

**Hampden-Sydney College  
Strategic Plan  
Execution Plan**

*As of: January 10, 2014*

The Strategic Plan was developed during the period August 2010 to October 2011. It was approved by the Board of Trustees on November 5, 2011.

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***Phase I: Short-Term 2012-2014***

**I. Strategic Initiatives**

1. Communicate the Strategic Plan (1) in terms of timing, sequencing, dependencies, and priorities and (2) with Board of Trustees oversight and accountability mechanisms. (Dale Jones)

**Description:** A three-page Strategic Plan implementation table with color-coding shows the timing, sequencing, dependencies, and priorities among the 58 Goal Action Items (15 in Phase I, 34 in Phase II, and 9 in Phase III). The table will be updated periodically to show progress.

2. Create a Phase I budget. (Glenn Culley)

**Description:** Please see Appendix A for the Phase I budget.

3. Update the Campus Master Plan and use it to accomplish other actions. (Glenn Culley)

**Description:** The College is undertaking an update to the 1999 Campus Facilities Plan that has guided development and construction on the campus for the past decade. Our facilities master planning consultants are with the firm of EYP/Architecture of Boston. A campus Steering Committee has been collaborating with constituents to guide this process. The planning process was completed and submitted to the Board of Trustees at the Fall Board Meeting during October 26-27, 2012. EYP presented to the Board the Campus Master Plan Update 2012. After review and discussion, the Board of Trustees approved the plan, in principle.

4. Implement Goal 4 to market the College to select national and international audiences for awareness, student recruiting, and fundraising. (Tommy Shomo)

**Description:** There are many goals of the Strategic Plan which have budget implications. Goal 4 is different only in that the budget implications come sooner than most. Despite underfunding in 2012-13, we have moved forward on some basic initiatives. The design of the new Website has been approved and is in the implementation stage with launch in late summer 2013. Redesign of the Candidate's Guide has begun and the publication will be ready for distribution simultaneously with the launch of the new Website. We have engaged a firm to work on Google search optimization. We have investigated the use of Google Adwords and been advised that it is not a financially viable option for the College. We have been advised to have a SEO audit of the Website and funds will be requested for such in 2013-14.

The new Homepage design prominently features a virtual tour. The virtual tour currently on the Website is not good, and we are long overdue for a new one. This will be a budget item in the 2013-14 request. Accomplished: Virtual Tour completed; post January 2014. We also need outside help to assess where we are with Social Media and where we need to go. Funds for this will also be requested for 2013-14. Funding not approved. Another budget related item in 2013-14 is to make the content editor's position permanent and full-time (it is now part-time temporary). Partially accomplished; position recognized as permanent full-time but only funded at ¾ time. It does little good to "dress up" outdated and poorly written content in a new design.

Continuing to evaluate and do better what we are doing is an important fundamental of marketing but, frankly, it is not what was envisioned when Goal 4 was written. Goal 4 calls for a substantial expansion of the College's efforts in marketing to encompass admissions, alumni relations, general marketing, and retention. The plan calls for the following budget-related actions in 2013-14:

- Establish in 2013-14 a single integrated marketing budget for the College to support integrated marketing for student recruiting, general marketing, alumni relations, fundraising (excluding a capital campaign), the Website, and Social Media. Accomplished.
- Make a five-year commitment to integrated marketing of no less than 3% of the College's operating budget annually for five years. (This would be \$1.8 - \$1.9 million in 2013-14. It includes marketing funds currently budgeted in Admissions, IA, and Communications. New money would be about \$800,000.) Not funded by Board.

- Engage a consultant to assist in development of an integrated marketing plan. (This function is and will continue to be partially performed by the Marketing Committee of the Board.) Not requested in 2013-14 or will it be in 2014-15 because current level of marketing funding make impractical.
- Launch an integrated marketing plan in 2013-14. Partially accomplished; of the four major recommendations in the plan developed by the Board Marketing Committee; three will be implemented in 2013-14. 1

Recognizing budget realities for 2013-14, the Marketing Committee is focusing on initiatives of \$100,000 in each of the four areas. Thus, the Communications Office 2013-14 budget request will include \$400,000 for integrated marketing. Not approved; partially funded from outside sources.

5. Implement the Good Men Plan @ H-SC in consultation with all constituencies through the Good Men Plan @ H-SC Working Group and Good Men Plan (GMP) Committee. (John Ramsay)

**Description:** A 14-person working group during January to May 2012 examined how to design and plan for the Good Men Plan @ H-SC and C-Days. The GMP and C-Days supplement the academic mission through advancing seven core themes of the ideal “Hampden-Sydney Man.” The Working Group submitted its “White Paper on Initial C-Day at Hampden-Sydney College for The Faculty of Hampden-Sydney College” on April 21, 2012. The Working Group dissolved in May 2012 and was replaced by the GMP Committee, effective May 31, 2012.

The “Good Men Plan @ H-SC” is Hampden-Sydney College’s model of a high quality liberal arts curriculum complemented by co-curricular programs, events, and experiences to give its students a comprehensive educational experience to prepare and educate them for success in the future as “good men and good citizens.” The GMP enables students to reach their highest potential. Programs and events for the GMP take place throughout the entire academic year and at other times on dedicated days known as “C-Days.”

