BUILDING BRIDGES

MAKING CONNECTIONS

REACHING DESTINATIONS

MANHATTANVILLE COLLEGE | STRATEGIC PLAN | 2017-2020

Manhattanville
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BUILDING BRIDGES, MAKING CONNECTIONS, REACHING DESTINATIONS

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MANHATTANVILLE COLLEGE

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BUILDING BRIDGES, MAKING CONNECTIONS, REACHING DESTINATIONS

INTRODUCTION

Manhattanville College is an independent, co-educational liberal arts institution dedicated to promoting academic excellence with an emphasis on ethical and global education. Founded in 1841 as the Academy of the Sacred Heart, the College has a rich history of providing students with the highest quality education among a diverse, international student body. Located just 30 miles outside New York City, Manhattanville serves approximately 1,700 undergraduate students from more than 50 countries and 40 U.S. States and an additional 1,000 graduate students. The College is actively engaged in the surrounding communities of Westchester County and New York City, with programming designed to harness the many academic, cultural, and professional resources of the greater New York metropolitan area. Manhattanville's undergraduate programs combine the intellectual strengths and passions of a liberal arts education with hands-on, real-world experiences, enabling students to succeed in dynamic and exciting careers. The College, which is fully accredited by the Middle States Commission on Higher Education, offers more than 50 undergraduate areas of study, along with master's degrees, accelerated bachelor's degrees, and professional certificates through the School of Business, as well as 65 graduate programs through the National Council for Accreditation of Teacher Education (NCATE)-accredited School of Education, including doctoral programs in Educational Leadership.

STRATEGIC PLANNING

The College recognizes the critical importance of strategic direction and having in place a plan that will inform and guide the institution's goals, action plans and resource allocation. In February 2015, the outline for a new strategic plan (see Appendix A, "Centennial Strategic Plan 2015-2020") was developed with significant input from faculty, staff, and various other constituencies of the College, and was presented to the Board of Trustees during their regular meeting. At that time, given that the College was in the midst of a campaign to hire a new President, the Board recommended that the new President be allowed to review and update the plan in a meaningful and substantive way. The five goals outlined in that proposal have served as the foundation and basis for the plan that follows.

In many instances, the goals of the previous proposal have been achieved. For example, a new General Education curriculum was successfully developed that leverages the strengths of the liberal arts tradition with an eye to preparing students for success both personally and professionally. (see Appendix B, "General Education Curriculum.") In addition, new programs were developed and enhanced in response to market demand and changing student interests (e.g., Digital Media, Sport Studies, Video Production, Music Technology), while others were streamlined and made more efficient.

STRATEGIC PLAN 2017-2020

Significant progress has been made with respect to the undergraduate curriculum, especially in terms of the First-Year Program and overall advising procedures. Connections across campus have been strengthened through various College-wide activities, such as Valiant week, a week-long series of lectures, workshops and other events that focus on Manhattanville's history and mission; Human Rights Awareness Day; and an end of year Student Research Day, where students showcase their accomplishments. In addition, as the result of public events such as Castle Conversations and the Provost's Distinguished Lecture Series, we continue to succeed in strengthening our connections to the wider community and promoting Manhattanville as a vibrant place for intellectual and scholarly activity.

Perhaps the most significant progress occurred with respect to financial stability, as evidenced by the operating surpluses of the last few years and the capital improvements which have significantly enhanced the appearance of the campus. At the same time, we recognize that on both these fronts, there is much more the College needs to do to keep apace with the demands of today's rapidly changing world.

NEW LEADERSHIP

This is a truly auspicious time for Manhattanville, as we have recently welcomed a new leader, President Michael E. Geisler, who brings with him the talent and vision necessary for the College to achieve its mission in the context of today's higher education landscape.

President Geisler presented his goals for Manhattanville as part of his inaugural address, positioning them as "Five Destinations" (see Appendix C) to be pursued during the coming years. As President Geisler declared during his address, among many vital outcomes, these Destinations will allow us to *connect*:

Connect to our great heritage and mission; connect to new, bold ideas; link the theoretical with the applied; reach out to expand and secure our College's local and world-wide connections to serve our students; connect to each other in this community, and finally, connect to the passion all of us feel for this great institution.

STRATEGIC PLANNNING COMMITTEE

One of President Geisler's first efforts toward connecting the community was bringing together and facilitating the work of the committee responsible for drafting this Strategic Plan. Using the proposal for the "Centennial Plan" as a point of departure, the fifteen member committee, with representatives from the faculty, staff, student body, administration, and Board of Trustees, identified five goals that acknowledged the work of past committees, recognized recent achievements, drew upon traditional strengths and core values of the College, and most important, tried to remain cognizant and respectful of the interests and concerns of every constituency of the College.

Moving forward, the strategic planning committee will engage the entire community in the ongoing implementation of the plan. All members of the committee have also agreed to continue to meet regularly in an effort to steward the plan and track its progress. These meetings will

resume in early 2017, and will begin with the formulation of a rubric and set of metrics for assessing the progress of each goal and initiative. The committee also plans to continue to refine and develop the Strategic Plan in preparation for the Centennial Celebration of the College in spring of 2017.

IMPLEMENTATION AND OUTCOMES

Following acceptance of the Strategic Plan by the Board of Trustees, the initiatives outlined in the plan will be prioritized by the President and the Chair of the Board, with input from the President's Cabinet. Subsequently, each initiative will be assigned an "owner" who will be responsible for assembling a task-force to oversee completion and implementation of the initiative, as well as tracking progress along the way. Progress reports will be submitted at the end of each semester, to be reviewed by Cabinet and subsequently reported to the community.

