

Hollins University Strategic Plan

Women Who Will Make a Difference

Executive Summary

Hollins is a small university recognized for excellence in the liberal arts and sciences and in the preparation of undergraduate women who will make a difference in the world.

The university faces important challenges:

- Fewer than 5 percent of college-bound students seek single sex education.
- Many students prefer large, urban universities over small, private liberal arts colleges.
- The number of traditionally aged college students is expected to decrease.
- The cost of higher education continues to rise, as do expectations for increased student financial assistance.
- The maintenance of a historic campus imposes strains on institutional resources.

In today's competitive environment, Hollins must clearly define and sharply delineate its mission and message while the pool of available students is at its highest. As competition increases, the institutions that are most clearly focused and respected for academic excellence are most likely to thrive.

Our university will redefine itself as preparing women to make a difference in the world by innovation and responsiveness to key issues of the twenty-first century. Building on a comprehensive liberal arts tradition, Hollins will emphasize four interconnected hallmarks of its undergraduate experience:

- Leadership development
- Global and intercultural understanding
- Environmental sustainability
- Creativity

To support the undergraduate program, Hollins must be willing to adapt to change and enhance institutional effectiveness through the following:

- Investing in recruitment and retention of talented students and faculty
- Enhancing academic and campus life facilities
- Sustaining strong financial and human resources

Every effort must also be made to generate new revenue from quality graduate and community outreach programs through:

- Year-round campus use
- New lifelong learning opportunities

Hollins will establish multiple ways to measure the implementation and success of these initiatives. Taken as a whole, this strategic plan will guide Hollins to enhanced success over the next five years.

Introduction

In the fall of 2005, the Hollins president and Board of Trustees, in concert with Hollins students, faculty, administration, and staff initiated a strategic planning process. This document outlines the emergent major themes, strategic priorities, and goals we hope to achieve in the next five years. Informed by previous planning processes at Hollins, and particularly by the 20/20 report in 1997, this strategic plan incorporates selected unfinished initiatives from these efforts. This new planning process was broad based, working through the existing governance structure but with significant input from all constituents in the Hollins community. It was developed following hours of community discussions and fora, as well as paper preparation, discussion, and reflection involving students, faculty, administrators, staff, alumnae, parents, and trustees.

Following this comprehensive process, the planning document will be presented to the Board of Trustees for approval at its March 2006 meeting. The strategic priorities outlined in this plan will guide the direction of the university from 2006 through 2011.

The primary focus of this plan is on the undergraduate program at Hollins. Over the next five years, Hollins will build on her heritage by sustaining her commitment to excellence in the liberal arts and sciences and by focusing on preparing women to lead accomplished lives in the twenty-first century as described in the first four strategic priorities. The next three strategic priorities are designed to ensure that the human and financial resources and facilities of Hollins are aligned in support of the undergraduate program. Because Hollins also serves graduate students and the community, the final two strategic priorities address ways to serve those constituencies while generating needed new revenue for the university. These nine strategic priorities define the strategic direction for Hollins University over the next five years.

Core Values and Strengths

The reaffirmation and strengthening of Hollins' role as an undergraduate women's college is the foundation of this strategic planning process. The Board of Trustees reaffirmed the Hollins mission, originally adopted in 1998, at the May 2005 meeting as follows:

Hollins is an independent liberal arts university dedicated to academic excellence and humane values. Hollins University offers undergraduate liberal arts education for women, selected graduate programs for men and women, and community outreach initiatives. The Hollins curriculum and cocurricular programs prepare students for lives of active learning, fulfilling work, personal growth, achievement, and service to society.

The Hollins community sustains talented students engaged in challenging study, and productive scholars and artists devoted to teaching and to the advancement of knowledge. Experiential learning, study abroad, and internships enhance the academic program. The hallmarks of a Hollins education are creativity and effective self-expression, problem solving and critical thinking skills, and independent inquiry and the free exchange of ideas.

