

STONEHILL COLLEGE

Above and Beyond:

The Plan For Stonehill College

2011 - 2015



Easton, Massachusetts

History of the College

Stonehill College, a Catholic college founded by the Congregation of Holy Cross, opened its doors in 1948 to the first class of 134 men. Today, Stonehill is a selective Catholic college with 2380 male and female students drawn from an increasingly national population. Located near Boston on a beautiful 375-acre campus in Easton, Massachusetts, Stonehill has a student:faculty ratio of 13:1, and the full-time faculty of 144 engages students in more than seventy rigorous academic programs in the liberal arts, sciences, and professional fields. With over 90% of the students residing on campus, the academic program is complemented by quality co-curricular and extra-curricular activities designed to promote leadership and engaged citizens. As a Catholic College, issues of faith and justice are also explored with rigor and in an explicit way. For over sixty years, the entire Stonehill community has encouraged students to develop knowledge, skills, and character to meet their professional goals and to live lives of purpose and integrity.

Core Values

The College remains committed to the core values of a Stonehill education:

- Educating undergraduate students in an environment that integrates the traditional arts and sciences with professional programs, interdisciplinary modes of inquiry, and engaged citizenship;
- Honoring close faculty–student relationships that produce fruitful mentoring toward ambitious learning goals and graduate outcomes;
- Providing an environment that is inspired by the values of the Catholic tradition, that furthers students’ spiritual and moral development, and that welcomes a diversity of ideas and traditions;
- Promoting students as the agents of their own learning;
- Developing faculty as teacher-scholars who value both teaching and research and/or creative activity (and who engage students in their scholarship when appropriate);
- Preparing students to be agents for social change, and particularly for putting their knowledge to service in the context of community-based learning;
- Maintaining a focus on community, particularly in residence life, in order to model for students enduring community values.

The President's Vision For 2015

VISION SUMMARY

Stonehill College will excel as a Catholic baccalaureate liberal arts college through a broad range of challenging educational opportunities that are:

- *enriched by a renewed emphasis on the College's Catholic and Holy Cross character;*
- *informed by innovative and effective pedagogies;*
- *deepened by an integrated approach to campus life;*
- *enhanced by diversity of persons and programs;*
- *distinguished by attention to physical, moral, and spiritual wellness; and*
- *deemed successful by graduates who discover and achieve their professional and life goals through a Stonehill education.*

The current planning process began in Spring 2008 with a series of Town Hall meetings where the President presented his vision for the planning period.

This vision is entirely consistent with the College's mission to be "a community of scholarship and faith, anchored by a belief in the inherent dignity of each person," to provide "an education of the highest caliber that fosters critical thinking, free inquiry, and the interchange of ideas," and to educate "the whole person so that each graduate thinks, acts, and leads with courage toward the creation of a more just and compassionate world." In aspiring to greater accomplishment, Stonehill must capitalize on several aspects of our mission that make us distinctive within our competitive group: our Catholic character, our longstanding focus on integrative learning, our commitment to social justice. In addition, we must marshal our creativity and resourcefulness as we continue to develop excellence as a baccalaureate liberal arts college.

Much of the plan focuses on strengthening the College's strengths, recognizing that it has already achieved a level of distinction in certain significant educational practices. Faculty will reconsider several aspects of the curriculum and will explore new pedagogies; Student Affairs will collaborate to organize residence life and the co-curriculum to support and enhance the learning environment; student development opportunities will promote healthy choices, commitment to service and life-long friendships; student career outcomes will be given new emphasis and energy; diversity will be a campus-wide priority; and the entire college community will expand participation and communication that fosters organizational effectiveness. In 2015, Stonehill will be a more focused college, and heightened levels of student achievement will be the most visible result of these efforts.

