

## APPENDIX 1.4

---

# TABLE OF CONTENTS

---

<b>I</b>	
<b>ANNUAL INSTITUTIONAL PROFILE.....</b>	<b>I</b>
<b>MISSION STATEMENT.....</b>	<b>XX</b>
<b>SUMMARY OF STRATEGIC PLAN.....</b>	<b>XXI</b>
<b>ROSTER OF SELF-STUDY COMMITTEES .....</b>	<b>XXII</b>
<b>APPENDICES .....</b>	<b>XXVII</b>
<b>EXHIBITS.....</b>	<b>XXVIII</b>
<b>INTRODUCTION.....</b>	<b>1</b>
<b>CHAPTER 1 - MISSION, GOALS AND OBJECTIVES, AND INSTITUTIONAL INTEGRITY.....</b>	<b>5</b>
MISSION .....	5
GOALS AND OBJECTIVES .....	7
INSTITUTIONAL INTEGRITY .....	11
CONCLUSIONS .....	15
RECOMMENDATIONS .....	16
<b>CHAPTER 2 - ENROLLMENT MANAGEMENT .....</b>	<b>17</b>
UNDERGRADUATE ADMISSIONS .....	18
FINANCIAL AID.....	25
STUDENT ADMINISTRATIVE SERVICES.....	28
RETENTION.....	29
GRADUATE AND CONTINUING STUDIES PROGRAMS .....	32
CONCLUSION .....	34
RECOMMENDATIONS .....	34
<b>CHAPTER 3 - STUDENT SERVICES .....</b>	<b>37</b>
FIRST YEAR PROGRAMS AND INITIATIVES .....	37
RESIDENTIAL LIVING, DINING SERVICES, AND STUDENT JUDICIAL BOARD .....	40
STUDENT HEALTH AND COUNSELING AND ACADEMIC SUPPORT SERVICES.....	42
STUDENT ACTIVITIES, INTERCOLLEGIATE ATHLETICS, INTRAMURAL SPORTS, AND RELIGIOUS LIFE .....	47
SAFETY AND SECURITY, BOOKSTORE, POST OFFICE, AND TRANSPORTATION .....	50
GOUCHER PARENTS ASSOCIATION .....	52
RECOMMENDATIONS .....	53
<b>CHAPTER 4 - FACULTY.....</b>	<b>55</b>
REAPPOINTMENT, PROMOTION AND TENURE.....	56
FACULTY DEVELOPMENT .....	58
FACULTY RECRUITMENT .....	61
ACADEMIC ADVISING .....	62
RECOMMENDATIONS .....	62

## APPENDIX 1.4

<b>CHAPTER 5 - ADMINISTRATION AND ORGANIZATION .....</b>	<b>63</b>
ADMINISTRATION.....	63
PRESIDENT.....	63
DIVISION OF ACADEMIC AFFAIRS.....	66
DIVISION OF VICE PRESIDENT & DEAN OF STUDENTS .....	68
DIVISION OF DEVELOPMENT AND ALUMNAE/I RESOURCES .....	70
DIVISION OF COMMUNICATIONS .....	73
DIVISION OF FINANCIAL AFFAIRS.....	75
DIVISION OF ENROLLMENT MANAGEMENT.....	77
FACULTY.....	80
RECOMMENDATIONS .....	82
<b>CHAPTER 6 - GOVERNING BOARD.....</b>	<b>83</b>
BOARD COMPOSITION .....	84
BOARD EFFECTIVENESS.....	86
BOARD OPERATIONS .....	88
RELATIONSHIPS WITH THE COLLEGE'S CONSTITUENCIES .....	89
RECOMMENDATIONS .....	93
<b>CHAPTER 7 - PROGRAMS AND CURRICULA.....</b>	<b>95</b>
OVERVIEW.....	95
GENERAL EDUCATION REQUIREMENTS .....	97
PROGRAMS AND MAJORS.....	98
NEW PROGRAMS.....	99
RECOMMENDATIONS .....	100
<b>CHAPTER 8 - LIBRARY AND OTHER LEARNING RESOURCES.....</b>	<b>102</b>
JULIA ROGERS LIBRARY .....	102
ACADEMIC CENTER FOR EXCELLENCE .....	104
THORMANN INTERNATIONAL TECHNOLOGY AND MEDIA CENTER.....	107
THE WRITING CENTER .....	109
RECOMMENDATIONS .....	110
<b>CHAPTER 9 - INFORMATION TECHNOLOGY .....</b>	<b>111</b>
STAFFING .....	111
INFRASTRUCTURE AND FACILITIES .....	112
CURRICULUM APPLICATIONS.....	116
DESKTOP STANDARDIZATION.....	117
TRAINING .....	117
WORLD WIDE WEB AND INTRANET INITIATIVES .....	118
BUDGETARY SUPPORT.....	118
FUTURE DIRECTIONS AND GOALS.....	119
RECOMMENDATIONS .....	123
<b>CHAPTER 10 - INNOVATION AND EXPERIMENTATION IN GRADUATE PROGRAMS.....</b>	<b>125</b>
PROGRAMS .....	125
ASSESSMENT .....	126
FACULTY AND CURRICULUM.....	127
RECOMMENDATIONS .....	128
<b>CHAPTER 11 - OUTCOMES AND ASSESSMENT.....</b>	<b>129</b>
THE ROLE OF THE OFFICE OF INSTITUTIONAL RESEARCH AND BUDGETING.....	131
GENERAL EDUCATION REQUIREMENTS .....	131

## APPENDIX 1.4

REVIEW OF THE COMMON INTELLECTUAL EXPERIENCE .....	132
STUDENT OUTCOMES ASSESSMENTS AND PORTFOLIOS .....	132
ACADEMIC CENTER FOR EXCELLENCE (ACE) AND THE MATH LAB .....	135
FACULTY REAPPOINTMENT, PROMOTION AND TENURE (RPT) .....	136
DEPARTMENTAL SELF-STUDIES AND EXTERNAL REVIEWS .....	137
STUDENT SATISFACTION .....	138
STUDENT ACTION COMMITTEE SURVEY .....	139
MCAT AND NTE SCORES .....	140
INTERNSHIP EVALUATIONS .....	141
ALUMNAE/I SURVEYS .....	141
FACULTY SURVEY .....	142
POSTER SESSIONS .....	143
STUDENT ACHIEVEMENTS .....	143
STUDENT ADVISING .....	144
THESES, RESEARCH PROJECTS AND FACULTY/STUDENT RESEARCH .....	145
RECOMMENDATIONS .....	145
<b>CHAPTER 12 - PLANNING AND RESOURCES .....</b>	<b>148</b>
THE GOUCHER PLAN 1990-1995 .....	148
CAPITAL PLANNING .....	151
FACILITY PLANNING .....	151
STRATEGIC PLANNING 1995 - PRESENT .....	152
MAGUIRE ASSOCIATES MARKETING REPORTS .....	153
DEVELOPMENT OF A PEER GROUP FOR FACULTY SALARIES .....	155
PLANNING PROCESS FOR GRADUATE PROGRAMS .....	156
DEVELOPMENT AND ALUMNAE/I RESOURCES PLANNING .....	157
ATHLETIC PLANNING .....	158
TECHNOLOGY PLANNING .....	158
ROLE OF FACULTY IN PLANNING AND RESOURCE ALLOCATION .....	161
ROLE OF BOARD AND BOARD TASK FORCES IN PLANNING AND RESOURCE ALLOCATION .....	162
PRODUCTIVITY STUDY .....	163
RECOMMENDATIONS .....	164
<b>CHAPTER 13 - BUDGETING AND ACCOUNTING .....</b>	<b>166</b>
DEBT FINANCING .....	167
TUITION, ROOM, AND BOARD .....	167
NET TUITION, ROOM AND BOARD, TUITION DISCOUNT .....	167
ENDOWMENT PLANNING .....	168
SALARIES .....	169
BUDGET PROCESS .....	169
ACCOUNTING AND AUDITS .....	170
BUDGET FORMAT/PRESENTATION .....	170
RECOMMENDATIONS .....	171
<b>CHAPTER 14 - PLANT AND EQUIPMENT .....</b>	<b>172</b>
CAPITAL IMPROVEMENTS .....	172
FACILITY PLANNING .....	173
RECOMMENDATIONS .....	175
<b>CHAPTER 15 - COMMUNICATIONS .....</b>	<b>176</b>
FOUNDATIONS OF GOUCHER COMMUNICATION .....	176
AN OVERVIEW OF MAJOR COLLEGE PUBLICATIONS AND COMMUNICATIONS .....	178
CHALLENGES AND NEXT STEPS .....	188
RECOMMENDATIONS .....	190

## APPENDIX 1.4

<b>CHAPTER 16 - OTHER RESOURCES .....</b>	<b>191</b>
GOVERNMENT .....	191
THE COMMUNITY .....	195
CORPORATIONS .....	198
PRIVATE FOUNDATIONS .....	199
PARENTS.....	200
ALUMNAE AND ALUMNI.....	201
DEVELOPMENT ACTIVITIES .....	204
INTER-INSTITUTIONAL COLLABORATION .....	206
RECOMMENDATIONS .....	207
<b>CONCLUSION.....</b>	<b>209</b>
<b>APPENDICES .....</b>	<b>210</b>

---

---

**APPENDIX 1.4**

---

**ANNUAL INSTITUTIONAL PROFILE**

---

## APPENDIX 1.4

## APPENDIX 1.4

## APPENDIX 1.4



## APPENDIX 1.4

## APPENDIX 1.4

## APPENDIX 1.4

## APPENDIX 1.4

## APPENDIX 1.4

## APPENDIX 1.4

## APPENDIX 1.4

## APPENDIX 1.4



## APPENDIX 1.4

## APPENDIX 1.4

## APPENDIX 1.4

## APPENDIX 1.4

## APPENDIX 1.4

## APPENDIX 1.4

## APPENDIX 1.4

---

## MISSION STATEMENT

---

**G**oucher College is dedicated to a liberal arts education that prepares students within a broad, humane perspective for a life of inquiry, creativity, and critical and analytical thinking. The College's principal objectives are to help each student master significant areas of knowledge and skills while developing an appreciation for individual and cultural diversity, a sense of social responsibility, and a system of personal and professional ethics.

