

The overarching goal of the Strategic Plan for Marietta College is to secure the College's financial stability by increasing its enrollment of full-time students to at least 1250 within five years. (See appendix A for the Charge to the Strategic Planning Committee.) That goal has been the driving force behind the work of the Strategic Planning Committee appointed by the Board of Trustees in fall 1999. The Plan now being presented to the Board of Trustees accomplishes the goal of 1250 and envisions a day just beyond the five-year scope of the plan when full-time enrollment will stand at 1300.

INTRODUCTION

Concerned by ongoing budget deficits and a flat enrollment pattern, the Board of Trustees in fall 1999 called for a strategic planning effort that would point the way to financial stability through enrollment growth. The Board gave to the Committee a mandate for change—to envision a new Marietta College that would be attractive to students in the early twenty-first century and would be financially stable within an agreed-upon set of guidelines, including balanced budgets and an endowment drawdown not to exceed 5.5%. The Board made it clear that it would consider investments beyond that 5.5% if it could be demonstrated that those investments would result in enrollment growth and would, therefore, pay for themselves over a period of years. This Plan is the response of the Strategic Planning Committee to the Board's mandate.

The Committee appointed by the Board consisted of the Faculty Council, the elected leaders of the faculty; the President's Cabinet, the senior administrative staff; and the President and Vice President of the Student Senate, the elected leaders of the student body. Because the work of the Committee extended over part of two academic years and a change of administrations at the College, there has been some change in the composition of the Committee. (See Appendix B for a complete list of the members of the Strategic Planning Committee.) While this Plan is the responsibility of the Committee that has met in academic year 2000-2001, it is a reflection of the creativity and hard work of all who have served on the Committee.

Early in its tenure, the Committee held open meetings with the campus community and worked with faculty, staff and students to define and reaffirm the core values of the College. (See Appendix C for a complete timeline of Committee activities.) We expect to build on those values, which were endorsed by a vote of the faculty on December 4, 2000, as we change the College to position it to grow over the next few years. Many of the recommendations of the Committee were designed to see that the College actualizes those core values through its academic and administrative programs. The Committee conducted extensive review of academic and administrative programs, decided on resource allocations, announced its preliminary recommendations, reviewed the feedback from all constituencies and finalized its decisions in December 2000. It recommended to the Curriculum Committee, which has the authority to approve the discontinuation of majors and minors, that it consider the elimination of some academic programs in the light of the reallocation decisions. This plan reflects the decisions of both the Strategic Planning Committee and the Curriculum Committee.

PART I—THE CORE VALUES

The Strategic Plan will produce a changed Marietta College, one that is more focused and distinctive, and more able to compete in the higher education marketplace of the twenty-first century. The assumption of this plan, and of the committee that produced it, is that without changing the educational program we offer students, the infrastructure of the college, and the way we do business, we cannot expect a different Marietta to emerge. We are committed to change now, and as an ongoing feature of this College. As we began our deliberations, we considered the advice of The Strategic Futures Group, which is as follows:

Contrary to popular wisdom, the proper first response to a changing world is *not* to ask, ‘How should things change?’ but rather to ask, ‘What do we stand for and why do we exist?’ This should never change. And *then* feel free to change everything else. Put another way, visionary companies distinguish their timeless core values and enduring purpose (which should never change) from their operating practices and business strategies (which should be constantly changing) in response to a changing world. This mission-driven distinction between ‘core and noncore’ lies at the heart of effectiveness.

The lesson for schools is particularly clear. Under fierce pressures to change, colleges and universities need to focus afresh and sharply on what should *not* change in order to free their operating practices and business strategies for the constant change which alone will enable the survival of the distinctive mission. Only through that kind of clear-sighted analysis will we be rescued from defending our operating practices while our mission slides into default.

With that advice in mind, the Committee and the College community spent considerable amounts of time defining Marietta College’s core values. In that discussion, we went beyond the definition of “core values” given above, and identified values that represent both timeless principles and new emphases. The discussion was intense, and at times heated, but in the end, both the Committee and the faculty endorsed these core values. Most of them speak to the educational experience Marietta College will offer its students, and as a result, most of the plan is devoted to a reexamination and recasting of that educational experience. It is significant that we have taken financial planning, which includes enrollment growth and fiscal responsibility, not just as an overarching goal but as a core value as well. It is time for all at Marietta to understand that the educational experience cannot be strong if the College’s financial base is not, and that the two must grow and prosper together.

During our deliberations, one of the educational core values emerged as the primary core value, the one that defines the educational direction of the College more clearly than the others. Known as Core value #5 (out of 9) it appropriately occupies a central place in our value set, as it links the other values to each other and sets the College purposefully on an educational course that will join liberal arts education with preparation for the world of work. This is not a new value, nor is it alien to much of what has already been done at Marietta. The emphasis it now receives is intended to recognize that students and their families seek assurances about both the value and the use of the college degree, and that linking the liberal arts and the world of work is the most effective way to provide that assurance.

These are the core values that form the identity of Marietta College:

1. As a contemporary liberal arts college, Marietta reaffirms a liberal arts foundation as essential preparation for any career. Students will take a breadth of general education courses in the major areas of knowledge within the ever-changing liberal arts. This approach to teaching and learning stresses the development of critical thinking, problem solving, and effective communication.
2. Marietta is committed to offering programs of in-depth study that prepare students for both challenging careers and admission to well-respected graduate and professional schools. Marietta College offers majors, minors, and other academic programs in those select areas that are consistent with the mission of the college and where it has the expertise and resources to meet or exceed baselines of excellence.

3. Marietta College will remain primarily a residential college. A residential college is a living, dynamic community. It builds a sense of community among the students, faculty and administration. Through a residential college we create a stronger sense of belonging to the institution and to the students' matriculating class. As a residential community we develop our distinctive ethos, our dedication to the whole student, and affirm the interdependence between life inside and outside the classroom. We expect a critical mass of students will live on campus and participate in campus activities.
4. Marietta College students will be prepared to succeed in our increasingly technological society. Students will be technologically proficient, comfortable and capable with methods of communication and ways to gather information intelligently. They will use a variety of computer software, but will also be made aware of non-computer technology in science, mathematics, and/or engineering courses. Equally important, students will understand the importance of technology to culture, ways of learning, and our sense of being human.
5. *As a contemporary liberal arts college, Marietta today remains true to the founders' emphasis on an education "in the various branches of useful knowledge." We are steadfast in our commitment to liberal education, yet our curriculum also reflects today's realities of economic expansion, worldwide market orientation, and our recognition that, ultimately, Marietta College prepares its students for the world of work. As we enter the 21st Century, Marietta will build a connection between the liberal arts and the pre-professions by integrating our belief that the liberal arts are the best preparation for any career with an equal commitment to practical experience as a necessary prerequisite for the world of work.*
6. Marietta College reaffirms the importance of following sound financial planning as a means to ensure that the institution achieves its operational and strategic goals. The primary goal of budget planning is to provide a framework for decision making that results in a balance between expected revenues and projected expenditures. The primary goal of financial planning is to facilitate the development of long range policy initiatives.
7. Marietta College is a source of pride for the Mid Ohio Valley, having brought regional and national attention to the area for nearly two centuries. As the only private liberal arts college in Southeast Ohio, Marietta is positioned to serve as a cultural and intellectual center for area residents. Whereas the college is proud of the contribution it has made to the area, it likewise appreciates the benefits it has received from the Mid Ohio Valley. Marietta College of the 21st Century maintains its commitment to the area.
8. A successful society demands familiarity with the principles of responsible citizenship and knowledge of leadership behaviors and skills. Marietta College believes that the role of citizen-leader must become a way of life if we are to create a livable, sustainable, ethical future.
9. We are living in what has been called the "global village," a term which embodies a recognition that economic growth and political stability in the 21st Century will come through cooperative efforts among the nations of the world. Marietta College students will be prepared to thrive in a diverse, global society.