C-Days encourage the College to come together for a series of events providing intellectual enrichment and co-curricular engagement for students. The name “C-Day” comes from three facets that serve as the foundation of the Good Men Plan and C-Days: *Convocation*, *Community*, and *Class Identity*. C-Days occur one day a year or perhaps in the future one day each semester. On a C-Day, no classes or other events take place. Providing a concentrated day allows GMP participants from all four classes to experience the virtue of uniting as a student body and the worthiness of encouraging one another’s active involvement, personal growth and camaraderie.

The first C-Day was on September 4, 2012, and the second C-Day occurred on September 10, 2013. C-Day for fall 2013 had a reduced scope compared to the fall 2012 C-Day. Other than Freshmen Service Projects in the afternoon, all events took place between 9:00 a.m. and 1:30 p.m. Thus, athletic teams were able to conduct practices in the afternoon.

**Strategic Alignment.** The Good Men Plan and C-Days are integrated with the mission and values of Hampden-Sydney College and the strategic direction of the institution. First, the GMP and C-Days are derived from the strategic plan. Moreover, the GMP and C-Days are

intentionally supportive of the College mission. Very importantly, the GMP and C-Days are complementary with and supportive of the academic program and its education goals. Overall, there is alignment among the College mission, education goals, strategic plan, GMP, and C-Days.

**Goals.** The overarching goal of the Good Men Plan is to promote and enhance student engagement. Specific goals are to (1) provide purposeful educational activities which engender student engagement, (2) foster campus cohesion and build community, and in the process (3) achieve values acculturation. The goals are the same for GMP co-curricular events, activities, and experiences taking place throughout the academic year and on designated C-Days. The first goal relates to the seven core themes of the ideal “Hampden-Sydney Man” listed below.

1. Citizenship, Civility, Service, and Leadership
2. Understanding Manhood and Masculinities
3. Self-Awareness, Vocational Reflection, and Professional Development
4. Environmental Stewardship and Outdoor Experience
5. Arts, Creativity, Innovation, and Entrepreneurship
6. Global Engagement and Intercultural Communication
7. Intellectual Enrichment

**2013-2014 GMP Program.** All GMP programs meet on Thursdays from 11:30 a.m. to 12:15 p.m. in Johns Auditorium:

Fall 2013

Sep 19, Dr. Howard: GMP Introduction, “*The 5 Bs*”

Oct 10, Joe Ehrmann: “Be a Man”

Oct 31, Career Education and Exploration

Nov 14, Men’s Wellness

Spring 2014

Jan 23, Heroes

Feb 13, Step Up H-SC: Inclusion and Brotherhood

Feb 27, Men and Technology

Mar 20, Dr. Howard: Freshmen Capstone

**GMP Committee.** Members of the GMP Committee for 2013-2014 are:

Chair—Mr. John Ramsay ‘05

Advisor to the Chair—Dr. Dale Jones

Advisor to the Chair—Ms. Sandy Cooke

Faculty Member (appointed by the Provost)—*To be Academic Affairs Committee Chair  
determined in August 2013*

Faculty Member (elected by the faculty in September 2012)—Dr. Saranna Thornton

Associate Dean of the Faculty —Dr. Mike Utzinger

Staff Member (appointed by the President)—Ms. Karin Gollin

Staff Member (appointed by the President)—Colonel Rucker Snead ‘81

Student Member (appointed by Dean of Students)—Mr. Matt Kanne ‘14

Student Member (appointed by the President)—Mr. Cooper Weir '14  
Student Member (appointed by President of Student Government)—*Vacant*  
Alumni Member (appointed by the President)—Mr. Michael Palmore '97  
Parent Member (appointed by the President)—*Vacant* (Parent of a Student in Class of \_\_\_\_\_)

6. Generate incremental revenues from new sources. (Dennis Stevens)

a. Semester Online. (Dennis Stevens)

**Description:** We have purchased Blackboard Collaborate, a system for online communication and instruction, and the initial training sessions have taken place. A small group of faculty are experimenting with it, and plans are in place for one or two online summer school classes to be offered this May. This offers some potential for increased revenue in the future, since we will be able to offer students summer options. We are also working with VFIC (Virginia Foundation of Independent Colleges) to develop a video conference room in collaboration with other private colleges in the state. This will allow sharing of classes in accordance with our existing articulation agreement.

b. China Global Maximum Educational Opportunities (g-MEO) Program. (Mary Cooper)

**Description:** The list of g-MEO programs endorsed for study abroad at H-SC was expanded in Spring 2013 to include the program in Suzhou China at Xi'an JiaoTung University. This is a joint venture between Xi'an JiaoTung University and the University of Liverpool and is possibly the only study University program in China to provide classes in English suitable for Science and Math majors. This year we sent an H-SC student to the Suzhou program for a full year to study Math and Computer Science. g-Meo joins our other study abroad provider programs in China offered through: IES Abroad at Fudan University in Shanghai and Beijing Foreign Studies University; and the Alliance for Global Education at the Beijing Language and Culture University and also at the Shanghai University of Finance and Economics. We will continue listing g-Meo as an abroad opportunity for the foreseeable future.

So far in Academic Year 2013/2014, nineteen students are studying abroad for a total of 21 semesters (2 students studied for a full year) in ten countries. Please see the below list of students abroad.

Total numbers for Study Abroad for Academic Year 2013/2014 including May Term and Summer 2014 will be available in May 2014. The percentage of graduating seniors with a Study Abroad Experience while at H-SC will also be available in May 2014.

