



Regis College

Report on the Strategic Planning Process

Presented to the Board of Trustees

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Submitted by

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Introduction

In October 2021, President Hays formally announced the launch of Regis' next Strategic Plan 2022 - 2025: *"One Pride, Many Voices: Owning our Future,"* emphasizing our desire to fully engage our community in this important institutional process.

It is imperative to emphasize that mission is fundamental to all that we do at Regis. In this next strategic plan, we want to carry out our mission in the best possible way—a way that allows Regis to shine as its best self.

We will continue to engage in the ideals that are fundamental to our mission: inclusive excellence, academic excellence, access, formation of the whole person, and responsiveness to the common good.

We always want to hold true to the heritage and legacy of social justice of our founders, the Sisters of St. Joseph of Boston. It is their legacy and charism of unifying love that propels our legacy in a very intentional and important way.

This strategic planning process reflects a process of equity, inclusion, transparency, and accountability. It is an integrated approach that allows for all voices to be heard.

The process has included the participation of our many constituencies in focus groups and community dialogues; surveying our faculty, staff and students on inclusion and belonging; and aligning many of our other planning initiatives already ongoing, including the decisions that came out of the long-term planning process, facilities master plan, budget plans, re-accreditation processes, our data dashboard design, our upcoming 10-year NECHE accreditation, and program-specific strategic planning processes.

This report is a culmination of the work we have accomplished over the past year. In addition to an overview of the strategic planning process to date, this report offers an interpretation of the data gathered from our community-wide information gathering phase, the articulation of our strategic planning objectives for the next three years, and a review of next steps as related to the implementation plan.

The strategic planning process is not over. The next phase is to create an implementation plan, an action plan that will help us achieve our strategic objectives. The implementation plan will outline specific operational or tactical solutions with timelines and measurable outcomes, but will also be flexible to pivot or change as needed. Over the next several months, the [Administrative Council](#) will oversee the work of engaging their divisions, departments, and programs to determine action plans that will achieve our strategic objectives.

In summation, **Mission** centers who we are, what we do and for what purpose. The institutional priorities of **Equity, Innovation and Investment, and Empowerment** deepen mission. Our **strategic objectives**, aligned with our institutional priorities, will articulate what we want to achieve over the next three years. The **implementation plan** will direct the work necessary to achieve the objectives.

President Hays appointed Dr. Mary Lou Jackson, Assistant to the President for Mission, Audrey Grace, Vice President for Inclusive Excellence, and faculty members Dr. Lauren

Bent and Dr. Colleen Malachowski to lead the institution through the drafting phase of the process. The Administrative Council will lead the institution through the execution and assessment phase of the strategic planning process.

Guiding Principles

In an *Inside Higher Ed* special report, *Smart, Succinct, and Agile: Strategic Planning in an Age of Uncertainty*, the authors suggest:

“Strategic planning processes are arguably more important in the higher education sector than in the top-down world of corporate America. Higher education has its tradition of shared governance, which requires some sort of mechanism for listening to different stakeholders and building consensus. In many cases, the real value of a strategic plan for a college or university isn’t the document itself. It’s the process used to develop the document, all of the mechanisms that grow up to support it, and the shared ideals it represents.”
[\(<https://www.insidehighered.com/content/smart-succinct-and-agile-strategic-planning-age-uncertainty>\)](https://www.insidehighered.com/content/smart-succinct-and-agile-strategic-planning-age-uncertainty)

Furthermore, they conclude:

“The critical challenge for any college or university is building a planning process enabling it to address both its own unique challenges and the changes sweeping across higher education more broadly. The right process can appeal to higher education’s tradition of shared governance, nudge disparate constituencies to take action and strengthen a college or university for the future.”
[\(<https://www.insidehighered.com/content/smart-succinct-and-agile-strategic-planning-age-uncertainty>\)](https://www.insidehighered.com/content/smart-succinct-and-agile-strategic-planning-age-uncertainty)