Goucher believes these goals are best achieved in an environment that responds to students both as individuals and as members of multiple groups. Accordingly, education at Goucher is based on an expanding sense of community - a community where discourse is valued and practiced, where students attend small classes and interact closely with faculty and one another, and where students can participate in and lead extracurricular programs.

In undertaking this mission, Goucher recognizes the centrality of four curricular and extracurricular themes:

- Scholarship and academic excellence in traditional disciplines in the Humanities, the Social Sciences, the Natural Sciences and Mathematics, and the Arts.
- An interdisciplinary approach to important areas that cross or transcend the boundaries of traditional disciplines, including world peace, the environment, and the nature of knowledge.
- An international outlook extending liberal arts education beyond Western cultures to encompass the perspectives and achievements of other members of the world community.
- Commitment to experiential learning on and off campus as well as abroad, requiring each student to apply and extend what has been learned in the classroom.



---

## SUMMARY OF STRATEGIC PLAN

---

In undertaking institutional planning, we have examined Goucher's traditions, values, strengths and aspirations, as well as the challenges we face from external forces, and we have considered a wide range of very good ideas for moving Goucher forward.

Out of this process have emerged six core strategic priorities that we believe hold the greatest promise for the college--priorities that will help the College create a liberal arts experience that most effectively prepares students for the world they will enter upon graduation while setting Goucher apart from its peers across the nation.

To a great extent, we are articulating what Goucher stands for: for excellence in the liberal arts and for a liberal arts education that is equally committed to fostering achievement by women and men; for an education infused with international perspectives and sensitive to the fact that important breakthroughs occur both within and across disciplines; for a broadening of educational opportunity by tapping the potential of information technology, by greater integration and collaboration with other institutions, and by strategic use of the rich resources in Baltimore and Washington, D.C.; for an education that recognizes the synergy that arises from incorporating hands-on experience with the discourse and intellectual exchange of the classroom. From this vision have come six core priorities that will shape Goucher's future. They are:

- Sustained excellence in liberal arts education, grounded in the disciplines while embracing emerging areas of interdisciplinary study.
- The development of a strong information technology infrastructure, and the creative application of advanced technology to a liberal arts education.
- Exceptional programs in international studies and the development of one of the nation's finest undergraduate international studies programs.
- Abundant opportunities for education that transcends the classroom, through student-faculty research and project collaborations, course-based field work, enriching internship opportunities, and other means.
- Distinctive and innovative postbaccalaureate and master's degree programs that grow from undergraduate strengths to increase educational opportunity for nontraditional age college students.
- Broadened educational opportunity through collaboration with other colleges and universities and other institutions in the Baltimore-Washington corridor and beyond.

No single initiative, but the interplay of these strategic priorities is what will make a Goucher education different, compelling and special. They must become part of the institutional mindset, informing the day-to-day activity of every department, division, and individual in the Goucher community, and helping to focus efforts on common goals.

## APPENDIX 1.4

---

# ROSTER OF SELF-STUDY COMMITTEES

---

### STEERING COMMITTEE

Davon Barbour, Student  
Penny Cordish, Associate Professor of English  
Charles Cross, Director of Institutional Research and Budget  
Barbara Fritze, Vice President for Enrollment Management  
Mark Jones, Vice President for Development and Alumnae and Alumni Resources  
Lisa Kennedy, Student  
Lucie Lapovsky, Vice President for Finance  
Robert Lewand, Professor of Mathematics and Computer Science (Chair)  
Joan Morrison, Associate Professor of Mathematics and Computer Science  
Elizabeth Nuss, Dean of Students and Vice President  
Thomas Nuttle, Chair of Board of Trustees  
Jason Rebholz, Student  
Eric Singer, Associate Professor of Politics and Public Policy  
Lucie Snodgrass, Special Assistant to the President  
Marilyn Warshawsky, Vice Chair, Board of Trustees  
Robert Welch, Academic Dean and Vice President  
Amanda Thom Woodson, Associate Professor of Dance

### MISSION, GOALS, OBJECTIVES, AND INSTITUTIONAL INTEGRITY

Edward Duggan, Director of Career Development and Adjunct Professor of Economics and Management  
Muhammad Luqman, Student  
Susan Mathias, General Counsel (Chair)  
Joan Morrison, Associate Professor of Mathematics and Computer Science  
Richard Pringle, Professor of Psychology and Special Assistant to Vice President and Academic Dean  
Marilyn Warshawsky, Vice Chair, Board of Trustees

## APPENDIX 1.4

### ENROLLMENT MANAGEMENT

Kaushik Bagchi, Assistant Professor of History  
Stephanie Dunn, Director of Residence Life  
Barbara Fritze, Vice President for Enrollment Management (Chair)  
Scott Greatorex, Senior Associate Director of Admissions  
Amalia Honick, Associate Dean and Assistant Professor of Political Science  
Roberta Kaskel, Director of Student Administrative Services  
Kate Straus, Student  
Carlton Surbeck, Director of Admissions  
George Thomsen, Trustee

### STUDENT SERVICES

Nathan Badowski, Student  
Judy Collier, Assistant Professor of Modern Languages  
Amalia Honick, Associate Dean and Assistant Professor of Political Science  
Todd Jackson, Instructor of English  
Geoffrey Miller, Director of Physical Education and Athletics  
Elizabeth Nuss, Vice President and Dean of Students (Chair)  
Emily Perl, Director of Student Activities  
Nicole Price, Student

### FACULTY

Patricia Adams, Student  
Joan Morrison, Associate Professor of Mathematics and Computer Science  
Eric Singer, Associate Professor of Politics and Public Policy  
Robert Welch, Academic Dean and Vice President (Chair)

### ORGANIZATION AND ADMINISTRATION

Penelope Cordish, Associate Professor of English (Chair)  
Amy Farrier, Director of Operations and Campaign  
Lee Stevens, Director of Human Resources  
Bernadette Tutinas, Associate Professor of Mathematics and Computer Science  
Paula Witthauer, Student

## APPENDIX 1.4

### GOVERNING BOARD

Corrie Bauer, Student

Mark Jones, Vice President for Development and Alumnae and Alumni Resources  
(Chair)

Elaine Koppelman, Professor of Mathematics and Computer Science

Elizabeth Nuss, Vice President and Dean of Students

Thomas Nuttle, Chair of Board of Trustees

### PROGRAMS AND CURRICULA

Michael Curry, Associate Professor of Communications and Theater

Clare Driscoll, Student

Mindy Higgins, Student

Laurelynn Kaplan, Associate Professor of English

Phyllis Sunshine, Director of Graduate Programs in Education

Amanda Thom Woodson, Associate Professor of Dance (Chair)

### LIBRARY AND OTHER LEARNING RESOURCES

Gretchen Marcus, Director of Academic Center for Excellence

Jeffrey Samuels, Coordinator of the Thormann Center and Lecturer of Modern  
Languages

Scott Sibley, Assistant Professor of Chemistry (Chair)

Barbara Simons, Collection Development Librarian

### INFORMATION TECHNOLOGY

Charles Cross, Director of Institutional Research and Budget

Leslie Harris, Decker Chair of Instructional Technology

John Oleskiewicz, Student

Richard Potember, Trustee

William Winn, Director of Computing Services (Chair)

Jill Zimmerman, Associate Professor of Mathematics and Computer Science

## APPENDIX 1.4

### INNOVATION AND EXPERIMENTATION IN GRADUATE PROGRAMS

Larry Bielawski, Director of MFA Program in Creative Nonfiction and Director of Development and Distance Learning  
Deborah Culbertson, Executive Director of Center for Graduate and Continuing Studies (Chair)  
Jan Eakins, Student  
Robert Welch, Academic Dean and Vice President

### OUTCOMES ASSESSMENT

Charles Cross, Director of Institutional Research and Budget  
Barbara Gould, Professor of Education  
Carol Mills, Associate Professor of Psychology  
Tania Morales, Student  
Lucie Snodgrass, Special Assistant to the President (Chair)  
Daniel Stern, Student

### PLANNING AND RESOURCES

Ronald Geesey, Trustee  
Lisa Kennedy, Student  
Lucie Lapovsky, Vice President for Finance (Chair)  
Nancy Magnuson, College Librarian  
Joseph McGraw, Controller  
Janet Shambaugh, Associate Professor of Biological Sciences  
Lucie Snodgrass, Special Assistant to the President

### BUDGETING AND ACCOUNTING

Marc Gagnier, Student  
Ronald Geesey, Trustee  
Lucie Lapovsky, Vice President for Finance (Chair)  
Joseph McGraw, Controller  
Debra Sherwin, Associate Professor of Economics and Management

## APPENDIX 1.4

### PLANT AND EQUIPMENT

Stuart Abarbanel, Associate Professor of Art  
Elmina Beadle, Associate Director of Custodial Services  
Samuel Brickhouse, Driver/Mover  
Edward Burger, Trustee  
Lucie Lapovsky, Vice President for Finance (Chair)  
Erik Oksala, Student  
Harold Tinsley, Director of Facilities Management Services

### COMMUNICATIONS

Richard Bader, Executive Director of Communications (Chair)  
Barbara Fritze, Vice President for Enrollment Management  
Scott Greatorex, Senior Associate Director of Admissions  
Terence O'Grady, Student  
Diedre Parish, Senior Associate, Student Administrative Services  
Shirley Peroutka, Associate Professor of Communication  
Jason Rebholz, Student

### OTHER RESOURCES

Davon Barbour, Student  
Pattie Batza, Trustee  
Elizabeth Gellert, Executive Director, Alumnae and Alumni of Goucher College  
Kristine Howland, Director of Major and Planned Gifts (Chair)  
Mark Jones, Vice President for Development and Alumnae and Alumni Resources

## APPENDIX 1.4

---

# APPENDICES

---

- 1.1 Mission Statement (1988)
- 1.2 Strategic Directions for Goucher College (January 1998)
- 1.3 Time Line and Documents Pertaining to Goucher's Mission, Goals, Objectives, and Institutional Integrity
- 1.4 Departmental Self-Study Guidelines
- 1.5 The AEA Charter
- 1.6 Commencement Speakers (1988-1997)
- 1.7 Honorary Degree Recipients (1988-1997)
- 1.8 Rosenberg Lectureship Performers (1960-1997)
  