## Semesters Abroad 2013-2014

Fall

2013

|   |              |              |   |
|---|--------------|--------------|---|
| 1 | Baldwin      | Chase        | IFSA Hebrew University of Jerusalem , Israel                          |
| 2 | Iqbal        | Jahangir     | g-Meo Xi'an JaoTung Liverpool University Suzhou China                 |
| 3 | Kilgore      | Will         | Alliance for Global Education Beijing Language and Culture University |
| 4 | Nicholson    | John Michael | IES Barcelona, Spain  |
| 5 | O'Neill      | Justin       | Hollins University Program in London, England                         |
| 6 | Park         | Edward       | GlobaLinks Korea University Seoul, South Korea                        |
| 7 | Rice         | Alan         | IES Barcelona, Spain  |
| 8 | Roberts      | Brett        | IES Barcelona, Spain  |
| 9 | Roden-Forman | Jake         | IFSA University of Edinburgh, Scotland                                |

Spring 2014

|    |           |                |  |
|----|-----------|----------------|--|
| 10 | Alexander | Daniel         | UVA Hispanic Studies Center, Valencia, Spain           |
| 11 | Bouchard  | Doran          | Antioch Education Abroad program in Tubingen Germany   |
| 12 | Ferrell   | Perry          | CIEE Warsaw School of Economics, Warsaw, Poland        |
| 13 | Freston   | Tyrone         | AIFS Richmond, the American University London, England |
| 14 | Haden     | Samuel         | IES Salamanca, Spain                                   |
| 15 | Harrell   | Parker         | AIFS Richmond, the American University London, England |
| 16 | Henriques | Sydney         | UMASS - Dartmouth, Lisbon, Portugal                    |
| 17 | Iqbal     | Jahangir       | g-Meo Xi'an JaoTung Liverpool University Suzhou China  |
| 18 | Obrien    | CharlesAtticus | UMASS-Dartmouth, Lisbon, Portugal                      |
| 19 | Parham    | Tyler          | IES Fudan University, Shanghai, China                  |
| 20 | Park      | Edward         | GlobaLinks Korea University Seoul, South Korea         |
| 21 | Smith     | Quentin        | IFSA University of Otago, Dunedin, New Zealand         |

c. New student recruitment for cross country and swim teams. Explore wrestling as a club sport. (Richard Epperson)

**Description:** January 2013 recruiting/enrollment update: Thanks to the efforts of Betsy Prengaman and our Admissions staff, rosters for swimming and cross country exceeded baseline projections and expectations. The swimming roster increased from 12 in 2011-12 to 25 in 2012-13 and the Cross Country roster increased from 7 to 21. New recruitment and retention strategies are being explored to improve the competitive performance of these teams.

We recently purchased one wrestling mat. Wrestling will be a club sport beginning 2013-14, and Mac Main (Head Golf Coach) has agreed to mentor the group. Student interest is good, approximately 15 currently enrolled students and a few incoming freshmen are interested. After two years of sustained interest and commitment at the club sport level, we will evaluate NCAA membership. The ODAC will not have enough interest, so we will have to explore conference affiliation options.

d. Revised reunion giving program. (Lee King)

**Description:** With the successful completion of the first-ever spring reunion model, the revised reunion giving model is working and fully operational. It will now be on-going with each new reunion class celebrating reunions each spring. The success of the initiative is clearly visible in the 50<sup>th</sup> reunion gift of the class of 1963. This gift was \$5.3 million and far surpassed the previous record of \$275,000 by a 50<sup>th</sup> reunion class. Upcoming reunion classes are already working on funding portions of the new student center or endowing scholarships as part of their reunion giving efforts.

e. Increased retention. (David Klein)

**Description:** Many of the Strategic Plan's Goal Action Items are related directly or indirectly to increasing the retention of students. As the Strategic Plan is implemented, we expect to see improvement in retention.

f. Secure large grant or other philanthropic support based on dedicated mission to educating men. (President Howard and Lee King)

**Description:** The College developed a comprehensive concept paper for approaching large national foundations and other granting organizations based upon an idea for a consortium of men's colleges addressing the challenges of educating men across our society. Initial inquiries to national foundations like Ford and Mellon in the fall of 2012 elicited no positive response and we were told they have no interest in meeting. The collaborative concept initiative with a coalition of the other men's colleges needs to be developed further to allow us to make a more comprehensive and compelling argument to gain the attention of a national funder. This initiative is on-going.

7. Implement the no-cost Strategic Plan Goal Action Items in section II. (See lead staff persons listed in Table 1 in section II below.)

**Description:** Fifteen of the 58 Goal Action Items are no-cost (or relatively low-cost) actions. Many were underway before and/or during the Strategic Plan development process. Others have been started since the approval of the Strategic Plan. They are targeted to be completed or significantly underway by 2014.

8. Advance the Centers of Excellence in consultation with all constituencies. (Dennis Stevens)

**Description:** Centers of Excellence at Hampden-Sydney College are both places and spaces which embody the core values of our institution. Provost Stevens has completed work with an ad-hoc committee to develop standards and policies for centers. This clarifies the relationship of centers to the academic program, the procedures for hiring, firing, and evaluation of staff, the issue of funding, and other important matters. The statement on centers offers guidelines that will allow existing centers to flourish and pave the way for new centers. At this point, there is serious movement toward the development of a center for men's studies (or as it is sometimes called, a center for the study of masculinities).

