goal of a fall 2024 launch, with an inaugural cohort of 15 students. | Complete Yes or No

Have enrollment goals been met; using fall census as snapshot |
| Investigate High Impact programs (student demand, enrollment, revenue) for possible implementation: | Programs to be investigated include: 1. Engineering in select areas, software, biotechnology 2. High Demand healthcare programs, PA, OT, PT | Years 1-3 | 1. The VPAA will lead faculty with a planning process to identify new "out of the box" academic programs that have the potential to impact the institution in the areas of regional and national brand | Committee formed - Yes or No

Program launched - Yes or No |

			and market recognition, student enrollment and revenue, with a goal of one new program approved and launched by the fall 2025. a.) Mission-centric, and distinctive. b.) The planning process will utilize market data, and include any resource requirements, e.g. faculty, equipment and capital.	

Investigate opportunities for new programs or program elements that will build off of areas of academic strength. Engage faculty 2x/year on emerging trends for academic programming. (WCB)	Programs to be investigated include: 1. Diversity, Equity and Inclusion programming from the Center for Equity in Urban Education 2. Disaster/Pandemic Nursing 3. Global Supply Chain management 4. Ethics programming in a time of crisis from the Center for Ethics, Religion and Culture, including, for example, healthcare delivery	Years 1-3	1. Building off areas of strength, and considering the need for value added programming, the VPAA and AVP will form a faculty committee that will meet at least once per semester to review and identify new opportunities and emerging areas of need for inclusion of distinctive program elements into current or new programs. 2. The CERC Director will develop by January 2021, a plan for the CERC that includes annual programming that takes into account current pressing and important issues. a.) A draft topic list will be developed with a timeline and resource list, with at least two programs per year for 2021 through 2024.	Complete - Yes or No

Experiential Learning				
Objective (What do you want to accomplish?)	**Strategy/Activity**	**Timeline (Years 1-3)**	**Key Performance Indicator**	**KPI Notes/Source**
Objective: Initiate, develop and grow Experiential Leadership Team and Committees that promote faculty staff	1. An experiential leadership team will be established to oversee and work together on advancing EL and Davis Grant EL Fund oversight as well as	Year 1	Expand the Experiential Leadership Team to include VPSA/CDO, Director of Alumni Relations and SGPS	Complete - Yes or No

and student engagement in EL across the disciplines	partner with existing EL team: KSF (Keating Schneider Fund) and EIA (Elms Internship Advantage) committee. In addition, the Chief Diversity Officer and the Director of Alumni Relations and a member of SGSP will join the team		representative by December 2020.	
	2. EL team will hire an EL Director using Davis Educational Funds to provide support and enhance and expand current EL opportunities, and streamline the process for finding opportunities, securing funding, and reporting on experiences.	Year 1	Hire Director of Experiential Learning by December 2020.	Complete - Yes or No
	3.Hire Assistant Experiential Learning/ Internship Coordinator to: secure internship opportunities, create databases, market opportunities to students, collect data on internship experiences to expand databases, identify gaps to ensure that all students have these opportunities available to them. Data measures will include diversity of EL student participants and diversity of EL sites and partnerships.	Year 1	Hire Experiential Learning/Internship Coordinator by May 31, 2021	Complete - Yes or No
	4. EL Director will design a survey to collect all of the college's current course	Year 1	Create, administer, and compile a survey regarding	Survey created yes or no Survey Resutls

	embedded EL opportunities and collect information on successful processes and logistics, student learning, including outcomes related to diversity of communities and cultures, and assessment.		EL opportunities and processes by May 2021.	
	5. Build institutional capacity for EL and civic engagement through membership in Campus Compact of Southern New England.	Years 2-3	Join Campus Compact of Southern New England by August 2021.	Complete - Yes or No
	6. Funds for faculty and related staff to develop and offer (e.g. research supply costs) EL opportunities. Planning EL can be time consuming- offering stipends for this work, or course releases will increase interest in providing these opportunities and demonstrate the commitment of the college to EL. In addition, an annual small grant will be established to promote and support EL innovations among faculty and staff.	Years 1-3	Establish a process to award "Faculty Experiential Learning and Teaching"(FELT) grants by January 2021.\n\nAward at least three FELT grants ranging from $500-$2,000 by June 2021.\n\nAward at least six FELT grants in AY 2021-2022.\n\nAward at least eight FELT grants in AY 2022-2023.	Number of FELT grants awarded each AY
	7. In addition to the Experiential Leadership Team, a college-wide committee for bringing new EL opportunities to campus will be created. Representative faculty from each division will serve on a three-year term. This will promote communication	Year 1	Create a College-wide EL Committee that includes admissions, academic divisions and SGPS representation by May 2021.	Complete - Yes or No

	across the disciplines and result in many more leaders invested in EL campus-wide across all disciplines.			
Objective 2: All students including prospective students and families and off-campus students will be introduced to EL (Experiential Learning) opportunities at Elms.	1. Marketing department, admissions, and experiential learning team will collect experiential learning materials that showcase EL stories of students, seeing themselves in the stories, and understanding the flexibility of the opportunities. Ideally this marketing strategy will be a boost for recruitment.	Year 1	1. Marketing Department and Admissions will produce material that highlights Experiential Learning to all prospective 2021 students.	Complete - Yes or No
	2. Admissions utilize a student panel to share real stories of students' experiences.	Year 1	Admissions will include an Experiential Learning student panel in at least one Open House/recruitment event for fall 2021 students.	Complete - Yes or No
	3. Four events will be held annually to educate students regarding EL opportunities and important outcomes related to career-readiness. 1) An EL Opportunities session as part of First Year Seminar's Elms Essentials Day presented by students and faculty/staff representing EL areas, 2) EL opportunities presented at the Fall Career Fair by seniors, 3) Panel Discussion of past EL participants, employers and graduate school representatives speaking to	Years 1-3	Hold four events in 2020-2021 to educate students on ELOpportunities.