President Cregan's vision inspired a series of five **strategies** for the college, and a number of specific **objectives** related to those strategies. Throughout this plan, *strategies represent the directions the College will pursue to realize the vision.* Supporting each strategy are *objectives: specific initiatives that advance the goals of the plan.* Finally, although the Strategic Planning Steering Committees and the College-wide Strategic Planning Committee have generated a long list of proposed **tactics** for each objective, more college-wide discussion is required to fully prioritize the tactics, especially in light of the reduced resources that will be available in the near-term economic climate. The tactics, when adopted, will have measurable **metrics**, and progress on the tactics will offer clear evidence that Stonehill is fulfilling the plan.

Above and Beyond: The Plan For Stonehill College 2011-2015

The Strategies

1. **RAISING EXPECTATIONS:** Foster a student culture of engagement, achievement, and celebration.
 2. **BUILDING CHARACTER:** Build character in students and strengthen institutional character through academics, residence life, service, leadership opportunities, and intentional expressions of Stonehill's unique Catholic and Holy Cross identity.
 3. **CREATING ADVANTAGE:** Offer our graduates a competitive advantage for the best jobs, graduate school placements, post-graduate fellowships and other post-baccalaureate opportunities.
 4. **ENHANCING DIVERSITY:** Develop an inclusive environment and build in students the cosmopolitan skills of global awareness, respect, cross-cultural communication, and empathy.
 5. **STRENGTHENING COMMUNITY:** Create opportunities for professional growth that ensure our "learning culture" extends to all members of the Stonehill employee community and strengthens our service to students.
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1. Raising Expectations

In order to give greater meaning and attention to the wide array of student opportunities available at Stonehill and to assist students in setting challenging goals that make use of those opportunities, the College will focus on fostering a student culture of engagement, achievement, and celebration that extends from academic engagement to civic and community involvement and that is supported by curricular innovation, residential experience, and opportunities for personal growth.

Objectives

- **Increase the level of academic rigor and student academic achievement by defining academic goals and expectations for student workload; assessing student achievement and workload; and implementing improvements to academic programs, based on data from the assessments.**
 - *Provide clearly defined goals for student achievement in all academic programs—Major and Minor Programs of Study and the Cornerstone Program—and develop a calendar for regular assessment of student achievement for graduating students in both the Major and the Cornerstone Program.*
 - *Establish clearly defined expectations for student workload and develop a calendar for regular assessment of student workload.*
 - *Develop and support mechanisms that train faculty members, department chairs, and administrators to use student achievement and workload assessment data effectively.*
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¹ For the purposes of the 2011-2015 Strategic Plan, "experiential learning" is defined as all "out of the classroom" learning experiences formally tied to the curriculum (whether because they are part of a credit-bearing class or because the experience itself is awarded course credit) in addition to non-credit bearing activities with a scholarly focus (e.g. Community-based research, independent research, the SURE program, etc.). In addition, "experiential learning" must require that the student engage in some kind of formal critical reflection as a way of processing the experience. This is not to imply that other "experiential" opportunities at Stonehill are not pedagogically significant, but rather to provide a reasonable limit to our work, so that we can establish a strong core that can then be built upon in the future.

- **Improve the quality and deepen the integration of experiential learning opportunities throughout the curriculum.**
 - *Establish the infrastructure necessary to significantly expand and improve the integration of Community-Based Learning throughout the curriculum. Facilitate greater communication among experiential learning programs and offices and better coordinate the campus-wide tracking and assessment of experiential learning offerings across the campus. Pursue the possibility of adding an experiential learning requirement to the curriculum.*
 - *Diversify the types of international educational opportunities available to students, increase access to credit-bearing travel experiences for students from underserved groups, and integrate international opportunities more fully within the Stonehill curriculum.*

- **Promote an integrated culture of learning that actively engages students by challenging them to explore, to test themselves, to build relationships, and to develop civic responsibility.**
 - *Create targeted initiatives to increase faculty engagement with students outside the formal classroom structure by providing facilities where faculty and students can congregate more informally; develop a specific set of programs designed to connect students and faculty outside the classroom; create large-scale campus events that bring students, administrators, faculty, staff, alumni, parents and neighbors together to celebrate community, and increase faculty participation in community-based service and retreat programs.*
 - *Construct a culture of learning that permeates the lives of students within residential and co-curricular life.*
 - *Implement specific approaches to enhance student ownership and increase student voice in college communication and college governance.*

