

## Hartwick225: Students First

Strategic Planning Process Action Agenda and Q&A

April 19, 2017

*Hartwick College, an engaged community, integrates a liberal arts education with experiential learning to inspire curiosity, critical thinking, creativity, personal courage and an enduring passion for learning.*  
Mission Statement, Approved 2010

**What is Hartwick225?** Hartwick225 will be a strategic plan to guide us through 2022, Hartwick's 225th year anniversary. It will include practical next steps to support our institutional progress in key areas over the next five years. The overarching objective of this plan will be to help the College more fully realize its educational mission and assure even greater levels of student success.

### Why is Hartwick225 important?

- a) Hartwick needs a structure within which to situate, organize and prioritize strategic imperatives and initiatives that are critical to Hartwick's ability to fully realize our educational mission and assure our students' success. There are innovations occurring across the College using a widely distributed model of implementation. Hartwick225 will create a college-wide, rationalized framework within to situate these activities. Control of the initiatives will remain distributed, but Hartwick225 will give them an "anchor" and make evident how these initiatives serve our mission and the best interests of our students. Hartwick225 will also plot a course for next steps to enable our institutional progress. It will help to set the stage for our increased success through recommendations on how to resource and/or structure support for both existing and new initiatives to **enable the College's success and the success of Hartwick students.**
- b) Our Organizing Principal and Strategic Framework (OP&SF) asserts that Hartwick "will be the best at melding a liberal arts education with experiential learning." We do not have evidence that we have yet reached this goal. Until we reach this goal, Hartwick cannot claim **to deliver on our educational promise and fully occupy this distinctive and important "niche" in a crowded and highly competitive higher education marketplace.**
- c) Hartwick225 will complement our efforts to develop a self-study that is a critical part of our preparation for the MSCHE decennial accreditation review. One of the intended outcomes of the MSCHE self-study is to "produce recommendations that can serve as the foundation for improving Hartwick's fulfillment of its mission, developing a sense of identity, and inform strategic planning for a sustainable future."<sup>1</sup> The work completed in support of the creation of MSCHE self-study will complement, inform and be integrated into the work of the Hartwick225 Strategic Planning Committee. Likewise, deliberations and recommendations of the Hartwick225 Committee will help to inform the development of the accreditation self-study. While accreditation self-studies seek to establish what has been accomplished by the College, they also seek to link our efforts to the future. **The MSCHE self-study will point to Hartwick225 as evidence of next steps in key areas that we will take as we continue our important work.**

- d) Planning is an important tool in setting the stage for, and assuring, institutional progress. We have had a series of planning efforts over Hartwick's history. Some were strategically targeted in scope, others were broad and comprehensive. All of these efforts were important to developing our capacity to help our students succeed. I outline our planning efforts since 2008 in the attached slides (with blue background.) Planning shapes the institution we become and helps us to prioritize resource use and so it is a constant process. It is now time for an institution-wide planning effort that capitalizes on what we have learned and focuses on those issues that we believe to be central to our near term future progress. **This planning process will be inclusive, will allow us to track on our progress, and will create a meaningful bridge to Hartwick beyond 2022.**
- e) Our last college wide planning effort, the Leadership Group (LG) was completed in 2014. The Leadership Group was a visioning process that resulted in suggestions of areas where development should occur, sometimes in detail. Attached is a graphic that summarizes the LG's identified foci. In June of 2014 the Hartwick Board of Trustees approved action on many elements of the LG work; in some cases, they identified specific sources of funding. Members of our community have been working to develop the various ideas that came out of the LG process since it completed its work. For example, capital projects (e.g. bond funded renovations and construction), marketing initiatives (e.g. recreation of the website), internationalization (e.g. the development of an international recruitment plan), accreditation (e.g. decision to not pursue AACSB), and a revision of the academic schedule (now implemented), to name a few, have been addressed. Some have been completed, while some are now part of our institutional strategy and will continue. **None of the LG initiatives will "disappear" – most that are developmental (like internationalization) will continue and become more deeply rooted in our culture. It is time for us to create a structure within which these ongoing initiatives – as well as others such as the development of new sources of revenue, including new academic programs – will fit and relate to one another.**