Track student attendance at each of the four events. | Number of events held; total number of students in attendance |

	employment-related outcomes at an event sponsored by the Student Government Association, Diversity & Inclusion, Advising and International Programs (open to campus community) and, 4) An EL Opportunities session held in collaboration with the School of Graduate and Professional Studies to reach the nontraditional students, including degree completion students taking classes off-site and transfer students.			
Objective 3: Create a pathway for EL throughout the Elms Experience.	1. Before or early in the academic program: Incoming students will be invited to participate in mission-based service programs modeled after the successful Dorothy Day program, which currently serves about 50 students. These new opportunities should include flexible options (week-long and otherwise, in person and, over zoom) to accommodate students with jobs and families.	Years 2-3	Increase the number and diversity of students who participate in early mission-based service programs. 2021-2022: 5 new students 2022-2023: 10 new students	Have student affairs track programs (with Colleague orgs or other software system) for comparisons of participation from year to year; track growth goal each year
	2. First Year Students: Co-directors of First Year Seminar (FYS) will integrate experiential learning through the implementation of the innovation challenge program; all traditional first year students will participate.	Years 1-3	All traditional first year students will participate in the Innovation Challenge as part of the First Year Seminar curriculum, starting in Fall 2020.	All FY students have taken FY seminar according to degree audit

	3. Sophomores: Director of Student Engagement and Leadership will expand the sophomore leadership program to include a community service EL opportunity fall semester (similar to the innovation challenge); Increase participation by involving faculty and offering opportunities in the majors. A committee made up of campus partners from different departments will be established to review feasibility of campus wide "service day" led by the sophomores.	Year 1-3	A cross-department committee led by the VPAA and VPSA will be established in Spring 2021 to develop a plan to reestablish a community-wide Elms Day of Service led by the sophomores in the Sophomore Leadership Program to commence in Spring 2022.	Complete - Yes or No
	4. Juniors: EL Director and Director of Career Services will work with faculty to establish a career & communication development course (3-4 credits) for majors that do not already have one, by partnering with already established courses and appropriate campus partners. It will serve juniors (sophomores and/or seniors). Funds will be necessary for stipends to faculty to develop and then teach these courses.	Years 2-3	In January 2022, the Directors of Experiential Learning & Career Services will work with division chairs to design a Career & Communication course for majors that do not have one.

Fall 2023 course available. | Complete - Yes or No |
| | 5. Seniors: EL presentations to students by seniors coordinated by the EL | Years 1-3 | The EL Leadership Team will plan an "EL Fair" of EL opportunities in Spring 2021. | Complete - Yes or No
Total number of students in attendance |

	Leadership Team to showcase opportunities to current students through a "fair" of EL opportunities, promoting the KSF grants and EAI; study abroad opportunities, volunteer service, research, and internships will be promoted		The EL Leadership Team will offer an" EL Fair" in Fall 2021and Fall 2022 to have seniors highlight EL opportunities for current students. Attendance will be tracked.	
	6. EL Leadership Team will plan, coordinate, and implement an annual EL festival with all appropriate campus partners to showcase the experiences that have gone on throughout the year	Years 1-3	The EL Leadership Team will plan an "EL Festival"(ELF) in Spring 2021. Each year, 90% of EL participants will synthesize their learning and present their activities through a poster presentation at the Experiential Learning Festival. Beginning in 2021-2022, community organizations will be invited to participate in the ELF.	Festival held - Yes or No Number of attendees Use rubric to evaluate if participants effectively "synthesized" their learnings
	7. Alumni relations and EL leadership team will work together to expand opportunities through connections with alumni (mentoring, career seminars, internship opportunities).	Years 1-3 Increase KSF/EAI internship sites: Yr. 1: 16 sites Yr. 2: 30 sites Year 3: 50 sites	Alumni relations and EL leadership team will work together to expand opportunities through connections with alumni (mentoring, career seminars, internship opportunities). to increase internships. Increase KSFand EAI internship sites from 16 to 50	Complete - Yes or No

| | | | bySpring 2023.

Develop initial plan Fall 2020 to include a request for internship opportunities in the Alumnae newsletter.

Implement Alumni mentoring program in at least three majors for AY 2021-2022.

Organize Career Seminars in at least three majors for AY 2021-2022. | |
|---|---|---|---|---|
| | 9. Make EL a graduation requirement built into each major. Because EL opportunities vary widely, and we do not want EL to be seen as a requirement akin to checking off a box, each major will develop an EL pathways portfolio or process to be shared with their students. Each major is likely to have different preferences for which EL experiences will have the highest benefit for their students. Developing these portfolios will also engage faculty in EL opportunities and expertise across campus. | Years 2-3 | Work with VPAA, AVPA, Dir of EL and expanded EL committee to introduce EL Pathways program to division chairs and faculty in AY 2021-2022.

Implement EL Pathways across the disciplines beginning in AY 2022-2023, so that EL is a requirement for all students and can be tracked through the Degree Audit. | Complete - Yes or No |
| Objective 4: Make EL accessible for all students | 1. Continue to offer KSF and EAI stipends to students doing EL. Equity in fund distribution to ensure that all students are benefiting from these | Years 1-3 | Dir of EL will conduct an analysis of EL equity and distribution in Spring 2021 and make recommendations for AY 2021-2022. | Complete - Yes or No |

	resources needs to be addressed. Students who have unpaid internships built into their major should be able to access the funds. And should be encouraged to apply.		Track KSF and EAI stipend to increase equity in EL funding for students in AY 2021-2022 and AY 2022-2023.	
	2. Readily available transportation is a primary barrier for EL for all. Funding for transportation such as through an Uber account, or a van will be made available.	Years 1-3	Develop Experiential Learning Opportunity (ELO) transportation funding plan and process for requests by January 2021. Track transportation usage annually, starting in Spring 2021, to build in efficiencies.	Complete - Yes or No Tracking of transportation (Uber account?)
Objective 5: Increase EL opportunities through professional development for faculty & staff and stronger campus partnerships.	1. EL leadership team led by the director determines appropriate EL professional development, workshops, grants, use of consultants for faculty/staff, including School of Graduate Professional Students (SGPS) staff & faculty, to broaden understanding of effective EL and course design.	Years 1-3	2020-2021: 50% of all FT faculty and student support staff will have attended professional development workshops on Experiential Learning and Teaching. 2021-2022: 75% of all FT faculty and student support staff will have attended professional development workshops on Experiential Learning and Teaching. 2022-2023: 100% of new FT faculty and student support staff will meet with the Director of Experiential Learning and	Track number/% of faculty participating in faculty development each year

			participate in an online Experiential Learning training module as part of onboarding.	
Objective 6: EL leadership team will establish central EL data management tracking and tools for students, staff & faculty for formative and summative assessment.	1. EL leadership team will review technology to establish central database (e-portfolio) to manage the following: -Analytic tools to report outcomes at the course/activity level and program level -Integrate assessment rubrics into the ePortfolio -Effectively manage multiple EL placements at one time -Easily report how many students are in-progress or have completed their required EL placements -Customize for different key EL experiences or tracks -Provide onsite sign-off of student-reported hours -Develop reflective practice through embedded student journaling -Provide feedback to students through the ePortfolio -Communicate with LMS (Moodle) for grading -Students can keep or download portfolios, tracking specific skills (co-curricular transcript, badging) for use of graduate applications and/or resume building, and use in	Year 1	January 2021: Begin exploration and review of using an electronic platform for student ePortfolios. Provide recommendation to VPAA by March 2021. Pilot ePortfolios with first year students in fall 2021, and make a recommendation regarding continuing to scale up.	Complete - Yes or No

	employment interviews - Develop and implement formative and summative assessment methodologies for EL			
	2. The Director of EL and EL Leadership Team will oversee the development of a database of EL opportunities from across majors; to include all study abroad, internships, research, and service.	Year 2	Director of EL and EL Leadership Team will develop plans and process for data collection of EL opportunities by September 2021.	Complete - Yes or No