- 4.1 Distribution by Rank and the Percent of Doctoral and Terminal Degrees
  
- 5.1. Organizational Flowchart
  
- 7.1 Class Tally by Courses, 1992 - 1996
- 7.2 Number of Graduates per Department, 1993 - 1997
  
- 9.1 Information Technology Staff
- 9.2 College Wide Systems and Servers
- 9.3 Public Labs and Departmental Facilities
- 9.4 Technology Related Expenditures
  
- 10.1. Balance Sheet for Graduate and Continuing Studies Programs, 1998-2003
  
- 12.1 Actual Versus Model Benchmarks
  
- 13.1. Analysis of Budget
- 13.2. Expenditures by Function (FY 1988 - FY 1997)
- 13.3. Net Tuition, Room, and Board
  
- 14.1 Equipment Survey
- 14.2 Vehicle Survey

## APPENDIX 1.4

---

# EXHIBITS

---

- 1.1 Goucher College Campus Handbook
  - 1.2 The Maypole Committee Report (1986)
  - 1.3 The Faculty Plan for Goucher (1990)
  - 1.4 The Administration Plan for Goucher (1990)
  - 1.5 A Strategic Plan for Goucher College (The Keller Plan)
  - 1.6 Annual Statements of Goals and Objectives (1990-1998 )
  - 1.7 *Gazette* Calendar
  - 1.8 *Events* Calendar
  - 1.9 Awareness Weeks (1997-1998)
  - 1.10 Community Service Programs (CAUSE) Brochure
- 
- 2.1. Ten Year Enrollment Trends
  - 2.2. Ten Year Applicant, Admit, Paid Data
  - 2.3. Maguire Reports 1990 and 1996
  - 2.4. Scannell & Kurz Financial Aid 1996 Results
  - 2.5. Admissions Print Publication Series (Viewbook, Faculty Piece, Student Piece), and Catalogue
  - 2.6. Retention Report 1996
  - 2.7. Fall 1996 to Fall 1997 Retention Update
  - 2.8. Student Satisfaction Survey Results 1997
- 
- 3.1 Advisor Handbook
  - 3.2 Student Health and Counseling Services
  - 3.3 The Master Key Critical Study Strategies Manual For Success in College
  - 3.4 Where It's At
  - 3.5 Traveling Over the Break
  - 3.6 MTA Bus Schedules Made Easy
  - 3.7 Chapel Chat
  - 3.8 Sexual Assault
- 
- 4.1 Faculty Legislation
  - 4.2 Faculty Development Funds
  - 4.3 Report on duPont Fund Activities
  - 4.4 Full Program Evaluation Report to duPont
  - 4.5 Recruitment and Selection Procedures
  - 4.6 Student Climate Survey



## APPENDIX 1.4

- 5.1 Staff Satisfaction Survey
- 5.2 The Faculty Handbook
  
- 6.1 Charter and Bylaws of Goucher College
- 6.2 Board of Trustees Self-Study Survey: Summary of Responses
- 6.3 Board of Trustees Composition and Profile: 1997-98
- 6.4 Council for Aid to Education Voluntary Support Profile — Governing Board Support per Student: 1995-96
  
- 7.1. Service-Learning Manual
  
- 10.1 Continuing Studies Communications
  
- 11.1 Standards and Suggested Indicators for Meeting Those Standards
- 11.2 Rating Sheet for Student Teaching
- 11.3 Dimensions of Teaching
- 11.4 Criteria Used by the Dance Department
- 11.5 Campus Environmental Survey
- 11.6 National Student Satisfaction Inventory
  
- 12.1 Evaluation of Graduate Programs in Education
- 12.2 Proposed Benchmarks for Goucher College
  
- 13.1 History of Expenditures and Revenues
- 13.2 Proposed Benchmarks, Operating Budget and Five-Year Financial Projections, and Five-Year Capital Budget
  
- 14.1 Campus Master Plan (including Building Inventory)
- 14.2 Heating and Cooling Master Plan
- 14.3 Capital Budget approved in 1996 and updates to the capital budget
- 14.4 Residence Hall Master Plan
- 14.5 Parking Master Plan
  
- 15.1 Communications Plan for Goucher College, January 1997
- 15.2 *Goucher in the News*, September 1996 - March 1997
- 15.3 *The Goucher Quarterly*
- 15.4 *Preface*
- 15.5 *Donnybrook Fair*
- 15.6 *Quindecim*
  
- 16.1 Collaborations with Other Towson-Area Institutions
- 16.2 The Pumpkin Papers XVIII
- 16.3 Alumnae & Alumni of Goucher College
- 16.4 Charter of the Alumnae Association of Goucher College

## **APPENDIX 1.4**

- 16.5 Alumnae/i Style
- 16.6 Peer Institutions Comparison: 1996-97
- 16.7 The Campaign for Goucher College
- 16.8 Newsletters of A Legacy of Excellence - A Future of Distinction
- 16.9 Report of Washburn & McGoldrick: Post-Campaign Staffing and Budget Report
- 16.10 Summary of Post-Campaign Planning for Development and Alumnae/i Resources
- 16.11 Collaborations with Other Baltimore-Area Institutions

## INTRODUCTION

---

Since the Periodic Review Report for Goucher College was submitted to the Commission on Higher Education of the Middle States Association of Colleges and Schools in 1993, the College has experienced many significant events including major changes in top administrative offices, the adoption of a Strategic Plan, the introduction of several new graduate programs, vast improvements in information technology, and the implementation of a capital campaign. As these events affect virtually all aspects of the institution, the Goucher College Self-Study Steering Committee decided in December 1996 to undertake a comprehensive study in preparation for the visit from the Middle States team in 1998.

Sixteen committees, corresponding to the sixteen chapters of this report, were created involving participation by seventy five members of the Goucher community including staff, students, faculty, administrators and trustees. Their charge was to examine the changes that have occurred during the past five years paying special attention to their compliance with the mission of the College, critically assess the extent to which the changes have benefited the institution, and formulate a list of recommendations to further advance the College's fulfillment of its goals and objectives.

With the guidance and supervision of the Steering Committee, these committees worked diligently throughout the fall semester of the 1997-1998 academic year and submitted their reports before the beginning of the spring semester. After review by the Steering Committee the reports were collected and made available to the entire community for comment and approval. The result of these efforts is this Self-Study Report.

Chapter 1 of the report, "Mission, Goals and Objectives, and Institutional Integrity," describes the College's mission and discusses whether the mission statement accurately reflects the reality of the College's day to day activities, goals, and objectives as formulated in and/or modified by recent planning initiatives. This chapter also addresses questions relating to freedom of inquiry, individual and cultural diversity, and community and social responsibility.

Chapter 2, "Enrollment Management," presents highlights and accomplishments of admissions efforts since the transition from a single sex to a coeducational institution in 1986. Reviewed in this chapter are undergraduate admission requirements, standards and procedures, marketing and recruiting efforts, financial aid, and the question of retention. Enrollment in the Graduate and Continuing Studies Programs are also reviewed and analyzed in this chapter.

## APPENDIX 1.4

Chapter 3 is entitled "Student Services." Major services and programs offered through the Student Life Division of the College, including the First Year Program, advising, residential living, dining services, student health, counseling, and academic support services are critically reviewed in this chapter. Also addressed are issues such as student activities, recreation, athletics, religious life, safety and security, the College bookstore and post office and transportation.

In Chapter 4, "Faculty," issues of faculty development (including the questions of funding and criteria for professional advancement) and recruitment are considered. Academic advising is also addressed in this chapter.

Chapter 5, "Organization and Administration," deals with the organization and governance of Goucher College's administration and faculty as they go about their separate and shared responsibilities for facilitating excellent teaching and successful learning at the institution.

Chapter 6 is entitled "Governing Board." In this chapter the composition of the Board is considered as well as issues relating to the Board's operations and effectiveness. Additionally, the Board's relationship with the various College constituencies is examined.

Chapter 7 reviews "Programs and Curricula." Here the general education requirements as well as major program and departmental requirements are considered.

Chapter 8 describes and assesses the College's "Library and Other Learning Resources" including the Academic Center for Excellence (ACE), the Thormann International Technology and Media Center, and the Writing Center. The effectiveness of these resources in meeting their goals and objectives is scrutinized.

Chapter 9 deals with "Information Technology." Identified as one of the major areas of the College's Strategic Plan, the status of information technology on campus today bears little to no resemblance to the picture presented in the 1988 report to the Commission on Higher Education. Reviewed and analyzed in this chapter are the issues of staffing, infrastructure and facilities, curriculum applications, desktop standardization, training, intranet, Internet, and World Wide Web initiatives, budgetary support and future directions and efforts.

In Chapter 10, "Innovation and Experimentation in Graduate Programs," the College's efforts in dealing with nontraditional-aged students are described and analyzed. The number of graduate programs, particularly limited residency (distance learning) programs has increased sharply during the last decade. This chapter examines these programs in light of the College's mission and strategic plan and evaluates their effectiveness.

"Outcomes Assessment" is described in Chapter 11. Changes in Goucher College's assessment efforts, driven primarily by recommendations put forth in the 1998 Self-Study

## APPENDIX 1.4

and the 1993 Periodic Review Reports, are described in this chapter. Current and possible future models for evaluating the institution's effectiveness are presented along with a critique of the Office of Institutional Research, and the program of departmental self-studies and external reviews.

Chapter 12, "Planning and Resources," reviews the planning initiatives the College has undertaken within the last decade and examines whether they have been effectively implemented. Allocation of resources has shifted dramatically since the 1986 decision to become a coeducational institution. With more than a decade of coeducational experience behind Goucher, this chapter addresses questions of resource allocation demanded by this transition.

Chapter 13, "Budgeting and Accounting" describes debt financing, rates for tuition, room and board, endowment planning, salaries, the budget process, accounting, and audits.

In Chapter 14, "Plant and Equipment," all of the capital improvements which have occurred at the College since 1988 are reviewed and the adequacy of capital equipment assessed.