**How will this plan be created?** A strategic planning committee, the Hartwick225 Committee, has been formed and will create the Hartwick225 plan. This committee includes five faculty (two additional faculty positions remain available), seven non-faculty members of the President's Cabinet (director level or above), seven administrative or support staff, and seven students. **A list of members is included on pages 3-4 of this document. These members have volunteered** and were subsequently chosen with the advice and assistance of the Faculty Chair and Faculty Council, the Staff Council, the President's Cabinet, the vice presidents and our students. **The committee will be co-chaired by Provost/VPAA Dr. Michael Tannenbaum and Professor of Music Dr. Diane Paige.**

The President and Vice Presidents will support and facilitate the work of the Committee and its members. Committee members will have access to the information needed to inform its deliberations and recommendations from individuals, offices and the work of other committees from across the College. The Board of Trustees has formed a Hartwick225 Board Committee to act as a resource to the Hartwick225 committee.

Every effort will be made to share information across campus groups, and an information repository will be developed for this purpose. **The work of Hartwick225 will complement, rather than duplicate, efforts underway through our regular governance processes.** For example, at the same time that the Hartwick225 committee will work to “Develop a plan to maximize enrollment in nursing, business, biology, psychology and other majors that are currently in high demand while the College retools recruitment strategy for all programs,” Faculty Council has scheduled a review academic programs including Business and Accounting, Nursing, and Psychology across a defined set of metrics. The focus of the review by Hartwick225 will be designed to complement, rather than duplicate and complicate, the work of Faculty Council by focusing on issues outside of the Faculty Council program review. Though Hartwick225 will ultimately consider the Council’s program review results when forming its recommendations, it will not conduct an independent analysis of the metrics considered by Faculty Council. By the same token, Hartwick225 will share its findings with Faculty Council through the information repository.

**Established governance bodies across the College will be consulted and engaged in Hartwick225 discussions, and their action on draft recommendations will be sought as appropriate given their respective responsibilities.** For example, any recommendations that may emerge regarding the content or delivery of the academic program will be sent to the Faculty for consideration, recommendations on program innovation will be sent to the appropriate Vice President(s) for consideration, etc. Constituents outside of our campus community, including Board members, alumni and local community members, will be consulted as the Hartwick225 Committee chooses. **Ultimately, the President will review and approve the draft recommendations and send the final plan to the full Board of Trustees** for consideration and, ultimately, improvement, approval and adoption.

**What are the qualifications for membership on the Hartwick225 Committee, and who are the members?** Members of the Hartwick225 Committee possess unconditional enthusiasm for the College’s future and a commitment to contribute consistently to the work of the committee for the entire year of its effort.

Volunteer members of *Hartwick225: Students First* include:

Mike Tannenbaum, Vice President for Academic Affairs and Provost, **Co-Chair**

Diane Paige, Professor of Music, **Co-Chair**

Kellie Bean, Dean of Academic Affairs

Grey Bennis '18, accounting and economics double major, finance minor

Bruce Campbell, Executive Director of Information Technology Services

Rachel Carbone, Digital/Web Development Specialist

Ryan Ceresola, Assistant Professor of Sociology

Biana Charles, Associate Director of Residential Life and Housing

Alexis Epstein, Spring '18; political science and business double major, graphic communication minor

Kim Fierke, Director of Athletics/Physical Education Chair

Kerri Green, Senior Assistant to the President

Patricia Grust, Clinical Associate Professor of Nursing

Cindy Hubbard, Faculty Secretary

Abigail Kolvenbach, '19, nursing major

Chris Lott, Marketing Communications Manager  
Karen McGrath, Vice President for Enrollment Management  
Matipa Mutoti '20, political science major  
Emilee Patterson, '19, biochemistry major  
Stefanie Rocknak, Professor of Philosophy  
Stephanie Sacco '18, business administration & political science double major, finance minor  
Matt Sanford, Registrar and Assistant Dean of Academic Affairs  
Meghan Sheehy, Assistant Professor of Music Education  
Jason Stanton, Assistant Director of the Center for Student Success  
Beth Steele, Director of Advancement Communications  
Judy Walsh, Institutional Research Analyst

**What will the Hartwick225 Committee produce?** The Hartwick225 Committee will produce recommendations that address strategic institutional foci, as outlined below. These recommendations will comprise the Hartwick225 plan and will guide our development in these important areas between 2018 and 2022.