- **Promote a healthy campus culture by enhancing the physical, intellectual, emotional, and spiritual well-being of students in support of the mission to “educate the whole person.”**
 - *Charge the FYE committee with identifying and integrating into the first-year curriculum content related to critical skills and knowledge needed—both in and out of the classroom.*
 - *Determine the appropriate location and/or facilities necessary to best support students’ general wellness.*
 - *Work cross-divisionally to form a task force (with student representation) that will study, define, and reach conclusions concerning the College’s views on the use of alcohol and its impact on its campus.*

2. Building Character

In order to invite students into our unique community of “scholarship and faith,” to deepen their engagement with Catholic intellectual traditions, to expose them to a diversity of religion and culture, and to promote the development of their moral compass, Stonehill will focus on building character in its students and on strengthening its own institutional character. Thus, Stonehill will create intentional expressions of its unique Catholic and Holy Cross identity; infuse Catholic theology more substantively into the curriculum; emphasize character development and moral growth through residence life, service and leadership opportunities; develop published materials that support students’ spiritual exploration and that articulate the history, values, and charism of Holy Cross at Stonehill; and demonstrate how the College’s Catholic character informs its organizational priorities.

Objectives

- **Provide all Stonehill students the opportunity to engage in a substantive and critical way the Catholic Intellectual Tradition.**
 - *Develop for the Faculty Senate a proposal that ensures this learning outcome: all Stonehill students will have a sustained critical engagement with the Catholic theological tradition. The College also remains committed to introducing students to the traditions of the major world religions. This proposal will be implemented as part of a larger plan to reshape the curriculum of the Cornerstone program of General Education from a sequence of required courses to a curriculum constructed as a pathway to achieve identified student learning outcomes.*
 - *Foster the development of the new Catholic Studies Program.*
- **Create regular and substantive engagements with the Catholic Intellectual Tradition and the traditions and charisms of the Congregation of Holy Cross mission, for faculty.**
 - *Develop, in collaboration with the Center for Teaching and Learning, programming to support faculty teaching courses that contribute to the Catholic Studies program and the Cornerstone Program.*
- **Promote an inclusive campus culture that nurtures a community of faith, service, and learning by supporting students and community members in their moral development and spiritual growth.**
 - *Provide opportunities for the Stonehill Community to further develop and deepen their understanding and appreciation of the Catholic faith and intellectual tradition.*
 - *Provide and support more expansive programming for a diversity of faith traditions by emphasizing the commitment to honor and support the dignity of all persons. Provide programs and services to support our students from non-Catholic faith traditions in their spiritual growth; create opportunities for people of all faiths to engage in discussion around particular faith traditions; expand current celebrations and festivals as to include a diversity of religion and culture.*
 - *Expand and highlight opportunities for character and moral development as integral parts of the Stonehill education of “the whole person,” with an emphasis on practical experience and social and theological reflection.*

- *Deepen opportunities for intellectual and spiritual growth through community-based learning and volunteering, and create a tracking system for service hours performed through Stonehill-sponsored initiatives.*
 - **Create an organizational culture that clearly articulates and lives what it means to be a Catholic institution of higher education in the Holy Cross tradition.**
 - *Articulate the features that make Stonehill distinctive as a Catholic liberal arts college.*
 - *Promote a culture that is informed by what it means to be a Catholic college in the Holy Cross tradition, and develop partnerships with other Holy Cross colleges to share ideas about the variety of programs and experiences on our campuses.*
 - *Create a program that systematically allows employees to participate in civic engagement with students.*
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3. Creating Advantage

The College will seek ways to differentiate a Stonehill education by augmenting signature academic programs and discovering new areas of distinctiveness in curriculum, pedagogy, co-curricular programs, and academic and career advising. This will create a rich educational environment and provide graduates with a competitive advantage for the best jobs, graduate school placements, post-graduate fellowships and other post-baccalaureate opportunities. Attention to an excellent education that results in great outcomes will help to distinguish Stonehill among liberal arts colleges.