The Goals, objectives and strategies that we describe next are based on these core values and directed toward the fulfillment of our fundamental goal—financial stability through enrollment growth.

PART II—GOALS, OBJECTIVES AND STRATEGIES

This plan is designed to meet two overarching goals identified by the charge to the Committee. They are:

- I. To increase the enrollment of the College to at least 1250 by 2005-2006.
- II. To ensure financial stability and build the resources of the College.

In order to achieve those goals, we must effect change built on the College's core values. The Committee identified five additional goals, which embody the necessary changes in the educational experience the College provides and in operating procedures. Those five goals are as follows:

- III. To create an educational experience of quality, depth and distinctiveness based on the core values at Marietta College to ensure that our students are prepared for life and work in the early to mid twenty-first century.
- IV. To establish a process of ongoing academic and administrative program review that will make change, quality, and responsiveness to student needs the hallmarks of Marietta College for years to come.
- V. To recruit and retain a faculty and staff of high quality and to provide the development opportunities they need to continue to grow professionally and to serve our students well.
- VI. To secure the infrastructure the College needs to recruit and retain a student body of appropriate size and characteristics and to prepare those students for productive and satisfying lives.
- VII. To build a sense of community on campus and to connect Marietta College to its region and to the world.

We turn now to an exploration of the objectives and strategies we will adopt to reach the seven goals.

GOAL I— TO INCREASE THE ENROLLMENT OF THE COLLEGE TO AT LEAST 1250 BY 2005-2006

**CORE
VALUES
1-9**

Objective 1—To articulate externally and internally the strengths of the programs of study at Marietta College, marketing the College as defined by the core values of this Strategic Plan and positioning it as an institution committed to preparing students for the world of work.

Strategies:

- | | |
|--|---|
| a. Charge the Office of Admission to develop a systematic means of working with all academic programs in order to ensure that the admission staff is up-to-date about the strengths and opportunities of programs and will market them accordingly. This will include on-going meetings of the Director of Admission with program chairs and directors. | Responsibility: Enrollment, Admission, Department Chairs and Program Directors

Timeline: Each summer and early fall |
| b. Charge each program to work with College Relations and the Office of Admission to enhance the program's visibility in the College's student recruiting regions as well as on campus. This will include news releases about important events and program achievements and, wherever possible, the production and distribution of specific program brochures (e.g. performing arts, humanities, sciences, mass media, education, sports medicine, honors program) | Responsibility: Program Chairs or Directors, College Relations, Admission, Enrollment

Timeline: Continuing |
| c. Develop on-campus events such as career opportunity workshops, investigative studies and internship presentations, alumni presentations, and study-abroad opportunities sessions that will allow regional high school teachers and students to be more aware of the opportunities available in various academic programs and disciplines. | Responsibility: Provost with participation by the appropriate program directors and administrative staff

Timeline: Ongoing |
| d. Over time, develop an integrated marketing program for prospective students, alumni and other external audiences that clearly articulates the College's core values and niche in the marketplace. | Responsibility: College Relations, Enrollment

Timeline: Begin immediately, with full plan implemented in fall 2003 |

Objective 2—To increase enrollment and strengthen the College’s relationship with the region by increasing efforts to attract local students

Strategies:

- | | |
|---|--|
| a. Encourage enrollment through Gateway to Education grants of \$5,000 per year to students from surrounding counties | Responsibility: Enrollment Management

Timeline: First offers for fall 2001 and annually thereafter

Resource implications: absorbable in current financial aid budget |
| b. Develop effective articulation agreements with regional community colleges and meet regularly with community college faculties to ensure effective program articulation. | Responsibility: Registrar

Timeline: Continuing |

Objective 3—Increase enrollment and further our core value of globalization by expanding the number of international students at Marietta College.

Strategies:

- | | |
|--|--|
| a. Maintain the ESL/TEFL (English as a foreign language) Program as an important component of institutional support for American and international student recruitment and retention and attempt to increase by 5 per year the number of students in these programs who matriculate as regular students at Marietta College. | Responsibility: ESL Director, Enrollment

Timeline: fall 2002 and ongoing. |
| b. As resources permit, open new international markets for recruitment of students. | Responsibility: Enrollment

Target Date: Starting 2004-2005 academic year |

GOAL II— TO ENSURE FINANCIAL STABILITY AND BUILD THE RESOURCES OF THE COLLEGE

**CORE
VALUE
6—SOUND
FINANCIAL
PLANNING**

Objective 1—Reduce administrative staff and costs to balance the budget at the beginning of the strategic planning period (academic year 1999-2000) and for academic year 2001-2002.

Result: Savings of \$300,000 removed from 2000-2001 budget base.

Savings of \$229,000 removed from 2001-2002 budget base and \$50,000 n added back from previous cuts.

Objective 2—Through program review paralleling academic program review, place administrative programs into categories to strengthen, maintain, reduce, discontinue.

Result: Most programs were maintained, but records office was reduced by one-half position and \$10,000 was removed from athletics. The savings, totaling \$30,000 were added to the academic program to support investments there.

Responsibility: Strategic Planning Committee

Timeline: 1999-2000

Objective 3—Establish benchmarks for college expenditures and staffing levels by securing data from several sources, analyzing data starting with fall 2001 and every other year thereafter. Benchmark data will be interpreted using relative FTE as one of the criteria.

Strategies:

- a. Select benchmark group of institutions from which to select comparison data. To the extent possible, use a common set of benchmark institutions for all studies done by the College.
- b. Use study of college and university expenditures prepared by John Minter Associates using Integrated Postsecondary Education Data System (IPEDS) data submitted by all postsecondary institutions to the U.S. Department of Education. This study includes expenditure levels, enrollment information, geographic location and Carnegie Classification. Also use “small independent four-year institution” data from National Organization of College and University Business Officers (NACUBO).

Responsibility: Administration and Finance, Cabinet

Objective 4—Implement an annual budgeting process in which each major functional group recommends to the College Cabinet a proposed operating budget that relates dollars requested with specific objectives and action plans.

Strategies:

- a. Document assumptions and financial projections against benchmark data, market trends and strategic planning parameters.
- b. Review academic and administrative programs to determine levels of funding.