Hollins nurtures civility, integrity, and concern for others, encourages and values diversity and social justice, and affirms the equal worth of women and men. Our university motto, *Levavi Oculos*, calls us to leadership and service in accord with the Hollins values and traditions.

Hollins' dedication to a liberal arts education for undergraduate women is its core mission and its core strength. Hollins has established an impressive and nationally recognized reputation for excellence as an undergraduate liberal arts college for women. The disproportionate number of highly successful recent graduates and older alumnae across many fields and over many years provides evidence of Hollins' success.

Various important academic and programmatic strengths support our core mission and Hollins' reputation. Hollins is recognized nationally in publications such as *Newsweek*, the *Fiske Guide to Small Colleges*, and *Princeton Review* for distinction in several areas, including creative writing, the visual arts, the equestrian program, and the overall liberal arts and science curriculum. New and emerging program strengths include dance, film and photography, communication studies, as well as general education reform in the new ESP program. The faculty have established themselves as accomplished teachers and recognized writers, artists, researchers and scholars in all fields.

Hollins also has been a leader in experiential learning and study abroad opportunities for more than fifty years. Today, over 80 percent of all undergraduates complete at least one internship by the time they graduate and approximately 45 percent of all students have had study abroad experiences, a significantly higher level of participation in such programs than at most of our peer institutions. In an era when trends point to the integration of theoretical and practical applications of knowledge, Hollins is well served by its leadership position in experiential learning. Other emerging programs of distinction include service learning, as characterized by the twenty-year-old Jamaica Service project and the new Batten Leadership Institute. Further, the student experience is enhanced by Hollins' small size, which allows for personalized student/faculty interaction and facilitates learning across disciplines.

The overall academic program mix provides Hollins with important benefits in relation to its position in the higher education marketplace. As a small university, Hollins offers prospective students more than the traditional, undergraduate-only college. Graduate programs for men and women were introduced in 1958 and are now well established. The Horizon program for returning adult women students was introduced in 1974 and is a thriving program today.

In recent years, there has been a concerted effort to diversify the Hollins community, recognizing the value of greater diversity in accomplishing our goals. Efforts to build an inclusive community must weave through the fabric of all that we do. The Hollins experience is strengthened by, and all members of the campus benefit from, greater diversity within our community. Diversity is an essential component for success, and for diversity to be successfully achieved, it must be fully integrated into all aspects of our campus life and the strategic plan.

Hollins' campus is a historic treasure and an important recruitment advantage. Contemporary academic facilities and a state-of-the-art information technology infrastructure, combined with the beautiful natural setting, provide students and faculty with the resources to pursue independent research and to participate fully in an engaging community devoted to the life of the mind. The Wyndham Robertson Library and the Richard Wetherill Visual Arts Center are two recent examples of significant facility

enhancements in support of the academic mission. Combined, all of these resources give Hollins a significant recruitment advantage.

Institutional Challenges

As Hollins enters the latter part of her sixteenth decade, the university faces a challenging environment for higher education. Hollins is in a vulnerable market position as a liberal arts women's university in the twenty-first century. Although most Hollins alumnae and students firmly believe their education has served them well, fewer than 5 percent of contemporary college-bound students seek single sex education.

Other characteristics of the educational marketplace further jeopardize Hollins' primary market position. Hollins often loses prospective students to larger, public, nonresidential universities in urban areas. Demographic patterns over the next five to ten years will have a significant impact on enrollment trends. Although the number of traditional-aged students is expected to increase over the next five years, especially among first generation and minority students, the number of traditional college students is expected to decrease by the end of the next decade. Further, the typical student pattern of attending college full-time during the ages of eighteen to twenty-two is changing; three quarters of today's students are older than this traditional student population as many choose to integrate work and education.