Chapter 15 deals with the broad area of "Communications." In the ten years since Goucher's 1988 Middle States Self-Study, there have been several significant changes in the College's communications strategies. In large part these changes can be traced back to the transition that began with Goucher's 1986 decision to admit men, leaving the College with a new identity to communicate to its many constituent groups. This chapter describes these strategies and relates them to each major publication produced by the College. The challenges facing the communications operation of the College, as well as plans for addressing them, conclude this chapter.

Finally, in Chapter 16, some of the College's "Other Resources" including alumnae and alumni, public, private and religious organizations, as well as other educational institutions are considered *vis-à-vis* Goucher College.

This report, then, provides a current and thorough description and analysis of Goucher College. A snapshot, as it were, of the institution as it is poised to enter the twenty-first century. The document also reports on the College's plan to leverage its many strengths to address areas that are of concern. Those involved in the preparation of this report regard it as an impetus to advance the progress of the College.

*A Note on the Organization of the Report:*

## **APPENDIX 1.4**

*Exhibits which are referred to in this report are not included in this document but are available as attachments.*

---

## CHAPTER 1 - MISSION, GOALS AND OBJECTIVES, AND INSTITUTIONAL INTEGRITY

---

### MISSION

The College's current mission statement (*see page xx*) was adopted by the Goucher faculty on December 10, 1991<sup>1</sup> and is similar to the mission statement that was in use at the time of the 1988 accreditation process (*see Appendix 1.1 - 1988 Mission Statement*). Both mission statements emphasize the dedication to a liberal arts education that prepares students for responsible roles in society. The current mission statement recognizes the centrality of four themes:

- Scholarship and academic excellence in the traditional disciplines;
- Interdisciplinary approaches to areas that transcend traditional disciplines;
- An international outlook extending liberal arts beyond Western cultures; and
- Commitment to experiential learning.

The mission statement adopted in 1991 is still appropriate for Goucher today, and the College continues to adhere to it. The themes expressed in the mission statement are closely paralleled and expanded in the Strategic Plan developed by Goucher's Strategic Planning Committee. The Strategic Plan was prepared by a committee composed of trustees, faculty, administrators and students during 1995, and was approved by the Board of Trustees in May of 1996. In early 1997, the College published a synopsis of the plan, *Strategic Directions for Goucher College* (*see page xxi*). This document includes a vision statement for Goucher as well as a summary description of the six strategic priorities agreed upon by the Strategic Planning Committee.<sup>2</sup> The strategic priorities and

---

<sup>1</sup> The Executive Committee of the Board of Trustees was informed at its March, 1992 meeting that the faculty had approved the 1991 mission statement. The college has publicly used the December 1991 document as its mission statement in the intervening years. It is printed in the 1997-1998 *Campus Handbook* (*see Exhibit 1.1, p 8-9*) which is distributed to all students, faculty, and staff at Goucher. The Board of Trustees formally endorsed this mission statement at its January 24, 1998 meeting.

<sup>2</sup> In October 1997, a task force of the campus Strategic Planning Committee met to examine the strategic aspects of student life at Goucher, an area that was not specifically addressed in the original plan. As a result, the task force recommended that student life be recognized as strategically important to Goucher and that it be integrated into the existing plan through a series of amendments to the existing priorities. A copy of the original strategic plan with student life recommendations added (January 1998) is attached as Appendix 1.2.

## APPENDIX 1.4

the overall strategic plan developed and grew out of the mission statement adopted in 1991.

The mission statement reflects the richness of the Strategic Plan; indeed, priorities numbered one, three and four in the Strategic Plan are also expressed in the mission statement. These priorities deal with sustained excellence in the liberal arts; exceptional international studies programs; and opportunities for education beyond the classroom, through independent study, research, field work and internships.

The question arises as to whether the College should amend the current mission statement to reflect the other three strategic priorities that are not explicitly expressed in the mission statement: priorities dealing with post-graduate programs and programs for nontraditional-aged students, inter-institutional collaboration, and information technology.

### POST-BACCALAUREATE , MASTER'S DEGREE, AND PROGRAMS FOR NONTRADITIONAL-AGED STUDENTS

Strategic Plan Priority Five reads: "Develop distinctive post-baccalaureate and master's degree programs and other programs for nontraditional age college students." In the last few years, Goucher has launched two new master's programs: the Master of Arts in Historic Preservation and the Master of Fine Arts in Creative Nonfiction. The Board of Trustees has recently approved two new masters programs: the Master of Arts in Arts Administration (which began in the summer of 1998) and the Master of Arts in Women's Studies: Women, Aging and Public Policy Across Generations. Pending approval by the Maryland Higher Education Commission, this program will begin enrolling students in 1999. In addition, Goucher has expanded its graduate programs in education, which include the Masters of Arts in Teaching and new concentrations in the Masters of Education program offerings. Goucher also operates a highly respected Post-Baccalaureate Pre-Medical Program and the Goucher II Program provides opportunities for adult students to begin or complete their studies toward the baccalaureate degree.

In considering whether the mission statement needed to be amended to incorporate the new emphasis on graduate programs, in addition to the traditional undergraduate program, note that the 1991 mission statement did not specify that the College was committed to undergraduate education as distinct from graduate education. It seems, therefore, that the mission statement is consistent with the College's new focus on expanded graduate programs. Still, as it moves forward into new areas of educational programs and new ways of teaching (such as distance learning), the College needs to emphasize its core mission of excellence in liberal arts programs and its commitment to teaching in a community. The College must insure that all its new programs are in concert with the College's mission, and must insure that the commitment to academic excellence and to a sense of community, where discourse is valued and students interact closely with faculty and one another, are not lost.



## APPENDIX 1.4

### INTER-INSTITUTIONAL COLLABORATION

Strategic Plan Priority Six focuses on Inter-institutional collaborations: “Expand the scope of a Goucher education through collaboration with other colleges and universities and other institutions in the region.” Collaboration with other colleges and universities is a *method* for accomplishing Goucher’s mission, but does not constitute a fundamental change in the mission itself, and the mission statement does not need to be amended to reflect this emphasis.

### INFORMATION TECHNOLOGY

Strategic Plan Priority Two states: “Development of a strong information technology infrastructure, and the creative application of advanced technology to liberal arts education.” As with the case of Inter-institutional Collaboration, this priority reflects a means for accomplishing the mission, and not a change in the mission.

In conclusion, the 1991 mission statement reflects Goucher’s mission and priorities today, and does not need to be amended. The mission statement should, however, be more widely disseminated and celebrated. In 1997-98 the mission statement was reprinted in the Campus Handbook for the first time. It should also be published in the Academic Catalogue, and be redistributed to the Board of Trustees, the President’s Council and administration, and all faculty members. It is prudent for the trustees, faculty, and administrators to be reminded periodically of the contents of the mission statement, so that programs, course offerings, and new initiatives are developed with the primary mission of the College in mind.

## GOALS AND OBJECTIVES

Ideally, institutional goals and objectives should derive from a union of institutional mission and circumstances. Though the mission would remain relatively unchanging, institutional goals and objectives would be more responsive to vicissitudes. *Long-range* plans are the goals and objectives, or plans of action, that arise out of a consideration of the institution’s mission and its relatively enduring circumstances, whereas *annual statements* of goals and objectives are plans of action with a much narrower time focus, which, if achieved, would further both the long term plan and the broader mission. Operating with clarity regarding the institution’s mission and circumstances, with a coherent plan and a coherent planning process for moving forward, are signs of health. Furthermore, as specified in the Middle States Association publication, *Designs for Excellence*, “A fundamental criterion of excellence is, in fact, the extent of awareness within an institution about its goals.” An institution-wide understanding of the

## APPENDIX 1.4

institution's purpose, direction, and strategy are the indispensable guidelines and explanations for day-to-day decisions, priorities, and operations.

Since its last Middle States Self-Study in 1988, Goucher undertook two sweeping, long-term, planning initiatives. One outgrowth of the first plan was a revision of the institutional mission itself in 1991. Since that time these planning efforts and the increasing clarity of direction they generated have been the basis for setting and monitoring annual goals and objectives at every level of the institution. Indeed, this period produced an ongoing short and long-term planning process that presently tailors the annual statements of goals and objectives to the College's long-range plans and mission. Within the present Goucher community, knowledge of institutional priorities is pervasive—priority lists exist and are widely circulated. Whereas these aspects of the College's sense of its own identity and direction now seem relatively seamless, ten years ago, at the time of the previous self-study, they were far more disjointed. Perhaps no other change over this period so fully captures Goucher's growing vitality.

It is appropriate, therefore, to characterize the last 10 - 12 years as a time of *remarkable* change. Four events in particular mark Goucher's maturation during this period: the decision to become coeducational, the Goucher Plan, the Legacy Campaign, and the Strategic Plan. Each of these "events" had broad aim and effect and included nearly every aspect of the college. An astonishing number of planning documents were produced over this period. Many of these are included as appendices to or exhibits of this chapter. A chronological listing of important events and documents is presented in Appendix 1.3.

### COEDUCATION

In response to enrollment concerns, Goucher in spring, 1986, became a co-educational institution. Insuring a successful transition figured prominently in the 1988 Middle States report, and institutional objectives during the immediate years thereafter reflected that consideration.<sup>3</sup>

### THE GOUCHER PLAN

Led by faculty concerns for the continued academic integrity of the institution, Goucher, in 1990, prepared a long-term plan for growth and excellence through bold investment in

---

<sup>3</sup> The Maypole Committee, chaired by Professor Kay Munns, submitted on September 5, 1986, a vision statement for a coeducational Goucher, "Achieving a New Excellence In Our Second Century." This document, an academic plan actually, anticipates many of the initiatives developed over the past ten years. (See Exhibit 1.2 - *The Maypole Committee Report*).