## II. Strategic Plan Goal Action Item Implementation

| <b>Table 1<br/>Phase I—2012-2014</b>   |  |                              |
|--|--|------------------------------|
| <b>Goal Action<br/>Item<br/>Number</b> | <b>No-Cost<br/>Goal Action Item<br/>Statement in Strategic Plan<br/>(15 of 58, excluding 2.0 and 3.0)</b>      | <b>Lead Staff<br/>Person</b> |
| 1.4                                    | Investigate offering a business major  | Dennis Stevens               |
| 2.0, 3.0                               | Administer climate surveys   | Christine Ross               |
| 2.B.1                                  | Engage in a curriculum development review  | Dennis Stevens               |
| 2.B.3                                  | Give more attention to freshman and sophomore years  | David Klein                  |
| 3.A.5                                  | Engage parents and alumni in recruitment process   | Anita Garland                |
| 3.B.2                                  | Enhance professional development and support of staff  | Barbara Armentrout           |
| 3.B.3                                  | Create a staff advisory committee  | Barbara Armentrout           |
| 3.C.1                                  | Strengthen and diversify Board   | Dale Jones                   |
| 3.C.2                                  | Increase Board interaction with faculty and staff  | Dale Jones                   |
| 3.C.3                                  | Evaluate all aspects of Board operations   | Dale Jones                   |
| 3.D.9                                  | Ensure a safe and secure campus: training, professional development, e2Campus, community policing, and cameras | Chief Brown                  |
| 5.1                                    | Reassess current strategy for student recruiting   | Anita Garland                |
| 5.2                                    | Reassess current strategy for institutional advancement  | Lee King                     |
| 5.5                                    | Increase alumni participation from 29% to 45%  | Lee King                     |
| 5.7                                    | Place additional emphasis on corporate giving  | Eunice Carwile               |
| 5.8                                    | Study use of debt financing  | Glenn Culley                 |

1.4, Investigate offering a business major. (Dennis Stevens)

**Implementation Status:** The idea of a business major was explored during the 2011-2012 academic year. The faculty from the Department of Economics and Commerce agreed to change the name of the department to Economics and Business to reflect the fact that business is taught at Hampden-Sydney in a liberal arts context. The change of the department's name will allow prospective students and their parents to see that business is taught here, even though the approach here is different from some other institutions.

2.0, 3.0, Administer climate surveys. (Christine Ross)

**Implementation Status:** The faculty and staff climate survey was administered in the fall of the 2011-12 academic year and an expedited analysis was completed and presented at the President's request for the February 2012 Trustee Winter Board Meeting. The College also participated in the *Chronicle of Higher Education's* "Great Colleges to Work For" survey in the spring of that academic year. The survey report from the *Chronicle* was sent directly to the Human Resources Department where the results are being analyzed. A student version of the climate survey is being constructed at this time, with the intention to administer it early in the spring semester of 2012-13.

2.B.1, Engage in a curriculum development review. (Dennis Stevens)

**Implementation Status:** Curriculum review is an ongoing process. The faculty will soon vote on a proposal from the Academic Affairs Committee to reduce the Western Culture requirement from a three-semester requirement to two semesters; this would also involve a change in the way in which the course is taught. In addition, the Academic Affairs Committee is considering a requirement that all students must take either an American government course or an American history course in order to graduate.

2.B.3, Give more attention to freshman and sophomore years. (David Klein)

**Implementation Status:** Research about retention suggests early and consistent engagement and availability of support resources are key factors in an institution's ability to retain students. Beginning during the summer of 2012, members of the Student Affairs Staff called each rising sophomore to check up on him. These calls were met with great appreciation. Further, beginning with the opening of the 2012-13 academic year, the College's traditional method of "Orienting" its newest students during a concentrated three-day Orientation Program was revolutionized. Consistent with current best practice, we have developed a new Orientation to Hampden Sydney College that focuses on assisting new students' transition to college life. In so doing, we now offer transition programs that extend to Fall Break that focus on adjustment, time management, decision making, and other critical issues related to beginning the college experience. During the next few years, we expect to build upon this focus on the first and second year experience. And, finally, the deans of students are meeting with every freshman in face to face conversations about their transition to college, challenges, and opportunities. We project having met with all new students by mid-October. As we move forward, we will study best practices for engaging students and assisting their development with an eye toward building a series of events and programs to be employed throughout a student's first four semesters. The Office of Student Affairs is located in Blake A of the Blake Village. This past summer, modest improvements were made to both the exterior and interior of the building in order to make it a more inviting place for students to come. In addition, some offices were relocated to provide more user-friendly service to students. Coffee, tea, and water are available in the lobby on a daily basis and home-baked treats, prepared by our administrative staff, are offered several times a week. Each service has attracted a host of "regulars" in our office. During the Christmas Holiday recess, the Office of Student Affairs contacted all sophomores by phone, voice mail, or email to check in, see how they were, and if they had any needs we could help them resolve. The response to this outreach was overwhelmingly positive. Implementation of the on-line retention software MAP-Works is progressing such that we anticipate "roll-out" beginning with the Fall 2013 Semester. This is a useful part of the still-developing First and Second Year Experience program being developed.