Objectives:

- **Encourage and support academic departments and programs to implement their individual departmental strategic plans. Key initiatives for each department include:**
 - **Biology:** *Strengthen advising across all years of the program in order to increase the number of students entering graduate research programs and health and allied-health fields after graduation.*
 - **Business Administration:** *Achieve and maintain AACSB accreditation. (See below)*
 - **Chemistry:** *Develop course scheduling and staffing plan to meet the target of 20% of all graduates being science majors by 2015.*
 - **Communication:** *Revise the major curriculum to strengthen academic niche including collaborating with the Office of Career Services to establish a Stonehill sponsored internship program in Los Angeles.*
 - **Computer Science:** *Increase by 50% the number of graduating majors through multiple recruitment strategies including a special focus on international students.*
 - **Economics:** *Develop a plan to provide more information about the program to incoming students; enhance the theoretical component of the major; and strengthen advising across all years of the program in order to identify, mentor and provide academic experiences for students considering graduate school.*

Creating Advantage (*continued*)

- **Education:** *Expand school/community partnerships for early childhood, elementary and secondary education students to strengthen the link between educational theory and teaching practice.*
- **English:** *Develop and sustain a robust creative writing program; establish a dedicated space where the community of creative writers can gather, hold workshops and stage public readings and events; strengthen links to Visual and Performing Arts to develop more interdisciplinary course and extracurricular offerings.*
- **Foreign Languages:** *Build programs in non-Western languages, including Chinese through the advanced level and Arabic through the intermediate level.*
- **Healthcare Administration:** *Develop the healthcare supply chain management internship program and integrate healthcare supply chain management into the Department's curriculum; cooperate with Career Services to track post-graduate outcomes of students (especially the five-year out survey).*
- **History:** *Strengthen advising across all years of the program in order to increase the number of students entering graduate and professional schools; expand and strengthen world history course offerings.*
- **Mathematics:** *Establish dedicated space for Math Club activities; create interdisciplinary track in Computational Mathematics; revise the major culminating in a new capstone experience.*
- **Philosophy:** *Strengthen program in applied ethics; strengthen offerings in the history of philosophy, especially contemporary philosophy.*
- **Physics:** *Increase the number of majors in the new B.S. program; contribute substantially to growing the engineering dual-degree program with Notre Dame University.*
- **Political Science:** *Create more course offerings in comparative politics both to support the larger diversity initiatives of the College and to create more interdisciplinary collaborations with other academic programs.*
- **Psychology:** *Create additional flexibility in the curriculum (through changes in course sizes, sequencing and pre-requisites) to accommodate the large number of majors; work closely with Career Services to track post-graduate outcomes of students; strengthen laboratory experiences for students; initiate departmental honors track.*
- **Religious Studies:** *Create more course offerings that integrate experiential learning beyond the classroom; participate with other departments to develop a proposal for the Curriculum Committee and Faculty Senate that ensures that all Stonehill students have a sustained critical engagement with the Catholic theological tradition as well as with the major world religions.*
- **Sociology/Criminology:** *Strengthen advising across all years of the program in order to increase the number of students entering graduate and professional schools; create sustained interdisciplinary linkages to the mission and programs of the Martin Institute.*
- **Visual and Performing Arts:** *Expand and strengthen the performing arts programs (Dance, Music and Theatre) to accommodate growing student demand; identify and create adequate spaces for practices and performances; develop interdisciplinary program in cultural/arts administration.*

- **Encourage and reward academic departments that maximize collaborations, create distinctiveness, and advance College-wide strategic objectives.**
 - *Create and support interdisciplinary collaborations to maximize existing and new resources.*
 - *Create and support new and existing “niche” opportunities for student learning.*
 - *Create and support cross-divisional collaborations to advance College-wide strategic objectives.*