With this understanding in mind, we determined the process would include five phases:

1. Pre-planning Phase
2. Information Gathering Phase
3. Drafting Phase
4. Execution Phase
5. Assessment Phase

Pre-planning Phase

To begin the strategic planning process, it was important to review the most contemporary literature on strategic planning in higher education and incorporate best practices at the onset of our planning. In our literature review, we learned:

- Ten-year strategic plans, even 5-year strategic plans, are an outdated practice in higher education. The landscape in higher education is ever changing, and the need to be nimble is more important than ever. Therefore, we decided on a 3-year plan.
- The institution’s mission drives the plan. Fortunately, at Regis, we are a mission-driven institution and therefore our community understands our values, ideals, and our legacy with the Sisters of St. Joseph of Boston. The plan must be authentic to the institution’s identity.

- Setting broad institutional priorities by the leadership provides a framework, a lens for dialogues. Based on the work of the long-term planning process and discussions at the Cabinet level, we determined our institutional priorities to be **Equity, Innovation and Investment, and Empowerment**.
- Top-down strategic planning is also a thing of the past and less effective. A more collaborative process is more likely to build relationships and align resources across the institution to help the planning succeed. Therefore, all internal community members and some external constituencies were invited to participate in this process.
- Although the Cabinet set the broad priorities, it was really important to create a process that is integrative, welcoming, where all voice feel they are being heard. We wanted a healthy mix of fresh ideas and experience. One of our first tasks was to create a Steering Committee made up of faculty, staff and students. This group was charged with facilitating focus groups and community dialogues that provided important data and feedback for determining our strategic objectives.
- The process must be transparent and communicated well. The Strategic Planning [webpage](#) outlines our timeline, lists steering committee members, and tracks our progress through the process. A communication plan was created, so that information about the plan would be continuously shared in our leadership meetings, our faculty meetings, our student meetings, our staff town halls as well as with our wider constituency groups through emails, social and digital media.
- The process should include a climate survey. We created a *Community Survey on Inclusion and Belonging*, which we adopted with permission from the University of Massachusetts, Amherst, for students, faculty, and staff to complete.
- Finally, the process should have metrics and framework for assessment. Our implementation plan will have metrics attached to each operational solution so we can track our progress and/or make adjustments along the way.

Institutional Priorities

Our mission is fundamental to all that we do. In Regis College's Strategic Plan 2022-2025, we want to carry out our mission in the best possible way—a way that allows Regis to shine as its best self. As a best practice for contemporary strategic planning in higher education, the President's Cabinet, was charged with determining institutional priorities that will offer a framework and lens for strategic decision-making.

The Cabinet agreed on the following premises:

- We expect our community to practice **equity** in all that they do as well as carry in their hearts, minds, and actions the commitment to our values:
 - love and service to the dear neighbor without distinction
 - gracious hospitality
 - peaceful resolution of conflict
 - care for all of God's creation
- We want this strategic planning process to offer community members a chance to discern and dream about potential opportunities, **innovation, and investment** that will not only make Regis sustainable, but prosperous.

- We desire to **empower** all community members through learning, growth, and professional development in ways that will contribute ultimately to strength in character and confidence to become agents of change for a better world.

Subsequently, the Cabinet agreed upon **Equity, Investment and Innovation**, and **Empowerment** as our institutional priorities for the strategic plan.

As we engage in community dialogue and consider ways we can truly shine, it was important to have a shared understanding of our institutional priorities. The following provides a narrative for each institutional priority.