The cost of education presents another challenge. Private, small liberal arts colleges are expensive when compared to larger public institutions. This reality conflicts with the fact that many small, private liberal arts colleges and universities, which are dependent on tuition income, serve students from all socioeconomic backgrounds, including those whose families have difficulty paying high tuition. Hollins is no exception. Rising costs have made private institutions out of reach for many middle and lower income families, creating pressure on institutions such as Hollins to discount tuition through generous financial aid packages. Students from wealthy families often expect merit scholarships in this competitive educational environment. Hollins must continue to be price sensitive to remain competitive while also meeting students' financial needs.

While recognizing that tuition revenue provides the lion's share of its institutional support, Hollins also depends on endowment income. The Hollins endowment is relatively small when compared to the best women's and liberal arts colleges in the country. The current endowment does not provide the additional resources needed to maintain competitive pricing, meet students' financial needs, and support the level of academic excellence needed to ensure Hollins' national standing.

Hollins boasts a beautiful, historic campus, but with that claim comes significant deferred maintenance. The maintenance of the historical campus along with the overall academic and student life facilities infrastructure imposes a significant strain on institutional resources. Income from campus use during summer months is limited by the lack of air conditioning, short staffing levels in the summer, and sparse program offerings.

In a highly competitive environment, colleges and universities must clearly define and sharply delineate their missions. As competition for students continues to increase, those institutions which are clearest about their market niche are most likely to thrive. Quality, as perceived by reputation and national recognition or standing, supported by adequate financial resources, will play an increasingly important role. Toward this end, this strategic plan is designed to define Hollins' niche in the marketplace as a distinctive, small university with quality undergraduate programs in the liberal arts

and sciences for women and selected coeducational graduate programs. This plan defines the strategic priorities that will guide the university to achieve success and distinction over the next five years.

Educating Women Who Will Make a Difference in the Twenty-First Century

Consistent with her mission and motto, *Levavi Oculos*, Hollins will educate women for lives of leadership and engaged citizenship. Indeed, this call has been the Hollins tradition since its founding in 1842. The words of the founder, Charles Lewis Cocke, emphasize this important tradition: “The plan and policy of this school recognizes the principle that in the present state of society in our country young women require the same thorough and rigid training as that afforded young men.”

In the nineteenth and twentieth centuries, the critical role for women’s colleges in this country was to provide access to educational and professional opportunities not open to women at most other educational institutions during an era when women were excluded from many civic and professional leadership positions. That is what Charles Lewis Cocke so wisely saw as needed to strengthen society in his day. With the advent of the Title IX in the latter part of the twentieth century and coeducation of many single-sex educational institutions, as well as the impact of the women's movement, opportunities opened up for women and the role of women's colleges changed.

However, the work of women’s colleges is unfinished. Women remain underrepresented as decision makers in public office, higher education, and business in this country. Throughout the world, women continue to lack access to power and resources. Further, able women leaders who can bring unique perspectives and values - such as collaboration, consensus building, and collegiality - are especially needed. Hollins must build on her tradition of leadership and service to prepare women who will make a difference in the changing environment of the twenty-first century. This mission, identified by Charles Lewis Cocke in the nineteenth century, can be newly applied by building on Hollins' distinguished position as one of the foremost institutions in the education of women who will lead their fields.

The study of the liberal arts and sciences provides the most effective academic preparation for leadership and civic engagement. Given the rapid advancement of knowledge and rate of change in all fields, students must be equipped for multiple careers and flexible roles in life with critical thinking, communication, and imaginative problem solving skills, rather than just being trained with skills appropriate for their first jobs.

Drawing on the full range of strengths inherent in the liberal arts and sciences education, Hollins will uniquely prepare women who will make a difference in this century. Hollins will attract and educate a diverse group of students who wish to excel as leaders in a wide range of fields. Students will prepare to be engaged global citizens, well informed about issues and active in their communities. Hollins will encourage students to find their own voices by emphasizing creative problem-solving and expression, informed by the energy of imaginative thought.