## APPENDIX 1.4

the academic enterprise. The “Goucher Plan” as it came to be called, was multifaceted and far-reaching. While the Plan went through several iterations,<sup>4</sup> by 1992 it included:

- an extensive merit scholarship program to attract quality students and increase enrollments;
- establishment of an acceptable peer group for comparative study;
- significant new investment in advertising and promotion;
- major investment in the academic program, including carrying a small student/faculty ratio while working to increase enrollment to acceptable levels;
- restructuring the Faculty to include two new divisions—the Fine and Performing Arts, and Interdisciplinary Studies;
- a new general education program, including a core curriculum;
- an overhaul of the governance system, including increased involvement of the faculty in the planning and administration of the College;
- a major effort to internationalize the campus and curriculum, and the creation of an International Studies program and major;
- a commitment to increase and celebrate diversity.

The current institutional mission statement, too, was a product of this earlier planning phase. While certainly in keeping with the institutional values set forth in previous statements, the 1991 mission statement mentions “developing an appreciation for individual and cultural diversity” directly, and goes on to envision “an expanding sense of community – a community where discourse is valued and practiced...” In addition to traditional divisions of disciplinary coverage, the 1991 mission statement identifies *an interdisciplinary approach, an international outlook, and a commitment to experiential learning* as central curricular and extra-curricular themes.

### THE LEGACY CAMPAIGN

With its newfound clarity of direction and purpose, Goucher embarked on an ambitious, \$40 million capital campaign, *A Legacy of Excellence—A Future of Distinction*, to underwrite the principal components of the Goucher Plan, the community’s emerging aspirations, and emerging strategic initiatives.

### THE STRATEGIC PLAN

The leadership of the board, administration, and faculty underwent considerable change in this period, too. Most notably, Judy Jolley Mohraz became Goucher’s 9th President in 1994. These transitions were themselves guided by an expanding sense of purpose and

---

<sup>4</sup> Early versions of the plan are included as exhibits. *Exhibit 1.3 - A Plan for Goucher*, was created principally by the faculty while the administration’s plan appears as *Exhibit 1.4 - The Administration’s Plan for Goucher*.

## APPENDIX 1.4

direction, which culminated in the Goucher Strategic Plan, *Strategic Directions for Goucher College*, and commenced an ongoing strategic planning process. The Strategic Plan enhanced and expanded initiatives first articulated and adopted in the Goucher Plan and the 1991 mission statement, such as commitment to diversity, experiential learning, and interdisciplinary and international studies, but also included new ones, including technological advancement, inter-institutional collaboration and initiatives, and various graduate and continuing study programs.

Another important development during this period of renewal was that, in undertaking the Goucher Plan and the more recent and broader Strategic Plan, the College identified practical benchmarks through which to monitor progress. The benchmarks were used to create straightforward, quantitative models of how the new initiatives would affect program, enrollments, endowment, and budget. Quantitative modeling has figured importantly in the College's subsequent annual goals and objective statements. The first such model was prepared with considerable input from an outside consultant, George Keller, in September/October 1990, and was instrumental in the College's ultimate approval of the faculty plan. The quantitative model projected steady growth in the size of the freshman class per investment in merit scholarships, advertising/marketing, academic program, and student life and athletics. That early model projected the size of the 1997/98 freshman class well into the 300s and has proved remarkably accurate over the long run. (*See Exhibit 1.5 - A Strategic Plan for Goucher College [The Keller Plan].*)

Each year the model is updated to reflect emerging initiatives and refined parameter estimations. This quantitative modeling process has been the fiscal heart of institutional goals and objectives statements since 1990/91. Since the creation of the President's Council by President Mohraz, annual statements of institution-wide goals and objectives have emerged from within that governing body and have been henceforth reviewed and approved by the Board. (*See Exhibit 1.6 - Annual Statement of Goals and Objectives since 1990-1991.*)

After institution-wide goals and objectives are established, each division of the administration prepares annual goals and objectives for the division (e.g., Student Life, Finance, Development, etc.). Thereafter, program directors annually prepare statements of goals and objectives for their programs for the upcoming year. Included in that process is the requirement that each individual within the departments and programs prepare an individualized statement of goals and objectives. Each administrative officer is responsible for assembling and reviewing the individual statements under his or her purview, and, at the end of the year, working with each individual to assess outcomes and prepare new statements of goals and objectives.

Similar procedures are in place within the academic departments and programs governed jointly by the Dean and Faculty. Tenured colleagues, the departmental chairs and program directors, the Reappointment, Promotion, and Tenure Committee, and the Academic Dean evaluate faculty on the basis of excellence in teaching, scholarship, and service for the purposes of reappointment, promotion, and tenure, in accordance with a

## APPENDIX 1.4

schedule described in Faculty legislation and in accordance with accepted practice. Each department chair and program director also submits an Annual Report to the Academic Dean. Individual faculty submit records of accomplishment. Included in the departmental annual report are separate records of accomplishment prepared by each member of the department. These reports and individual records are kept for purposes of information and assessment.

In addition, as an outgrowth of the Strategic Plan, each academic department and program is now required to undergo periodic self-study and external review. Within this process the academic department or program is asked to assess its mission, objectives, and program in light of the College's overall priorities and goals, and to prepare a long-range plan for moving forward. The guidelines for preparing a departmental self-study are presented in *Appendix 1.4 - Academic Program Review Guidelines*. In principle, each department and program undergoes review every five years. In practice, in the nearly three years that this policy has been in place, departments and programs have been required to undertake a self-study and the external review prior to receiving permission to search to fill a faculty position. In these various ways, individual faculty and staff, and individual departments and programs are required to revisit periodically their own goals and objectives and to review their appropriateness in light of the broader institutional priorities and goals, and to prepare practical plans for moving forward.

### INSTITUTIONAL INTEGRITY

The integrity of Goucher's mission, goals, and strategic initiatives is reflected in the interaction of its community of students, faculty, administrators, staff, and alumnae/i. In classrooms, residence halls, and offices, at athletic events, concerts, lectures, and club meetings, both on campus and beyond the gates, the College community tests and carries out the College's mission. Three key areas of mission integrity which affect, in various ways, all members of the College community are reviewed below: maintaining academic excellence and freedom of inquiry, enhancing an appreciation for individual and cultural diversity, and expanding the sense of community and social responsibility.

#### ACADEMIC EXCELLENCE AND FREEDOM OF INQUIRY

The section entitled "The Liberal Arts and Academic Freedom" in the 1997-1998 Campus Handbook notes: "By defining itself as a college, Goucher is asserting that it is a community of colleagues mutually committed to the pursuit of learning and search for truth." By informally interviewing faculty, students, and staff, the question of academic freedom with respect to inquiry and discourse was examined.

## APPENDIX 1.4

### *Faculty*

Goucher's faculty always has had the luxury of designing courses and implementing them with a free hand. The Curriculum Committee scrutinizes courses with the purpose of assuring that they are aligned with a liberal arts education (as defined in the mission) and do not duplicate courses in other departments. There is a general feeling among the faculty that there are no constraints from the administration on designing or implementing courses. There are few, if any, outside constraints on the curriculum with the possible exception of some accreditation requirements, for example, the requirement by the State of Maryland for students to achieve teacher certification. There is some question as to whether non-tenured faculty feel the same degree of academic freedom as the tenured faculty. Junior faculty are, in general, more reluctant to speak about these issues, and it may bear some examination as to why this is the case.

There is concern among faculty, however, about the influence that students may have on courses. Some faculty expressed concern that student evaluations unduly influence the amount and quality of work that faculty require and that "political correctness" plays a role in the exchange of ideas in the classroom. These are concerns that any faculty member needs to examine periodically.

### *Students*

Among students interviewed, the general consensus on academic freedom and inquiry is that the majority of faculty encourage open dialogue in their classes and foster interaction among students, as well as between students and teacher. Class discussions are characterized as "thought provoking" and "of high quality" and often lead to opportunities for continued discussions in other areas of campus life. Students also note that most faculty care about them as individuals, not just as students in class. Students are encouraged to engage in a free interchange of verbal and written thoughts and ideas and are also given the responsibility to guard academic integrity through the Academic Honor Code and Honor Board. (See pp. 93-109 of Exhibit 1.1 - *Campus Handbook*.)

Students do have concerns about two issues which affect their educational experience and reflect on the College's mission to "help each student master significant areas of knowledge and skills." First, students note some difficulty with the pre-major advising program which may leave them unsure or confused about planning their college courses. A second concern is the availability of courses that are listed in the College catalogue, often required for the major, that may only be offered every other semester or every other year. A review of this

## APPENDIX 1.4

issue is especially important as more students study abroad or have off-campus internships (key elements of both the mission and strategic plan) and may miss a required course that is offered only at certain times. These concerns may be addressed through increased inter-institutional course offerings that allow cross registration and having catalogues from neighboring schools readily available for students and advisors to plan majors. It is imperative however, that transportation to neighboring institutions be more readily available to make the goal a reality. It also is recommended that departments regularly review their offerings to make sure that courses listed in the catalogue have a high probability of being offered on a regular basis and that courses that are rarely if ever offered be deleted from the catalogue. (This recommendation may be addressed through the internal and external review process noted in Goals and Objectives).

### *Staff*

While students and faculty have always had governing bodies through which to express ideas and concerns, the Goucher staff has not. In response to this lack of voice, the Administrative Employees Association (AEA) was formed in 1995 to foster communication, to provide a mechanism for participation in the decision-making of the College, and to monitor the quality of employment. (*See Appendix 1.5 - AEA Charter.*) All exempt and non-exempt employees, except members of the President's Council, are AEA members. The AEA Staff Council has addressed issues such as health benefits and flexible work schedules. The formation of AEA speaks to the importance of this group of individuals to the life of the College community. In addition, all non-faculty employees recently were given an opportunity to express their ideas through a survey or "environmental scan" of working conditions conducted by the Office of Human Resources. The return rate for the survey was 56%. (*See Exhibit 5.1 - Staff Satisfaction Survey.*)

As the Goucher community becomes more diverse, issues of free speech become more complicated. The College needs to continue to ensure that all constituents feel free, both in perception and reality, to express themselves responsibly.

## INDIVIDUAL AND CULTURAL DIVERSITY

Institutional integrity also carries a commitment to individual and cultural diversity in all aspects of college life. Clear non-discrimination policies and grievance procedures are set forth for students and employees, applicants for admission or employment, and faculty. (*See pp. 129-130, 134-149 of Exhibit 1.1 - Campus Handbook.*) Each year at least one special meeting of the faculty is devoted to the discussion of students with disabilities, and Goucher has expanded its services to such students.