Equity: The Sisters of St. Joseph of Boston have a long legacy of “serving the dear neighbor without distinction.” As an institution, we take pride in this legacy, understanding we are all God’s children loved equally and without condition. Equity, in its broadest sense, refers to fairness, justice, and parity; equity moves beyond access to assessing outcomes. Equity-mindedness requires race-consciousness and awareness of the social and historical context of exclusionary practices that disproportionately affect racially minoritized groups. Equity means recognizing that we do not all start from the same place and that we must acknowledge and redress the imbalances. The process is ongoing, requiring us to take responsibility to identify and remove intentional and unintentional barriers arising from bias or systemic structures. Regis is its best when we are intentional about being equity-minded in all our practices and work, including:

- identifying and removing obstacles to success while maximizing potential
- making sure we have the most accurate and disaggregate demographic information
- identifying equity gaps and the institutional policies or practices that are causing those gaps
- valuing differences in the community as an asset to the educational community
- engaging in ongoing critical self-reflection of unconscious bias
- reviewing of structures and policies that may favor one group over another
- creating safe spaces and opportunities for welcoming all without distinction
- working towards the goal of becoming a center of excellence for inclusive excellence

Investment and Innovation: The landscape of higher education demands constant analysis, nimbleness, and the ability to pivot. Making the right decisions about where to direct our resources, finding niche markets to invest in, and creating innovative pathways and programs will not only sustain Regis, but allow our community to thrive and prosper. Regis shines when academic identity and mission align, when who we are within our community is articulated clearly and succinctly to our external community. Regis is its best self when we are forward thinking in our investment and innovation strategies, prioritizing the following areas:

- partnership development and stewardship
- human capital and building capital investments

- faculty support and development
- innovative pedagogy and classroom technology
- market-driven programmatic prospects and initiatives
- data-driven decision making
- relevant and compelling brand identity

Empowerment: Empowerment is the manner in which an individual receives the necessary tools and authority to confidently succeed. Regis is its best self when all voices are heard, and all identities are respected and valued. We are committed to each individual's well-being, including their intellectual, emotional, spiritual, ethical, physical, and professional development. This commitment is evident in our tagline, "Better You, Better World." We want our graduates to reach their full potential and realize their human dignity and when doing so, be confident in their abilities to work toward the common good. A vibrant university is a vibrant community when the culture and the environment offer all a sense of belonging, where diversity is championed and identities are celebrated by engaging in:

- inclusive excellence practices
- formation of the whole person
- professional development that includes the practices of cultural competence and cultural humility
- a work climate that fosters work life balance, recognition, and appreciation
- solidarity within and among us all, engaging in positive relationships with each other and the institution

Long-term Planning Initiative

President Hays established a task force with Board members and key staff members in September 2020, to assure that the institution is "affiliation ready." Cabinet members were then asked to submit proposals to promote prosperity. Criteria for evaluating proposals were: mission; enrollment projections; and, financial and organizational capacity. Three major long-term planning initiatives were endorsed by the Board in June 2021:

- A Professional Studies division
- An expansion of Waltham footprint
- A Center for Inclusive Excellence

These initiatives will be executed with the appropriate operational actions needed to implement strategically within this planning timeline.

Other Aligned Initiatives

The findings from the engagement with our community members will weigh heavily in our strategic planning decisions and efforts. The decision-making and ultimate actions taken over the next three years will also be influenced by aligned planning already in place, such as the long-term planning initiatives. Other planning initiatives that will contribute to the strategic planning include: budget; facilities master plan; launch of professional studies; data dashboard design; upcoming NECHE accreditation and other school accreditation processes; division, department, program planning; and any other aligned institutional initiatives.

Communication Plan

Transparency, accountability, and targeted communications are all incredibly important components to the roll out of an inclusive strategic plan. The Strategic Planning web page, faculty and student meetings, town halls, digital marketing, banners, posters, and student incentives were all incorporated into the communication plan to encourage participation so that all voices could be heard, and all updates about the process would be shared.