Ethical Leadership				
Objective (What do you want to accomplish?)	**Strategy/Activity**	**Timeline (Years 1-3)**	**Key Performance Indicator**	**KPI Notes/Source**
Develop and implement CERC programming, starting in 2020-2021, as an essential step in effectively infusing ethics and ethical leadership development across all programs.	1. Appoint Exec. Director of the CERC. 2. Formal Launch of the Center. 3. Develop and implement CERC programming, including: M.A. in Bioethics and Medical Humanities Launch CERC Quarterly Journal	Year 1	1. By November 1, 2020, the Executive Director (henceforth, "CERC Director" is appointed along with the formal launch of the center. 2. The CERC Director will present a programming plan each year to the President and VPAA for review. a.) By October 1 for 2020-2021. b.) Henceforth by July 1. 3. The M.A. in BMH will be formally launched in the fall 2021 with an inaugural cohort of at least 10 students. 4. A formal plan developed	Yes or No Fall census enrollment of BMH M.A. students

			by the CERC Director for the launch of the Quarterly Journal will be reviewed and approved by the VPAA by January 15, 2021 with a fall 2021 formal launch.	
Develop a concise definition, at novice, intermediate, and mastery levels, of what we mean by ethics and ethical leadership.

Implement tangible expressions of the importance of ethical development to the Elms community. Core values should be expressed as part of what we mean by ethical leadership. | 1. Continue conversations at faculty, staff, and student levels of a shared vision for ethical leadership.
2. Synthesize and condense current peer-reviewed literature on the subject matter, so that it can be clearly articulated by the entire Elms Community as a manifestation of what it means to be an ethical person.
3. Plan and implement programming that is an explicit and obvious commitment of Elms College to the common good.
4. Develop an honor code that is pledged by faculty, staff and students.
5. Implement a plan to encourage the modeling of ethical leadership | Years 1-3 | 1. By May 2021, the Ethical Leadership Working Group, led by the CERC Director, will present to the faculty and president a white paper on "Ethics and Ethical Leadership as a Distinctive Feature of the Elms Community". a.) Input and feedback will be taken from all constituency groups. b.) Included in the white paper will be a multi-year plan to implement academic and co-curricular programming in Ethics that is an explicit and obvious commitment of Elms College to the common good. c.) Also included will be a plan to encourage the modeling of ethical leadership by administration, faculty and staff.

2. The Ethics Working Group, by December 2021, will present to faculty and the president an honor code for review and approval, with, if approved, a Fall 2022 implementation. | Yes or No

NSSE Question 18: How much has your experience at this institution contributed to your knowledge, skills, and personal development.

Compare results of "ethics" assessments in core curriculum. Use current year as base |

			3.The OIAR and Faculty Assessment Committee will analyze the assessment of the core learning outcomes related to ethics development to gauge student understanding and development of ethical leadership. a.) 2020-2021 will be used as a baseline.	
Develop and implement an ethical leadership program embedded in the Liberal Arts core that incorporates Catholic Social Teaching and spans the entire student experience from orientation to graduation and includes robust learning outcomes and assessment.	1. Programming components that meet the ethical leadership outcomes of the core should include: Opportunities for students to think for themselves. Moral development that is essential to who you are as a person. Catholic Social Teaching embedded into the Innovation Challenge. Opportunities for students to consider "why" answers based on their ethical and moral commitments. Opportunities for moral reflection to examine the ethical impact of present and future concerns.	Years 1-3	1. As part of the college's review and revision of the Liberal Art core, to begin in the spring 2021, led in collaboration by the CERC Internal Planning Team and Faculty Governance Committee, an ethical leadership program that incorporates the Catholic Intellectual Tradition and Catholic Social Teaching will be infused into the core as a distinctive feature, with final approvals received in May 2022 with a fall 2022 implementation. 2. The OIAR and Faculty Assessment Committee will analyze the assessment of the core learning outcomes related to ethics development to gauge the impact of the core changes.	Compare results of "religion" assessments in core curriculum. Use current year as base and then post implementation of CERC programming as comparable checkpoint.

			a.) 2020-2021 will be used as a baseline.	
Incorporate service learning as an essential feature of the Elms College Liberal Arts core.	1. Review and revise the structured service learning requirement of the core. 2. Plan and reestablish a community-wide Elms Day of Service. 3. Facilitate faculty embedding service learning components into specific courses.	Years 1-3	1. As part of the college's review and revision of the Liberal Art core, led in collaboration by the CERC and Faculty Governance Committee, the service learning requirement will be revised and strengthened, with final approvals received in May 2022 for a fall 2022 implementation. a.) Faculty professional development will facilitate building structured service learning into coursework. 2. A cross-department committee led by the VPAA and VPSA will develop a plan to reestablish a community-wide Elms Day of Service, to commence in the spring 2022. 3. The OIAR will track the yearly NSSE results to gauge senior student engagement year over year related service learning and community based projects, using a benchmark of 59% based on Catholic Colleges & Universities. (Question 12: About how many of your courses at this	

			institution have included a community-based project (service-learning) - <some>?	
Develop a training and professional development program for faculty on embedding ethical decision-making and ethical development into coursework and the curriculum.	1. The CERC will develop an intentional program partnership with the Office of Diversity and Inclusion (ODI). 2. The CIPT will develop a plan to assist faculty to embed ethical development content into coursework, and will pilot the plan in the fall 2021. 3. The CIPT will develop a schedule to work with additional faculty in the spring and fall 2022.	Years 2-3	1. The CERC will work with the ODI to develop a partnership plan, for review by August 2021.