Building, then, on a well-rounded liberal arts and sciences education as the best way to prepare tomorrow’s leaders, Hollins will respond innovatively and specifically to the central issues defining the twenty-first century so that Hollins women will be prepared to make a difference in the world. This education will emphasize the following:

1. Leadership Development: Dynamics of the twenty-first century require aspiring female leaders. Hollins will be intentional about leadership development of women. From

opportunities in student government and other student organizations to the unique Batten Leadership Institute, Hollins students will have both curricular and cocurricular opportunities to identify and develop their leadership gifts, enhance their leadership skills and styles, and take leadership risks in a supportive climate. In further support of this goal, Hollins will build on its successful record of linking the liberal arts and sciences curriculum with real world experiences. Hollins will support leadership development through expanded internships and service learning within and outside the curriculum so that students can connect their education and ideas to real-world issues and career opportunities.

2. Global and Intercultural Understanding: The dynamics of the twenty-first century also require us to prepare students to understand and engage the world from a global perspective. Starting with Hollins' own commitment to being an inclusive campus community, we will hold ourselves to high standards of respect, civility, and concern for others. Students must understand their own place and perspective within the context of an increasingly diverse society. Hollins students will have academic and experiential learning opportunities to develop a global perspective and greater intercultural understanding. Further, in this era of increased globalization, the world calls for educated women who understand the connections between different frameworks of knowledge. The Hollins curriculum will demonstrate these connections in theory and in practice.
3. Environmental Sustainability: The profound human, political, and economic consequences of climate destabilization, ecosystem loss, dwindling natural resources and the ultimate unraveling of our ecological diversity, as well as the impact of complex social, political, and economic pressures, compel us to rethink the human relationship to our world. These factors, which will become more and more important in the twenty-first century, demand that we educate students in the theory and practice of global sustainability so that they can lead others and live responsibly.
4. Creativity: To prepare students for the changing demands of the twenty-first century, Hollins will nurture imaginative thinking, creative expression, and the development of creative problem-solving skills across the curriculum and in campus life. Our students will become adept at negotiating across disciplines, uniting synthetic and analytic understanding to identify superior solutions to existing problems. They will be equipped to formulate important new questions, to critique society as we find it, and initiate progressive new expressions and new methods. Informed risk taking and the cross-pollination of the arts and sciences have the capacity to inform and challenge our collective vision.

These four hallmarks of the Hollins educational experience are not independent but interdependent. For example, greater understanding of cultures, following a study or service learning experience abroad, helps a student approach problems such as environmental sustainability or economic development from an intercultural perspective. Then, in order to address the challenges of responsible environmental stewardship or poverty locally, a student leader, informed by her experience abroad, must be able to solve problems creatively and consider issues from a variety of intellectual perspectives. Drawing on her awareness of multiple modes of cognition and of the articulation of one's understanding, she can better communicate her questions and answers, and offer a wider range of solutions. The synergy of these hallmarks, coupled with education in the liberal arts and sciences and an in-depth understanding of a particular discipline, create the distinctive Hollins undergraduate experience.

Common to all these hallmarks will be a continued emphasis on experiential and interdisciplinary learning as well as a new first-year student program. One of Hollins' great strengths is the intentional linkage between the liberal arts and the real world. Because dynamics of the twenty-first century require connecting ideas across disciplines and to real-world problems and career opportunities, Hollins will enhance internships, study travel opportunities, service learning opportunities and undergraduate research. An ideal time for these experiences is the Hollins Short Term, which will be strengthened by expanding these opportunities. Because a student's ability to take full advantage of her Hollins experience must start with a successful first-year experience, Hollins will also begin a special new program for first-year students, designed to encourage engagement in the Hollins community through a common intellectual experience, and a required first-year seminar, taught by professors who will serve as new-student advisors.