Information Gathering Phase

A Steering Committee, made up of Administrative Council members, faculty, staff, and students, was charged with facilitating community-wide engagement in the strategic planning process. The Committee facilitated focus groups with internal and external constituents and sent surveys to some external constituents. Community members were engaged with discussions centered on our institutional priorities relative to the SOAR analysis (Strengths, Opportunities, Aspirations, and Results). Although the Steering Committee was not a decision-making group per se, this group played a unique role in bringing the community together to engage in an inclusive, integrated planning process.

Each Steering Committee member was provided a shared folder that included a facilitator guide and script, template presentation for the focus groups and community dialogues, list of facilitators, template invitation email, a focus group feedback form, and an evaluation form. Facilitators were encouraged to ask a colleague to take copious notes throughout the sessions. Various constituencies participated in the 90-minute focus groups, including students, faculty, staff, Board of Trustees members, alumni, donors, Sisters of St. Joseph, parents, clinical partners, Pearson partners, global partners, LLARC students, affinity groups, and advisory groups.

A total of 42 focus groups were completed (41 in English and 1 in Spanish), with 462 members of our community participating in the process. The total number of responses that made up the qualitative data set from these community dialogues was 2,352.

Faculty, staff and students were also asked to complete our Community Survey on Inclusion and Belonging. We used the University of Massachusetts Climate Survey on Inclusion as our instrument. To ensure maximum participation, we discussed the survey in a faculty meeting and a staff meeting and allowed time during those meetings for people to take the survey. To reach students, we promoted it through faculty members by encouraging them to set aside time in their classes to take the instrument, we sent out emails to all students, we incentivized student participation through a raffle, and we promoted the survey on campus through banners and tabling. A total of 756 participated in the community survey.

Focus groups and surveys: Analysis and interpretation of data

Focus groups: Analysis and interpretation of data

The qualitative data were analyzed by the Strategic Planning Lead Team. The 2,352 responses were reviewed and coded several times with the institutional priorities of equity, innovation and investment, and empowerment analyzed through the SOAR framework. Eventually six themes emerged: academic distinction; assessment; inclusion; mission and identity; resources and support; and transparency and communication.

The SOAR analysis yielded the following broad interpretation: **Strengths** are prevalent but undermined by fragilities, and there is a need to provide stabilization for growth (**Opportunities** and **Aspirations**) and for future prosperity (**Results**).

The following is a summation of this analysis:

Interpretation of Data: **Strengths**

- Strong pride in CSJ mission and values
- DEI centered community
- Student support and success a high priority, especially for First-Gen students
- Nimbleness in our response to market demands
- Ability to pivot when faced with major disruptions
- Flexibility in educational modalities and deliveries

Interpretation of Data: **Fragilities**

- DEI paradigm not institutionalized
- Under-resourced throughout
- Retention - students, faculty, staff
- Growth without appropriate infrastructure
- Lack of strong external identity and articulation
- Weak culture of assessment/outcomes and clear ways to access data
- Community fatigue and frustration
- Facilities need modernization

Interpretation of Data: **Stabilization Needs**

- Create an institutionalized DEI paradigm
- Diversify streams of sustainable revenue beyond tuition
- Increase and/or stabilize student enrollment at all levels
- Identity barriers and obstacles that affect student success
- Invest strategically in our human capital, our most valued resource
- Include infrastructure needs with growth
- Articulate clear brand identity
- Build a culture that is data-driven, transparent, and accountable
- Create spaces for more transparency, voices heard, and accountability
- Invest strategically and creatively in sustainable facilities

Interpretation of Data: **Opportunities and Aspirations**

- Continue intentionality of purpose around mission which includes: our core values, the Catholic intellectual tradition, access, academic excellence, inclusive excellence, educating the whole person and responsiveness to the common good
- Expand notion of “partnerships” to include foundations, corporations, organizations, industry, schools, but also includes collaboration within and among community members as source of revenue and/or opportunity
- Invest in support and resources for faculty development, program development, teaching, learning, and research