Responsibility:
Administration and
Finance, Cabinet

Responsibility: Provost,
Administration and
Finance, Cabinet

Measure:
Administrative Program
Review outlined under
Goal IV

Objective 5—Achieve a balance in the annual Operating Budget between expected revenues and projected expenditures. Present preliminary budget, including administration's request for fee and compensation increases, to the Board for approval at the Board of Trustees Winter Meeting.

Details:

- a. Student generated revenue (tuition, fees, room, board) assumptions will be based on historical enrollment data.
- b. Expected revenues include a draw down from endowment that is based on a three-year average market value of the endowment and a Board approved spending rate.
- c. Projected expenditures reflect proposed compensation increase in addition to any recommended staffing changes.
- d. Financial aid expenditures are calculated based on an approved discount rate.
- e. Budget will include an appropriate contingency reserve as well as a line item for deferred maintenance.

Objective 6—Establish a capital budget that includes technology infrastructure needs and develop a schedule for deferred maintenance requirements.

Detail:

- a. Update deferred maintenance schedule on an annual basis through consultation with major functional groups. When necessary, retain engineering/architecture firms to assist in evaluation of needs and costs. Present a list of proposed expenditures to the Board of Trustees at the winter meeting.
- b. Identify funding sources for capital needs, including operating budgets, borrowing, or additional endowment draw and present to Board of Trustees at winter meeting.

Responsibility:
Administration and
Finance, Physical Plant,
Cabinet

Responsibility:
President, Cabinet

Objective 7—Establish and implement a communication program with the College community that provides timely information about key budget issues, five-year financial plan objectives and major assumptions underlying budget and planning targets.

Strategy:

President reports to the campus community on an annual basis.

Responsibility:
President,
Administration and
Finance

Objective 8—Through Successful Completion of the Comprehensive Campaign, increase the resources of Marietta College to support the goals and objectives of the strategic plan

Strategies:

- a. Raise at least \$21 million dollars for facilities
- b. Raise at least \$14 million for endowed programs
- c. Raise at least \$10 million in ongoing support including programmatic support, both designated and Annual Fund, to help the College achieve and sustain its financial planning objectives by providing crucial resources for special operations and the annual budget and to support such programs as technology, preparation for the world of work, undergraduate research and honors.

Responsibility: Board of
Trustees, President,
Advancement, Faculty
and Staff

GOAL III— TO CREATE AN EDUCATIONAL EXPERIENCE OF QUALITY, DEPTH AND DISTINCTIVENESS BASED ON THE CORE VALUES AT MARIETTA COLLEGE TO ENSURE THAT OUR STUDENTS ARE PREPARED FOR LIFE AND WORK IN THE EARLY TO MID TWENTY-FIRST CENTURY.

CORE VALUES AS A BASIS FOR MARIETTA COLLEGE EDUCATION

Objective 1—Recruit faculty who understand and are committed to the core values of the College.

Strategies:

- a. Take advantage of the extraordinary number of positions to be filled for 2001-2002 to bring to Marietta College faculty members who both understand and support the educational experience we offer, as embodied in the core values, the strategic plan and the curriculum
- b. Incorporate discussion of the core values into the interviews of candidates for administrative positions and into the orientation of faculty, staff and new Trustees.

Responsibility: Search Committees, Departments, Provost

Timeline: Immediate and ongoing

Responsibility: President, Search Committees, Human Resources.

Timeline: Ongoing

Objective 2—Increase student understanding of and appreciation for the core values as a basis for a contemporary liberal arts education through a clear and consistent expression on campus of our institutional definition.

Strategies:

- a. Promote the core values to our internal audience in a program that goes beyond matriculation through orientation and the freshman year programs.
- b. Identify two core values for concentrated work each year, and coordinate through the Provost's office an alumni speakers series and other special programs that enhance understanding of those core values.

Responsibility: Faculty, orientation staff, first-year committee.

Timeline: Immediate and ongoing

Responsibility: Provost, Faculty Development, Student Life and Leadership

Timeline: Begin Fall 2001

CORE VALUE 1—TRADITIONAL LIBERAL ARTS

Objective 1—Develop in our students an understanding and appreciation for the benefits of a broad general education that are achievable by studying at a contemporary liberal arts college such as Marietta College. We will do this by providing a curriculum, including general education, that exposes students to

the major areas of knowledge in the liberal arts, informs them about modes of inquiry associated with such areas, stimulates an interest in lifelong learning, and cultivates such skills as critical thinking, problem solving and effective communication.

Strategies:

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|--|--|
| a. Establish a solid, yet broad general education program in which students will learn the value of studies in all areas, rather than seeing such requirements as hurdles to be gotten out of the way. This would include, but not be limited to, being sure that | Responsibility:
Curriculum Committee,
Provost, Faculty, Student
Life |
| (1) students take courses in all of the major divisions | |
| (2) the General Education (GE) courses students elect accomplish and reinforce this core value | |
| (3) faculty are educated about the importance of this value | |
| b. As part of program review, encourage department and/or course changes that will enable each discipline to expose students to the epistemology (methodology) in that discipline. Give priority in this change process to those courses that are likely to be elected by students to fulfill their GE requirements | Responsibility: Provost,
Department Chairs

Timeline: Academic year
2001-2002 to be effective
in 2002-2003.

Measure: Program
review |
| c. Ensure that GE courses have as a major component helping students learn to appreciate that “critical thinking” and “problem solving” are of value in every discipline and that, although the approach may differ, they are utilized by every discipline. Reevaluate courses required for majors to be sure that they meet this objective. | Responsibility:
Department review chairs,
faculty, program

Timeline: Immediate, for
implementation in fall
2001 |
| d. Faculty will model for students that learning is an ongoing process and that it does not stop once they have completed a course or earned a degree by incorporating examples of their own ongoing learning and current interests in courses. | Responsibility: Faculty

Timeline: Beginning fall
2002

Measure: Program review |
| e. Through program reviews and evaluation of faculty, ensure that ALL programs develop | Responsibility: Provost,
Department Chairs, |

mechanisms to incorporate the liberal arts core value, and others where appropriate, into their courses, not merely by having students take the general education requirements.

Faculty, Faculty Development Committee

Timeline: fall 2002

**CORE
VALUE
5—COMBINING THE
LIBERAL
ARTS AND
THE WORLD
OF WORK**

Objective 1—Ensure that each academic department provides opportunities for student majors to gain practical experience in applying what they have learned in their majors.

Strategies:

a. Implement the Advanced Studies Requirement of the GE Curriculum that requires every student to complete one advanced course in the junior or senior year that integrates theoretical knowledge with application of that knowledge to the world beyond the undergraduate classroom.

Responsibility:
Curriculum Committee

Timeline: Spring 2002
Measure: Results of
Provost's program review

b. Through a cooperative relationship among the Career Center, Alumni Relations, and the academic departments, implement an expanding internship program that results in internship options for every major.