To echo Charles Lewis Cocke's words, the plan and policy of this school today recognizes that in the present state of society in our country and world, women are needed more than ever to lead and make a difference. The women's college setting uniquely develops the talents of these women. The Hollins tradition is as relevant in the twenty-first century as it ever was. The opportunity to grow intellectually and personally in an all women's setting fosters the growth of self-knowledge, risk taking, and expression among Hollins students. Given differing patterns of development and rates of maturation for women and men, women in an all-female setting are freer to develop their minds as leaders without male competition and judgment than their peers at coeducational institutions. Perhaps this was best captured by the Duke University 2003 report on the status of women, which showed that men dominate classroom discussions regardless of the gender of the instructor; that men hold most of the campus leadership positions; and that undergraduate women feel intense pressure to conform to the standard of "effortless perfection," in an environment where "being cute trumps being smart for women." In contrast, Hollins students are encouraged to find their own voices in a setting committed to empowering women. Our undergraduates thus develop both competence and confidence, and gain the best possible preparation for competing and leading in a coeducational world and making successful choices in all aspects of their lives.

Enhancing Institutional Effectiveness

Just as our graduates are called to do, Hollins herself must be willing to adapt to change to enhance institutional effectiveness. The commitment to quality undergraduate single sex education at Hollins carries implications that must be accepted and incorporated into sound fiscal planning and management including the following:

- Recruitment and Retention of Talented Students and Faculty: Hollins' reputation for academic excellence has been earned over many years through the accomplishments and contributions of a talented faculty as well as capable students who are leading accomplished lives as alumnae. To sustain this tradition, it is critical for Hollins to invest in the recruitment and retention of a diverse population of talented faculty and students.
- Enhanced Academic and Campus Life Facilities: Hollins today is known for the beauty of her historic campus. Going forward, Hollins must preserve this physical treasure while also insuring that the campus meets the needs of the contemporary campus community, giving priority to those needs which best support other strategic initiatives.
- Sustained Strong Resources: Successful implementation of these strategic initiatives requires successful completion of the comprehensive development campaign. In addition, policies and

practices must support optimal institutional effectiveness. Toward that end, efforts to improve campus governance and communication, as well as to operate with practices that ensure sound fiscal planning and responsibility, will be critical to success.

Generating New Revenue

Hollins serves not only undergraduates, but also offers coed graduate programs and community outreach initiatives. Anticipated growth among adult learners gives this work new importance. Given the fiscal constraints associated with offering a small undergraduate women's program, every effort must be made to enhance institutional revenue from graduate and community outreach programs without compromising the Hollins tradition of undergraduate excellence. Toward that end, the following strategic priorities have been identified:

- Year-Round Campus Use: At the present time, much of the campus is dormant during the summer months and during the semester breaks. Current summer programs are limited to a select number of small graduate programs and summer camps for children and youth. Fuller use of the beautiful campus setting and extensive campus resources presents the opportunity to meet educational needs in the community while also generating new and needed institutional revenue.
- Lifelong Learning: During the academic year, offerings at Hollins are now limited to courses offered for academic credit, primarily designed for degree seeking students. Expansion of year-round academic programs to include new continuing education courses, offered both for academic credit and noncredit and to full-time and part-time students, as well as selected certificate and graduate programs, will enable Hollins to provide more opportunities for life-long learning as well as generate more revenue for university operations.

Strategic Priorities and Goals

The hallmarks of a Hollins undergraduate education designed to prepare women to make a difference in the twenty-first century will be accomplished through the following strategic priorities and goals. Central to the implementation of these goals is the exploration of both discipline-based and interdisciplinary initiatives as well as those that extend across the curriculum.

1. Strategic Priority: Leadership Development

Building on a strong record of student and alumnae success, Hollins will intentionally prepare women who can lead in a wide variety of fields. At a time when strong women leaders are most needed, Hollins will offer both curricular and cocurricular opportunities for leadership development and experiential learning designed to connect what they are learning with the real world.

- 1.1 Build on the Batten Leadership Institute's success; integrate the institute more deeply into the life of the university and add a curricular component.
- 1.2 Expand student internship opportunities regionally, nationally, and internationally and increase institutional support of the program.