- Maximize the “Regis student experience” by supporting achievement, success, and sense of belonging through innovative curricular and co-curricular initiatives for the evolving learner
- Build a brand that leverages and capitalizes on our strengths and mission
- Create a culture of assessment through systemic change
- Promote a culture of transparency, accountability, spaces for sharing of ideas, voices
- Value Employee Experience as human capital
- Contemporize facilities in a sustainable way

Interpretation of Data: Prosperity **(Results)**

- A culture of mission-driven and equity-mindedness throughout
- Well-resourced as a result of sustainable revenue streams and opportunities
- Stabilization or upward trending of student enrollment
- Student success as measured by many outcomes (student experience, sense of belonging, graduation rates, post grad career achievement)
- Academic excellence that supports both faculty and students
- A stable workforce reflected in high retention
- A strong, consistent brand identity
- Renovated, upgraded, contemporary, and accessible facilities
- An established culture of assessment focused on continuous improvement

Community Survey on Inclusion and Belonging: Analysis and interpretation of data

Surveys were administered to faculty, staff, undergraduate, and graduate students between mid- October to November 31, 2021.

When we first began to analyze the data, we combined all four data sets to examine any similarities and/or differences across all four populations for shared questions in each survey. Several analyses of variance tests (ANOVAs) were conducted with the four groups to examine differences in self-reported feelings of connectedness, inclusion, and support & belonging. Results indicated significant differences (i.e., $p < .05$) across some groups for specific questions.

For the questions on connectedness (measured on a 1-3 scale, with 1 being “not connected” and 3 being “very connected”), most significant differences were found between faculty and staff versus graduate and undergraduate students. More specifically,

- Faculty and staff reported feeling more connected to their department or program and school than graduate or undergraduate students.
- Undergraduate and graduate students reported feeling more connected to faculty members than faculty and staff felt to faculty members.
- Staff reported feeling more connected to other staff members than faculty, undergraduate, and graduate students felt to staff.
- Staff reported feeling the most connected to Regis College overall.

For the questions on inclusion (measured on a 1-3 scale, with 1 being “not central” and 3 being “central”), most significant differences were found between faculty versus graduate and undergraduate students. More specifically,

- Faculty and staff reported feeling that issues of inclusion are more central to the mission of Regis College than graduate and undergraduate students.
- Faculty reported feeling that issues of inclusion are more central to university outreach efforts than undergraduate students.
- Faculty reported feeling that issues of inclusion are more central to their department than undergraduate students.
- Faculty reported feeling that issues of inclusion are more central to their program or concentration than undergraduate and graduate students.

For the questions on support and belonging (measured on a 1-5 scale, with 1 being “strongly disagree” and 5 being “strongly agree”), there were no significant differences between faculty and staff on self-reported feelings of being appreciated, feeling a spirit of cooperation, being clear on their roles and responsibilities, having the resources needed to do well, feeling that people care about them, having opportunities to do what they do best, being encouraged to grow in their position, and valuing differences among people. It is important to note that all questions in this scale pertained to the immediate work environment and were only asked of faculty, staff, and graduate employees. However, the graduate employee responses yielded an N of 4, so these responses were not included in these t-tests.

This same measure of support and belong was also used to examine differences between online and on-ground faculty. Results of t-tests indicated several significant differences between online and on-ground faculty for self-reported feelings of being appreciated, feeling a spirit of cooperation, being clear on their roles and responsibilities, having the resources needed to do well, feeling that people care about them, having opportunities to do what they do best, being encouraged to grow in their position, and valuing differences among people. More specifically, online faculty responded higher than on-ground faculty for each of these items, with most questions still falling above the midpoint of the scale.

Finally, a second measure of support and belonging (measured on a 1-3 scale, with 1 being “not at all” and 3 being “to a great extent”) measured all four groups (faculty, staff, undergraduate, and graduate students) self-reported feelings of support and belonging by asking the question, “Here at Regis College to what extent do you . . . ” feel like you belong, have mentors and role models, have a good support network, and feel like you are valued as an individual. Results of ANOVAs did not indicate any significant differences among these groups for any item, with all responses being over the midpoint of the scale (i.e., 2 or more).