Responsibility: Career
Center, Departments,
Alumni Relations

Timeline: Academic
Year 2001-2002

Measure: Program
Review, % of goal
reached and students
placed

c. Integrate as much as possible on and off-campus student work opportunities with students' career ambitions and plans

Responsibility: Financial
Aid Office, Career Center

Timeline: 2001-2002
academic year

d. Expand visits to campus by professionals in specific careers.

Responsibility:
Departments, Student Life
and Leadership, Career
Center

Timeline: 2002-2003
academic year

Measure: Achieve one
visit per year in each
department and one per
semester in Student Life
and Leadership and the
Career Center

e. Encourage the creation of career-focussed minors or certificate programs, e.g., website

Responsibility:
Departments

development, to enhance the entry-level career skills of liberal arts graduates.

Timeline: Ongoing

Objective 2—Emphasize the importance of providing superior career development and placement opportunities for all students in all majors

Strategy:

Require academic departments and the Career Center to work together to expand career development and placement opportunities, to collect graduate and professional school information and to compile employment records and graduate school admission data for student use and assessment purposes.

Responsibility: Departments, Career Center

Timeline: 2002-2003

Measure: Student/Alumni Satisfaction Assessment Results

CORE VALUE 2—ACADEMIC PROGRAMS OF QUALITY AND DEPTH CONSISTENT WITH MARIETTA COLLEGE'S MISSION

Objective 1—Using criteria established by Strategic Planning Committee, review all academic programs to identify those programs that meet or exceed baselines of excellence or have the potential to meet or exceed those baselines. As a result of this review, place each program into one of the following categories: Strengthen, Maintain, Reduce, or Discontinue (See Appendix D for a copy of the form sent to department chairs for their program review and Appendix E for data used by the committee, and Appendix F for the criteria.

Strategies:

- a. Using criteria established by SPC as well as other data, including enrollment performance over years and growth potential, examine the academic program reviews submitted by departments and individuals and recommend placement of each program into one of the four categories.
- b. Meet with chairs of departments that received negative recommendations to enable them to present additional information. Based on this information, submit a final recommendation about the reallocation of resources among programs to the President and Provost.
- c. President and Provost approve the resource reallocations and program enhancements as follows, funding position enhancements from reductions:

Responsibility: Strategic Planning Committee

Timeline: spring through fall 2000

Responsibility: Strategic Planning Committee

Timeline: November, December 2000

Enhancements:

Add one-half position to graphic arts—fall 2001
Purchase computers for graphic arts from existing funds—fall 2001

Add one position to mass media, bringing faculty total to three—fall 2001
After receiving advice of consultants, seek investment in equipment for mass media—spring 2002

Physics—Add two positions—scholarships, summer institute for high school teachers, and equipment, begin fall 2001 through generosity of a donor.

Add program enhancement funds to honors, investigative studies, Asian studies—total \$15,000

Psychology—add one position fall 2002 or as funds become available
Add a lab for child development study—fall 2002 or as funds become available

Biology—one position in cell molecular biology—fall 2002

Economics/Management/Accounting—one position fall 2003

Reductions:

Sociology—one position fall 2001 (unfilled in fall 2000)

Geology—equivalent of one position with move of program into combination of petroleum/geology effective fall 2001

Music—one position fall 2001

Cost: These program enhancements are based on the moving of funds from other programs and in some cases, from administrative areas. They will not require new funds, nor do they generate savings. One assumption of this plan and of this administration is that a larger percentage of the budget should go to academics. Amount reallocated in fall 2001=\$70,000
in fall 2002=\$40,000

- d. Based on program review and judgment that they are unlikely to grow, Strategic Planning Committee recommended discontinuation of majors in French, philosophy, and gender studies, and discontinuation of German minor.
- e. President and Provost presented Strategic Planning Committee's recommendations for elimination of majors and minors based on reallocation recommendations and general program review to Curriculum Committee, which is vested by the Faculty Constitution with the authority to eliminate majors and minors.

Results of Curriculum Committee actions:

Eliminate current geology major, clearing way for revised major in conjunction with petroleum engineering to focus on exploration geology.

Discontinue Gender Studies Major, German Minor, Sociology Minor.

Discontinue Music Major. Discussions are ongoing about the possibility of offering a music major with the resources available in fall 2001.

Discontinue French major.

Retain Philosophy Major as long as there is a two-person department.

Objective 2—To support the academic programs of the College by raising at least \$14 million through the Comprehensive Campaign

Responsibility: President, Board, Advancement, Faculty, Staff

Timeline: Conclude by end of 2002

Strategies:

- a. Endow professorships to strengthen the academic program.
- b. Endow scholarships to enhance the college's commitment to serve the region by increasing the number of students from the region who enroll at Marietta College.
- c. Provide an endowment for internationalization to enhance academic and co-curricular programs.

- d. Raise endowment for support of faculty and curriculum development

**CORE
VALUE
3—RESIDENT
IAL
COLLEGE.**

Objective—Build a rich co-curricular life to complement academic programs, acknowledging our distinctive strengths and opportunities

Strategies:

- a. Develop an integrated first year experience to address the transitional needs of first year students. This experience will include, but not be limited to, the first-year course, orientation, and extended first year programming.

Responsibility: President appoints faculty, administrators, students, a first-year committee
Timeline: spring 2001
- b. Develop co-curricular activities that support major and departmental initiatives

Responsibility: Academic Departments, Student Life and Leadership
Timeline: Ongoing
- c. Encourage and train faculty and staff to advise clubs and organizations

Responsibility: Student Life and Leadership
Timeline: Programs begin in fall 2003
- d. Explore opportunities with local alumni to advise clubs and organizations

Responsibility: Director of Alumni Affairs, Dean of Students
Timeline: 2002-2003 academic year

Objective 1—Develop a technology plan for the next five years (the life cycle of the Strategic Plan) to address the pedagogical and infrastructure needs of the Marietta College campus.

**CORE
VALUE
4—TECHNOLOGY**

Strategies:

- a. Charge the Technology Advisory Group (TAG) to produce this report and to identify costs and potential funding sources.

Responsibility: Provost, TAG
Timeline: Accomplished

Result: The committee produced its report, which is printed in its entirety as Appendix G in December 2000. Many of the recommendations contained in this section, as well as the technology

infrastructure recommendations under Goal VI and some faculty development recommendations under Goal V are taken from this plan.

- b. Pursue funding immediately through Title III grant to support technology plan.

Responsibility: Grants Office, TAG, Provost

Timeline: Submission due in March 2001

Objective 2—Develop the curriculum to embrace technology and examine its social implications.

Strategies:

- a. Through a general education requirement, expectations in the majors, or curricular infusion, ensure that all students who graduate from Marietta College have achieved general technological proficiency and an understanding of the social/ethical aspects of technology.

Responsibility: Faculty, Information Technology, Provost

Timeline: Immediate and Ongoing

- b. Provide appropriate levels of faculty support and development to allow for the exploration of distance/virtual learning opportunities as enhancements to the current curriculum.

Responsibility: Faculty, Information Technology, Provost

Timeline: Immediate and Ongoing

- c. Investigate fully the mobile wireless paradigm described more fully under Goal VI to enable students to learn via technology from any location on campus as well as other options for the infusion of technology into the curriculum.