**How much time will be required of individuals who wish to participate on the Hartwick225 Committee?** The amount of time required to serve on this committee will depend entirely on decisions made by the Committee. There might be meetings every two weeks or so given that it runs over just one academic year; it is also possible that much of the work will take place in subcommittees. The Hartwick225 Committee will determine its own approach to its work. Supervisors will be asked to fully support employees who contribute their time to the work of this Committee.

**When will the Hartwick225 Committee effort start and end?** The Committee has been formed (spring of 2017.) It will operate for one year, and provide recommendations to the President by June 1 2018. Then it will adjourn – unless the Committee itself asks for more time to work together. The recommendations will require the President's, and ultimately the full Board's, approval as necessary and in accordance with our governance processes for the plan to be adopted.

**What must the planning process accomplish?** This is **not a visioning process or a process for reevaluating our mission**. Rather, the Hartwick225 Committee will give their **attention to targeted foci in an action oriented agenda as outlined below**. It is valuable to note that most of these foci are associated with draft MSCHE Self-Study outcome goals<sup>2</sup> as noted (MSCHE goals<sup>3</sup> are in italics and precede related Hartwick225 foci.)

## **The Hartwick225 action agenda:**

[The following foci are related to the MSCHE self-study design goal “*preserve our liberal arts core while developing innovative academic programs that are responsive to the evolving demographic, economic, and institutional challenges facing higher education in the twenty-first century*”]

### **1) Create a plan to maximize the development and implementation of traditional, education-centered revenue streams**

- a. Address the question of how to **enable** select Undergraduate program expansion
- b. Address the question of how to **enable** select Graduate program expansion
- c. Address the question of how to **maximize** summer online programming revenues
- d. Address the question of how to **enable** disaggregation of current program offerings in order to develop certificates in areas of high demand within our local or online educational community

### **2) Develop a plan for fully realizing our Organizing Principle to “be the best at melding a liberal arts education with experiential learning” as envisioned by the LAiP**

- a. Address the question of how to **enable** greater participation in internship experiences
- b. Address the question of how to **enable** greater student participation in research
- c. Address the question of how to **enable** greater student civic engagement
- d. Address the question of how to **enable** greater student participation in study abroad

### **3) Develop a plan to maximize enrollment in nursing, business, biology, psychology and other majors that are currently in high demand while the College retools recruitment strategy for all programs**

### **4) Develop recommendations regarding the adoption and development of programs or approaches that better position students for career success; explore the idea of whether these or other approaches could be program or institutional ‘differentiators.’ Examples:**

- a. Explore the integration of “**humanities and business**” as a viable institutional differentiator and experiential learning platform
- b. Explore the integration of “**alumni mentorship**” as a viable institutional differentiator and experiential learning platform
- c. Explore the position of “**regional economic development**” as a viable institutional differentiator and experiential learning platform

[The following foci are related to the MSCHE self-study design goal “develop institutional infrastructure to support and implement ongoing innovation that will strengthen Hartwick’s academic and co-curricular programs, and the college’s engagement with regional community and economic development.]

**5) Develop a plan to fully integrate the Center for Collaboration and Innovation (CCI) as a platform for progress and institutional renewal**

- a. Recommend steps to take that will fully/more fully<sup>4</sup> establish the **CCI as Hartwick’s home for cross-disciplinary and innovative thinking**
- b. Address the question of how the **Center for Craft Food and Beverage, and other future revenue generating programs**, will best relate to the CCI
- c. Address the question of how other existing **College resources, for example, the PSGE Center**, will best relate to the CCI
- d. Address the question of **leadership of the CCI**<sup>5</sup>.
- e. Address the question of how the CCI can link the College to, and enhance, **regional economic development**
- f. Address the question of how the CCI can link to, and enhance, student learning in the local and regional community through internships, shadowing, and CBSL