3.A.5, Engage parents and alumni in recruitment process. (Anita Garland)

**Implementation Status:** The Admissions Office is in the process of expanding and updating its volunteer recruitment program. Under the new name "Man Up With Admissions," from the former "Tiger Hunt," we will engage parents, alumni, friends, and current students in recruitment. We will add to the program in stages, beginning with the March 1, 2013, e-mail announcement of the revitalized program, logo, and the request for volunteers to assist us in the recruitment process. We will ask that our volunteers fill out a form, which is updated and expanded from the currently-used form housed on the Alumni web pages. Future stages of the

program will be the opportunity for students to contact alumni/parents/friends by location, vocation, or avocation (posted on the website); and alumni assisting with Area Receptions and College Nights. These two programs will be introduced in academic year 2013-2014.

3.B.2, Enhance professional development and support of staff. (Barbara Armentrout)

**Implementation Status:** Barbara Armentrout, Director of Human Resources, plans to complete the following actions in spring 2013 with implementation in fall 2014:

- Meet with each Cabinet Officer to determine what professional development is currently being accomplished and what needs to be done in the future.
- For each department, determine what on-campus training is required and is available.
- Establish training programs for completion by all new hires within the first 90-days of employment and an on-going professional development program covering a three-year period for each employee.
- Determine online resources for training.

3.B.3, Create a staff advisory committee. (Barbara Armentrout)

**Implementation Status:** Planning is underway to implement a Staff Advisory Committee (SAC) by summer 2014. The objectives are to improve communication, coordination, and collaboration among staff and faculty departments to achieve greater efficiencies. Additionally, Dale Jones and Barbara Armentrout, Director of Human Resources, are leading the effort to propose a plan for the establishment and operation of the SAC. They consulted with Washington and Lee University and are examining other institutions such as the University of Richmond to learn from their experiences. It is important to clearly define the purpose of the SAC. A recommended course of action is expected to be made to President Howard by early summer 2014 with implementation by August 18, 2014.

Goal Action Item 3.B.3. calls for a “staff committee.”

GOAL #3: To build and retain a more diverse, civil, and engaged college community.

B. Faculty and Staff Resources

3. Improve communication, coordination, and collaboration among staff and academic departments to increase efficient use of institutional resources. Create a formal College-wide staff committee to improve communication among staff departments and with the College administration.

On January 2, 2014, Dr. Jones appointed Barbara Armentrout, Chief Jeff Brown, and Keary Mariannino to a Staff Advisory Committee Working Group. Chief Brown and Ms. Mariannino bring valuable experience and “fresh eyes” to our College from their previous institutions. Ms. Mariannino served as Chair of the Longwood University Staff Advisory Committee. Ms. Armentrout has institutional knowledge of H-SC and our staff. They were tasked to work together to develop a recommended approach and plan for an H-SC Staff Advisory Committee. The following general guidance was provided to them:

1. You are co-chairs of the Staff Advisory Committee Working Group.

2. Goal: H-SC establish the Staff Advisory Committee by Aug 18, 2014.
3. Suggestions:
  - a. Identify and learn from some exemplary Staff Advisory Committee structures at other colleges and universities.
  - b. As necessary, seek inputs from some H-SC staff to gain their insights.
4. Milestones:
  - a. Feb 5, 2014: your Status Report #1 due to Dr. Jones
  - b. Mar 5, 2014: your Status Report #2 due to Dr. Jones
  - c. Apr 9, 2014: your Final Recommended Plan due to Dr. Jones
5. Expected components of the Final Recommended Plan:
  - a. **Purpose and scope** of the Staff Advisory Committee.
  - b. **Operational structure and actions** of the Staff Advisory Committee.
  - c. **Size** (number of members) of the Staff Advisory Committee.
  - d. **Offices** to be represented on the Staff Advisory Committee.
  - e. **Frequency of meetings** for the Staff Advisory Committee.
  - f. **Bylaws** of the Staff Advisory Committee.
  - g. **Others** as you determine.

### 3.C.1, Strengthen and diversify Board. (Dale Jones)

**Implementation Status:** The Trustee Board Affairs Committee cultivates candidates for membership on the Board of Trustees and nominates individuals to fill all vacancies on the Board. In fulfilling its role, the committee seeks diversity across multiple elements: geographic, gender, ethnic, occupation, age, alumnus status, and education level. Furthermore, the Board is in the process of defining and achieving the right balance between a “resource board” and a “heart board.”

### 3.C.2, Increase Board interaction with faculty and staff. (Dale Jones)

**Implementation Status:** It is expected that increased Trustee interaction with faculty and staff will result in improved communication, better understanding, enhanced trust, and greater cohesion within the College community. These outcomes should strengthen commitment to and accomplishment of the Strategic Plan. An example of increased interaction is the initiative by the Provost and Dean of the Faculty to arrange for Trustees to observe classes when they have opportunities while attending Trustee Board Meetings. The Fall 2013 Board Meeting schedule included a 90-minute period for Trustees to attend classes. Another example is the involvement by six faculty and five student government leaders as representatives to the Trustee Bylaws Subcommittee during 2012-2013.