(See Appendix D for a sample list of priority Outcome Measures.)

The following chart will be used to track progress of all initiatives:

GOAL AND INITIATIVE	OWNER	DATE FOR COMPLETION	NOT YET STARTED	IN PROGRESS	ONGOING	COMPLETED	NO LONGER ALIGNED WITH GOALS	COST

MISSION AND GOALS

Manhattanville College seeks to become a leading institution regionally, nationally and internationally in **educating students to be ethical and socially responsible leaders in a global community.** We are committed to achieving this by:

- Ensuring the intellectual, ethical, and social development of each student within a community of engaged scholars and teachers;
- Encouraging each student to develop as an independent and creative thinker in pursuing career and personal goals; and
- Providing a diverse, inclusive, and nurturing environment that develops in each student a commitment to service and leadership within a global community.

As the College approaches the centennial celebration of its charter as a degree granting institution by the Board of Regents of the State of New York, it seeks to strengthen and expand its mission through the goals outlined below:

(1) Manhattanville will be at the forefront of individual liberal arts and professional education that equips students with the skills to be effective and collaborative contributors in the global community.

(2) Manhattanville will be widely recognized as a destination for scholarly and academic excellence.

(3) Manhattanville will enable students to make connections and build bridges: within the College, beyond its walls, and to the world.

(4) Manhattanville will be a vibrant and inclusive community of life-long learners who use ethical and responsible behavior to make a positive difference on campus and in the world.

(5) Manhattanville will employ strategic financial management focused on growing our revenue from new programs and increased fundraising, and leveraging and enhancing existing assets.

The plan below outlines key initiatives that will allow us to achieve these goals and further the mission of the College in ways that:
- ➢ Leverage the past by celebrating the rich history of the College and its roots in premier education and social justice;
- ➢ Acknowledge the present by remaining cognizant of the needs of every member of the community; and
- ➢ Anticipate the future so as to be able to prepare our students to succeed both personally and professionally, and continue to have a positive impact on those around them.

Upon fulfilling these goals, Manhattanville College will be well-positioned to continue its legacy for many generations to come.

BRIDGES, CONNECTIONS, DESTINATIONS

(1) Manhattanville will be at the forefront of individualized liberal arts and professional education that equips students with the skills to be effective and collaborative contributors in the global community.

A. *A Distinctive Curriculum.*

Manhattanville will offer all students a distinctive curriculum that enables them to take ownership of their education by integrating intellectual development, co-curricular interests, and career preparation that extends from their first year experience through capstone projects during the senior year. While the College has always been known for its distinctive curriculum and use of *Portfolio* type platforms (see Appendix E), we believe the time has come to formalize this pedagogical approach in a way that is appropriate for today's students. Manhattanville will reintroduce *Portfolio* as a basic requirement in the form of a revised curricular-wide version of *Atlas[1]* (see Appendix F), founded on concepts of *design thinking,[2]* individual faculty advising and personal reflection.

B. *Provide a First-Year Experience that maximizes student interaction with faculty and ensure student success.*

1. Assign faculty instructors of First-Year Seminar as First-Year Advisors.
2. Support partnerships between First-Year Advisors and professional advising staff in Office of Academic Advising around major and general education advising and planning.
3. Empower students by restructuring the First-Year registration process to allow for more choice regarding course selection.
4. Ensure availability of seats in appropriate classes for incoming students across all departments and programs.
5. Combine the Atlas Passport and First-Year Seminar into regular credit-bearing courses.
6. Infuse focused project-based learning into First-Year Seminar.
7. Model Design Thinking and interdisciplinarity with co-taught courses.
8. Introduce a small set of core readings that are mission-focused.
9. Enhance the connection between first year courses and Writing Seminar.
10. Redesign the college's orientation program as an introduction to the first year experience.

[1] The College was recently awarded a $100,000 grant from the Andrew W. Mellon Foundation to reexamine and enhance *Atlas*.
[2] At its core, *design thinking* is a cross-disciplinary, collaborative approach that maximizes creativity in order to focus on solutions, rather than problems. It involves skills of empathy, communication, openness and innovation.

11. Develop incentives/compensation structures to encourage strong participation from full-time faculty in the First-Year Program.

Support and integrate High-Impact Practices across the curriculum.
12. Increase the number and availability of internship opportunities for all students, including providing financial support for unpaid internships.
13. Increase the opportunities and resources for students to engage in off-campus learning opportunities, both credit and non-credit bearing.
14. Establish an annual prize for the best capstone project in each discipline.
15. Incorporate the use of high impact characteristics throughout the curricular and co-curricular experiences.

C. *Continue to encourage close mentoring, individualized attention, and a holistic educational experience that extends throughout the remaining college years.*

1. Fully integrate *Atlas* with First-Year Program, core curriculum and capstone, thereby establishing a streamlined, integrative and scaffolded vertical structure that will support:
   a. transitional moments, including first-year transition to college life and final-year transition to post-graduate life;
   b. self-assessment and reflection for students emphasizing the integration of a liberal education with co-curricular, experiential, and career oriented learning; and
   c. design thinking outcomes including the integration of different perspectives, examining failures as opportunities for learning, assessing risks and opportunities, and understanding one's self as an agent of change.
2. Enhance the curriculum and co-curricular experiences to incorporate traditions, narratives, perspectives and cultural contributions of all of the College's various constituencies.
3. Reexamine writing and presentation requirements. Investigate the feasibility of requiring writing-intensive courses across the curriculum beyond the first year.
4. Develop cross-disciplinary courses and programs that are problem-based and address global issues such as resources, climate change, global health, security, religion, migration and identity.
5. Review college peer mentoring programs.

