

MARLBORO COLLEGE

Goals and Objectives As Endorsed by the Board of Trustees February 1, 2014

The Resolution: Resolved: That the trustees (i) endorse the Goals and Objectives as presented; (ii) authorize the trustees' Executive Committee to endorse any further refinements that may be necessary to the Goals and Objectives; and (iii) authorize the president to organize a process for implementing the Goals and Objectives with input from faculty, staff and Town Meeting.

GOAL 1: Promote self-directed learning in undergraduate liberal arts and sciences and in graduate and professional studies to provide students with core skills to thrive in their lives and careers.

Marlboro College is dedicated to upholding a broad, humanistic undergraduate education, with student-designed learning, to provide students with the skills for continuous learning, the ability to adapt to a changing society and economy, and for participation in the college and the democracy as citizens. Graduate and professional studies engage Marlboro students and adult learners in advanced knowledge and skills for careers in management, teaching, and technology.

Objective 1.1. Continue to provide resources to support the current strengths and qualities of Marlboro's self-motivated education. Our excellence in the liberal arts is the core of both our undergraduate mission and its greatest strength. We should continue to support that core mission with the necessary resources including competitive wages to attract and retain top quality faculty and staff.

Objective 1.2. Adopt and implement ways to assess the Marlboro Educational Ideals that Marlboro students can expect to master as undergraduates.

- Ideals to be agreed upon and adopted by May, 2014.
- Note that the Ideals include "understanding of the profound variety of human experience," and "the ability to listen to the viewpoints of others."

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- Assessment techniques drafted and brought to faculty meeting for discussion by May 2014
- Core values and skills for students of School of Graduate and Professional Studies will be mapped onto existing curriculum over the course of the 2014-2015 academic year.

Objective 1.3. Improve review systems that provide faculty with constructive evaluation of their teaching, advising, and curricular planning.

- Existing faculty, curricular and advising review systems to be evaluated and revised or confirmed by fall 2014.
- At School for Graduate and Professional Studies, create effective ways to iteratively collect and use student feedback to improve teaching and learning during the running of courses.

Objective 1.4. Encourage and support interdisciplinary programs that interest current and prospective students, such as: International Studies, the World Studies Program, Summer Internships, Place-Based and Environmental Studies, Gender Studies, Contemplative Studies, Digital Humanities.

- At regular intervals, evaluate the success of existing programs and the demand for new ones.

Objective 1.5. Ensure that all students gain experience working collaboratively as part of their Marlboro experience, both in the academic program and in governance.

- Highlight where opportunities for working collaboratively currently exist, and identify areas in which they can be increased by fall 2014.
- Determine whether and/or where to build in additional opportunities for collaboration in spring 2015.
- Create at School for Graduate and Professional Studies opportunities for faculty collaboration each trimester.

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Objective 1.6. Better integrate co-curricular opportunities into the Marlboro experience and education.

Objective 1.7. Strengthen Career Services and internships to give undergraduates experiences to prepare them for work after graduation. Show how the Marlboro “ideals” translate to life-long skills for both career and citizenship. Support graduate students through programs that meet emerging real-world needs related to our degrees and certificates.

GOAL 2: Improve enrollment, financial health, and the physical plant.

The financial and physical assets of Marlboro College serve as the foundational support for the educational mission of the institution. A robust student body, both numerically and qualitatively contributes to the vitality of the institution. The continuing success of the college depends on a sound financial structure and a reliable and sufficient income stream. It also requires maintaining the buildings and grounds of the college in a manner that complements the academic programs, provides a fulfilling quality to campus life and presents the college as an appealing place to study, live and work.

Objective 2.1. Increase undergraduate enrollment to 325 full-time equivalent students who possess the capacity for success in our self-directed learning environment and represent the broad diversity of thought, economic and social backgrounds, racial heritage, gender identity and geography by FY2017.

Objective 2.2 (formerly 2.5). Raise at least \$10 million in unrestricted endowment designated for such purposes as student financial aid, academic programs, capital improvements, employee compensation or other college initiatives by the end of FY2016.

Objective 2.3 (formerly 2.7). Increase student satisfaction with dormitories to an acceptable level by the end of FY2016, as measured by an annual Survey of Housing Satisfaction.

Objective 2.4 (formerly 2.3). Increase graduation rates:

(a) Increase the six-year graduation rate as defined by the National Center for Educational Statistics (NCES) for inclusion in the Integrated Post-secondary Educational Data System (IPEDS) for the first-year first-time cohort of students who enrolled in the fall of 2012 (i.e., by the end of the 2018 academic year). From there forward, maintain a three-year moving-average six-year graduation rate at or above that higher level.

(b) Develop internal methodology and standards for tracking graduation rates of transfer students, and begin monitoring progress toward those standards by the commencement of the fall 2014 semester.

Objective 2.5 (formerly 2.4). Limit annual growth in the average cost to attend Marlboro College (defined as the average net cost to students after institutional grants and scholarships) to the annual increase in the National Consumer Price Index for All Urban Consumers (CPI-U).

Objective 2.6 (formerly 2.2). Support the academic vitality and financial health of the School for Graduate and Professional Studies by increasing average class size from six to nine students per class by FY2016.

Objective 2.7 (formerly 2.6). Annually achieve a three-year moving average Composite Financial Index (CFI)¹ of greater than 3.0.

Objective 2.8. Fully fund annual depreciation² by FY2019.