2. The CERC will finalize a plan by May 2021 of workshops to assist faculty to embed ethical development content into coursework, with implementation of a pilot in the fall 2021. a.) The plan will include a schedule to work with additional faculty starting in the spring 2022, with a goal of 80% completing a workshop by May 2023. | Yes or No (for development of the program). Keep record of #/% of faculty and staff completing each year. |
| Expand co-curricular service-learning opportunities for students. | 1. The CIPT will work with Student Affairs staff to develop new co-curricular programs that incorporate the step-level mastery of the institutional definition of ethical leadership. | Year 2 | 1. The number of co-curricular program offerings in ethical leadership will be tracked, using 2020-2021 as a benchmark, with a goal of four programs offered per year by 2022-2023. | Count of the number of offerings for service-learning opportunities (student affairs will keep a master list of all?) |
| Develop and implement a curricular framework that is fulfilled at each point in a student's development (first year, sophomore, junior, senior, graduate), that includes every major having an explicit | 1. Ensure the framework incorporates the Jesuit model of touching base with students at different points throughout their development with specific concentrations each year. 2. Develop and integrate | Year 2 | 1. By May 2022, the Ethical Leadership Working Group will finalize a plan for review of a curricular framework that is fulfilled at each point in a student's development (first year, sophomore, junior, senior, graduate) that | Yes or No |

formation development experience in applied ethics.	applied programming to simulate ethical leadership situations, appropriate for each major or program.		includes every major having an explicit formation development experience in applied ethics, with an implementation in the fall 2022.	
Develop and implement interdisciplinary and collaborative programming within Elms and with community organizations.	1. Programming developed by the CERC will include interaction with: First-Year seminar. Hampden County Jail. Poverty Simulation.	Year 2	1. By May 2022, the CERC, led by the Director, will finalize a plan for review of interdisciplinary and collaborative programming within Elms and with community organizations, with a goal of two programs run per year in 2022-2023 through 2024-2025.	Number of programs developed
Develop and formalize additional relationships with local healthcare systems as healthcare-related bioethics and medical humanities programming is planned and developed. Develop and formalize additional relationships with community practitioners as ethical programming for other disciplines (business, education, etc.) is planned and developed.	1. The CERC will develop and launch program relationships with at least three healthcare systems utilizing programming curricula already developed related to clinical bioethics Residency and Fellowship programs. 1. The CERC will develop and launch programs with a least three community practitioner organizations, related to ethics and ethical leadership.	Years 2-3	1. Starting in the fall 2021, the CERC will launch program relationships related to clinical bioethics Residency and Fellowship programs, and ethics and ethical leadership with a goal of involving three healthcare programs and three community practitioner organizations by May 2023.	Number of healthcare programs/community partnerships established
Expand Bioethics and Medical Humanities (BMH) Programming, including master's,	1. Finalize the curricula for all BMH programs. 2. Launch of M.A. program in BMH in Fall 2021.	Year 1	1. The M.A. in BMH will be formally launched in the fall 2021 with an inaugural cohort of at least 5 students.	Yes or No Total enrollment in MA BMH

			2. Planning for the Doctorate in BMH will commence with a goal of a formal launch by the fall 2023. a) A timeline will be developed by the CERC Director, which will include time for approval by NECHE.	
certificate and doctoral programming.				
Launch an undergraduate minor in Ethical Leadership.	1. Finalize the curricula for the new program, ensuring that coursework incorporates a) components that meet the Elms' definition of being an ethical leader, b) experiences in applied ethics, and c) meets the Liberal Arts core requirement.	Years 1-2	1. The CERC Director will lead the planning process for additional undergraduate programs in Ethical Leadership, with the first new program to be launched in the fall 2021.	Yes or No
Develop and implement the plan for the total integration of Religious Studies, Philosophy and Ethics undergraduate programming, including the exploration of a joint major or minor.	1. A formal proposal will be prepared ready to be reviewed by the faculty by the spring of year three.	Year 3	1. An interdisciplinary group of humanities, led by the chair, will develop and implement the plan for the total integration of Religious Studies, Philosophy and Ethics undergraduate programming, including the exploration of a joint major or minor, with a proposal for faculty, president and trustee review finalized by May 2023.	Yes or No

Engaged Learning Community

Objective (What do you want to accomplish?)	Strategy/Activity	Timeline (Years 1-3)	Key Performance Indicator	KPI Notes/Source
1.A. Improved Living Environment - Residence	Evaluate the HVAC system in	Years 1-3	VPSA will work with VPFA to prioritize Residence Hall	SSI Q23 Living conditions in the residence halls are

Halls Upgrades The residence halls need upgrades and improvements in both structure and amenities for students to be comfortable and to feel valued and respected. Specifically (as reported by students)	all halls, but with a focus on O'Leary Hall, to guide improvements to the HVAC system. Students specifically have concerns about inconsistencies in the heating and they experience extreme heat at times. Review the kitchen spaces in all Residence Halls to evaluate the possibility and safety of working stoves/ovens available for student use in each hall. If that is not possible, consider renovating the kitchens to remove the non-working appliances Evaluate the lighting in the Residence Halls, with a focus on Devine Hall and O'Leary, to determine if improvements are possible. Increased/improved lighting would brighten out hallways and create a warmer and more inviting feeling within the halls. While improvements have happened in the last year, continuous investment in the residence halls must be completed annually. Scheduled improvements for maintenance and updates of		upgrades by March 2021. Increase satisfaction with living in the residence halls from 44% SP20 to 55% by SP23.	comfortable (adequate space, lighting, heat, air, etc.). Benchmark - targets.

	the residence halls fulfill basic needs and requirements for the safety, morale, and well-being of our residential students, which increases retention for residential students.			
B. Improve Classroom Spaces to optimize student learning & academic experience.	Assess classrooms for needed improvements related to: *seating/tables (mobile) to accommodate maximum numbers of students in multiple learning configurations *technology and related podium/desk *functional whiteboards/screens *acoustic environment *temperature control/airflow *light control *access to electricity for laptops/electronic devices. Prioritize classroom remodeling. Berchmans Hall 314 was completed summer 2020.	Years 1-3	VPSA will work with VPAA and VPFA to prioritize Classroom space remodeling by March 2021.	Add a question to the end of course evaluations to measure satisfaction of physical classroom environment.
C. Offer flexible spaces to accommodate student study, leisure time, and meetings. The need for a multicultural space for	Identify/Modify Several Areas Strategy: Elms College will create student-centered lounge/meeting spaces where commuter students/residents/soc feel	1) Year 1	1. By January 2021, the VPSA, DOS, VPAA and AVPAA will have identified two campus spaces for student-centered meetings/lounge and study functions.	Complete - Yes or No

our diverse and commuter students.

Create capacity for our students, commuters, and residents, to access public and private meeting/social spaces on campus. | enabled to create their own study or workspace environments.