D. *Provide faculty and staff support that will make available the tools and means necessary to achieve the initiatives outlined above.*

1. Examine the current model of the Center for Teaching, Learning and Scholarship with the goal of increased support for faculty for purposes of research, scholarship and pedagogy.
2. Increase support for curriculum development and pedagogical innovation, especially in support of design-thinking and other high impact practices.
3. Increase support for faculty in order to facilitate collaboration with students and

integrate research into the classroom experience.

4. Enhance professional development opportunities for staff. Review teaching expectations and requirements of faculty in order to bring them in line with best practices of peer institutions.

E. *Emphasize the connection between the educational experience and the post-graduate and professional possibilities for students.*

1. Expand graduate, dual-degree, and certificate/non-degree offerings that allow students to connect their liberal arts education to career paths.
2. Actively support opportunities to expose undergraduates to 5-year degree options.
3. Connect graduate students with opportunities to work with undergraduate students and programs, such as on-campus internships, research projects, etc.
4. Increase internship and co-op opportunities and develop dual-track programs in collaboration with local, regional, and national businesses and organizations.
5. Introduce certificate opportunities for undergraduates that support career-focused learning/internships/credentials as well as bridges to graduate training.
   a. Cross-disciplinary examples might include certificate programs in "Design Thinking" or "Risk, Organizations and Society" and would be available to students in all majors and programs.
   b. Focused certificates would involve additional training within a major, e.g., programs that prepare math majors for an actuarial exam, finance majors for CFA exam, etc.
6. Sponsor business and entrepreneurial clubs with joint faculty and outside advisors in both business and nonprofit organizations.
7. Explore disciplinary and cross-disciplinary Master's degrees across different Schools, such as Music Business; Art Therapy; Theater Education; Museum Administration.
8. Develop opportunities for graduate student housing.
9. Identify additional resources for support for graduate programs.

F. *Create a School based on* **Design Thinking** (see Appendix G) *that will leverage the traditional strengths of a liberal arts education by connecting it with project-based, cross-disciplinary, collaborative case studies drawn from real life.*

Students at this School will be trained in empirical observation and research techniques, bringing to their future place of employment both the strengths of a traditional liberal arts education and pragmatic problem-solving skills. The School will create a curriculum that allows students from different backgrounds to collaborate across disciplinary boundaries on problem sets drawn from life in and beyond the walls of the academy.

It has become clear that for tomorrow's markets and in a global economy, it is no longer enough to be able to simply solve a problem, one must:

➤ solve it in a particular context ("lateral vision");
➤ solve it in a cross-disciplinary work environment, in active collaboration with people from different backgrounds, who bring different skillsets to the task;

- ➢ acquire the ability to adjust flexibly to rapidly-changing tasks and work environments;
- ➢ communicate one's solution effectively;
- ➢ develop analytical empathic skills; and
- ➢ anticipate what the likely future problems and needs of clients and constituents will be before they have clearly defined these needs, and then propose possible solutions to those problems.

(2) Manhattanville will be widely recognized as a destination for scholarly and academic excellence.

A. *Clearly communicate to all constituencies the value of a liberal arts education at Manhattanville.*

1. Include a discussion of the history and tradition of the liberal arts in the First-Year Program in a focused and deliberate way, beginning with Orientation and carried throughout programming during the first year.
2. Conduct regular presentations for Admissions counselors where faculty can explain their programs and curricular requirements, as well as answer specific questions regarding majors and minors.
3. Engage faculty in recruiting efforts both on-site and off-site.

B. *Grow and enhance all graduate programs at the College.*

1. Explore the possibility of an "Office of Graduate Studies" to serve as a resource for all graduate students, from admission and recruiting through graduation.
2. Further define the place and function of programs in the Manhattanville School of Business and their place in a liberal arts college vis-à-vis the surrounding community.
   a. Promote the signature programs of the School of Business Institutes, such as Women's Leadership, Risk Management, and Nonprofit Management, to emphasize the ways they contribute to the wider communities.
   b. Offer programs and workshops to the local community of adult learners.
3. Highlight and effectively communicate the long-standing success of the School of Education.
4. Grow and enhance the MFA program in Creative Writing.
   a. Develop a program for the community of adult learners that replicates the success of the former "Mornings at Manhattanville."
5. Pilot on-line delivery of select courses and programs.
6. Develop on-line "Executive Track" of the doctoral program in Education to attract students nationally and internationally and promote doctoral completion.
7. Attract students from a wider geographical area for all graduate programs.
   a. Offer housing for graduate students.

      b.   Publicize and market in targeted areas.

      c.   Invite visiting scholars and artists to contribute to the graduate curricula.

      d.   Offer graduate assistantships and fellowships to graduate students.

C. *Establish an Office of Sponsored Research, including support for Grants and Fellowships for faculty research, curriculum development, and research opportunities, with the following priorities:*

1. Pursue and align grant and fellowship opportunities with Manhattanville's strengths and high profile programs.
2. Identify the ways that sponsored research can contribute to our mission for excellence.
3. Highlight faculty-student collaboration as central to goals of funding.
4. Pursue internal and external opportunities for additional travel support for faculty and students to attend conferences, workshops, etc.