## APPENDIX 1.4

From electing members of the Board of Trustees, to recruiting students, to hiring faculty and staff, there has been a commitment at all levels to diversify membership in the community. The Human Resources Office encourages a diverse pool of applicants for all staff searches. The 1996 addition of an MTA bus line to the campus provides easier access for a more diverse work force as well as more flexibility for students. The administration and faculty also have worked to include more minority applicants in faculty searches. Within the curriculum, some departments have added multicultural components to course offerings as well as strengthened the international and interdisciplinary focus set forth in both the mission and strategic plan.

Goucher seeks to provide a supportive environment for all students as the student body becomes more diverse. In 1997-98, minority students comprised 15% of the student body, compared to 8% in 1988-89. In the first ten years of coeducation, the percentage of men in the freshman class remained relatively steady (1988-89, 27%; 1993-94, 29%; 1996-97, 29.7%), but declined somewhat in 1997-98 to 23.4%. In order to maintain and increase diversity, it is important for the College to carefully monitor, on an ongoing basis, the recruitment and retention of minority and male students.

Goucher offers students and other members of its community a rich variety of extracurricular programs which expand and celebrate diversity in its many forms. There are numerous clubs on campus which allow students to explore a particular interest or be part of multiple groups. (*See pp. 11-12 of Exhibit 1.1 - Campus Handbook.*) A review of weekly activities listed in the *Gazette*, the College Events Calendars, and the list of "Awareness Weeks" shows an array of activities that promote diversity for those within the College community and for the external community as well. Diversity is also evident in the choice of commencement speakers, honorary degree recipients, and public performances such as the yearly Rosenberg Lectureship. Such efforts should continue and be expanded. (*See Appendix 1.6 - Commencement Speakers, 1988-97, Appendix 1.7 - Honorary Degree Recipients 1988-97, Appendix 1.8 - Rosenberg Lectureships, 1960-97 and Exhibit 1.7 - Gazette Calendar.*)

This is not to say that all has gone smoothly or quickly regarding efforts to increase diversity. There continue to be instances of insensitivity, ignorance, and misunderstanding. However, Goucher endeavors to respond quickly to issues that create discontent on campus. For example, the College has brought together the community in campus-wide forums which inform, provide relatively safe environments for the free exchange of ideas, and offer the possibility for resolutions to emerge. That such forums take place and have been well attended give testimony to the spirit of discussion and inquiry on campus. A Diversity task force, composed of students, faculty, and staff, has recently moved from an *ad hoc* status to a standing committee, demonstrating the College's commitment to sensitivity and growth in this area.



## APPENDIX 1.4

### COMMUNITY

Closely tied to Goucher's commitment to intellectual freedom and diversity on campus is the way in which the College fosters a sense of community among its members and to the world beyond its gates. Since 1993, there have been several major events/activities that have included representatives of all constituencies in decision-making and often have involved the entire community in discussions (e.g., the search for a new president, campus-wide invitations to and participation in Dr. Mohraz's inaugural events and the *Legacy Campaign* "kick-off" dinner, the Strategic Planning effort, and the current Middle States re-accreditation process). Since 1994, faculty representation has been added to the President's Council, and student representatives have joined faculty on most Board of Trustees task forces. Communication among constituencies has been strengthened with the introduction of the campus *Gazette*, the formation of AEA, an enhanced alumnae/i *Quarterly*, the President's outreach efforts, open to all members of the community, and campus-wide access to e-mail and voice mail.

Students have clearly embraced Goucher's mission to reach beyond the classroom and use their knowledge, social consciousness, and creativity to help others. In 1990, a group of students formed CAUSE (*see Exhibit 1.10 - CAUSE Brochure*) to answer the demand for more opportunities for community service, both through ongoing programs and occasional activities. As a result, there is now an Office of Community Service, and a time for community service has been included in freshman orientation. The curriculum, where applicable, now attempts to incorporate meaningful service projects into an academic environment for exploration and action. Many students continue to serve their communities in volunteer or professional capacities after graduation. The enthusiasm of students for such service has permeated the campus and now staff, faculty, and alumnae/i often join students in their endeavors

### CONCLUSIONS

After reviewing Goucher's own rhetoric and practices concerning its mission, goals and objectives, and integrity, and gathering available evidence, one concludes that over the past ten years Goucher College has undertaken and, to no small degree, achieved significant, positive development in each of these overlapping domains. The revised mission and the renewed sense of direction and purpose it evinces have opened Goucher more fully to the complexities and diversity of the world and have connected Goucher to like-minded initiatives throughout the world. These aspirations are altogether fitting for a forward-looking college founded upon the principle of education for service. Along with this growing internal and external understanding of the institution's mission has come a renewed clarity in day-to-day goals and objectives that lends efficiency and leverage to the daily efforts on their behalf. Goucher College knows where it wants to go, and to all appearances, it is heading in that direction.

## APPENDIX 1.4

By way of summary and emphasis, listed below are three broad conclusions, followed by several specific recommendations.

- Goucher's mission statement captures well the community's core values and direction. The College's strategic plan and initiatives emanate directly from the mission. It seems appropriate, therefore, that the mission should be the point of departure as the community looks to the future. Indeed, the community should be ever mindful of its fundamental values.
- The vitality of the College is not in the mission *per se*, but rather it lies in bringing the mission to life day-to-day. The collaborative plans *made*, the initiatives and objectives *undertaken*, and the decisions and actions *taken* on behalf of the mission *are* the life of the College. That Goucher College has over these past ten years achieved a measure of coherence among these elements is an indication of vitality.
- While this report makes myriad recommendations concerning issues of academic and institutional integrity, the broader challenge is to recognize that the combined commitments to community, diversity, freedom of expression, and an expansive, inclusive, global, liberal arts outlook have produced creative and unsettling tensions that challenge conventional academic wisdom. The College's sustained response must be to be attentive, concerned, and innovative in bringing the entire community into the process of inventing a culture that is *multicultural*; an academic community that embraces *many* communities; and an education based on inquiry and experience rather than doctrine or prejudice.

## RECOMMENDATIONS

- 1.1 Distribute the mission statement more widely to all constituents
- 1.2 Examine new programs to insure they are in concert with the College's mission and maintain both academic excellence and a sense of community
- 1.3 Continue to expand and value innovations in collaborative governance, planning, and decision making
- 1.4 Continue to insure that all members of the Goucher community *are* and *feel* free to express themselves responsibly
- 1.5 Review the advising program and timing/sequence of course offerings
- 1.6 Continue efforts to expand and maintain diversity within the student body, the faculty, the staff and the trustees
- 1.7 Continue to enhance multicultural community life through a rich variety of curricular and extracurricular offerings and opportunities for all constituents

---

## CHAPTER 2 - ENROLLMENT MANAGEMENT

---

Projected enrollments, changing demographics and uncertainty about the future of single-sex education led to Goucher's decision to become coeducational. Following that decision, enrollments increased initially but then declined. In the Fall of 1990, the Goucher Plan was approved and since then, enrollments and student quality have risen steadily. Goucher's undergraduate enrollment headcount has grown from 832 in 1986 to 1085 for Fall 1997; a 30% increase. Male enrollment accounts for 30% of the student body. (*See Exhibit 2.1 - Ten Year Enrollment Trends and Exhibit 2.2 - Ten Year Applicant, Admit, Paid Data.*) Graduate enrollment now comprises an additional 297 students for a total headcount of 1382.

Goucher's enrollment success in the past ten years can be attributed to several campus-wide initiatives including an academic restructuring, a new freshman seminar, enhanced co-curricular and athletic opportunities for men and women, and improved academic facilities. Simultaneously, a comprehensive enrollment management program was developed to direct and monitor admissions, financial aid and retention efforts. Since 1987 there have been several key actions that have provided important building blocks for the enrollment management area. These include: the creation of the Office of Enrollment Management in 1987; the parallel Maguire Image Report in 1990 with the development of the Goucher Plan introducing an aggressive merit scholarship program; the introduction of strategic financial aid packaging strategies in 1990; the introduction of a print advertising campaign in 1991; a new Admissions center in 1992; the development of an aggressive international recruitment effort in 1991; the second strategic planning effort from 1994 to 1996; a collaborative Financial Aid Committee bringing together Finance, Institutional Research, Admissions, Financial Aid and Enrollment Management; the creation of the Student Administrative Services office in 1995; the introduction of a campus-wide Retention Committee in 1996; a second Maguire Image Study in 1996 (*see Exhibit 2.3 - Maguire Reports 1990 and 1996*); and financial aid policy strategy consultations conducted by Scannell & Kurz in 1996 and 1997 (*see Exhibit 2.4 - Scannell & Kurz Financial Aid 1996 Results*).

Today, the enrollment management effort includes extensive planning and monitoring of admissions, financial aid and retention efforts, support from the Office of Institutional Research, a strategic Financial Aid Committee which conducts sophisticated financial aid and enrollment modeling, a collaborative retention effort with the Academic and Student Life division, and the Student Administrative Services office charged with the delivery of essential enrollment-related business practices (financial aid, registration, billing).

## APPENDIX 1.4

Our undergraduate objective is to attract students who can best benefit from and contribute to the Goucher community, assist in shaping the intellectual and social atmosphere on campus by improving entering student quality, maximize net tuition revenue, and enhance retention. The overall enrollment effort recognizes the importance of premier graduate programs, strong continuing studies programs and unique post-baccalaureate opportunities. Goucher is indeed a richer institution by having these well positioned programs.