**6) Develop a plan that enables the ready integration of alternative revenue streams into our larger institutional effort**

- a. Address the question of how to best enable the full integration and success, on an ongoing basis, of alternative revenue stream initiatives that are developed by the **Board Strategic Innovation Committee**
- b. Address the question of how to best enable the integration of alternative revenue stream initiatives, on an ongoing basis, that are developed through **other organizational paths**.
- c. Address the question of how to **maximize residence hall occupancy**: both on Hartwick’s main campus and at Pine Lake
- d. Address the question of how to **maximize summer revenues**: residence hall rentals, Pine Lake facility rental, other facility rental, online program offerings, and other summer revenues

[The following foci are related to the MSCHE self-study design goal “*support students through to successful degree completion.*”]

**7) Develop a plan to improve the rate of degree completion that includes the integration of the tenets of the Hartwick College Student Success Plan 2016-2019: Value; Connecting with Resources and People; and Inclusive Teaching, Learning and Advising.**

- a. Address the question of how to **enable higher rates of degree completion** for:
- new majority students
  - athletes on teams with low rates of degree completion
  - students with moderate to high unmet need
  - students who struggle academically in their first year
  - students who enter the three-year degree program
  - first generation students, and
  - other groups of students who have demonstrated difficulty with persistence

**8) Develop a plan to maximize recruitment and degree completion of international students**

- a. Address the question of how to create an environment for prospective international students that establishes the College as an **attractive study destination**.
- b. Address the question of how to create a **supportive environment** for matriculated international students that enables their persistence and degree completion

**9) Related to foci 1-8 above, propose revised operational goals associated with the Organizing Principle and Strategic Framework (most recent update attached)**

**10) Other strategic foci**

- a. To be determined as the result of the work of the Hartwick225 Committee

A schematic of the Leadership Group vision:



Planning at Hartwick since 2008:



OP&SF  
2008

➤ **Stabilization Strategy**

- Reduce endowment draw
- Consistency and guidance
- Where we will excel



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Organizing Principle and Strategic Framework: update