D. *Enhance the Marketing and Communication efforts of the College.*

1. Define an identity for the College that allows for branding in distinctive ways.
2. Project a consistent and unified image of the College, while allowing each School to pursue its own constituencies.
3. Develop search-engine optimization (SEO) and social media expertise for outreach to high school guidance counselors, potential students, and their parents.
4. Enhance the public perception and reputation of the College by collaboration with high schools, employers and other groups to promote our programs and mission.
   a. Showcase student projects and achievements, both performance and research-based, on and off campus. This can be facilitated by making room in the academic schedule to accommodate research/performance days.
5. Leverage alumni and Trustee network to identify exhibition space for New York City events that feature the best work by our students.
6. Showcase and promote student events regionally where possible, especially to alumni in the tri-state area, as well as with secondary schools and through consortia with other colleges and universities.
7. Create College-wide committee (including faculty, staff, and Trustees) to evaluate website vis-à-vis best practices in higher education and to make recommendations that make communications more effective for both internal and external audiences.
   a. Establish a work-flow structure and schedule for content management and repair of webpages.
   b. Re-write website into active language with consistent messages and optimize page design.
8. Widely promote faculty and staff as experts in their fields.

a. Work with faculty to redesign faculty expert listings to create an easily searchable database for news outlets and outside users.
b. Enhance the "faculty expert" web page to include all faculty who contribute to our programs.
c. Regularly acknowledge and publicize faculty research, presentations, and publications.
d. Monitor major news cycles to connect current events to relevant faculty expertise.

E. *Examine recruiting and acceptance procedures to maximize the number of students who select Manhattanville College as their first or second choice.*

1. Change the profile of our student body while maintaining diversity.
   a. Expand the geographical reach of recruitment efforts.
   b. Increase selectivity of accepted students by 10% over the next three years.
   c. Maximize use of Admissions and Retention data for decision-making processes.
   d. Increase yield in signature areas.
2. Develop and market (including web, brochures, and social media) a consistent image/vision of a Manhattanville education that focuses on the questions "what?" and "why?"
3. Promote four-year experience (First-Year through capstone) while offering pathway for transfer students.
4. Promote five-year (4+1) combined undergraduate/graduate degree programs.
5. Do a market analysis of the Arts as possible signature programs.
6. Establish a joint Admissions/Institutional Advancement initiative to develop an alumni training program to assist with outreach and recruiting of students.
   a. Identify and enlist key alumni to participate in the program.
   b. Enlist graduates of School of Education to promote Manhattanville in a focused way.
   c. Design program to enlist alumni of the graduate programs to participate in recruiting efforts.
7. Create an admissions plan that responds to the changing US demographics (this might be an opportunity to explore being a HIS)

(3) Manhattanville will enable students to make connections and build bridges: within the College, beyond its walls, and to the world.

A. *Increase our footprint in NYC.*

1. Revamp the semester in NYC program and promote internally to juniors and seniors with a fixed curriculum of courses for the semester.
2. Develop and offer a menu of "study tours" for college students nationally to NYC (e.g. UN, NYC arts, etc.)
3. Enhance and leverage alumni connections/networks for arts showcases and productions in NYC.
4. Explore instructional and exhibition space in Manhattan, possibly with a partner school or organization, as a base for classroom, housing, exhibit and performance space.

B. *Develop deeper connections regionally and nationally.*

1. Re-establish undergraduate Education program with Purchase College.
2. Pursue partnerships with area colleges and universities, including articulation agreements, joint programs, and other collaborations in an effort to increase the range of curriculum (e.g., foreign languages, pre-health, etc.)
3. Offer programs for high school students, both credit-bearing and non-credit-bearing "bridge" courses during the summer.
4. Offer college courses on-site in local high schools during the academic year for credit.
5. Establish the Rockland Teacher Center as an approved "extension center" and explore possible further expansion into a Manhattanville "branch campus."
6. Develop and market courses for in-service teachers for professional development and CTLE (Continuing Teacher and Leader Education).
7. Expand and promote School of Education *Changing Suburbs Institute* as a signature community outreach program.
8. Pursue domestic "study abroad" and exchange opportunities for students within the US.
9. Investigate possibility for articulation agreements with colleges and universities beyond the immediate geographical area.

C. *Develop deeper connections internationally.*

1. Increase the number of students who can be supported for both co-op and non-co-op study abroad.
2. Build on existing connections and affinities to high schools and colleges world-wide.

3. Develop additional partner universities internationally in order to expand student and faculty exchange, both for study abroad opportunities and for the purpose of bringing faculty experts to campus on short-term visits.[3]
4. Leverage alumni connections internationally to develop opportunities as above.
5. Explore distance-learning technology and online management systems to connect with partner universities abroad to offer paired courses, language learning opportunities, research opportunities, etc.

D. *Forge partnerships with corporations and industry with the goal of cultivating potential employers for our students, creating a pipeline for students in relevant majors.*

1. Pursue the possibility of having corporations identify specific courses as providing the necessary skills for successful employment.
2. Explore the possibility of on-site courses for corporate partners.

(4) Manhattanville will be a vibrant and inclusive community of life-long learners who use ethical and responsible behavior to make a positive difference on campus and in the world.