### UNDERGRADUATE ADMISSIONS

#### HIGHLIGHTS/ACCOMPLISHMENTS

Since 1991 when Goucher enrolled its smallest class since coeducation (a year a great many colleges in the country witnessed significant drops in enrollment), the enrollment trend line has shown steady growth. Specific admissions accomplishments worth noting include:

- Senior inquiries to the College have increased 14% from 19,313 in 1989 to 21,996 in 1997. Conversion rates (inquiry to applicant yields) have varied from a low 4.14% in 1990 to a high of 8.0% in 1997.
- Freshman applications have nearly doubled in ten years as a result of more sophisticated marketing, demographic trends and increased awareness of Goucher. The 1997 record of 1765 represents a 90% increase since 1989.
- The 1997 freshman admit rate of 78.1% has reached the lowest percentage in ten years. However, the 1997 admit to deposit yield ratio of 24.5% is the lowest in 10 years, suggesting the keen competition Goucher is facing and the increased quality level within the admitted applicant pool.
- Male applications, admit, and deposit trends show a doubling of applications, an admit percentage of 79% (3 year average) and admit to deposit yields of 26% (3 year average). The percentage of men enrolling in the freshman class has dropped to 23.4% in 1997 from a high of 31% in 1991. This is a major concern for the College and the enrollment effort.
- SAT scores have improved from 1020 combined score in 1989 to 1176 recentered score in 1997.
- Diversity, as measured by international students and ethnicity, is increasing. Steady progress has been made resulting in 15% multicultural students (7% African American, 4% Hispanic, 3% Asian American, 1% Native American) and 4% international students in the 1997 entering class.
- While transfer applications have doubled since 1989, paid transfer numbers have basically leveled at 31 new students each fall with male enrollment numbers declining.

## APPENDIX 1.4

- The use of technology has expanded greatly in 10 years. Goucher has produced 3 videos, participates with key outside vendors to place CD-ROM college view presentations in high schools, developed an admissions home page and accepts electronic applications from students.
- Using current students to contact prospective students (telecounseling) has been ongoing since 1994 in an effort to qualify the level of interest in Goucher's prospective student pool. In 1997-98 this initiative intensified to reach over 5,000 prospective students.
- Admissions advertising, both radio and print, has reinforced efforts since 1991.
- A segmented marketing approach based on ability, gender, geography and academic interest has been integrated into the College's marketing effort.
- All admissions publications reflect key marketing messages based on the Maguire Research studies and student focus groups.
- A refocused admissions marketing effort assures that 75% of all marketing initiatives (travel, direct mail, telecounseling) are directed toward the College's primary markets with 25% focused on secondary and outreach markets.

## DISCUSSION

### *10-Year Statistical Profile of Applicants, Admitted Applicants and Enrollees*

Since 1989 when the freshman applicant pool amounted to 929, it has grown by 9.8% to the 1997 high mark of 1,765 applicants. In 1997 applicants came from 38 states while in 1992 applicants came from 30 states. Interestingly, in each of these applicant pool years, the gender split in the applicant pool was 73% women and 27% men. The class enrolling in 1991 reached a high of 31% male. The class enrolling in the fall of 1997 was 23.4% male. The Admissions office has continued to refine its male marketing effort over the years by increasing on-campus programming opportunities, by introducing segmented messages in direct mail initiatives and by heightening awareness of academic offerings and outcomes. The Maguire research has confirmed that men, in general, spend less time in the College search process than women. They request information from fewer schools, look into fewer schools than their female counterparts and traditionally rate their priorities and desires lower than women in almost all cases. As such, they are harder to attract and to convert to applicants and enrollees. With increased competition for dwindling numbers of men from traditional coed liberal arts colleges, the College must recognize that the image of the institution is driven by factors outside of the recruitment arena. Academic offerings, athletics, social life, keynote speakers, major events and campus facilities all influence the perception of Goucher. Perhaps the most critical issue facing the College and the enrollment team is improving gender balance in the entering class.

## APPENDIX 1.4

Representation of multicultural students in the applicant pool has grown slightly as a percentage of the total pool. A significant growth has been observed in the number of students who do not classify their ethnic background from 1 in 1990 to 33 in 1997. The multicultural recruitment ranges from student search to early awareness efforts with Baltimore City high schools and “Explore Goucher Day” programs targeted at Baltimore and Washington, DC. high schools and a focused telemarketing effort. Goucher’s multicultural representation of 15% compares most favorably to the College’s peers’ average of 8%. Certainly faculty and staff diversity are very important factors in Goucher’s ability to move forward in this area.

Along with the multicultural recruitment effort, the Office of Admissions initiated an aggressive international recruitment effort in 1991 as a direct result of the Goucher Plan. International recruitment trips to Asia and Europe were added to an expanded direct mail effort along with targeted advertising (Peterson’s International, Study in the USA), and the use of comprehensive mailing lists to international schools and advising centers around the globe. These activities resulted in immediate growth in applications from 29 in 1990/91 to 68 in 1991/92. Enrollments increased in this same time period from 2 in 1990/91 to 11 in 1991/92.

Today, Goucher typically receives an average of about 90 international applications a year and has annually enrolled an average of 12-15 students, or about 4% of the class. This smaller percentage is a direct reflection of focusing resources on initiatives which will produce greater return, staffing insufficient to implement an aggressive campaign, and the recognition that on-campus support and orientation is not at a level sufficient to service a growing population. Interestingly enough, prior to mounting an aggressive recruitment effort in 1991, the Enrollment Management team brought to campus an international consultant to provide guidance on both recruitment and campus services initiatives. The campus services, however, were not addressed adequately. Goucher’s Strategic Plan identifies “international” as one of the six priorities; one major component will be to address the recruitment resources and campus service needs for Goucher to be successful in this endeavor.

The admitted applicant pool has become a smaller part of the whole as a result of the overall increase in the freshman applicant pool. In 1997, 77% of those who applied were admitted to the College. In 1996, Goucher reached a high mark acceptance rate of 88% after fairly consistent growth toward that figure starting in 1989.

In the nine year period since 1988, the 141 enrolling freshmen in 1990 was the low enrollment mark while 339 students was the high enrollment mark in 1997. In 1997, enrolled freshmen came from 34 states and 8 foreign countries. 34 transfer students enrolled in 1997 and this number compares favorably to recent year fall totals. Applications have also increased for the Goucher II Program, a re-entry program of recruitment, admissions, retention, and alumnae/i relations for adult students who

## APPENDIX 1.4

wish to begin or complete their baccalaureate degrees. The program is administered by the Center for Graduate and Continuing Studies. In 1997-98 there were 24 active Goucher II students, including eight new students. (By comparison, in the academic year 1995-96, two new students enrolled.) This enrollment increase reflects a reshaped program, including an ongoing integration of Goucher II with College offices, such as the Offices of the Academic Dean, Admissions, Student Affairs, and Alumnae/i Relations.

The number of provisionally admitted and enrolled students was reduced to 18 in 1997 from a high of 48 in 1994. This number is the lowest in many years and was warmly received by members of the faculty.

Transfer enrollment trends over the ten year period have not changed significantly. There were 28 new entering transfer students in 1988 compared with 34 new transfer students in 1997. The applicant pool has nearly doubled from 57 (1988) to 98 (1997) but accept ratios and yields vary greatly by year. This segment of the enrollment effort clearly has significant potential for the College and the enrollment team. A complete review of the entire transfer recruitment and selection process will be conducted in 1998 to address this issue.

Issues such as gender balance, the presence of international students in the enrolled student pool and ethnic diversity are always in the forefront of recruitment, selection and enrollment programs and initiatives. While progress at each of these measures of performance is noteworthy since 1989, the admissions program continues to address them at philosophical and programmatic levels.

### *Review of Admissions Requirements, Standards and Procedures*

The admissions program is dedicated to infusing the student body with first time students whose academic background and ability levels predict persistence to graduation in 4 or 5 years. While there are no formulas in this admissions program, an analysis of five areas of a student's academic and co-curricular background are the guiding features of the candidate review process. They include:

- the Secondary School Transcript, including grades, the quality of the student's academic coursework and class rank (if available)
- the student's ability to write, as evidenced by the personal statement and essay writing sample
- consideration of references and letters of recommendation written by those who know the student in an academic and co-curricular context
- results of standardized testing, either the SAT I or the ACT (and a TOEFL exam in certain international credentials)
- consideration of a student's ability to manage time as a result of his/her secondary school curricular and co-curricular loads.

## APPENDIX 1.4

Admissions counselors review candidates in two classifications: early action and non-binding regular decision. The respective deadlines are December 1<sup>st</sup> and February 1<sup>st</sup>. Early action notification is on or before January 15<sup>th</sup> and regular decision notification is on or before April 1<sup>st</sup>. National candidates' reply date is May 1<sup>st</sup>. Each applicant is reviewed by a home district admissions counselor using school profile data in the review process. In cases where the strength of a student's candidacy is not immediately clear, several members of the admissions staff may become involved in the review. It is possible the file may be heard before the entire admissions staff in committee review. Transfer student admission requirements and procedures are closely aligned with freshmen requirements and procedures.

The secondary school preparation required for admission to Goucher is consistent with the College's academic requirements and expectations. In addition to being a requirement for admission, the SAT scores are very useful for placement in introductory level science courses, especially in Principles of Chemistry I and in the Honors laboratory for this course, and Biological Diversity I. Students are advised of the likelihood of performing successfully in the chemistry and biology lecture classes based on the mathematics SAT score. There continues to be a close correlation between low mathematics SAT scores and poor performance in these classes. The Admissions office understands the benefit of conducting a validity study to provide guidance for adjusting the various selection criteria. The College Board is now enhancing this service and Goucher will continue to explore using it in the future.

Students who are provisionally accepted by Goucher are required to sign an academic contract in which they agree to take no more than 12 credits their first semester and use the academic support services offered by the Academic Center for Excellence (ACE). During the past two years, the Director of ACE and the Associate Academic Dean have requested individual conferences with each of the provisionally admitted students early in the fall semester to discuss their course schedules and the specific services available at ACE. (*See Chapter 8 - Library and Other Learning Resources for a thorough description of ACE.*)

### *Marketing and Recruiting*

Gathering inquiries is the basis of the recruitment effort. The various inquiry sources that have been developed over the past several years serve as a starting point for a prospective student to move through the Admissions funnel. From the point at which a student inquires about Goucher College, he/she is put through a cultivation process that leads to an application. These sources are tracked very carefully for research purposes to determine future marketing investments. The various prospecting strategies range from the College Board Student Search Program, NRCCUA (National Research Center for Colleges and Universities



## APPENDIX 1.4

Admissions), high school visits, college day/night programs, referrals, direct mail, advertising and guidebooks, athletic recruitment, volunteer recruitment, intercultural recruitment fairs, performing arts college fairs, national college fairs and various Goucher counselor outreach programs.