### 3.C.3, Evaluate all aspects of Board operations. (Dale Jones)

**Implementation Status:** Steps are underway to bring beneficial change to the way the Board operates. The objective is to increase the overall performance of the Board. There is an ongoing evaluation of Board operations aimed at making changes to Board governance practices related to the Board policy manual/handbook, policies such as conflict of interest, bylaws, committee charges, statements of Trustee responsibilities, and Board self-assessment. At the Spring 2012 Board Meeting, the Board voted to adopt an amendment to change Section 7 of the bylaws pertaining to the number of Trustees on the Board. Beginning with the Trustee Class of 2016

which started July 1, 2012, each class will have eight Trustees, instead of ten. Additionally, New Trustee Orientation is being restructured to provide a more meaningful experience for new Trustees. Dale Jones, Assistant Secretary to the Board, proposed a two-day approach for the orientation beginning in 2014: the first session would be an orientation to trusteeship at the Fall Board Meeting and the second session would be an orientation to the institution at the Winter Board Meeting. For 2012 and 2013, a hybrid approach is being used at the Fall Board Meeting since the Winter Board Meeting will be off campus in Spartanburg, South Carolina, in 2013, and Atlanta, Georgia, in 2014. Consideration is being given to the number and locations of meetings. The Trustee Bylaws Subcommittee of the Board Affairs Committee led the effort to revise the College bylaws. The new bylaws took effect June 30, 2013. According to the new bylaws, the previous Budget-Audit Committee is split into a separate Audit Committee and Budget Committee. Additionally, the Secretary and Treasurer are now Trustees.

3.D.9, Ensure a safe and secure campus: training, professional development, e2Campus, community policing, and cameras. (Chief Brown)

***Implementation Status:***

***Emergency Notification System.*** In spring 2012, the College implemented a new emergency notification system (ENS) through contracting with e2Campus, a company headquartered in Leesburg, Virginia. The system is tested quarterly and it has been working quite well. To date, there are nine trained operators that have authorization to send emergency messages to the Hampden-Sydney community, which provides great redundancy. A successful test of the system occurred on October 17, 2013, as the College participated in the “Great SouthEast ShakeOut” earthquake drill.

***Mutual Aid Agreements.*** In summer 2012, H-SC signed mutual aid agreements with the Virginia State Police and Longwood University Police. In fall 2012, H-SC signed a mutual aid agreement with the Prince Edward County Sheriff’s Office. An agreement with the Town of Farmville Police Department was signed on January 10, 2013.

***Security Cameras and Card Access.*** The Police Department completed research on security camera use at other colleges and universities. Results revealed that almost every college uses security cameras and achieves some degree of crime reduction and/or criminal apprehension. The College has not made a decision to expand installation of security cameras at this time.

***Professional Development.*** In the areas of training and professional development, all officers undergo 40 hours of in-service training on a bi-annual basis, as required by law. This training is classified as the minimum standard, which is mostly conducted on-line. Hampden-Sydney College police officers would benefit from expanded training and professional development opportunities. Additional specialized training and attendance at various conferences would enhance knowledge of current trends and techniques in order to better serve the College.

***Community Relationship Building.*** Developing whole relationships with members of the Hampden-Sydney College community is an important function for the success of the Hampden-Sydney College Police Department and is constantly practiced. Police bike programs have a proven record of enhancing relationships in communities and such program is currently being

developed. Two police officers have been certified in bicycle operations and a police bike is being field tested and evaluated.

**Public Safety Assessments.** In April 2013, Dr. Dale Jones submitted two reports associated with reviews of safety and security at the College. The first report, titled “Assessment of Safety, Security, and Emergency Management Operations,” makes six recommendations associated with restructuring the Department of Security and Police. The second report, titled “Policy and Recommendations to President Howard for Security System Installations,” contains recommendations to (1) proceed with installation of *some* cameras and *some* card swipe locks but not gates and (2) form a Security Advisory Committee to further examine future installations.

**Reorganization.** During the summer 2013, a College search committee conducted a search for a new Director of Public Safety and Chief of Police. On September 16, 2013, the College hired Jeffrey S. Brown for this position. Chief Brown is preparing an assessment of the College’s Security and Police Department and will provide the administration with suggested recommendations for improvement.

5.1, Reassess current strategy for student recruiting. (Anita Garland)

**Implementation Status:** While the reassessment of recruiting strategy occurs on a yearly basis, in 2012 we conducted a more thorough review of staff travel, counselor contacts, student search names, and application deployment. We made major changes in the way we used our time and in the areas we spent our resources. In addition, a three-year Tuition Discount study is in progress, which began in the summer of 2012 and will continue through 2014; and a marketing agency has been hired to conceive a new brand, viewbook, and web design for recruiting year 2013-2014.

5.2, Reassess current strategy for institutional advancement. (Lee King)

**Implementation Status:** The reassessment is complete, and new strategies and activities have been implemented.

5.5, Increase alumni participation from 29% to 45%. (Lee King)

**Implementation Status:** Fiscal year 2012-2013 saw significant positive movement toward this goal. At June 30, 2013, the college had moved the alumni participation percentage from 29% to 36%. In the current fiscal year, we have programmed an initiative to set an all-time high number of total alumni donors. If the College is successful this year, we will approach the 40% threshold. It should be noted, however, that sustaining a 45% alumni giving percentage, if we ever reach it, will be difficult considering the growing numbers of our solicitable alumni and our high percentage of young alumni.

5.7, Place additional emphasis on corporate giving. (Eunice Carwile)

**Implementation Status:** Since our initial discussion in August 2011, we have affirmed that in the current economic environment and most likely going forward, securing corporate gifts is best accomplished by cultivating and soliciting corporate leaders as individual donors. Seen in this light, it is a major gifts effort and should be subsumed into goal 5.2, “Reassess current strategy

for institutional advancement.” Eunice Carwile, Director of Grants and Special Projects (a new title), is concentrating on foundation and government grant-seeking, currently with an emphasis on assisting faculty in securing external funding for research and helping to guide students through certain elements of their Learning by Giving and Social Entrepreneurship classes.