A. *Enhance students' sense of belonging and connection to the institution.*

1. Create a *Center for Inclusion* that will provide programming, resources, and support for students of all backgrounds, profiles, orientations and needs.
   a. The Center will be housed in a centrally located space that is visible and accessible to all students.
   b. The Center will be run by a full-time Director and will serve as a resource and catalyst for creating an informed campus community though regular programming, overseeing the use of the Center's resource library, and encouraging collaboration between and among student organizations, academic departments, administrative offices and community groups.
2. Redesign campus venues and program spaces to provide vibrant social spaces that support the various needs of students.
3. Communicate the educational value of engagement outside the classroom and *construct a common Student Affairs identity.*
4. Organize campus-wide events aimed at engaging the entire community.
5. Improve student's sense of belonging by partnering with students from key demographic groups to identify and remove barriers to engagement.
6. Recruit more faculty who are representative of the cultural, racial and ethnic make-up of the community.
7. Make a concerted effort to bridge the divides between the diverse groups on campus, including residential, commuter, athlete, international, domestic, undergraduate, graduate, traditional, and non-traditional students by programming events with more general appeal.
8. Advance programs and services that promote behaviors, attitudes, and environments

that contribute to sense of belonging

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9. Hold regular "open forums" for discussion of important societal issues.
10. Create a monthly "common hour" where the entire community can gather for events that blend the social with the academic.
11. Create more opportunities for connection within various learning communities.
    a. Consider adjusting after-hour rules for commuters to encourage them to return to campus for evening activities, study groups, etc.
    b. Make available food services during weekends and evenings for graduate community.

B. Establish a vibrant campus life dedicated to education of the whole person

1. Create comprehensive wellbeing initiatives for students that would strengthen and support a balanced life
2. Fortify campus support systems by examining existing programs and services to determine strengths and gaps in direct support, peer to peer systems and partnership opportunities
3. Foster a campus culture that promotes student leadership, wellness and personal and social responsibility.

C. *Build bridges and deepen connections with alumni, parents, neighbors, Trustees, and emeriti faculty.*

1. Develop flexible curricular modules ("umbrella" or "project" courses) that draw on our successful alumni, parents, and neighbors to provide case studies taken from their professional experiences.
2. Enhance ongoing academic opportunities for alumni (e.g., webinars led by faculty or fellow alumni; tuition discounts and course audits; special events with faculty, etc.)
3. Deepen alumni engagement through a robust alumni volunteer program including admissions, career services, mentoring, etc.
4. Provide structured opportunities for alumni to share their expertise with current students through class lectures, current events panel participation, etc.
5. Implement a comprehensive program, including targeted communications and events that engages parents and other family members, in the life of the College.
6. Increase outreach to neighbors through invitations to on-campus lectures and performances.
7. Invite alumni to lecture in classes.
8. Allow for use of recreational and athletic facilities.
9. Invite wider community to participate in travel programs abroad.
10. Expand and strengthen collaboration between student affairs and faculty
11. Investigate new opportunities for the use of a 4th credit option which incorporates co-curricular experiences

D. *Integrate faculty and academics into the social life of the College.*

1. Investigate the possibility of a "faculty-in-residence" program, including "short-term" stays in exchange for organizing and hosting events for students.
2. Expand "living-learning" and "common-interest" communities.
3. Reexamine the course schedule with an eye toward identifying *at least* one common open hour period each week for community events.

(5) Manhattanville will employ strategic financial management focused on growing our revenue from new programs and increased fundraising, and leveraging and enhancing existing assets.

A. *The College will continue to work as efficiently as possible, while recognizing that the true path to financial strength is through generating new and diverse long-term revenue sources.*

1. Pursue opportunities for strategic partnerships with non-competing institutions.
2. Maximize revenue from new academic programs. The new academic proposals and strategic partnerships outlined above will enhance revenue through increased enrollments and fundraising opportunities.
3. Develop new athletic programs that add additional revenue. Add quality athletic programs that are cost-efficient to operate (e.g., Tennis, Wrestling, Men's Volleyball) with the goal of increasing overall enrollment and continuing to attract students with a higher academic profile.
4. Maximize the College's utilization of space by forging agreements with external groups to rent spaces and rooms during times when they are not in use by the College.
5. Make the College's housing an attractive option for all Manhattanville College Undergraduate and Graduate students with the ultimate goal of 100% occupancy. (*N.B.:* The College will need to invest in renovation of the dorms, with the possibility of building and/or leasing additional facilities.)
6. Continue and increase focus on retention efforts throughout each student's experience at Manhattanville College with particular focus on the first year.
7. Reaffirm Board commitment to financial support and upholding fiduciary responsibilities, including the continuation of 100% annual giving and assisting the President with obtaining the means necessary to achieve the initiatives outlined in the strategic plan.
8. Increase the endowment and fundraising opportunities:
   a. Consider the possibility of a comprehensive capital campaign.
   b. Develop formal naming opportunities for potential donors (School of Business, D-School, Library, Athletic Facilities, Endowed Chairs, Center for Inclusion, etc.)
   c. Capitalize on the Centennial Celebration of the founding of the College (2017).
   d. Strategically invest in the Office of Institutional Advancement, including building Annual Fund, Parent Programs, Planned Giving, Major Gifts and Corporate and Foundation Relations.

APPENDICES

<u>Appendix A</u>

The goals outlined in the *Centennial Plan 2015-2020* are as follows:

(1) Manhattanville College will be financially sustainable, with sufficient revenues to meet the needs of the changing landscape of higher education.