Responsibility: Provost, Information Technology, TAG

Timeline: Immediate

Objective 3—Enhance library databases and collections to support the curricular goals of students and faculty

Strategy:

Add EJC (Electronic Journal Center) and JSTOR (an on-line full-text journal archive) to the library's collections

Responsibility: College Librarian

Timeline:
2001-2002—EJC at \$12,000/year
2002-2003--JSTOR at \$10,000/year initially and \$2,000/year thereafter

Objective 1—Strengthen academic programs, the McDonough Leadership Program, and course themes related to citizenship and leadership issues.

**CORE
VALUE
8—CITIZENS
HIP/LEADERS
HIP**

Strategies:

- | | | |
|----|---|--|
| a. | Implement a General Education requirement designed to enhance students’ familiarity with principles of responsible citizenship and knowledge of leadership behaviors and skills. | Responsibility: Faculty, Curriculum Committee, Provost

Timeline: Ongoing |
| b. | Create Departmental Leadership Series and/or departmental leadership-designated courses with a goal of five new courses by the end of academic year 2006-2007. | Responsibility: Departments/ Curriculum Committee

Target date: Continuing |
| c. | Strengthen McDonough Leadership Program’s global components, i.e., course content, international internships and service opportunities, study abroad, etc. | Responsibility: McDonough Center

Target Date: fall 2002 |
| d. | Increase the number of international students enrolled in non-EMA, non-Computer Science majors and in the McDonough Leadership Program by 10% in order to encourage cross-cultural student relationships and reinforce all students’ understanding of what it means to be a citizen in a globally interdependent world. | Responsibility: Admission

Target Date: Fall 2004 |

Objective 1—To develop and maintain a focused and distinctive approach to our curriculum that attracts and retains American and international students.

**CORE
VALUE
9—GLOBALIZA
TION**

Strategies:

- | | | |
|----|---|--|
| a. | Establish a two-course global/multicultural requirement for the general education curriculum | Responsibility: Curriculum Committee, Faculty

Timeline: spring 2001 |
| b. | Explore the establishment of a foreign language requirement for majors that demand core global competencies | Responsibility: Participating Departments, Curriculum Committee

Timeline: spring 2004 |

- | | |
|--|---|
| c. Support team teaching of at least <u>one</u> course per semester that deals with core global competencies. | Responsibility: Provost, participating faculty

Target Date: fall 2002. |
| d. Stabilize the offerings of international relations in the Political Science Program | Responsibility: Provost, Participating Faculty

Timeline: fall 2003 |
| e. Develop the existing Asian Studies minor to incorporate, as appropriate, the curriculum-related initiatives of our China Program. | Responsibility: Provost, Faculty, Asian Studies Director, China Program Director

Timeline: Ongoing |

Objective 2—Develop and implement initiatives that will allow our students to gain a greater understanding of global processes.

Strategy:

Increase the number of students studying abroad during the academic year, the summer, or for short-courses. Develop a comprehensive study-abroad plan that will include an on-campus reflection (e.g., presentation to the campus community) on return.

Responsibility: Study Abroad Director, International Programs, Financial Aid

Timeline: fall 2005 and ongoing

Measure: Numbers of students going abroad

Objective 3—Develop administrative initiatives that will enhance the quality of the College community's global awareness.

Strategies:

- | | |
|--|---|
| a. Establish a coherent organizational structure with clear reporting relationships for international programs, including recruitment, student support and curriculum. | Responsibility: Provost, International Programs

Timeline: Starting Fall 2001 |
| b. Identify on campus a suitable place of worship for international students. | Responsibility: Student Life and Leadership

Timeline: fall 2002 |
| c. Continue the development of the China Program, which is both focused and distinctive. Focus marketing to increase the variety of | Responsibility: Enrollment, China Program Director |

majors chosen by Chinese prospective students. Timeline: Ongoing

Objective 4—As part of the ongoing effort to build the College’s global reach, maintain/expand institutional relations overseas

Strategies:

- | | |
|--|--|
| a. Maintain our close relationships with the Chinese institutions. | Responsibility: President, Provost, China Program Director |
| | Timeline: Ongoing |
| b. When appropriate, expand our institutional relationships, taking into consideration geographic diversity and existing curricular and faculty strengths. | Responsibility: Provost, International Programs |
| | Timeline: Starting 2003-2004 academic year |

GOAL IV— TO ESTABLISH A PROCESS OF ONGOING ACADEMIC AND ADMINISTRATIVE PROGRAM REVIEW AND PLANNING THAT WILL MAKE CHANGE, QUALITY AND RESPONSIVENESS TO STUDENT NEEDS THE HALLMARKS OF MARIETTA COLLEGE FOR YEARS TO COME.

Objective 1—Establish a process whereby all academic programs and library resources continually undergo periodic assessment.

Strategies:

- | | |
|--|--|
| a. Develop criteria based on those previously developed by Strategic Planning Committee for the continual assessment of all academic programs. | Responsibility: Planning Committee
Timeline: 2001-2002 academic year. |
| b. Evaluate each academic program every fourth year (25% of programs per year) for the purpose of placing each into one of the four categories (Strengthen, Maintain, etc.) | Responsibility: Planning Committee with oversight by the Provost

Timeline: Beginning fall 2002: |
| c. Develop a more efficient structure for departments, moving from 22 academic departments to 10 or 11. This merging of units will also enhance cross disciplinary curricular development. | Responsibility: Provost

Timeline: 2001-2002 |

Tentative schedule subject to adjustment by the Provost as needed for special program developments.

2002-2003: programs designated for strengthening in fall 2001 (Mass Media, Graphic Arts) and redesigned programs (Petroleum Engineering, Geology, Music).

2003-2004: Biology, Psychology, Chemistry, Environmental Science, Mathematics, Computer Science, Education

2004-2005: Economics/Management/Accounting, Communication, Art, Theatre, Gender Studies, Leadership

2005-2006: English, Philosophy, Modern Language, History/Political Science, Sports Medicine

2006-2007: Repeat 2002-2003 schedule

Objective 2— Develop criteria for the continuous and periodic evaluation of administrative units.

Responsibility: Vice President for Administration and Finance

Strategies:

- a. Establish a working group chaired by Vice President for Administration and Finance comprised of two mid to senior level professionals, one representative of the support council, two faculty members and one student to establish the criteria for the review.

Timeline: Academic Year 2001-2002

Measure: Criteria approved by President and ready for implementation in 2002-2003

- b. Establish a regular schedule for the review of administrative units (25% per year) according to the criteria defined by the committee.