5.8, Study use of debt financing. (Glenn Culley)

***Implementation Status:*** The College met with (2) investment banking firms and reviewed historical and pro-forma credit ratios to determine borrowing capacity and rate structure. Debt capacity and interest rates change constantly; when the College decides to move forward with a specific project then borrowing needs will be determined. Based on ratios and discussions with bank personnel, the College should be able to borrow \$12M-\$15M. Additional debt financing, coupled with appropriate project fundraising, will allow the College to address items identified in the facilities master plan.

### III. Institutional Advancement Fundraising Campaign

Phase I of a major fundraising initiative focused on key strategic priorities is underway with our focus on the student center project. A major capital campaign is still a few years away; however, the development committee of the Trustees has approved a focus on highly targeted mini-campaigns as a way to achieve some of the major objectives of the Strategic Plan.

#### ***Phase II: Mid-Term 2014-2017***

##### I. Strategic Initiatives

*[Forthcoming]*

## II. Strategic Plan Goal Action Item Implementation

| <b>Table 2</b>                 |   |   |
|--------------------------------|---|---|
| <b>Phase II—2014-2017</b>      |   |   |
| <b>Goal Action Item Number</b> | <b>Goal Action Item Statement in Strategic Plan (34 of 58)</b>                        | <b>Lead Staff Person</b>                        |
| 1.1                            | Develop recognition for educating men   | President Howard                                |
| 1.2                            | Broaden honor to include conduct, character, etc.                                     | David Klein                                     |
| 1.3                            | Help students become active citizens  | Karin Gollin                                    |
| 1.5                            | Add programs so graduates become more competitive                                     | Rucker Snead & Dennis Stevens                   |
| 1.6                            | Sponsor programs about career development   | Rucker Snead                                    |
| 1.7                            | Create Office of Vocational Reflection  | Rucker Snead                                    |
| 1.8                            | Increase international experience from 30% to 40%                                     | Mary Cooper                                     |
| 1.9                            | Enhance programs on global and cultural diversity                                     | Mary Cooper & Hakeem Croom                      |
| 1.10                           | Expand leadership and development programs  | Dale Jones                                      |
| 2.A.3                          | Complete institutional and instructional technology plan                              | Glenn Culley                                    |
| 2.B.2                          | Focus on men's education through initiatives  | Sarah Hardy                                     |
| 2.B.4                          | Develop strategies of teaching for liberal arts mission                               | Dennis Stevens                                  |
| 2.C.1                          | Enhance programs in service learning, internships, etc.                               | Dennis Stevens & Karin Gollin                   |
| 2.C.2                          | Stress connections with post-graduation vocations                                     | Jason Ferguson                                  |
| 3.A.1                          | Attract at least 325 freshmen, 35 transfers, and enroll 1,150 in fall semesters       | Anita Garland                                   |
| 3.A.2                          | Establish arrangements with VA Community College system                               | Dawn Congleton                                  |
| 3.A.3                          | Obtain more guaranteed-admission graduate programs                                    | Dennis Stevens                                  |
| 3.A.4                          | Examine ways to ensure access with increased scholarships                             | Anita Garland & Eunice Carwile                  |
| 3.A.8                          | Increase interaction with nearby colleges (especially women's)                        | Dennis Stevens                                  |
| 3.B.4                          | Encourage faculty-student out-of-class interaction                                    | Dennis Stevens, David Klein, & Richard Epperson |
| 3.D.2                          | Develop "indirect approaches," fitness programs, and new intercollegiate sports teams | David Klein & Richard Epperson                  |
| 3.D.3                          | Sponsor new social activities during weekends   | John Ramsay                                     |
| 3.D.4                          | Reinvigorate the fraternity system  | John Ramsay                                     |
| 3.D.5                          | Link residential life programs to academic programs                                   | Dennis Stevens & David Klein                    |
| 3.D.6                          | Strengthen leadership skills of student leaders                                       | William Moss                                    |
| 3.D.7                          | Develop models for orientation/student life in freshman year                          | Karin Gollin                                    |
| 3.D.8                          | Develop innovative substance education programming                                    | Shawn White                                     |
| 3.E.1                          | Strengthen programs with communities, nearby colleges, etc.                           | Candy Dowdy                                     |
| 3.E.2                          | Establish collaboration with community leaders/organizations                          | Candy Dowdy                                     |
| 4.1                            | Market opportunities for recognition to donors  | Lee King  |
| 4.2                            | Engage parents in life of College   | Lee King  |
| 4.3                            | Develop innovative programs to increase alumni engagement                             | Mark Meitz                                      |
| 4.4                            | Involve students, parents, alumni, faculty, etc. in fundraising                       | Tommy Shomo                                     |

|     |  |  |
|-----|--|--|
| 5.9 | Use summer programs, rentals, services to increase revenue | Glenn Culley,<br>Richard Epperson, &<br>Dennis Stevens |
|-----|--|--|

### III. Institutional Advancement Fundraising Campaign

The mini campaign will be winding down, and the feasibility of launching a much larger fundraising campaign will be determined. Campaign feasibility studies will be complete, and we will have a much better understanding of our ability to reach a targeted goal. The larger campaign effort will begin during this time.