 - **Focus on enhancing the program in Business Administration.**
 - *Provide resources to achieve and maintain AACSB accreditation.*
 - *Globalize business education by diversifying and internationalizing the student experience.*
 - *Acquire modern and technologically advanced space to support the business unit.*
 - *Improve the number and quality of post-graduate opportunities for business majors.*

 - **Affirm and strengthen the goals and measurement criteria for student outcomes.**
 - *Strengthen the advising process in order to ensure that all students are aided in effective academic planning.*
 - *Identify academically-gifted students and foster their applying for and being awarded post-graduate scholarships and fellowships.*
 - *Provide enhanced graduate/professional school advisement, career planning, and year-of-service planning for all seniors.*
 - *Explore the establishment of further articulation agreements with graduate and professional schools.*
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4. Enhancing Diversity

In order to develop an inclusive environment and to build students’ global awareness, respect, cross-cultural communication, and empathy, Stonehill will work with renewed emphasis to articulate the ways that student engagement in a diverse learning environment increases achievement; to set goals for enhancing the diversity of persons, programs, and traditions on the Stonehill campus; to make the curriculum more inclusive; and to build physical areas of the campus environment that promote community interaction.

Objectives:

- **Develop a shared definition of diversity that is consistent with the College’s mission and foundation as a Catholic college.**
 - *Educate both the community and the public about Stonehill College’s commitment to diversity by presenting diversity statements in high traffic areas on the website and in print formats; include diversity information in all aspects of the job search for interested prospective employees.*

Enhancing Diversity (*continued*)

- *Inform and educate new employees of diversity opportunities and involvement at the College.*
- **Promote an educational environment that encourages learning through discussion of diverse viewpoints and that serves as a safe place for intellectual, social, academic, and faith diversity.**
 - *Create a set schedule for conducting surveys measuring diversity and cultural awareness at Stonehill and audit the visual representation of diversity on campus.*
 - *Provide spaces and opportunities for the Stonehill Community to further develop and deepen their understanding of diversity in terms of underrepresented groups, intercultural competency, ability, and global activism; create affinity opportunities for community members, especially those from underrepresented backgrounds, to build a sense of belonging and support.*
 - *Bring attention to disability accommodation needs and disability awareness education initiatives with the goal of being not just compliant but also convenient and inclusive for community members and visitors.*
- **Develop a proactive approach to supporting faculty, staff, and administrator searches in order to ensure a diverse candidate pool with consideration and hiring from the pool.**
 - *Emphasize, with support from HR, retaining and promoting high quality faculty and staff members from underrepresented groups and those with an interest in diversity. Track EEO data for diversity hiring goals.*
 - *Increase diversity in senior leadership positions at the College.*
- **Promote diversity as an integral part of the College culture by linking the curriculum with heightened intercultural and international competency.**
 - *Create and increase curriculum topics – offered each semester – that specifically address global and domestic diversity in race, culture, ethnicity, ability, religion; create opportunities for major and minor programs related to diversity.*
 - *Increase the number of study abroad opportunities in developing countries, with an emphasis on Africa, East Asia, India and Latin America.*
 - *Create a component of the Senior Transitions conference aimed at increasing the number of graduates who have experience with diversity and/or have engaged in discussions around diversity issues at Stonehill.*
- **Practice recruitment and retention of diversity students through a collective approach.**
 - *Address the existing disparity between retention and graduation rates for students of color and those of the general Stonehill population of students.*
 - *Identify and partner with established organizations whose mission is to increase the number of students of color and international students in colleges.*

²“experience with diversity” includes but is not limited to: developing relationships with students of a different racial/ethnic group, increased ability work cooperatively with diverse people, opportunities to socialize with someone of another racial/ethnic group, exposure to diverse opinions/cultures/and values, meaningful and honest discussions about race/ethnicity outside of class,

5. Strengthening Community

In order to ensure that our “learning culture” extends to all members of the Stonehill employee community and strengthens our service to students, the College will work to create opportunities for professional growth, will focus on job satisfaction, and will build an organizational culture that can lead Stonehill to be externally recognized as a “great place to work.”