Next Steps: Student focus groups on inclusion and belonging

In order to better understand the results of our *Community Survey on Inclusion and Belonging* and capture additional data, we will conduct scientific focus groups during the spring and summer and share our findings in the fall of 2022. The purpose of this

research is to explore the lived experiences of Regis students with the following identities: students with disabilities, students of color, international students and students who are Generation 1.5 (also known as ELL/ESL students), students who are LGBTQ, and first-generation students. Understanding there is, of course, an intersectionality of multiple identities, we hope to uncover our students' perceptions related to their sense of belonging at Regis. The data gathered from the mixed methods approach will be used to inform the development of Regis's strategic plan for inclusive excellence. With continued support, we hope to continue this line of research and focus on faculty and staff perceptions related to their sense of belonging at Regis.

Communication plan for sharing of survey results and findings from focus groups

Throughout the months of January and March 2022, the analysis and interpretation of the data from focus groups and external surveys and the internal *Survey on Inclusion and Belonging* were reviewed with the President's Cabinet and the Administrative Council. Highlights from the *Survey on Inclusion and Belonging* were presented to the faculty. Students, faculty, and staff were invited to learn about the results of the information gathering phase and our strategic objectives. We held a town hall for the community at-large as well as a forum for the Student Government Association and another forum conducted entirely in Spanish. Our plan from the onset included presenting to the Board at the March 4th meeting to review our process to date and share the strategic objectives that emerged.

Drafting Phase

The Drafting Phase includes: articulating the strategic objectives; writing this report on the strategic planning process to date; building the template for the implementation plan and framework for measurement; and inputting data from the *Community Survey on Inclusion and Belonging* into the Data Dashboard. This was an important phase of the strategic planning process because transparency about the process and accountability for the execution of the plan are communicated both in a narrative form (this report), a Power Point presentation, and image (See appendix) to the Regis community.

Strategic Objectives

The data from the focus groups, external surveys, the *Community Survey on Inclusion and Belonging*, and aligned planning processes contributed to determining our eight strategic objectives for 2022 – 2025. Please note the number in parentheses indicates the associated standard(s) in the NECHE accreditation process.

Strengthen and deepen our equity-minded, mission-driven culture and community. (1)

Although we have made great strides and have engaged in many intentional efforts and initiatives to build an institutionalized paradigm of diversity, equity and inclusion, we are still on a journey, in keeping with the mission of our Founders, to transform the culture through individual, institutional and systemic changes that address and work toward eradicating inequities across all aspects of community life. Culture change not only requires equitable outcomes, but equitable processes where our community is able to continue to participate in institutional decision-making.

Nourish and sustain strategic collaborations and partnerships. (2,7)

It is necessary to expand our notion, definition, and understanding of “partnerships.” They are opportunities for revenue and reciprocal collaborations. Regis has amassed partnerships, but we need to examine additional ways to nurture these existing institutional relationships for our mutual benefit. Also, we can uncover and curate new ways to partner with foundations, corporations, industry, schools, and other organizations to produce sustainable growth opportunities. Partnerships must also extend internally at the micro-level, to our own community members as we look to expand mentoring and collaboration with faculty, staff, students, alumni, and other constituencies to empower the Regis community.

Create innovative pathways and opportunities for transformative student growth and success. (4,5)

A Regis educational experience should all students transformed and empowered. Transformational experiences can be defined as “fundamentally challenging students’ assumptions and preconceptions, as well as their beliefs, and values, affecting how they understand themselves, others, and the world around them.” Whether this transformation is a result of curricular or co-curricular experiences; online or in-person courses; service learning/immersion or faculty guided research projects; personal counseling or career support; in the residence halls or on the playing fields; in clinical sites or the workplace; during study abroad or global experiences, we want to continue to create and expand access to these high impact experiences for all students.