To be accomplished by identifying current locations throughout campus allowing for student access that can be utilized immediately. These spaces must require minimal updating to place locations into services "asap" (example College Center room 011/ Meeting Room that is rarely used). | 2) Year 1 | 2. By November 2020, the VPSA, DOS, VPAA and AVPAA will have a system in place to enable the college community to reserve meeting and study space and clearly understand when space is available. | |
| D. Provide access to nutritious meals that meet students' dietary and schedule needs. | Review current foodservice options regarding hours, food choices, healthy options, and labeling.

Convene a Food Committee to review all aspects of food service to the Elms community. | Year 1 | 1. Dir of Facilities Planning & Operations (FPO) will work with Aramark by September 2020 to review concerns regarding hours, food choices/healthy options, and labeling.

2. VPSA will convene a student Food Committee that meets monthly with the Dir of FPO and Aramark by November 1, 2020. | SSI Q38 There is an adequate selection of food available in the cafeteria |
| E. Provide programming and Engagement Activities that build a community for students. | Provide activities that promote weekend and commuter engagement.

Utilize data from existing student surveys to identify areas of need and to develop programs that connect | Years 1-3 | DOS will convene a plan to promote student engagement and activities by November 2020. | |

	students with campus resources and departments.			
F. College Communication Evaluate Communication Channels Across Campus	Hold student, faculty, and staff focus groups to evaluate and explore different communication options and preferences. The following should be discussed: · Omnigo app (newly acquired by Public Safety) · Elms Connect · Google Groups · Elms Website · Emails · Texts	Year 1	1. Include a question in the student survey and focus groups in September 2020 regarding student communication preferences. 2. VPSA, VPAA, and AVPA will convene cross-institutional focus groups to look at communication options and preferences by December 2020.	Complete - Yes or No Results of focus groups
Increase Student Access to Communication	2. Expand the capabilities of Elms Connect or implement a new student portal that gives students a go-to place to find all information.	Year 2	1. VPSA, VPAA, and AVPA will convene cross-institutional focus groups to look at communication options and preferences by December 2020.	Not measurable
Comprehensive and Non-Repetitive Communications	3. Bring together campus leaders from all departments/divisions that regularly communication with students and work together to create comprehensive and informative communications for students from the time of application through graduation. The ultimate goal should be to reduce the overall number of emails students receive, as well as streamline the emails themselves.	Years 1-3	VPEMM will form a communications committee by January 2021.	Complete - Yes or No

Increase Communication Options	4. Invest in expanding the texting platform used by admissions to other departments to increase their methods of communication.	Years 2-3	Adopt Signal Vine texting platform for current student communication by January 2022.	Complete - Yes or No
2.A.Increase Diversity, Equity & Inclusion for the Elms community.	1. Implement a student recruitment strategy that includes programs and activities that will enable the campus to enroll a diverse student population that is increasingly representative of the local community. 2. Develop and implement a Faculty and staff recruitment and retention plan that continuously improves campus efforts to increase diversity and inclusion. The goal is that faculty and staff are representative of all segments of the Elms community. 3. The Institutional Diversity Committee (IDC) will develop an action plan to ensure that the campus is meeting the diversity and inclusion commitments. The diversity and inclusion action plan will be aligned to the campus planning and strategic plan.	Years 1-3	1. We will increase the retention rate for FTFT Underrepresented students from 75% to 80% by Fall 2023. 2. A faculty and staff recruitment plan has been completed by VPSA, VPAA and Director of HR, and VPFA in April 2021. 3. The IDC will develop a Diversity Action Plan by Spring 2021.	Complete - Yes or No
B. Increase Faculty and Staff retention.	1. The IDC will survey faculty and staff to learn how to enhance the workplace	Year 1	1. The Academic subcommittee of the Institutional Diversity	Analysis of results from suggested survey. Use 2020 Great Colleges

	experience in order to promote retention.		Committee (IDC) will administer a Faculty Climate and Diversity Survey by October 2020 and make recommendations back to the IDC. 2. The Institutional Diversity Committee (IDC) will administer a Staff Climate and Diversity Survey by March 2021 and make recommendations back to the IDC. 3. Human Resources will conduct Exit Interviews as employees leave and will provide an annual report to the VPFA for review beginning June 2021.	to Work for survey to look for valuable data. Other possible survey to consider administering: RNL College employee satisfaction survey
	2. The IDC subcommittees will make recommendations back to the IDC for review. 3. Human Resources will conduct Exit Interviews as employees leave and will provide an annual report to the VPFA for review.			
C. Increase Student Sense of Belonging	Implement Peer Diversity Training in FYS beyond Initial Pilot	Years 1-3	Dir of D&I, in conjunction w/ FYS, will provide training and support for PDTs and FYS faculty for Fall 2020 implementation. Q. added to FYS evaluation will ask students if PDT model increased their sense of belonging.	
3. Engagement through the athletics experience, facilities and sponsorship	1. **Experience-**The coaches will create and maintain an environment of care, concern, and fair play for all student-athletes throiugh the following: -Develop strong partnerships	Year 1	1. The AD will implement the components of the Athletics plan related to the Athletics Experience.	Analyze cumulative student athlete GPA and Retention; compare with that of traditional non-athletes.

with the faculty and create a faculty coach program through the Faculty Athletic Representative (FAR) -Introduce the NCAA Life Skills Development program for student athletes. -Support and advise the STUDENT-Athlete Advisory Committee (SAAC). -Advance an academic environment where the STUDENT-athlete overall grade point average is 3.5 with 70% of athletes at a 3.0 grade point average and a retention rate that exceeds 90%. -Continue the community service outreach programs with a goal of 100% involvement every year. -Expand the opportunities and programming for all Elms students through a comprehensive recreation program. 2. **Facilities-**Leary Field renovation to allow for safe use of the turf field for current athletic teams and the addition	Year 2 Year 2	2. The VPSA and AD will oversee the Leary Field renovation and athletic facilities updates including locker rooms, weight training and cardio areas. 3. The AD will add a Men's Lacrosse team in FY23 by hiring a Head Coach and two GA coaches by May 2022. Expect 20-25 new students per year for the first 2 years.