Objectives:

- **Define “Market Competitiveness” and develop a system for annual communication with faculty, staff and administration about compensation goals and progress toward them.**
 - *Assist staff and faculty with better understanding their complete compensation structure including salary, health, welfare, retirement, and ancillary benefits, in a way that provides a meaningful understanding of the College’s financial outlays beyond salary.*
 - *Assist employees in a comprehensive and purposeful way to maximize their use of the College’s benefits.*

- **Modernize the College’s perspective of its human resources and establish a comprehensive professional development program that is committed to employee development and career advancement.**
 - *Make professional development an integral part of the Performance Management Plan for Administrators and Staff .*
 - *Review the faculty development program to ensure that it remains competitive and that the College’s investment in faculty productivity can be documented.*
 - *Identify measurable indicators of employee satisfaction.*
 - *Increase employee participation in college educational benefits and professional development opportunities.*

- **Conduct a comprehensive assessment of the effectiveness of the College's organizational structure and its internal communications practices.**
 - *Conduct a formal assessment of the College’s organizational structure, internal communications, and employee voice in decision-making.*
 - *Aspire to become recognized as “a great place to work.” Explore models like the one created by the Great Place to Work Institute or similar institution and partner with an outside consultant to develop an organizational model at Stonehill.*

³ www.greatplacetowork.com | The institute offers a model for the creation of an organizational culture in which you “trust the people you work for, have pride in what you do, and enjoy the people you work with.” The model is based on five basic dimensions: credibility – communications are open and accessible, competence in coordinating human and material resources occurs, and there is integrity in carrying out vision with consistency; respect – supporting professional development and showing appreciation, collaboration with employees on relevant decisions, and caring for employees as individuals with personal lives; fairness – equity (balanced treatment for all in terms of rewards), impartiality (absence of favoritism in hiring and promotions), and justice (lack of discrimination and process for appeals); pride – in personal contributions, work produced by one’s team or group, and in the organization’s standing in the community; camaraderie – ability to be oneself, welcoming atmosphere, sense of “family” or “team.”

Resources

Additional resources will be required to achieve the goals articulated in the plan. Yet given the current economic climate, generating resources will be challenging. While the plan assumes an end to the current economic downturn by the close of this year, it anticipates a slow and modest recovery.

Resources needed for strategic initiatives will be provided primarily by enrollment growth coupled with limited pricing increases that reflect today's difficult economic conditions. And although Stonehill's weakened endowment will generate a diminished cash flow stream, operating revenues will grow by just over 5% annually throughout the period.

The College will also draw on existing cash reserves and endeavor to conduct a targeted fundraising campaign in order to help fund the strategies outlined in the plan, which will require close to \$4 million annually when fully phased in. Compensation increases, general inflation, and ongoing costs associated with \$37 million of capital projects will also contribute to expense growth during the period.

Because the economic outlook is uncertain and downside risks remain, the plan reflects the deferral of strategic initiatives requiring significant amounts of resources until later in the planning period. Operating results will be positive, but modest, with margins ranging from 1.6% of revenues in fiscal year 2011 to 2.4% of revenues in fiscal year 2015. In the months and years ahead, it will be important for Stonehill to continue to prioritize, remain flexible and embrace a spirit of optimism as it embarks on a successful implementation of the strategic plan.