Objective 2.9. Develop standards for the physical plant that will ensure the ongoing integrity of the facilities; effectively foster academic, campus-life and administrative

¹ The Composite Financial Index (CFI) is a single indicator of overall institutional financial health developed by KPMG; Prager, Sealy & Co., LLC; and Attain for use in both private and public higher education. The index is based on performance in four principal domains of finance: sufficiency and flexibility of financial resources, management of debt, management and performance of assets, and results from operations. Each domain is measured by a core financial ratio:

- Primary Reserve Ratio - A measure of financial flexibility and resource sufficiency
- Viability Ratio - A measure of debt management
- Return on Net Assets Ratio - A measure of overall asset return and performance
- Net Operating Revenues Ratio - A measure of operating performance results

The CFI score falls on a scale of -4 to 10. A CFI score of 3.0 is considered the threshold for institutional financial health by the developers of the index. A score of less than 3.0 suggests the need to address the institution's financial condition. A score of greater than 3.0 indicates opportunity for strategic investment to optimize the achievement of institutional mission. Since unique circumstances such as unusual short-term borrowing or a down-turn in the stock market can affect the CFI score, a long-term view of the CFI over three to five years is recommended.

The CFI is similar to the Financial Responsibility Composite Score used by the Department of Education to gauge financial responsibility of colleges and universities that participate in Title IV federal student aid programs. The score is the composite of three ratios: a primary reserve ratio, an equity ratio, and a net income ratio.

² Depreciation expense is an accounting entry that represents the value of the depletion or deterioration of physical assets. It is not, however, real "cash out of pocket" that is paid to some entity. On the accounting records depreciation simply serves to reduce the value of the assets of the College. In an ideal world, each year institutions should spend or set aside in reserve an amount equal to the depreciation expense for the future repair and replacement of assets. Historically, the amount of the annual depreciation expense has been over \$1 Million.

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functions; allow full accessibility as currently defined by the Americans with Disabilities Act (ADA). Complete an assessment and develop a plan for improvement of the physical plant relative to those standards by the conclusion of FY2015.

GOAL 3. Embody the values of sustainability, frugality and environmental stewardship found in Vermont culture.

Marlboro College takes pride in its Vermont location as well as its global perspective. The College derives its democratic Town Meeting, Work Days, environmental stewardship, civic engagement, and belief in equality and the beauty of simplicity from its place. However, the educational ideals and standards are without boundaries.

Objective 3.1. Adopt a Climate Action Plan by the end of FY2015 based on a greenhouse emissions inventory for the college.

Objective 3.2. Increase to at least 20% by FY2020 the proportion of the food served annually by the college that is "real food" as defined by the Real Food Challenge³, including significant contributions from the college farm.

Objective 3.3. Exercise responsible stewardship by revising our Forest Management Plan, identifying contiguous land areas for designation as an ecological reserve, and increasing educational use of our land.

Objective 3.4. Equip all members of the college community with the tools, knowledge, and support to live sustainably.

Strategies will consider wages, healthy living and workload as well as the infrastructure of the college.

³ From realfoodchallenge.org: "Real Food is food which truly nourishes producers, consumers, communities and the earth. It is a food system--from seed to plate--that fundamentally respects human dignity and health, animal welfare, social justice and environmental sustainability. Some people call it "local," "green," "slow," or "fair." We use "Real Food" as a holistic term to bring together many of these diverse ideas people have about a values-based food economy... This is about more than supermarket labels.... "real food" is broken down into four core categories: local/community-based, fair, ecologically sound, and humane."

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Objective 3.5. Reinvigorate the Environmental Studies undergraduate program, building on its existing strengths of interdisciplinarity, social justice, place-based learning and writing, and clearly promoting to prospective students and others how the program functions and what students in the program accomplish, by May 2014.

Objective 3.6. Take pride in our Vermont location and capitalize on the values of Vermont that reinforce the college's plan, communicating those effectively, both internally and externally.

Objective 3.7. Strengthen connections with our local community, including partnering on internships and projects that increase the resilience of both the college and the region.

GOAL 4: Promote engagement in Marlboro College’s community governance and participation in the region and the larger world.

Marlboro College is dedicated to creating a participatory community that demonstrates its intellectual and creative depth and social justice values. Students, faculty and staff have a role, along with trustees, in carrying out the College’s goals. Shared governance is reviewed, reflected upon, and improved.

Objective 4.1. Review and clarify key governance documents by spring 2016; reflect upon Marlboro’s governance structures toward improving participation by all.

Strategies will note:

- Including review of the Allocation of Powers, Constitution and Bylaws, Handbooks and Trustees Bylaws.
- Also refer to a community environment in which members may experience “living in place where deep, genuine human connection is inevitable.”
- Develop systems for addressing interpersonal conflict quickly, efficiently and in a way that supports our self-governing community.
- Establish Town Meeting and committee attendance and participation as the norm for faculty, students and staff by spring 2015.
- Introduce systems for transparency and effectiveness for all standing committees by end of fall of 2015.

Objective 4.5. Extend our learning community to recognize and encourage staff contributions; incorporate Marlboro’s educational ideals into the workplace.

Objective 4.6. Provide leadership training and increase campus leadership among faculty, staff and students as measured by survey data by spring 2015.

Objective 4.7. Broaden the community’s engagement in the region through creating stronger links with local arts, business and educational institutions, including additional

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student internships; staff and faculty on undergraduate and graduate campuses will be encouraged to be active participants in community organizations and share that engagement with the campus community.

Objective 4.8. Increase global engagement through global perspective courses, study abroad, faculty-led trips, international visitors, and community engagement.

Objective 4.9. Increase the perception of the college and the School for Graduate and Professional Studies as regional centers for public intellectual life.