2002-2003—Information Technology, Academic Computing, Alumni Relations, Admission, Residence Life, Purchasing, Academic Resource Center

2003-2004—Records, Annual Fund, Financial Aid, Student Activities, Physical Plant, Library, Comprehensive Campaign

2004-2005—Career Center, McDonough Center, Athletics, International Students, Billing (Accounts Receivable)

2005-2006—Continuing Education, Campus Public Safety, College Relations, Human Resources

2006-2007—Repeat 2002-2003

Responsibility: Cabinet

Measure: Administrative Efficiencies Achieved, Effectiveness as Measured by Student Satisfaction

Objective 3—Ensure that the planning process is ongoing by establishing a special committee to monitor the progress of the strategic plan, lead the continuing planning effort, and recommend resource allocations (investments and reductions) as enrollment growth produces funds to allocate and program reviews (academic and administrative) suggest

Strategy:

President appoints administrators and staff,

Timeline: Begin work spring 2001 or fall 2002 with dissolution of Strategic Planning Committee

seeks faculty and student appointments from Faculty Council and Student Senate. At least one faculty member and one administrator from Strategic Planning Committee will serve on this committee for its first three years.

GOAL V— TO RECRUIT AND RETAIN A FACULTY AND STAFF OF HIGH QUALITY AND TO PROVIDE THE DEVELOPMENT OPPORTUNITIES THEY NEED TO CONTINUE TO GROW PROFESSIONALLY AND TO SERVE OUR STUDENTS WELL.

Objective 1—Develop a program to use Faculty Development Funds to support faculty pursuing studies in areas that support the core values.

Strategies:

- | | |
|--|---|
| <p>a. Designate at least 1/2 of all faculty development funds annually for projects that support faculty and curricular development to ensure that the core values are infused into the curriculum. The Provost will designate an area or two of focus for each academic year.</p> | <p>Responsibility: Provost, Faculty Development Committee</p> <p>Timeline: Begin with awards made in 2001-2002 academic year</p> |
| <p>b. Require that faculty members who have received sabbatical funds or minigrants demonstrate that they are incorporating the results of their studies into their classes so that students can benefit from the results of their continuing education.</p> | <p>Responsibility: Provost, Faculty Development Committee</p> <p>Timeline: Implement in 2001-2002</p> |
| <p>c. Host two forums per academic year for faculty to share their research on issues related to the core values. These events can be tied to sabbatical presentations.</p> | <p>Responsibility: President, Provost, Director of International Programs, Faculty Development Committee</p> <p>Timeline: Ongoing</p> |
| <p>d. Seek grant funding to support faculty development workshops focused on the core values, especially technology, globalization and leadership.</p> | <p>Responsibility: Grants Writer, Provost, Director of International Program</p> <p>Timeline: summer 2002, summer 2004, summer 2006</p> |
| <p>e. Provide software support and WebCT (a course management system that allows faculty to design on-line courses or components of courses).</p> | <p>Responsibility: Information Technology</p> <p>Timeline: 2002-3 and ongoing</p> <p>Cost: \$10,000/year with Title III; \$3,000/year without Title III</p> |
| <p>f. Restore departmental travel budgets as funding becomes available.</p> | <p>Responsibility: Provost</p> |

Objective 2—Consider the establishment of a program of post-tenure review for faculty on a five-year cycle. Use the results of the program, and faculty development funds, to assist faculty in making mid-career adjustments, developing new intellectual areas, and infusing new ideas into their teaching.

Timeline: Fall 2003 and ongoing

Strategy:

Provost appoints a committee to study the issue, solicit faculty input, and make a recommendation about process and procedure.

Responsibility: Provost, Faculty Council

Timeline: Committee meets 2001-2002 with first cycle of evaluations in 2003-2004.

Objective 3—Establish a program of campus-wide review of administrators at the Director level and higher on a five-year cycle.

Strategy:

Appoint a committee to study the issue, solicit input, and recommend process and procedure.

Responsibility: President

Timeline: Committee meets 2001-2002, with first cycle of evaluations in 2002-2003

GOAL VI— TO SECURE THE INFRASTRUCTURE THE COLLEGE NEEDS TO RECRUIT AND RETAIN A STUDENT BODY OF APPROPRIATE SIZE AND CHARACTERISTICS AND TO PREPARE THEM FOR PRODUCTIVE AND SATISFYING LIVES.

Objective 1—Provide and maintain a current, competitive technological infrastructure and make a decision about the feasibility of the mobile computing paradigm described in the technology plan.

Strategies:

- a. Provide universal, immediate internet access for students, faculty and staff through connection of the residence halls (by completing the category 3 wiring or using internal wireless), replacement of the FDDI (fiber) backbone (year 3), establishment of an ongoing technology maintenance budget, and upgrading the internet connection from 2 T1 connections providing 3Mbs of bandwidth to Oarnet to 12Mbs partial T3 service.

Responsibility: Physical Plant, Information Technology

Timeline and Cost:

Residence Halls—summer 2001---\$150,000 one time (this should be a Board investment item)

Replace FDDI backbone—2003-2004 and 2004-2005--\$125,000 per year—one time—(should be on radar screen for Board investment)

Establish ongoing technology maintenance budget—2005-2006 and annually thereafter--\$50,000/year—needs to be worked into regular budget, but may be a small net gain since there is a projected saving of \$67,000 that we now pay for maintenance

Upgrade internet connection to 12Mbs partial T3 service—2004-2005 and annually thereafter--\$115,000/year ongoing cost less \$27,000/year in savings from current T1 charges--\$88,000 ongoing cost which needs to be worked into budget.

Some costs, including the \$150,000 one-time cost, would be covered if we receive Title III funding. See budget in Appendix for a complete summary of cost with and without Title III.

- b. Reduce the number of fixed computer labs from ten to four and replace one each year to ensure that they remain up-to-date and effective

Responsibility: Information Technology, Physical Plant
Timeline: 2002-2003 and annually thereafter--\$30,000/year for the lab replacement

Cost: \$30,000/year beginning 2002-03—this is needed with or without Title III.

- c. Increase to eight the number of multimedia

classrooms with high-end projectors, display computer screens, DVD output, video output, document camera output and other media output, creating or replacing two per year at a cost of \$10,000 each.

Responsibility: Information Technology, Physical Plant

Timeline: 2002-03 and annually thereafter

Cost: \$20,000/year beginning in 2002-03. Without Title III, reduce to 1 lab/year, with the College needing \$10,000 from its budget.

- d. Create eight wireless labs around campus (2 per year for four years with a regular 2 per year replacement schedule thereafter) so that students can easily access the Internet with laptops.

Responsibility: Information Technology, Physical Plant

Timeline: 2002-03 and annually thereafter

Cost: \$10,000 per year (\$5,000 per lab). Without Title III, this would be reduced to one per year, or \$5,000 from the College's budget.

- e. Assess carefully all of the implications of requiring that all new students purchase a computer whether laptop or PC to be determined with identical hardware and software so that they can access the internet and the learning materials created by our faculty. Work through a partner to manage program that gives student ownership after four years of use.

Responsibility: Provost, Faculty, Vice President for Administration and Finance, Information Technology

Timeline: Begin with students entering 2004-5 to allow time for faculty and course development and for prospective students to be fully informed

- f. Assess the visibility of computer labs and equipment to serve the educational needs of a growing student body.