Financial Plan

Dollar amounts are in millions

Assumptions

	2010B	2011F	2012F	2013F	2014F	2015F
Comprehensive fee increase	3.5%	3.9%	3.9%	3.9%	3.9%	3.9%
Unfunded discount rate	33.8%	33.9%	33.8%	32.8%	32.0%	32.0%
Enrollment, average fall & spring	2,385	2,420	2,445	2,500	2,510	2,515
Endowment investment return	0.0%	7.5%	7.5%	7.5%	7.5%	7.5%
Endowment spending rate	4.5%	4.5%	4.5%	4.5%	4.5%	4.5%
Compensation pool increase	2.7%	2.8%	3.0%	3.0%	3.0%	3.0%
General inflation	0.0%	1.5%	2.5%	2.5%	2.5%	2.5%
Strategic initiatives (incremental)	--	\$0.2	\$0.2	\$1.5	\$1.2	\$0.8
General initiatives, net of reallocation (incremental)	--	\$0.5	\$0.5	\$0.5	\$0.5	\$0.5
Contingency (as % of total expenses)	1.0%	1.0%	1.0%	1.0%	1.0%	1.0%
Capital spending (annual total)	\$26.1	\$8.3	\$4.7	\$4.0	\$13.6	\$6.5
Funding sources:						
Trustee reserve fund	\$3.0	\$3.0	\$0.0	\$0.0	\$0.0	\$0.0
Internal cash flow and existing cash	\$4.1	\$5.3	\$4.7	\$4.0	\$6.3	\$6.5
Gifts	\$0.0	\$0.0	\$0.0	\$0.0	\$7.3	\$0.0
Debt	\$19.0	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0

Statement of Activities (and Net Cash Flow)

	2010B	2011F	2012F	2013F	2014F	2015F
Operating revenues						
Net tuition and fees	\$48.5	\$51.3	\$54.0	\$58.2	\$61.4	\$64.0
Room & board	24.6	26.6	27.9	29.6	31.0	32.2
Endowment support for operations	5.5	5.1	4.9	4.9	4.9	4.9
Private gifts & grants (operating)	1.0	1.0	1.1	1.1	1.2	1.3
Other	3.3	3.6	3.9	4.2	4.3	4.3
Total operating revenue	\$82.9	\$87.7	\$91.8	\$98.0	\$102.8	\$106.8
% increase	1.8%	5.7%	4.7%	6.7%	4.9%	3.8%
Expenses						
Programmatic	\$73.2	\$77.2	\$80.7	\$85.5	\$89.6	\$93.6
Depreciation	4.6	5.7	6.2	6.4	6.5	6.6
Interest expense	1.6	2.5	2.8	3.1	3.1	3.0
Other	0.9	0.9	1.0	1.0	1.0	1.1
Total operating expenses	\$80.2	\$86.3	\$90.7	\$95.9	\$100.3	\$104.2
% increase	6.3%	7.5%	5.1%	5.7%	4.5%	3.9%
Operating surplus	\$2.7	\$1.4	\$1.1	\$2.0	\$2.6	\$2.6
Operating margin	3.2%	1.6%	1.2%	2.1%	2.5%	2.4%
Net cash flow	\$0.5	(\$0.9)	\$0.2	\$0.9	(\$0.6)	(\$0.8)
Ending cash balance¹	\$15.6	\$14.7	\$14.9	\$15.8	\$15.2	\$14.4

¹ Any cash flows above and beyond those needed to implement the strategic plan will be transferred to the Trustee Reserve fund throughout the planning period.

Statement of Financial Position

	2010B	2011F	2012F	2013F	2014F	2015F
Total assets	\$270.7	\$270.5	\$270.8	\$271.3	\$280.1	\$283.8
Total liabilities	111.2	107.6	103.9	98.8	93.5	90.2
Net assets	159.5	163.0	166.8	172.6	186.6	193.6
Total liabilities and net assets	\$270.7	\$270.5	\$270.8	\$271.3	\$280.1	\$283.8

Financial Plan (continued)