- 1.3 Develop a formal, worldwide alumnae career network and formal alumnae speakers program, as well as Roanoke Valley partnerships, designed to create internship opportunities and support career development for students.
- 1.4 Expand service learning opportunities both within and outside of the curriculum.
- 1.5 Emphasize Hollins' role as a leader in the education of women through new initiatives such as an annual "Women and Leadership Conference," perhaps to include an award.
- 1.6 Review the student work study program to serve experiential learning goals and meet campus needs.
- 1.7 Develop a leadership certificate and offer students from other campuses the opportunity to complete a "Women and Leadership" term at Hollins as visiting students.

2. Strategic Priority: Global and Intercultural Understanding

Understanding that leadership and citizenship in the twenty-first century must be informed by a global and intercultural perspective, Hollins will foster an inclusive community and encourage students to engage the world through global and intercultural experiences both on and off campus:

- 2.1 Recognizing the strengths of a liberal arts education as a source of understanding the diversity of cultures and perspectives, Hollins will seek opportunities to enhance student learning through cocurricular efforts such as orientation and visiting speakers.
- 2.2 Support and enhance the international studies major, review area studies offerings, and explore cost-effective ways to enhance the curriculum.
- 2.3 Recognizing that the general education program (Education through Skills and Perspectives) now includes global components, review the curriculum from a global perspective and provide funding for course development as appropriate.
- 2.4 Facilitate and fund need-based scholarships and provide administrative support so that, ideally, all undergraduates can have an international or intercultural experience (semester or year study abroad programs, Short Term courses, internships, or service learning).
- 2.5 Recruit more international students and offer expanded support services to ensure their success.

3. Strategic Priority: Environmental Sustainability

Because environmental and cultural sustainability is a critical global issue in the twenty-first century, Hollins will prepare students who are attuned to the complexities and interdependence of communities, ecosystems, and cultures throughout the world.

- 3.1 Support and enhance the new environmental studies major, taking advantage of opportunities to develop links with other disciplines.
- 3.2 As part of a new first-year student experience, develop and offer first-year seminars across the curriculum on topics such as environmental and community sustainability, as determined by the faculty.
- 3.3 Strive for standards such as LEEDs certification in new construction projects and best environmental practices in university operations.

- 3.4 Appoint an environmental advisory council to advise Hollins administrators on environmental issues and guide an effort to model good institutional practices of environmental sustainability.
- 3.5 Enhance campus livability through new initiatives, including creating a walking trail around the campus, a community garden, and a campus greenway through Hollins to Carvins Cove.
- 3.6 Maximize opportunities to link the Hollins Outdoor Program to the academic program.
- 3.7 Encourage students to lead balanced and sustainable lives by supporting fitness activities and club and intercollegiate sports, and expanding physical education course offerings.

4. Strategic Priority: Creativity

Given the increasing complexity of the twenty-first century, which will require imaginative and innovative thinking, Hollins will infuse creative thinking and problem solving across the curriculum and enable students to express themselves creatively and confidently.

- 4.1 Examine the curriculum from the point of view of creative problem-solving, including innovative approaches to social, political, and economic problems, and make changes that will foster creative thinking, providing funding for course development as necessary.
- 4.2 Create and endow a summer undergraduate research program in the sciences, humanities, social sciences, and arts, including a program component for rising sophomores.
- 4.3 Strengthen the Short Term curriculum by developing courses centered on real-world problem solving.
- 4.4 Leverage recent investments in the Wetherill Visual Arts Center, Wilson Museum, new dance studio, Presser renovation, and Swanannoa Hall to sustain strength and distinction in the arts.
- 4.5 Look for opportunities to strengthen the arts, including the possibility of improved theatre facilities and new departmental configurations that might include interdisciplinary departments.
- 4.6 Working through the faculty governance structure, develop new courses in interdisciplinary areas combining the arts with new technologies and theories, such as digital media and visual communications rhetoric, new media with dance and film and cultural studies and emergent definitions of art.
- 4.7 Charge academic departments to review existing majors to identify ways that they may more fully reflect and implement an interdisciplinary approach.