Deliver impactful academic programs for the contemporary, evolving learner. (4,6,8)

Regis is committed to serving all students. We are committed to designing, developing, and revising our academic programs and modes of delivery to ensure that our students not only access a Regis education, but thrive, as every student should be a success story. Teaching and learning are dynamic processes that continue to evolve. Therefore, it is important to understand and respond to the needs, learning styles, strengths and challenges of our diverse student body, our first-generation students, our veterans, our working professional students, all of whom bring different experiences, skill sets, and learning to the educational experience. It is our responsibility to determine how best to support and challenge them.

Invest in resources, infrastructure, and professional development for our faculty and staff to do their best work. (3,6,7)

Investment in our most precious resource – our faculty and staff – demonstrates what we value. We want our employees to thrive in their working environments and know they have the resources they need to excel in their efforts. This requires continuous investment in professional development, infrastructure improvements, competitive salaries and benefits, facilities modernization, and systems integration.

Improve brand recognition by conveying intersection of mission with our distinct academic strengths and authentic identity. (1,9)

Regis has an impactful mission, market-driven academic programs, and a compelling legacy that differentiates us from others. However, we lack brand identity with our

external audiences and markets that conveys our story well. Creating a cohesive brand identity will not only distinguish us from our competitors but will showcase Regis as a place of choice to learn and work.

Cultivate a culture of continuous assessment, accountability, and transparency. (2,8,9)

Good decision-making and planning require a data-informed assessment strategy and transparency around decision-making. Building a culture that is data informed requires a continuous commitment to systemic, intentional changes in the way we track, assess, promote, monitor, and report and respond to outcomes. It also requires the ability and willingness to change or deviate from policies, practices, or plans that are not the quality demanded or serve our objectives.

Boost financial health to facilitate strategic investment in our future. (2,3,5)

Moving toward a sustainable, prosperous future requires forward thinking and vision. Continued efforts to respond to enrollment trends in all modalities; lower the discount rate; and increase (and/or stabilize) enrollment rates while lowering attrition rates are necessary. Yet, diversifying streams of revenue beyond tuition is imperative for both future growth and for supporting needed revenue and costs to maintain high quality across our current programs and initiatives. Finding niche markets, work force development opportunities, and innovative pathways that create sustainable revenue streams will help us build toward prosperity.

Moving Forward: Execution and Assessment Phases for Implementation Plan

We are presently in the execution phase of the strategic planning process, as we are beginning to determine an implementation plan for achieving our strategic objectives. The Administrative Council will primarily oversee the implementation plan. Administrative units within their respective areas will bring forth to the entire Administrative Council their recommended implementation plans. Administrative units will also delineate the specific tasks, measurement plans, personnel, resources, and timelines for each action item. Recommended action items will cover three years, with priorities addressed in year one. Proposed and agreed upon action items will contribute to our institution-wide implementation plan.

Information Technology Services (ITS) will organize the implementation plan in Microsoft Planner, which will facilitate tracking, progress, transparency, and accountability. Monthly Administrative Council meetings and yearly progress reports will provide opportunity for ongoing consultant, collaboration, and if necessary, shifts, pivots, additions, or deletions to the original plan based on market and/or environmental changes.

The implementation plan and its progress will be communicated to the community on our strategic planning web page and in various newsletters and town halls.

Conclusion

We are pleased with the progress we have made to date. We set out with an ambitious timeline, we have worked hard to make sure this process is integrative and engaging, and we have determined strategic objectives that will strengthen our mission and institutional priorities. We look forward to sharing our implementation plan once the Administrative Council and their teams have decided upon the actions that need to be accomplished over the next three years. We are grateful to the Board of Trustees for their willingness to engage in our strategic planning process and for their support in our planning and decision-making as we move forward in continuing to live out our mission.