	of men's lacrosse. Locker room updates and weight and cardio renovation to allow for expanded athletic training. 3. **Sponsorship-**Offer men's lacrosse would positively impact enrollment and have the least impact on already strained athletic facility space. The women's lacrosse team is the only in-season team that competes on Leary Field each spring. -Hire a head coach and provide them at least 2 graduate assistant coaches the year before the program starts to give them time to get a recruiting class in place. -Expect 20-25 new students per year for the first 2 years. From year 3 forward, the range would be 12-15. Elms College offers attractive academic majors for typical men's lacrosse prospective student-athletes.			
4. Engagement through Spirituality and Service As a Catholic college, the	Campus Ministry and CERC will carry out various activities to increase engagement through Spirituality and	Year 1-3	The Dir of CM will administer a survey by March 2021, regarding Campus Ministry and spiritual life to guide	

			programming needs and design.	
cornerstone at the heart of the College must be the ability to engage students, and other members of the community in spirituality and service.	Service · Administer a survey regarding Campus Ministry & Spiritual Life · Offer a reflection experience to Senior Students. · In collaboration with campus partners, offer opportunities for campus interfaith/intercultural dialogues. · Conduct "Body, Mind, and Soul" Zoom sessions to support students in conjunction with the Counseling Center, the Health Center, and International Programs · Explore incorporating spiritual expression through the Arts as part of Campus Ministry programming with subsequent development of a plan.		CM will offer a reflection experience to Senior students in 2020-2021. CM will partner with CERC and IPO to create two interfaith/intercultural discussions in 2020-2021. CM will conduct four "Body, Mind and Soul" Zoom sessions in partnership with the Counseling Center, the Health Center and IPO in 2020-2021. CM will explore incorporating spiritual expression through the Arts as part of its programming in 2021-2022 with development of a plan for 2022-2023.	
5. Create Strong Leaders: Enhance Student Leadership Programming	1. Student Affairs staff is developing a tiered leadership program based on student accomplishments using a points system. This "Journey" Leadership Program is being built on four cornerstones of Elms College's involvement: Service to the Community, Justice/Global thinking, Excellence in Leadership, and Faith. Each Cornerstone will	Years 1-2	Student Affairs staff will develop the "Journey" Leadership program in AY 2020-2021 for launch in AY 2021-2022. Student Affairs staff will redesign the Sophomore Leadership program by June 2021 to strengthen the program and increase	NSSE Question 11b: Which of the following have you done or do you plan to do before you graduate? Hold a formal leadership role in a student organization or group Also look at (NSSE) the percentage of first years and seniors participating

	highlight the leadership aspects of our Core Values. 2. Student Affairs staff will redesign the Sophomore Leadership to strengthen the program and increase participation. 3. Student Affairs staff will strengthen Club/ Organization leadership through a revised advisor and student leader training. 4. An emphasis will be placed on publicizing and promoting opportunities so that students and faculty are aware that they exist.		participation. Student Affairs staff will revise and strengthen leadership training for Club/ Organization advisors and student leaders training by September 2021. The VPSA in conjunction with the VPEMM will put together a plan to highlight leadership development activities at Elms by October 2021.	in two or more HIPs (high impact practices - service learning, learning community, research with faculty, internship, study abroad, culminating senior exp.)
6. Develop a Culture of Wellness: Create a Health Education Coordinator position. The HEC will plan, organize and implement health education programs for resident, commuter and some satellite student populations. Programs will target both health promotion and disease prevention. Special	Review the current Health Education Coordinator PT position regarding its role and responsibilities. Determine if PT or FT model is best to accomplish outcomes regarding Health Education.	Year 1	VPSA will convene a committee to make a recommendation regarding PT HEC and supporting GA positions or FT status of the HEC position by March 2021.	NSSE Question 14.f.: How much does your institution emphasize the following? Providing support for your overall well-being (recreation, health care, counseling, etc.)

emphasis will be on programming around Title IX compliance, sexual violence and misconduct prevention education.				
Enrollment and Sustainability				
Objective (What do you want to accomplish?)	**Strategy/Activity**	**Timeline (Years 1-3)**	**Key Performance Indicator**	**KPI Notes/Source**
Increase in enrollment, 1) especially outside of our geographic area and 2) in fully-online/non-traditional students	Increase awareness of the College's distinctiveness, locally and in new catchment areas through a comprehensive marketing campaign, by emphasizing our diverse and multicultural community, social responsibility, Catholic identity, and athletics; Target parents of high-school students Hire additional recruitment staff; Create innovative price-packaging for current students and graduates who enroll in our graduate programs; Increase online courses; Hire instructional designer/content experience; Provide laptops to all students through student technology fees.	Year 1: (FA21): 10% N= 5 student increase Year 2: (FA22): 15% N= 7 student increase Year 3: (FA23): 20% N= 10 student increase	1. We will increase the enrollment of students from beyond a 50-mile radius of Chicopee by 20% in 3 years through comprehensive marketing (VPEMM) that targets parents and innovative price packaging (VPFA). This will be reviewed on a monthly basis through the enrollment funnel. (FTFT) 2. We will increase both our fully-online and non-traditional students by 15% in 3 years through investment in technology and staff that will provide improved online education (CIO and VPAA) This will be reviewed on a monthly basis through the enrollment funnel. (off campus/online - UG) currently ~175	1 -Geomapping to identify those enrolled that are within 50 miles of Elms (use census numbers for current and historical data) 2 - Use census day enrollment numbers as checkpoint for current and historical data. Non traditional = part-time, off site, online (include acc. nurses?)

Increase in student retention.	1. Increase the retention rate of Academically Underprepared students. 2. Increase the retention rate of Residential students. - We will increase the number of residential students by 30 possibly through the offering of apartment style residence hall within the next 3 years (VPEMM and VPFA). - The Office of Institutional Advancement will work to develop a major gift campaign that will aid in the funding of the building (VPIA). - If the building is not possible, we plan for a 3% retention increase through strategies implemented through Engaged Learning Community. 3. Increase the retention rate of Underrepresented students.	Years 1-3	1. We will increase the retention rate for FTFT Academically Underprepared students: T3 (66-75%) and T4 (63-70%) by Fall 2023. 2. We will increase the retention rate for FTFT Residential students from 76% to 82% by Fall 2023, (30 students). 3. We will increase the retention rate for FTFT Underrepresented students from 73% to 80% by Fall 2023.	Use census day enrollment numbers as checkpoint for current and historical data.
Increase graduate enrollment	1. Increase Marketing 2. Improve Recruitment Events 3. Target Alumni and graduating Elms students	Year 1 (FA21): 5% N= 4 student increase Year 2 (FA22): 10%; N= 7 student	We will increase the number of new, incoming graduate students by 15% over three years. This will be accomplished through better recruitment practices, additional marketing, and improved recruitment events	Use census day enrollment numbers as checkpoint for current and historical data

		increase Year 3: (FA23) 15% N= 11 student increase		
Increase enrollment of student athletes	Modernize athletic facilities by updating locker rooms, weight rooms and cardio area. Install new turf field, Create new athletics teams	Year 1 (FA21): 5% = 4 student increase Year 2 (FA22): 10% = 8 student increase Year 3: (FA23) 15% = 12 student increase	We will increase the number of new incoming student athletes by 20% in 3 years by modernizing our athletic facilities and creating new athletic teams (VPFA and Director of Athletics)	Use census day numbers as checkpoint for count of athletes each year; compare total number of athletic teams each year
Increase fiscal stability of the College	Use benchmarks to ensure that Elms College is fiscally stable.		1) 3 Year Change in enrollment of 1%, 4%, and 7% over the next three years as reported to NECHE. This assumes a 1% growth year over year with an assumed FY21 FTE of 1,202 2) Positive operating margin for FY21, and increasing in future years back up to 5%. 3) Cash levels grow to a level that generates 230 days of cash on hand by FY23. 4) The endowment grows by	