Enhanced institutional effectiveness will be accomplished through the following strategic priorities and goals:

5. Strategic Priority: Recruit and Retain Talented Faculty and Students

Quality liberal arts and sciences education, including the new undergraduate initiatives, require additional institutional investments to recruit and retain able, committed students and faculty.

- 5.1 Given that faculty salaries fall behind many of our peer institutions, make faculty compensation a high budget priority.

- 5.2 Allocate funding and attract new resources to support faculty research and development, curricular development, and teaching effectiveness initiatives.
- 5.3 After completing market research, develop and implement an integrated marketing plan, giving priority to print, Web-based, new technological applications, and other student recruitment programs targeted to prospective students and others who influence college decisions.
- 5.4 Engage alumnae, faculty, and students in student recruitment strategically with strong operational support.
- 5.5 Increase opportunities for “influencers” and prospective students to visit campus, including revising existing prize programs awarded to high school students to include visit opportunities.
- 5.6 Maximize summer camp opportunities such as Hollinsummer for student recruitment purposes.
- 5.7 Improve campus lighting and signage to create a stronger sense of campus arrival and make the campus friendlier for visitors.
- 5.8 Mentor students for successful competition in scholarship programs such as Marshall, Rhodes, and Fulbright.
- 5.9 Strengthen academic advising through new first-year seminars taught by academic advisors as part of the new first-year student experience.
- 5.10 Leverage existing resources and attract new funds in support of student scholarships.

6. Strategic Priority: Enhance Academic and Campus Life Facilities

Hollins’ distinctive setting and historic campus require a commitment to maintaining this physical treasure while providing contemporary learning and living facilities for students.

- 6.1 Create more inviting social spaces throughout the campus.
- 6.2 Improve the quality of student residence halls. This will include the renovation of Hill Houses for year-round residential use, perhaps as “living and learning” communities; establish functional kitchens in residence halls; and complete bathroom repairs and upgrades.
- 6.3 Address deferred maintenance needs, giving high priority to repair of campus sidewalks, paving roads and parking lots, and solving water drainage problems, especially on front and back quads.
- 6.4 Identify the best location on campus for a new coffee/tea café and for faculty offices for those now working in Turner.
- 6.5 Informed by that decision, determine whether to renovate Turner, or to put something else in its place, secure funding, and proceed accordingly.
- 6.6 Make the Moody Student Center a more vibrant student place, carefully considering how to optimize space and meet campus needs in cost-effective ways.
- 6.7 Separate office and student residential space, optimizing space for program effectiveness, and completing renovations as necessary to accommodate programs.
- 6.8 Enhance campus fitness facilities, including installation of a new ropes course and improvement of fitness space and equipment.
- 6.9 Preserve and enhance historic buildings on Front Quad as outlined in the Getty Trust recommendations, as resources allow, with priority given to Bradley and West as well as completing work in Presser and Swannanoa Halls.
- 6.10 Work to comply with the Americans with Disabilities Act to make campus facilities more accessible.

- 6.11 Maintain the land north of I-81 with sound environmental practices, while preserving future development potential by working with VDOT to ensure good access from I-81.

7. Strategic Priority: Sustain Strong Resources

Academic excellence and new initiatives require new resources and investments in human capital to maximize institutional effectiveness.

- 7.1 Adhere to principles of fiscal stability approved by the Board of Trustees in 2005, including the mandate to operate the university with a balanced operating budget, to reduce the endowment spend rate to 5 percent by 2011, to incur no new debt, and to begin new construction only when all needed funds are secured.
- 7.2 Continue and complete the \$100 million comprehensive campaign now under way, raising funds in support of operations, the endowment, and capital needs consistent with the strategic initiatives in this plan.
- 7.3 Study ways to enhance campus communication, effectiveness, and transparency of decision-making processes, implementing changes as needed.
- 7.4 Enhance effectiveness and efficiency of the faculty governance system, perhaps to optimize interdisciplinary opportunities by reorganization into three, not four, divisions.
- 7.5 Recognizing their essential role in our community, provide staff and administrators ongoing professional development opportunities and compensate staff and administration fairly.