Maximize Financial Performance

Improve Student Experience and Satisfaction

Maximize the Academic Program

Expand Our Financial Base

Maximize College Governance

Maximize Employee Performance

Improve College's Image & Reputation



Mission  
2010

- **What will we be?**
  - Clarify and compel
  - Guide planning & development



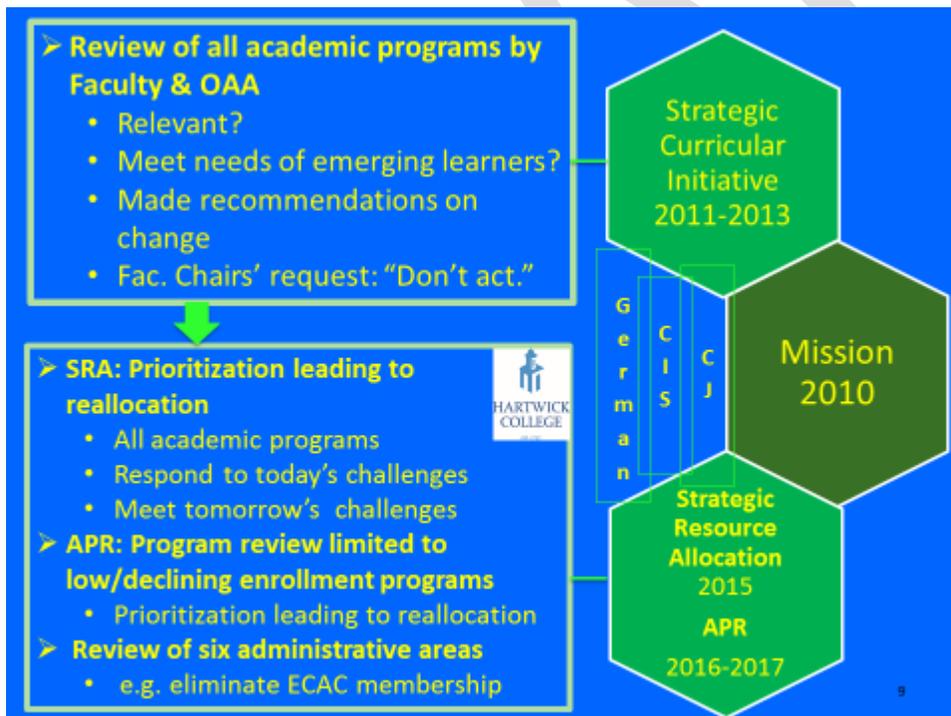
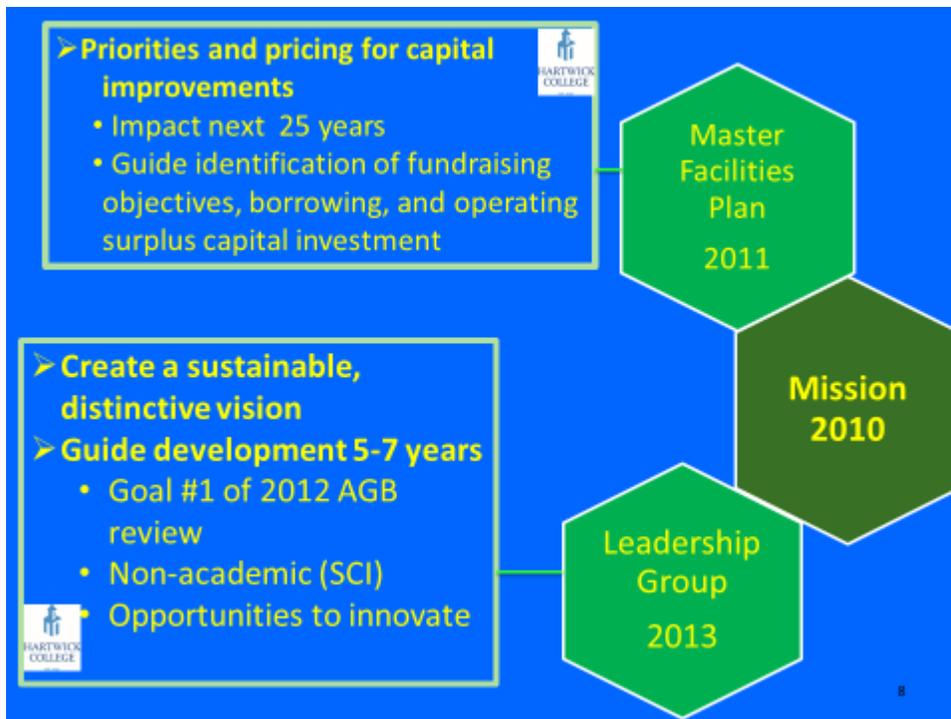
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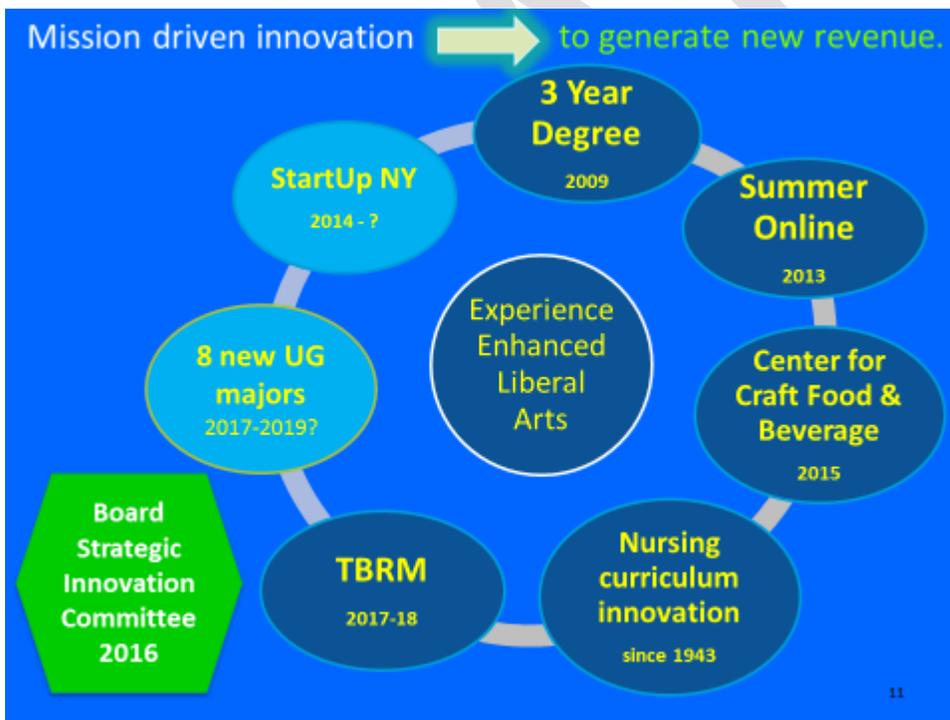
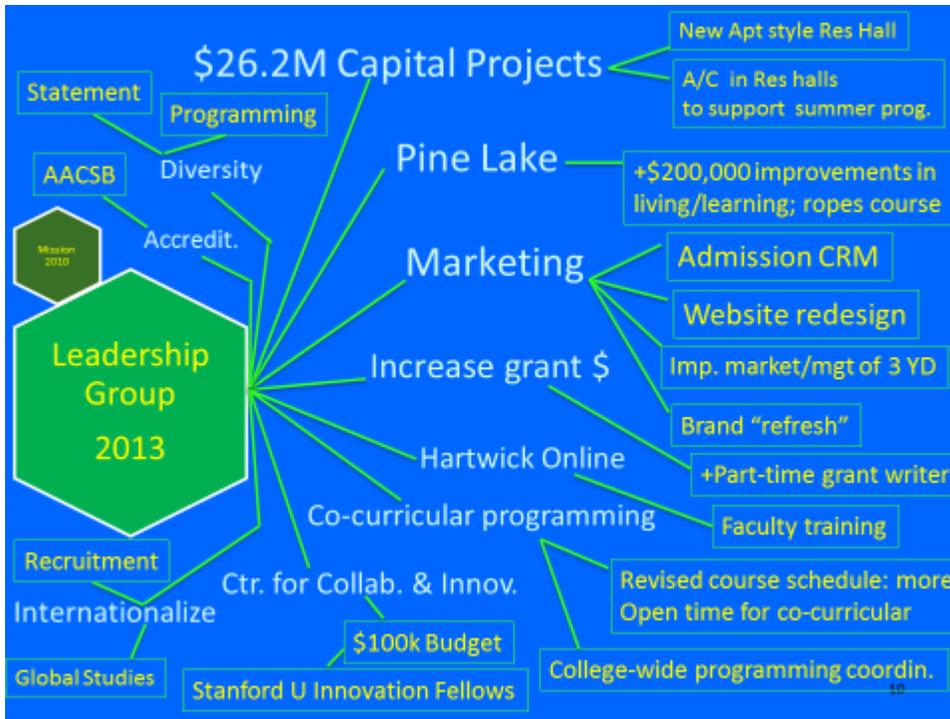
Mission Clarification/Affirmation: 2010

***Hartwick College is an engaged community that integrates a liberal arts education with experiential learning to inspire curiosity, critical thinking, creativity, personal courage and an enduring passion for learning.***



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## *Hartwick225: Students First*

- A process that will result in a strategic plan to guide us through 2022, Hartwick's 225th year anniversary.
- Focus on practical next steps to support our institutional progress in key areas
- Objective: help the College more fully realize its educational mission and assure even greater levels of student success.

## *Hartwick225: Students First*

- Is broadly representative
  - Every campus-based constituency
  - All are volunteers
- Respects current governance processes
- Complements the MSCHE self-study process
- Focuses on issues of timely significance to the college's success
  - Sustainability

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<sup>1</sup> From draft self-study design plan received 1-11-17

<sup>2</sup> From draft self-study design plan received 1-11-17

<sup>3</sup> From draft self-study design plan received 1-11-17

<sup>4</sup> The Center for Collaboration and Innovation is currently under discussion and development. Hartwick225 will continue this work as appropriate/necessary to assure that the mission of the CCI is deeply embedded in our campus culture

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