			$1,500,000 over the next 5 years.	
Increase Donor Funding for Strategic Initiatives through Comprehensive Campaign.	Organize and implement a multi-year comprehensive campaign to secure at leat 65% of the goal (during the quiet phase) from leadership and major donors by the end of year-three. 1) The Feasibility Study will be completed by April 2021. 2) The Feasibility Study will be presented to the Board of Trustees in May 2021. 3) Quiet Phase of campaign will continue through 2023.	Year 1-3 Conduct Feasibility Study and steer the quiet phase to reach 65% of campaign goal by YR3. Reach the range goal for the quiet phase of $12 million to $16 million by YR3. The overall campaign goal will be determined by the feasibility study.	1) The Feasibility Study will be completed by April 2021. 2) The Feasibility Study will be presented to the Board of Trustees in May 2021. 3) Quiet Phase of campaign will continue through 2023. Goals to be achieved per timeline: • FY 2021: $1.5 mil - $2.5 mil • FY 2022: $1.5 mil - $2.5 mil • FY 2023: $1.5 mil - $2.5 mil	Yes/No Yes/No FY 2021: $1.5 mil - $2.5 mil FY 2022: $1.5 mil - $2.5 mil FY 2023: $1.5 mil - $2.5 mil

2. Key Assumptions and Financial Model

Strategic Plan 2021-2023
Enrollment Assumptions

	FY22	FY23	FY24	FY25	FY26
Undergraduate Enrollment by Objective					
Enrollment and Sustainability					
Increase enrollment outside geographic area and in fully online non-traditional students (ES1)	5	7	10	10	10
Increase enrollment of student athletes (ES4)	4	8	12	12	12
Ethical Leadership					
Undergraduate minor in Ethical Leadership (ETL7)	0	0	0	0	0
Excellence in Academic Programs					
BS in Biotechnology (EAP5)	0	10	10	10	10
BA in Life Sciences (EAP5)	0	5	5	5	5
BS in Data Science and Analytics (EAP7)	0	0	15	15	15
Programs	**9**	**30**	**52**	**52**	**52**
Continuing Education Enrollment by Objective					
Enrollment and Sustainability					
Increase enrollment outside geographic area and in fully online non-traditional students (ES1)	10	10	10	10	10
Excellence in Academic Programs					
Bachelors Degree completion programs in Education, ESL, Moderate Disabilities and STEM (EAP3)	10	10	10	10	10
Post-Bacc Pre-Speech program (EAP8)	0	10	10	10	10
Programs	**20**	**30**	**30**	**30**	**30**
Graduate Enrollment by Objective					
Enrollment and Sustainability					
Enrollment (ES2)	4	7	11	11	11
Ethical Leadership					
M.A in Bioethics and Medical Humanities (ETL1)	5	5	5	5	5
Doctoral BMH (ETL6)	0	0	5	5	5
Excellence in Academic Programs					
Accelerated Master of Arts in Teaching (EAP3)	5	5	5	5	5
Administrator Licensure (EAP3)	0	5	5	5	5
Excellence in Academic Programs					
Online Graduate Certificate in Global Health (EAP4)	5	5	5	5	5
MS in Biotechnology (EAP5)	0	10	10	10	10
MS in Data Science and Analytics (EAP7)	0	0	10	10	10
MS in SLP (EAP8)	0	0	0	15	20
Total Fall Enrollment - GR Programs	**19**	**37**	**56**	**71**	**76**
Total New Students - Fall	**48**	**97**	**138**	**153**	**158**

	FY22	FY23	FY24	FY25	FY26
Undergraduate Enrollment- By Class					
Total UG Tuition Revenue	$ 341,676	$ 1,437,662	$ 3,330,579	$ 5,066,561	$ 6,466,236
Room and Board Revenue					
Room and Board Revenue	$ 88,200	$ 382,500	$ 1,375,350	$ 1,922,250	$ 2,399,400
Undergrad Continuing Education Program					
Undergrad Continuing Education Tuition	$ 183,906	$ 312,840	$ 354,354	$ 371,040	$ 373,740
Graduate Program - 15 Week					
Graduate Tuition	$ 287,442	$ 755,490	$ 1,152,737	$ 1,416,383	$ 1,598,215
Graduate Program - 8 Week					
Total Graduate Revenue	$ -	$ -	$ -	$ -	$ -
FEE Revenue					
Total Fees	$ 24,159	$ 88,319	$ 197,078	$ 286,314	$ 359,554
Scholarships					
Total Scholarships	$ (303,694)	$ (1,075,470)	$ (2,321,788)	$ (3,444,399)	$ (4,347,968)
Other Revenue					
Total Other Revenue	$ 58,041	$ 64,782	$ 69,075	$ 73,422	$ 75,325
Grant Revenue					
Total Grant Revenue	$ 130,266	$ 166,188	$ 150,690	$ 135,840	$ 141,075
Gift Revenue					
Total Gift Revenue	$ -	$ -	$ 250,000	$ 250,000	$ 250,000
Total Revenue	$ 809,996	$ 2,132,310	$ 4,558,075	$ 6,077,411	$ 7,315,577
Salaries and Wages					
Total Salaries and Benefits	$ 672,118	$ 935,889	$ 1,166,541	$ 1,306,981	$ 1,370,255
Operating Expenses					
Total Operating Expenses	$ 484,615	$ 622,589	$ 1,011,914	$ 1,308,956	$ 1,550,507
Total Expenses	$ 1,156,733	$ 1,558,479	$ 2,178,455	$ 2,615,937	$ 2,920,762
Net Income	$ (346,737)	$ 573,832	$ 2,379,620	$ 3,461,474	$ 4,394,815