(2) Manhattanville College will be known for our academic excellence in programs that bring every Manhattanville College Student "Face to Face With the World."

(3) Manhattanville College will support and transform students, and ensure success for ALL students.

(4) Manhattanville College will be known for the strength of its community connections, bringing the world to Manhattanville.

(5) Manhattanville College will be known as a leader in higher education, locally, regionally and nationally, through its ability to forge future leaders for Westchester and the world.

Each of these goals was supported by a list of initiatives, many of which were completed, some of which are no longer relevant, and many of which continue to be ongoing. The present plan incorporates and builds upon this last group.

Appendix B

GENERAL EDUCATION CURRICULUM

INQUIRY, Manhattanville College's General Education Program, consists of four pillars:

INVESTIGATOR; INVENTOR; INTERNATIONAL CITIZEN; INTERPRETER.

These pillars enable students to obtain the tools necessary for navigating the complexities of life in today's global society. This unique blend of liberal arts and sciences, founded upon the College's historic core values of critical inquiry, social action and engagement, prepares students for success in the modern workplace.

As **INVESTIGATOR**, students learn to apply the skills of scientific, mathematical, humanistic, and social science reasoning to articulate clear, precise, and well-organized ideas. This pillar enables students to use the knowledge they have attained to interpret arguments, reason persuasively, and draw conclusions.

Scientific Reasoning	6 credits	Mathematical Reasoning	6 credits
Humanistic Reasoning	6 credits	Social Scientific Reasoning	6 credits

As **INVENTOR** students are encouraged to produce creative works that are personal in nature, while drawing upon historical and contemporary references. Manhattanville INVENTORS are able to articulate the relationship between works produced in a particular culture or time, and the religious, political or socio-economic circumstances of their production.

Creative and Aesthetic	6 credits

The **INTERNATIONAL CITIZEN** takes the opportunity to reflect on his or her own background, values, goals and achievements in the context of the diverse community of Manhattanville, taking special advantage of the wide range of applied liberal learning experiences the College has to offer. The INTERNATIONAL CITIZEN is able to establish connections with others and recognize his or her responsibilities to the broader community.

U.S. Diversities	3 credits	Global Systems & Civilizations	6 credits
Second Language	6 credits	Applied Liberal Learning	1 credit

As **INTERPRETER**, students perfect their competencies in written and oral communication, as well as proficiency in digital literacy—skills essential for success in every profession.

Written Communication	3 credits	Oral Communication	3 credits
Digital Literacy	3 credit		

President Michael E. Geisler

Five Destinations for Manhattanville College
(as found in the President's Inaugural Address, October 23, 2016)

First Destination

Define Manhattanville's identity and brand, both going forward and reaching back to the past.

- Identify which common curricular values and traditions underpin all of our units: the School of Arts and Sciences, the School of Business, the School of Education and the Master of Fine Arts in Writing.
- Continue and build on the work begun with the SCULPT session during Inauguration; incorporate the results of SCULPT with the Strategic Plan.

Second Destination

Find ways of integrating more **task-based and project-driven learning** directly into our curriculum.

- Continue and expand internships and volunteer opportunities, with a view towards building additional skills in the process and allowing students to draw on qualifications already acquired during their academic studies at Manhattanville College wherever possible.
- Connect what we do in our curriculum to the needs of employers, both domestic and worldwide. Ensure that the skills we teach our students connect to the needs of those who are currently underserved and left behind.

Third Destination

Create a new type of program, a School that will leverage the traditional strengths of a liberal arts education in entirely new ways. Connect the strengths of a liberal arts curriculum to the requirements of tomorrow's workplace.

- **Create a curriculum that will allow students from different backgrounds to collaborate across disciplinary boundaries on problem sets drawn from life beyond the walls of the academy**, realizing that, for tomorrow's markets and in a global economy, it is no longer enough to be able to simply solve a problem. One must:

  1. solve it in a particular context ("lateral vision");
  2. solve it in a cross-disciplinary work environment, in active collaboration with people from different backgrounds, who bring different skillsets to the task;
  3. acquire the ability to adjust flexibly to rapidly-changing tasks and work environments;

4. communicate one's solution effectively;
5. develop critical empathy skills;
6. anticipate what the likely future needs of customers will be before they have clearly defined these needs.

- Develop flexible curricular modules (umbrella courses) that draw on help from our successful alumni, as well as from our neighbors in Purchase and Harrison and all over Westchester County and New York City, in *actively participating in the education* of these future generations of Manhattanville alumni by coming to campus to provide us with specific problem sets drawn from their practical experience.

Fourth Destination

Globalization: **Connect Manhattanville to Westchester County and both to the global economy.**

- Team up with some of our business neighbors in Westchester County to further promote both the School's and the county's global footprint, perhaps by linking up with regional business hubs in Germany or England, in Spain or Japan, or in one of the United Arab Emirates.
- Collaborate with business in the region on combining the proven benefits of a liberal arts curriculum with collateral education during the summer or over winter break that will provide students with additional skills most needed by businesses, whether it is statistics or graphic design or courses in marketing or perhaps courses in technical translation to complement a liberal arts degree in one of our majors in languages, literature and culture.
- Engage in a conversation with regional businesses as to what skills they most need and how we can partner with them to enable Manhattanville students to provide them with a workforce that is ready to tackle the constantly shifting demands of a global economy.
- Consider implementation of a dual-track education, as already practiced in Germany. One significant difference will be that our dual-track education will *complement* a liberal arts curriculum, not *replace* it – liberal arts plus.
- Enhance network of partner universities abroad.
- Expand student and faculty exchange with partner universities abroad, both for study abroad opportunities and for the purpose of bringing in faculty experts to campus on short-term visits.
- Use distance-learning technology to connect with partner universities abroad (joint courses).