Responsibility: Provost, TAG

Timeline: Ongoing

Objective 2—Establish an appropriate staffing level to support the infrastructure being developed and to ensure that students and faculty have good access to the support they need to make learning possible

Strategies:

- a. Use the current void in leadership in Information Technology as an opportunity to engage a consultant to advise on appropriate staffing levels as well as policies. Revise the following strategies as appropriate upon receipt of that advice.

Responsibility: Provost

Timeline: Immediate

- b. Employ 3 student technology assistants for \$7/hour 20 hours/week for 30 weeks/year to assist faculty in the use of technology for teaching and learning.

Responsibility: Information Technology

Timeline: 2002-03 and thereafter

- c. Employ an instructional technologist for the duration of the Title III grant (if received) to establish the faculty as self-learners in the use of technology.

Cost: \$12,000/year ongoing

Responsibility: Information Technology

Timeline: 2001-2002

- d. Employ an Instructional Technician to set up and maintain the infrastructure for teaching and learning via technology.

Cost: \$45,000/year annually for five years—dependent on and covered by Title III

Timeline: 2002-2003 with Title III. Continue after the life of the grant, leading to a cost of \$40,000/year plus normal increases beginning in 2006-2007. If Marietta College does not receive the grant, the position will not be filled.

Objective 3—Upgrade the infrastructure of Dawes Library to support the increased pedagogical use of technology.

Strategies:

- a. Extend the internal wiring in Dawes Library and provide for a mobile wireless lab in the library to promote the instruction of faculty, staff and students in the use of electronic databases.
- b. Move the innovative interfaces server from Irvine to Dawes

Responsibility: Information Technology, Physical Plant, College Librarian.

Timeline: 2002-2003

Objective 4—Enhance the College’s commitment to its core values by building new facilities to support liberal arts instruction, technology, preparation for the world of work, and the residential experience.

Cost: \$10,000 one time

Strategies:

- a. Raise \$7 million + and construct the Rickey Science Center to upgrade science instruction in state of the art laboratory space.
- b. Raise \$18.5 million + for the construction of a new recreation center and the renovation of Ban Johnson Fieldhouse.

Responsibility: Advancement, Faculty, President, Board

Timeline: Begin construction summer 2001 and open building in spring 2003 semester

Responsibility: Advancement,

Timeline: Begin construction summer 2001 and complete in 2002-2003 academic year.

- c. Continue fundraising for Brown Petroleum Building, Dawes Library, and the renovation of Selby-Bartlett Science Complex to ensure that these facilities provide outstanding educational opportunities to students.

GOAL VII— TO BUILD A SENSE OF COMMUNITY ON CAMPUS, TO DEEPEN AND STRENGTHEN MARIETTA COLLEGE’S TIES TO ITS REGION, AND TO CONNECT THE COLLEGE AND ITS STUDENTS TO THE NATION AND THE WORLD.

**CORE
VALUE
3—RESIDENT
IAL COLLEGE**

Objective 1—Build a sense of community characterized by respect for a diverse population reflective of American and world societies.

Strategies:

- | | |
|---|---|
| a. Develop a plan to increase the number of students of color at Marietta College from approximately 20 to approximately 40 within the lifetime of this plan. | Responsibility:
Committee comprised of Dean of Enrollment, Director of Admission, Director of Financial Aid, representative of student life and leadership, faculty and student representative.

Timeline: Committee should do its work and report in the 2001-2002 academic year. |
| b. Recognize and strengthen traditions that create a deliberative understanding of Marietta College., e.g., Founders Day, Matriculation | Responsibility:
Provost, Enrollment, Student Life and Leadership, Residence Life

Timeline: Ongoing |
| c. Develop other areas of tradition that reflect the history and values of Marietta College | Responsibility: Dean of Students, Alumni Affairs, Provost

Timeline: Ongoing |
| d. Designate a free common hour for all college events | Responsibility: Provost and Faculty

Timeline—Accomplished spring 2001 |

Responsibility:

- e. Develop an institutional orientation program for all new personnel

President, Provost, Faculty Development Committee, Human Resources

Timeline: Begun fall 2000; ongoing with special emphasis on new faculty entering fall 2001
- f. Develop strategies to ensure that transfer and commuter students are involved and brought into the life of the residential college.

Responsibility: Student Life and Leadership, Retention Task Force

Timeline: Ongoing

Objective 2—Recognize the value of our graduate students and provide them with quality services and opportunities to become integrated into the college community.

Responsibility: Director of Graduate Programs, Director of Continuing Education, Registrar, Graduate program faculty

Timeline: Meet and establish goals in summer 2001

Objective 3—Provide a physical plant that enhances the goals of a residential college and assess the effectiveness of that plant on an ongoing basis.

Strategies:

- a. Develop an ongoing comprehensive evaluation process of the College's physical plant needs including deferred maintenance
- b. Build a recreation center that serves the needs of contemporary students and improve outdoor green space to enhance interaction of students, faculty and staff

Responsibility: Physical Plant, Cabinet

Responsibility: Cabinet, Physical Plant

Timeline: summer 2001 for groundbreaking, 2002-2003 for opening of recreation center; ongoing work on program for that center

Objective 4—Provide for students’ personal growth through extracurricular activities

Strategies:

- a. Encourage and assist students to explore their interests and the new opportunities available to them and to become involved in activities outside the classroom.

Responsibility: Student Life and Leadership, Athletics, Academic Departments

Timeline: Ongoing, with a plan to be presented from the responsible parties by fall 2002.

- b. Provide programs that enhance students’ spiritual and aesthetic growth

Responsibility: Student Life and Leadership, Academic Departments

Timeline: Ongoing, with a plan to be presented by fall 2002

Objective 5—Provide needed outlets for students to have fun.

Strategies:

- a. Develop a plan for programming and marketing to take advantage of Marietta’s location on two rivers and in a part of Appalachia known for its rich outdoor resources

Responsibility: Student Life and Leadership, Athletics/Recreation, Enrollment

Timeline: 2001-2002 if possible with existing staff

- b. Expand the intramural program

Responsibility: Student Life and Leadership, Athletics/Recreation

Timeline: Spring 2003, immediately following opening of recreation center

- c. Continue to develop student activities, e.g., programming in the Gathering Place, major concerts

Responsibility: Division of Student Life and Leadership

Timeline: Ongoing

- d. Develop a full wellness/fitness program utilizing the resources of the recreation center

Responsibility: Athletics

Timeline: For implementation in spring 2005

Objective 6—Develop through co-curricular and extra-curricular activities the skills and knowledge that make citizens and leaders effective.

Strategies:

- a. Strengthen leadership across the campus by offering leadership training events specifically designed for student leaders in co- and extra-curricular programs and activities, including teams, clubs and organizations, voluntary service, etc.