#### *Phase III: Long-Term 2017-2020*

##### I. Strategic Initiatives

*[Forthcoming]*

##### II. Strategic Plan Goal Action Item Implementation

| <b>Table 3<br/>Phase III—2017-2020</b> |   |                                     |
|--|---|-------------------------------------|
| <b>Goal Action Item Number</b>         | <b>Goal Action Item Statement in Strategic Plan (9 of 58)</b>             | <b>Lead Staff Person</b>            |
| 2.A.1                                  | Revise facilities plan and create integrated campus core                  | Glenn Culley                        |
| 2.A.2                                  | Upgrade academic buildings, residence halls, Fraternity Circle            | Glenn Culley                        |
| 3.A.6                                  | Increase retention rate from 67% to 72%                                   | <i>All</i>                          |
| 3.A.7                                  | Increase non-Virginia (40%) and minority (15-20%) students                | Anita Garland                       |
| 3.B.1                                  | Recruit and retain exemplary faculty with 80 <sup>th</sup> percentile pay | Dennis Stevens                      |
| 3.D.1                                  | Increase staffing and resources of Student Affairs                        | David Klein &<br>Barbara Armentrout |
| 5.3                                    | Increase endowment from \$131M to at least \$200M                         | Lee King                            |
| 5.4                                    | Increase giving to annual fund by 4-5% each year                          | Lee King                            |
| 5.6                                    | Execute comprehensive campaign of at least \$200M                         | Lee King                            |

### III. Institutional Advancement Fundraising Campaign

Conduct major fundraising campaign.

# Hampden-Sydney College

## Trustee Committee Oversight of Strategic Plan Goal Action Items

*For each of the five Goals, the primary Trustee committee, supporting Trustee committees, and Phase I no-cost Goal Action Items are listed.*

**Goal #1:** To graduate capable, confident men who are committed to serving with honor and character – Good Men, Good Citizens.

Primary Committee: Faculty and Academic Affairs

Supporting Committees: Athletic, Strategic Planning, Student Affairs

1.4, Investigate offering a business major.

**Goal #2:** To achieve an environment for the education of men that is recognized for excellence in learning, teaching, living, and working.

Primary Committee: Student Affairs

Supporting Committees: Athletic, Audit, Budget, Buildings and Grounds, Faculty and Academic Affairs, Finance, Strategic Planning

2.0, 3.0, Administer climate surveys.

2.B.1, Engage in a curriculum development review.

2.B.3, Give more attention to freshman and sophomore years.

**Goal #3:** To build and retain a more diverse, civil, and engaged college community.

Primary Committee: Admissions

Supporting Committees: Athletic, Board Affairs, Faculty and Academic Affairs, Strategic Planning, Student Affairs

3.A.5, Engage parents and alumni in recruitment process.

3.B.2, Enhance professional development and support of staff.

3.B.3, Create a staff advisory committee.

3.C.1, Strengthen and diversify Board.

3.C.2, Increase Board interaction with faculty and staff.

3.C.3, Evaluate all aspects of Board operations.

3.D.9, Ensure a safe and secure campus: training, professional development, e2Campus, community policing, and cameras.

**Goal #4:** Market the College to select national and international audiences for awareness, student recruiting, and fundraising.

Primary Committee: Marketing

Supporting Committees: Athletic, Development, Strategic Planning

**Goal #5:** To assure the financial sustainability of the College.

Primary Committee: Development

Supporting Committees: Admissions, Audit, Budget, Finance, Strategic Planning

5.1, Reassess current strategy for student recruiting.

5.2, Reassess current strategy for institutional advancement.

5.5, Increase alumni participation from 29% to 45%.

5.7, Place additional emphasis on corporate giving.

5.8, Study use of debt financing.

| <b>Table 4<br/>Trustee Committee Oversight of<br/>Strategic Plan Goal Action Items</b> |                                    |   |                |   |                |   |                |   |                |   |   |
|--|------------------------------------|---|----------------|---|----------------|---|----------------|---|----------------|---|---|
| <b>Committee</b>   | <b>Goal #1</b>                     |   | <b>Goal #2</b> |   | <b>Goal #3</b> |   | <b>Goal #4</b> |   | <b>Goal #5</b> |   |   |
|  | P                                  | S | P              | S | P              | S | P              | S | P              | S |   |
| Admissions   |                                    |   |                |   | x              |   |                |   |                |   | x |
| Athletic   |                                    | x |                | x |                | x |                | x |                |   |   |
| Audit  |                                    |   |                | x |                |   |                |   |                |   | x |
| Board Affairs  |                                    |   |                |   |                | x |                |   |                |   |   |
| Budget   |                                    |   |                | x |                |   |                |   |                |   | x |
| Buildings and Grounds  |                                    |   |                | x |                |   |                |   |                |   |   |
| Development  |                                    |   |                |   |                |   |                | x | x              |   |   |
| Executive  | <i>Oversight of all committees</i> |   |                |   |                |   |                |   |                |   |   |
| Faculty and Academic Affairs   | x                                  |   |                | x |                | x |                |   |                |   |   |
| Finance  |                                    |   |                | x |                |   |                |   |                |   | x |
| Marketing  |                                    |   |                |   |                |   |                | x |                |   |   |
| Strategic Planning   |                                    | x |                | x |                | x |                | x |                |   | x |
| Student Affairs  |                                    | x | x              |   |                | x |                |   |                |   |   |

P = Primary Committee

S = Supporting Committee