Fifth Destination

Define the legacy left to us by the founder of the Society of the Sacred Heart, Madeleine Sophie Barat, who wanted to provide an education for women that was equal to an education for men, by Mother Dammann who extended this franchise to include African-American students and by Sister Mary T. Clark who translated these principles into active civil engagement, as an **area of**

distinction, an area in which Manhattanville can lead the nation in **shaping a constructive and collaborative dialogue across the divides of race, ethnicity, gender, class, and physical difference** to create a society in which the term "diversity" loses its current unfortunate instrumental connotation and once again shines as what it originally meant: a conversation where the whole is more than the sum of its parts.

- Create a learning and co-curricular environment that fully enfranchises all of our constituencies, including (but not limited to) African-American students, faculty, staff and alumni, Hispanic-Americans, Americans from all different faiths, the LGBTQ community, different learning styles and people with physical accessibility needs.
- Create a *Center for Equity and Inclusion* right here on campus, where students of all backgrounds will be encouraged to meet and discuss the problems they are facing and to help us find solutions.
- Encourage faculty to create a core curriculum that incorporates the traditions, narratives, perspectives and cultural contributions of all of these constituencies.
- Create a **Manhattanville Blueprint** that will connect people with different backgrounds and different identities.

At this juncture, the following Outcome Measures will be given top priority:

1. The College will conduct a feasibility and funding plan for the D-School (1.G.) in order to determine a go/no-go by December, 2018.

2. The Office of Admissions will work towards the goal of increasing selectivity by 10% over the next three years (2.E.1.b.) by systematically increasing the number of applications and realigning our academic levels for admissions. The result of this effort will lead to a 3.3% reduction in the acceptance rate each year starting in fall 2017, with the goal of bringing the incoming class acceptance rate down from 76.5% (fall 2016) to 66.5% by fall 2019. This will continue to be tracked through weekly analysis and subsequently reported on to all external college guidebooks and rankings sources such as U.S. News & World Report, Princeton Review, Fiske Guide, Peterson's and Money Magazine, to name a few.

3. The President will attract and retain a top senior management team to assist him in implementation of the goals of the current plan, as well as laying the groundwork for a plan to follow.

4. The College will increase the number of faculty members who apply for significant research grants by 10% each year (2.C.2.).

5. The Center for Equity (4.A.1.) will be open by the end of spring 2017, with a Director identified by February 15, 2017.

Appendix E

The Manhattanville *Portfolio*

Ever since its founding in 1841, Manhattanville College has been committed to educating students to become ethical and socially responsible citizens. Like most other liberal arts colleges, Manhattanville has always maintained that this goal was achieved most effectively through a deep engagement with the liberal arts inasmuch as they allow students to acquire the skills necessary to think critically, reason responsibly and communicate effectively. What set Manhattanville apart was the recognition early on that in order to maximize the effectiveness of these abilities, students also needed to take the time to reflect on the manner and means by which those skills were acquired. It became clear that students must be given the opportunity to reflect on *what* they were doing and *why* they were doing it; that in addition to studying literature, history, philosophy, languages and art for their content, students would also benefit immensely from the exercise of reflecting on how these studies inform the person they were *en route* to becoming. As a result, students would not only take ownership of their curricular choices, but also see how their studies fit into the larger picture of what it means to be a thoughtful and responsible human being. Above all, students would graduate from Manhattanville College with the understanding that college is not meant to be a series of disjointed episodes, but rather a synthesis comprising the narrative of a student's life, providing the basis for life-long and life-wide learning.

   These convictions were the inspiration behind the Manhattanville **Portfolio System**. Developed in 1971 with a $500,000 grant from the National Endowment for the Humanities, the trailblazing **Portfolio** (among the first such systems in U.S. higher education) became an invaluable tool that provided the framework for students to develop the skills of self-reflection and self-assessment which have become *de rigueur* in higher education today.

<u>Appendix F</u>

ATLAS is an optional, credit-bearing, **e-Portfolio**-based program that offers students a unique opportunity to take ownership of their college careers in ways that enable them to recognize their personal strengths and weaknesses, examine and document the skills and capabilities obtained through their liberal arts core courses, consider various programs of study, plan effectively for graduation and beyond, and create professional portfolios integrating their learning by showcasing their academic and co-curricular skills and accomplishments. In addition to the enhancement of their academic studies, the tools acquired from successfully completing **ATLAS** can be used by students when applying for jobs, admission to graduate or professional schools, or in most any other post-graduate endeavor they choose.