Capital Spending Plan

	2010B	2011F	2012F	2013F	2014F	2015F
New residence hall ¹	\$18,700,000					
ERP/Administrative technology system	1,500,000	1,200,000				
Old science building renovation	3,000,000	3,000,000				
Learning management system	200,000					
Expanded campus-wide wireless network	100,000	100,000	100,000			
Residence Hall (Courts) renovations		300,000	300,000			
Miscellaneous other technology		150,000	50,000			
Sports Complex field house floor replacement		1,030,000				
Duffy Hall renovation			1,700,000			
Dining Commons renovation ²				1,000,000	500,000	
Intentional volunteer community house				350,000		
Sports Complex expansion - phase 1					7,300,000	
Old Student Union renovation/expansion					3,000,000	3,200,000
Education building renovation						380,000
Classroom upgrades	230,000	150,000	150,000	150,000	150,000	150,000
Furnishings for employee new hires in plan			40,000	40,000	40,000	40,000
Base-line capital spending (facilities & technolog	2,350,000	2,400,000	2,400,000	2,500,000	2,600,000	2,700,000
Total	\$26,080,000	\$8,330,000	\$4,740,000	\$4,040,000	\$13,590,000	\$6,470,000

¹ Excludes \$1.3 million architectural fees budgeted in FY 2009 and capitalized interest expense

² Reflects enhancements to the Hill and Cleary dining room

History of Strategic Planning at Stonehill

The proposed strategic plan considers the appropriate environment for fostering 21st century knowledge, skills and experience. Stonehill must support every student, across the range of ability and preparation, in a transformative education that spans the classroom, the residence hall, the chapel, the athletic fields, the surrounding community and the world. This will require the College to organize its resources in new and creative ways—to go *above and beyond* previous expectations.

This proposed strategic plan is, in fact, the College's third systematic planning effort. The first plan, covering 2001-2005, accomplished, among other initiatives:

- *Complete revision of the general education curriculum, growth of the faculty by 10%, and the implementation of several new faculty development initiatives;*
- *Decentralization of the budget process, with an emphasis on bringing departments more fully into the process and linking resources to strategic initiatives;*
- *Revision of the governance structure through the establishment of a Mission Division and the appointment of a VP for Mission, the restructuring of the Academic Division and the development of a group of Deans below the level of the VPAA, the creation of a Faculty Senate, and the suppression of the offices of Executive Vice President and Vice President for Administration;*
- *Renovation of Cushing-Martin Hall for three academic departments, the Kruse Center for Academic and Professional Excellence (which included new leadership and direction for the Office of Career Services and a new office of International Programs), and the Stonehill Industrial History Collection;*
- *Implementation of a number of key assessment practices at the College;*
- *Development of a campus master plan which would “organize” the development of the campus over the next 30 years.*

The second strategic plan emerged from a long-range planning process entitled *Attaining the Summit*, which envisioned Stonehill in 2015. *Beginning the Ascent: A Plan for Stonehill College 2006-2010*, now in its fourth year, is on track to achieve multiple goals, including:

- *New emphasis on learning outcomes and on the implementation of the academic department review process;*
- *Enhanced emphasis on experiential learning, including service- and community-based-learning, independent research through the SURE program, expanded internship experiences, new international programs and domestic “away” programs; and multiple opportunities emerging from the rededicated Martin Institute;*
- *Improvement of student quality of life through recommendations for the first year of college, integration of co-curricular programming across divisions, a focus on residential life, expanded community service and volunteerism, a new leadership program, and a focus on wellness;*
- *A state-of-the-art science center;*
- *New leadership, direction, and strategy for integrated marketing, communications, and web design;*
- *A systematic approach to assessment college-wide;*
- *A comprehensive campaign raising \$55 million to support student scholarships, the Science Center, intercollegiate athletics, and academic initiatives.*

The Future

The Stonehill of 2015 offers a culture of student engagement that interweaves academics; community involvement; civic responsibility; and physical, moral and spiritual wellness. In addition, students have a new opportunity to critically engage the richness and diversity of the Catholic theological tradition in the curriculum. A focus on student learning outcomes and graduate achievement create a competitive advantage for the best jobs, graduate school placements, post-graduate fellowships and other post-baccalaureate opportunities. Moreover, renewed attention to diversity of persons and programs helps prepare students to participate productively in a global and multi-cultural society—and also makes Stonehill a stronger community that reflects the diversity we know our students should encounter. And finally, Stonehill’s emphasis on professional development and employee satisfaction continues to ensure a committed base of employees who understand and promote the College’s mission.