Responsibility: Student Life and Leadership, McDonough Center

Target Date: First training to be offered in spring 2002

- b. Design and require specific leadership skill building events for College Work-Study Students

Responsibility: McDonough Center, Career Center, Student Life and Leadership

Target Date: spring 2002

- c. Offer innovative, on-site courses or experiences designed around particular themes related to citizenship, e.g. campaign in the New Hampshire primary in early January; service trip to Brazil

Responsibility: Faculty, Provost, McDonough Center

Target Date: fall 2003 and as funding becomes available

- d. Develop and implement a current events forum for students (and faculty) to discuss and reflect on major international news events (e.g. crisis in Middle East)

Responsibility: Director of International Relations, Political Science Faculty, Advancement

Target Date: Starting 2002-2003 academic year

Objective 7—Provide housing that encourages a wide range of living opportunities

Strategies:

- a. Continue to modernize residence halls, paying attention to interior décor and keeping them on a regular maintenance schedule.

Responsibility: Physical Plant, Residence Life

Timeline: Immediate and ongoing; deferred maintenance needs presented to Board annually.

Responsibility:

**CORE
VALUE
8—COMMITMENT TO THE
REGION**

- b. Retain commitment to offering a variety of types of living space.

Cabinet, Student Life and Leadership

Timeline: Ongoing
- c. Develop a plan for an international living-learning center and provide a cost estimate to the President’s Cabinet

Responsibility: Director of International Programs, Residence Life, Physical Plant

Timeline: Identify space by fall 2002 for possible implementation in fall 2003

Objective 1—Promote campus cultural, educational, and athletic events to area residents.

Strategy:

Develop and implement a public relations/advertising plan designed to encourage area residents to participate in events on campus.

Responsibility: College Relations working with appropriate sponsoring organizations

Timeline: Immediate and Continuing

Objective 2—Encourage students, faculty and staff to volunteer/ participate in community projects.

Strategies:

- a. Develop appropriate service-learning courses, consultancies, and internships

Responsibility: Provost, McDonough Center, Career Center, Faculty

Timeline: fall 2001 and continuing
- b. Create a Community Service Award to be given annually to the faculty or staff member who has excelled in making this objective a reality.

Responsibility: President, Provost, Director of Experiential Education

Timeline: fall 2001 for announcement at Founder’s Day
- c. Create a Community Service Award to be given to an outstanding volunteer in the Community

Responsibility: President, Provost, and Director of Experiential Education

Timeline: fall 2001 for announcement at Founder's Day

- d. Inform students, faculty and staff of opportunities for community projects at the beginning of each semester.

Responsibility: Volunteer Service Center of the Career Center

Timeline: fall 2001 and ongoing

Objective 3—Develop appropriate academic and co-curricular programs that target specific needs of the region. These programs should be based on business plans that indicate that they will also generate revenue to support the operating budget of the College.

Strategies:

- a. Expand summer conferences to meet community needs and set targets for revenues to be generated to support College programs

Responsibility: Summer Conferences, Provost, McDonough Center, Continuing Education

Timeline: summer 2002

Measure: Community satisfaction demonstrated through enrollments

- b. Expand Summer School to meet community needs

Responsibility: Continuing Education
Timeline: summer 2002

- c. Create training programs consistent with Marietta's specific strengths to meet needs of area businesses

Responsibility: McDonough Center, Provost

Timeline: fall 2002 and ongoing

- d. Implement the physician assistant master's degree program already approved by the faculty and the Board of Trustees based on the feasibility study which demonstrates community need and support and the ability of the program to be more than self-supporting in 3 years.

Responsibility: Provost, Graduate Committee, P.A. Advisory Council

Timeline: Begin with feasibility study spring 2001

- e. Conduct marketing studies to determine community need for and interest in other master's degree programs, including leadership studies and a joint MBA with Ohio University

Responsibility:
Graduate Council,
McDonough Center,
Provost

Timeline: 2001-2002

Objective 4—Strengthen the College's relationship with the region by promoting new and soon-to-be graduates for employment by area businesses.

Strategy:

Implement a public relations campaign encouraging area businesses to consider hiring Marietta College graduates.

Responsibility: Career
Center

Timeline: Begin spring
2001

Measure: 10% increase
in local job offers to
graduates over a three-
year period

Objective 5—Increase philanthropic support from the community and region by extending the Comprehensive Campaign to include community and area residents, including alumni.

Responsibility:
Advancement

Timeline: 2002

PART III—CONCLUSION

During the life of this Strategic Plan, Marietta College will change. Students enrolling in 2006 will see a much different campus from the one that exists today. A new residence hall will be full to capacity, and it will double in the summer as a conference center that both enhances the reputation of the College and generates revenue to support Marietta's core programs. The Rickey Science Center will be a magnet for outstanding science students, including the Rickey Scholars in physics. The Recreation Center, the center of campus life, will offer outlets to students, faculty and staff for physical exercise, athletic competition, and social interaction. Continued attention to the maintenance of the College will ensure that the College is attractive and welcoming to all.

New students in 2006 will experience their education much differently from today's students. Marietta's commitment to its core values will produce an education that is more experiential, more varied, more technologically sophisticated, and more rigorous than it is today. Our students will be more aware of the world and their place as citizens and leaders in their country and the world. Although this plan has not used this term explicitly, it is fair to say that the College will be more learner-centered than it is in 2001.

Demographically, too, Marietta College will be changed. There will be more students—more than 1250 in the fall of 2006. They will be more ethnically and racially diverse, more able to prepare their peers for life in multicultural society. The faculty class of 2001, the largest recruitment class in recent memory, will be approaching tenure at Marietta. Their energy, intelligence and commitment, blended with that of the more experienced faculty, will change the intellectual and social climate of the institution. There will be more cross-fertilization of disciplines than there is now, more focusing of faculty and student interest on large issues that cut across the traditional boundaries.

The business of the College will also be conducted differently. The budget will be in balance, and will show surpluses that we can distribute to strengthen our programs. A culture of continuing evaluation and change will have become part of the day to day life of the college.

We are confident that the plan we have presented will make that vision a reality. The enrollment and budget projections given below are the benchmarks by which we can measure our progress from year to year and on which we can make mid-course corrections to a plan that is meant to be constantly evolving. Beyond the numeric benchmarks, we have built into the plan the mechanisms for ongoing change through academic and administrative program review, faculty and administrator evaluation, and the creation of an ongoing planning committee to monitor our progress. Vice Presidents will be held responsible on an annual basis for monitoring progress on the individual objectives and strategies that fall within their purview and the President will report annually to the Board on our progress toward making the qualitative change that will make the numeric benchmarks reachable. We expect an ongoing partnership among the Board, the administration, the faculty, the staff, alumni, friends and students to make realizing our goals possible.

Although we are confident that this plan will achieve our goals, we know that it will not solve all of the problems that face Marietta College. In the year 2006, it is reasonable to assume that the Board and the administration will be wrestling with the need to complete the renovation of Selby-Bartlett, to renovate Dawes Library to make it an information resource (technological as well as physical), to revitalize the Hermann Fine Arts Building, to fund another residence hall for our burgeoning student population, and to build the endowment significantly. We will contemplate the implications of increasing student enrollment to 1,500. And of course, we will

be in campaign mode. That look at 2006 brings to mind the old saying “the more things change, the more they stay the same.”

Although the issues of 2006 sound similar to those of 2001, if this plan does what we believe it will do, we will face those issues from a position of much greater strength than we had in 1999. That is the commitment with which we submit this plan.