New revenue will be generated through the following strategic priorities and goals:

8. Strategic Priority: Year-Round Campus Use

Full use of the campus throughout the year will allow Hollins to expand educational opportunities as well as generate new revenue.

- 8.1 Explore the feasibility of an undergraduate summer school open to local and visiting students as well as full-time Hollins students and proceed accordingly.
- 8.2 Expand summer camp and conference offerings, especially Hollinsummer and other camps of interest to middle and high school girls.
- 8.3 Optimize summer graduate programs, supported by modifications to campus residential facilities and appropriate staffing.
- 8.4 Develop special noncredit summer programs and institutes for adults that grow out of distinctive academic programs and facilities.
- 8.5 Maximize summer facility rental opportunities.

9. Strategic Priority: Lifelong Learning

As more and more adults seek educational opportunities, Hollins will respond with new continuing education programs that are designed to generate new revenue.

- 9.1 Establish an Office of Continuing Education to develop and offer noncredit courses and summer institutes on a profitable basis.
- 9.2 Intensify community outreach programs to raise the Hollins profile in the Roanoke Valley and meet continuing education needs that capitalize on Hollins' strengths.

- 9.3 Design and offer more certificate programs to Hollins students and visiting students (such as media arts, leadership for women, wilderness studies, arts management, and non-profit management).
- 9.4 Maximize M.A.L.S. degree program opportunities, perhaps to include a new leadership studies concentration.
- 9.5 Explore how to maximize revenue from current graduate programs and explore other new revenue-producing graduate program ideas.
- 9.6 Begin an evening or weekend undergraduate degree program for working adults in selected majors, possibly offering some courses at the Roanoke Higher Education Center, and to include an “entry” course or course sequence to maximize chances for students to complete a Hollins degree successfully.
- 9.7 Develop continuing education offerings designed to meet the needs of the “over 60” population in the Roanoke Valley.

Outcomes and Evaluation

Implementation and evaluation are critical to successful strategic planning. This will require the community to identify funding sources, monitor the university’s progress toward achieving the strategic priorities outlined in this document, and refine the initiatives to accomplish these strategic goals. Upon the Board of Trustees’ formal approval of this plan, the president will formally charge the president’s cabinet to develop annual operating plans for each division of the university in accordance with this strategic plan. On an annual basis, the president’s cabinet, with input from the Faculty Executive Committee and Faculty Budget Committee, will be asked to develop the institutional budget in support of this plan and monitor the plan’s implementation and accomplishment. Based on this feedback, the president will report to the Board of Trustees on an annual basis, including reports on progress made and any changes in the environment or results that may necessitate new or modified goals and initiatives.

As part of this effort, Hollins will define multiple ways to measure the success and the implementation of the strategic initiatives. The primary focus should be on the quality of the educational experience Hollins provides to both undergraduate and graduate students. This focus will help Hollins keep an eye on the core mission of the institution, which is the education of its students. Being able to demonstrate that Hollins has accomplished the educational goals that it has defined will be of central importance in the recruitment and retention of highly qualified and motivated students.

Conclusion

Hollins enjoys a strong academic reputation and strong record of accomplishment. In this competitive market in higher education in the twenty-first century, Hollins will distinguish itself as a small university recognized for excellence in the liberal arts and sciences and preparation of undergraduate women who will make a difference in the world. Hollins women will be prepared to lead accomplished lives in the twenty-first century through exposure to the four interconnected hallmarks of the Hollins education:

- Leadership Development
- Global and Intercultural Understanding
- Environmental Sustainability
- Creativity

This work will be supported by new initiatives to enhance institutional quality and effectiveness to meet the needs of adult learners and to generate new revenue for the university. Taken as a whole, this strategic plan will guide Hollins to enhanced success and distinction over the next five years.