Capital Project Priorities										
O'Leary Res. Hall										
O'Leary Remodel	$	-	$	375,000	$	375,000	$	-	$	-
Devine Res Hall										
Devine Kitchen Remodel (1 @ 266)	$	-	$	-	$	101,346	$	-	$	-
Devine Lighting	$	-	$	-	$	28,952	$	-	$	-
Rose William Res Hall										
Rose William Remodel - 50,500 sq ft.	$	-	$	-	$	-	$	375,000	$	375,000
Athletic Fields										
Soccer Turf	$	-	$	585,000	$	-	$	-	$	-
New Buildings										
Apartment Style Residence	$	-	$	-	$	3,000,000	$	-	$	-
New Academic Building	$	-	$	-	$	-	$	5,000,000	$	5,000,000
Maguire Athletic Facilitiy										
Locker Room Updates (Phas	$	-	$	1,000,000	$	-	$	-	$	-
Weight and Cardio Renovation (3,787 sq. ft.)	$	-	$	-	$	1,442,847	$	-	$	-
Total CAPEX	$	-	$	1,960,000	$	4,948,145	$	5,375,000	$	5,375,000

3. Strategic Planning - Sub-committees

Strategic Planning Chair:

Joyce L. Hampton, EdD
Associate Vice President of Academic Affairs, Strategic and Global Initiatives

A. **Engaged Learning Community:**
1. **Cabinet Co-chair:** Bonnie Candia-Bailey, Vice President of Student Affairs/Chief Diversity Officer
2. **Faculty Co-chair:** Janet Williams, Professor of Biology, Director, Postbaccalaureate Premedical Studies & Biomedical Studies Programs
3. Charlotte Cathro, Assistant Professor of Accounting
4. Michael Crawford, Director of Diversity & Inclusion
5. Goose Gosselin, Professor of Graphic Design
6. Maureen Holland, Associate Professor & Program Director, Social Work
7. Torrie Lewine, Director of Residence Life
8. Pablo Madera, Director of Public Safety
9. Collin McQuade, Director of Student Engagement
10. Ron Rickey, Director of Facilities Planning & Operations
11. Danielle Romeo, Admissions Counselor
12. Nicole Sacco, Director, Counseling Center
13. Robert Southall, Associate Director of Athletics
14. Michael Theulen, Director of Athletics
15. Regina Tillona, Director of Tutoring
16. Student: Edward Helldorfer (Senior, Business)
17. Student: Kianna Lozada (Junior, Education)

B. **Enrollment and Sustainability:**
1. **Cabinet co-chair:** Jon Scully, Vice President of Enrollment Management & Marketing
2. **Faculty co-chair:** Damien Murray, Professor of History
3. Nancy Davis, Director, Office of Graduate and Continuing Education Admission
4. Br. Michael Duffy, Associate Dean, Director Undergraduate Program, School of Nursing
5. Scott Hartblay, Associate Professor of Social Work
6. Brian Kapinos, Assistant Academic Dean for Student Support, Advising
7. Jeffrey Kazeroid, Director of Facility Services, WFF
8. Kim Kenney-Rockwal, Director, MBA Program
9. Paulina Lisheness, Associate Director of Admission
10. Katie Longley, Vice President of Finance and Administration
11. Bernadette Nowakowski, Vice President of Institutional Advancement
12. Richard O'Connor, Director of Financial Aid
13. Michelle Proulx, Assistant Director of Athletics/Scheduling Coordinator
14. Student: Hannah Bongiovanni (Senior, Marketing)
15. Student: Pablo Ortiz (Senior, Criminal Justice)

C. **Ethical Leadership:**
1. **Cabinet co-chair:** Walter Breau, Vice President of Academic Affairs
2. **Faculty co-chair:** Peter DePergola, Assistant Professor of Bioethics & Medical Humanities
3. Sr. Carol Allan, Special Assistant to the President for Mission & Legacy
4. Elizabeth Hukowicz, Dean, School of Graduate and Professional Studies
5. Amanda Garcia, Director of the Center for Entrepreneurial Leadership *
6. Michael McGravey, Assistant Professor of Religious Studies
7. Anne Medina, Senior Admission Counselor
8. Jason Murphy, Associate Professor of Philosophy
9. Teresa Kuta Reske, Associate Dean of Graduate and Doctoral Studies for the School of Nursing, Director of the Doctor of Nursing Practice (DNP) Program
10. Sara Smiarowski, Assistant Professor of Accounting
11. Fr. Mark Stelzer, Special Assistant to the President for Catholic Identity
12. Student: Elizabeth Gourde (First Year, Honors, ASPIRE Undeclared)
13. Student: Michelle Redenz, First Year, Honors, Nursing)

D. **Excellence in Academic Programs:**
1. **Cabinet co-chair:** Walter Breau, Vice President of Academic Affairs
2. **Faculty co-chair:** Kathleen Scoble, Dean, School of Nursing
3. Tom Cerasulo, Chair, Humanities & Fine Arts
4. Jessie Chenier, Director, Wellness Center
5. Shannon Dillard, Assistant Professor of Education
6. Janice Fedor, Chair, Business Division
7. Anthony Fonseca, Director, Alumnae Library
8. Beryl Hoffman, Co-chair, Division of Natural Science, Mathematics and Technology
9. Andrea Holden, Director of Alumni Relations
10. Mary Kaselouskas, Chief Information Officer
11. Gary Russett, Controller
12. Stefany Scliopou, Assistant Director of Graduate Admission
13. Kurt Ward, Director, Criminal Justice
14. Student: Alexandra Norton (Senior, Biology)
15. Student: Sydney Smiley (Junior, Nursing)

E. **Experiential Learning:**
1. **Cabinet co-chair designee:** Teresa Winters, Dean of Students
2. **Faculty co-chair:** Nina Theis, Co-Chair, Division of Natural Science, Mathematics and Technology
3. Karen Braccialarghe, Assistant Clinical Professor, Nursing
4. Mary Deyo, Assistant Professor Communication Sciences & Disorders
5. Sr. Deirdre Griffin, Director of International Programs

6. Tynisha Henderson, Director, Student Accommodations and Support Services
7. Eileen Kirk, Assistant Director of Campus Ministry
8. Dana Malone, Director of Operations, School of Graduate and Professional Studies
9. Laura McNeil, Associate Professor of History and Director, Honors Scholars program
10. Elizabeth Rich, Director of Advancement Services
11. Jeannean Terlik, Assistant Controller
12. Zuzanna Zaluga, Transfer and International Admission Counselor
13. Student: Linda Lyimo, (Junior, Computer Science)
14. Student: Madison Osburn (Junior, Communication Sciences & Disorders)