Details of ATLAS
Working in small seminar groups under the guidance of dedicated instructors, students utilize the wide range of resources at the College, including the Center for Career Development, the Duchesne Center for Religion and Social Justice, student peer mentors, professional and faculty advisors, and a network of alumni volunteers, to explore fields in which they might choose to major or minor, as well as professions they may wish to pursue. Designed to be developed as students gain direction and focus, **ATLAS** permits students either to pursue the entire program, or to enroll in only those elements that seem most relevant to their needs. The revised program allows for an opportunity for the process of reflection to become more habitual and persistent throughout the student's career. The Board on Academic Standards has now integrated these outcomes into a course model in order to be able to attach credit to and systematically assess students' work:

Freshman Year – Passport
This existing sequence of courses, designed to help college freshmen with the transition from high school to college, will become the foundation of the **ATLAS** program. The fall semester explores the history and mission of Manhattanville College, with an emphasis on the value of a liberal arts education. Students focus on setting goals and maximizing use of campus resources for personal success. The spring class focuses on preliminary exploration of career options, the role of civic engagement in personal development, and the value of intercultural communication. Students may take either or both of these classes, which provide them with an introduction to e-Portfolio as a tool for documenting learning and to the role of reflection in learning.

Sophomore Year – Pathfinder
This course is designed to aid first-semester sophomores in selection of a major, academic planning, and career exploration. Throughout the course, students are given support as they clarify the purpose, meaning, and direction of their college careers, while exploring professional career possibilities related to those decisions. Reflection on self and on the process, interaction with professionals in possible career paths, and archiving of materials found and created will be facilitated by the instructor.

Junior Year – Compass
This course is designed to aid students in reflection on co-curricular experiences, with the goal of translating and documenting leadership and team building skills, showcasing creative work,

allowing for highlighting of unique experiences, and relating these experiences to desirable career skill sets. Throughout the course, students are given support as they clarify the purpose, meaning, and direction of their co-curricular pursuits and explore career possibilities related to those decisions. The instructor will facilitate reflection on self and on the process, interaction with professionals in possible career paths, and archiving of materials found and created. The intent of this course is for students to be able to apply knowledge gained in the classroom to solve practical, real-world problems.

Junior/Senior Year – Legend and/or Pursuit
Legend: Courses to be developed by individual academic departments which further the overall goals of **ATLAS**.
Pursuit: This course is designed to aid juniors and seniors in developing a career-focused e-Portfolio and other materials aimed at presentation to the outside world.

While each module of **ATLAS** has been developed to stand on its own as an optional course, students are encouraged to pursue multiple modules and integrate them into a comprehensive four-year **e-Portfolio** program.

A significant aspect of **ATLAS** is the way it addresses the first goal of the College's current strategic plan, which is,

To create a 21st century Manhattanville Student Experience that is:
- o Grounded in personalized education.
- o Designed to attract and retain a diverse student body.
- o Infused with overarching elements of the College's mission: global community, social justice, and leadership.
- o Actively engaged with and supported by the surrounding community.

Appendix G

Description of the **Manhattanville D-School**:

Based on the theory and practice of "Design Thinking" as developed by Tim Brown (*Change by Design*) and implemented in the marketplace by *Ideo*, in San Francisco, CA, the Manhattanville School for Design Thinking takes a cross-disciplinary and task-based approach to the undergraduate curriculum. Students work in teams in a lab-like environment, with faculty drawn from a variety of different disciplinary backgrounds, using a case study approach. Problems sets drawn from real life are provided by industry practitioners recruited through Manhattanville's alumni network of successful professionals as well as neighbors from the Westchester County and Fairfield County business community (77 Fortune 500 companies).

Manhattanville's School for Design Thinking differs from existing graduate models (e.g. Stanford's famous "D-School") in that we train Design Thinking in the undergraduate curriculum, side-by-side with traditional disciplinary approaches (e.g. a major in Physics or Business) in such a way as to allow the disciplinary and the cross-disciplinary (Design) curricular scaffolding to cross-fertilize each other. The goal of Manhattanville's Design Thinking program is not primarily to train designers or to design commercial products, but rather to train *all* students, whether they go to Wall Street, into Manufacturing or into Marketing and Communications, or to graduate school, in using the techniques of cross-disciplinary collaboration wherever they go and to bring Design Thinking empathy and observation techniques to any occupation they may ultimately embark upon.

One way of describing the Manhattanville School of Design Thinking is to conceive of the School as the ultimate best practice model of a liberal arts curriculum, adding the elements of task-based learning and hands-on experimentation based on empirical observation (as opposed to merely studying hypothetical textbook examples) to the traditional breadth-and-depth model that has shown liberal arts curricula to be so effective in developing leadership potential.

During their first year and sophomore year, students take units in the School for Design Thinking as an optional add-on, complementary to their courses in the liberal arts core curriculum. While experimental projects are developed even at this early stage, emphasis during this phase of the curriculum is on developing a broad, cross-disciplinary knowledge-base and the "empathy" skills and training in empirical observation that form the background of the Design Thinking approach.

Junior year is taken up either by study abroad (or domestic study away), an internship or other experiential learning, and involves training in marketing research techniques. During their senior year students tackle a year-long project, resulting in one or several prototypes; prototypes may be a virtual design or hard copy. At this stage students have acquired sufficient disciplinary knowledge in their traditional major to contribute a particular skill set, while having become habituated to collaborating with people who have different skill sets, learning styles, and disciplinary backgrounds. The difference to traditional team-work approaches is precisely this cross-disciplinary collaboration. Instead of assembling a number of Biologists, Computer Scientists, or Engineers, who would bring only the problem-solving skills of Biology, Computer Science or Engineering to the collaborative effort, the collaborative Design Thinking approach is

intentionally cross-disciplinary, bringing together the insights, observational vantage points and problem-solving skills of specialists in the Natural Sciences, as well as those in the Social Sciences, Arts, and Humanities.