The 1990 and 1996 Maguire studies provided valuable direction for the enrollment effort. The 1990 consult provided the basis for key marketing messages, incorporating them into publications, and letters/presentations by various staff members. From this original consult the enrollment team strengthened the existing marketing effort to include: enhancing the Admissions tracking and reporting system, strengthening and restructuring the Financial Aid office, training Admissions staff on key marketing messages and cost questions, and building a strong enrollment team with experienced staff.

It is recognized that the biggest return Goucher will see in application numbers will come from a substantial investment of time and resources in cultivating the inquiry pool. An elaborate system of establishing response times, orchestrating follow-up mailings, qualifying inquiries, purging disinterested inquiries and targeting students for further attention has been developed over the past ten years. The 1996 Maguire study has provided still another opportunity to enhance this comprehensive system. Refined and expanded College Search and NRCCUA parameters, an interactive qualification effort which combines print and telecounseling, improved on-campus programming and targeted messages to males, multicultural students and high ability students are examples of the ever evolving marketing effort. Inquiry conversion rates jumped in 1996 to 8.0% from a low of 4.14% in 1990, providing a clear indication of success in this area.

On-campus recruiting is organized around four open house events in the fall, called "Explore Goucher Days," during which prospective students and their families are invited to spend a day at the College attending information sessions, meeting faculty, staff and students, and sampling academic and co-curricular activities. There is a strong emphasis on the academic community and student visitors are given ample opportunity to experience a Goucher class, learn about academic departments, and consider the academic opportunities available to students on and off campus. There is also an Explore Goucher Day in the spring. Summer information sessions which, after an increase from seven to nine in 1995, were reduced to two in 1996 and discontinued in 1997, have given way to information sessions held twice daily on weekdays and on selected Saturdays throughout the year. Scholars' Day and Accepted Applicants' Day programs have continually provided the Goucher community with the opportunity to showcase the College to admitted students. Faculty, students and administration are heavily involved in the planning and implementation of these various yield programs.

The Admissions Office maintains a deliberately aggressive travel program as a means of keeping in touch with the college counseling community and alumnae/i

## APPENDIX 1.4

and parent volunteers - a strategy that runs parallel to gathering more inquiries and serving as a resource to prospective students and their families. Visits to high schools, attendance at various college fairs, interview nights and volunteer training and update meetings have long served as the core elements to the travel program. In a typical year, between March and May and again between September and November, the admissions staff will visit 350-400 high schools, attend over 200 college fair programs and meet with over 50 admissions volunteers around the globe. The admissions staff typically travels to at least 20 states and 3-5 foreign countries (in some years the international recruitment effort covered as many as 20 countries) and in the process contacts well over 5,000 students. Volunteers usually cover more than 75 programs annually that admissions staff members cannot, and in growing numbers assist admissions staff at dozens more. The entire travel program adheres to a recently adopted strategy of spending 75% of travel time in primary market areas (MD, PA, NJ, DE, NY, VA, DC) and 25% in secondary and outreach areas.

### *Review of Publications*

Admissions publications fall into three general categories: Foundation Series, whose publications are mailed to all inquiries; Secondary Series, which are sent to inquiries who have qualified their level of interest; and Mailings to Special Source Groups. Each of the mailing series is geared toward a distinct population of potential students and highlights different aspects of the academic experience, student life, and the community in general. The Secondary Series is more focused on academic life and includes faculty profiles and accomplishments; major sheets, which identify and promote distinctive features of individual academic departments; and information about merit scholarships, targeted at higher-ability students. The Source Groups mailings are largely based on academic testing and self-identified interests of prospective students. In the future, this series of mailings will evolve to be used in addressing student diversity to increase the number of male students and international students and expand the representation of ethnic and racial minorities on the campus. Publications serve various audiences, including prospective students, parents of prospective students and college advisors. Publications have evolved over the past ten years to capture the spirit of Goucher's changes and the key marketing messages provided by the various research projects and image studies (*see Exhibit 2.5 - Admissions Print Publication Series and Catalogue 1996-97*). As technology replaces print as a recruitment tool, the College must once again assess the range of publications needed to support the marketing effort incorporating the various media opportunities that changing technologies provide.

## APPENDIX 1.4

### FINANCIAL AID

All successful enrollment efforts recognize the true partnership that must exist between the marketing arm (admissions) and the financing arm (financial aid). This partnership has been a key goal in the last ten years. In 1995, the Student Administrative Services office was created and brought together the functions of registration, financial aid and student billing to enhance the various service practices in Enrollment Management. Higher education has witnessed an increased concern about college costs, changing federal regulations, support for funding access to college and a “let’s make a deal” consumer mentality. More institutions, including Goucher, see the financial aid budget as the fastest growing component of the College’s overall budget. Merit scholarship programs are now commonplace and tuition discounting is monitored carefully by colleges and universities.

#### HIGHLIGHTS/ACCOMPLISHMENTS

- Sophisticated modeling effort now permits Goucher to predict and monitor outcomes each recruitment cycle.
- Student Administrative Services was created to provide enhanced customer service to internal and external customers and maximize efficiency.
- Financial Aid/Admissions yield model was developed to respond to families’ concern about financing a private college education and impact yield.
- Merit Scholarship Program reviewed and revised on yearly basis.
- Strategic packaging of need-based funds to maximize college enrollment quality and net tuition goals has been ongoing.
- The current discount rate of 37.7% has been maintained the last two years. It is above the national average, reflecting Goucher’s position in the market place. A long term plan to reduce the discount rate will be produced in 1998..
- Training of admissions counselors and athletic coaches about financial aid, financing a Goucher education, and affordability is ongoing and a critical component of the College’s enrollment effort.

#### DISCUSSION

##### *Financial Aid/Marketing Affordability*

A philosophy that has evolved over the past 10 years further reinforces the notion that students and their families are responsible for paying for a Goucher education to the extent that they are capable. In 1987, Goucher introduced a strategic packaging approach to enhance the academic quality and cultural diversity of

## APPENDIX 1.4

each enrolling class. This strategy has been refined over the years and enhancements to it, such as the introduction of merit awards, have been implemented to provide students with a more comprehensive array of resources. Goucher's ability to meet the financial needs of most admitted applicants provides the College with the challenge of communicating just how affordable Goucher can actually be, even to middle income families. There are several strategies that Goucher uses to help the families of both prospective and persisting students meet their educational expenses. Goucher offers a wide array of financial assistance programs that forge a partnership with students. A need-based program working in tandem with a merit scholarship program has existed at Goucher in one form or another for many years. In 1991, the College introduced a broad-based merit scholarship program to augment what already existed, in an effort to increase the quality and size of entering freshman classes. This program, which currently provides renewable awards ranging from \$8,500 to an amount valued at full tuition, room and board, added to a generous need-based program, awards institutional dollars to nearly 83% of Goucher's student body.

The financial aid budget increased from \$1.4 million to \$9.1 million between 1987 and 1997. This budget goes out in the form of institutional or need-based grant (43%) and merit-based aid (57%), providing a very competitive financial assistance program among the College's peer institutions. The success of promoting the concept of value when compared to the costs actually paid by students has strengthened Goucher's image as an institution dedicated to making a private liberal arts education affordable. Since 1994, a committee comprised of staff members from Admissions, Student Administrative Services and Institutional Research as well as the Vice President of Finance and Vice President for Enrollment Management, has convened on a weekly basis to determine, implement and monitor financial aid practices at Goucher College. This committee has been instrumental in developing new strategies that balance institutional goals with the costs associated with providing a sound educational product.

Recognizing the importance financial aid plays in the enrollment and budget equations, Scannell and Kurz, Inc. was invited to Goucher College in 1996 to review existing aid strategies, policies and practices to determine whether the packaging of financial aid optimized the College's ability to accomplish its enrollment objectives; work with the Financial Aid Policy Committee to review past practices as well as brainstorm about future opportunities; and finally, make recommendations regarding future pricing and financial aid strategies. The review took into consideration changes in the applicant pool since 1991, changes in competitors at various stages of the application process, changes in the conversion of inquirers into applicants, and the application and enrollment patterns of students of different financial need and quality levels. The results of Admitted Student Questionnaires, CIRP (Cooperative Institutional Research Program) surveys and retention studies were also reviewed, and interviews were conducted

## APPENDIX 1.4

with senior officers of the institution, staff in Admissions, Institutional Research, Student Administrative Services, and focus groups of faculty and students.

The purpose of the review was to answer four related questions:

- Has Goucher convincingly made the argument that it is worth the price it charges?
- Do students and families interested in a Goucher education understand how it can be made affordable?
- How much is too much, how little is too little financial aid, given the institution's enrollment goals?
- How can institutional financial aid resources be most effectively deployed to meet enrollment goals?

This review was conducted simultaneously with a Maguire Associates research study of Goucher's image among inquirers. Since image and perceptions of value drive much of a family's willingness to pay, the two studies were integrally related and were considered as one. Both studies suggested strategies for approaching the market in a manner that would shift Goucher's demand curve; Scannell & Kurz, from the perspective of the "known" – the behavior of current inquirers, applicants and enrollees, and Maguire, from the perspective of the "unknown" – the markets which Goucher had yet to enter or penetrate fully.

It is impossible to overstate the impact of changes made with 1997 financial aid strategies. Building upon a sophisticated strategic packaging program and an extensive merit program, the recommendations included a revised need-based strategy, reshaping the current Dean's and Trustee scholarships to highlight Goucher's strengths by guaranteeing internships or research opportunities and transfer merit awards. Advising families of scholarship eligibility at the inquiry stage ultimately had the greatest impact:

- Freshman applications increased 48% (1763 vs. 1190)
- Yield in Freshman acceptances decreased 2.5%
- Full pay yield increased 5 points (15% to 20%)
- Discount rate decreased 0.55%
- Average net tuition revenue increased 6.3%
- Net tuition revenue increased 32%

Goucher now is in a position both to refine this strategy based on positive results and begin planning and shaping future classes based on desired enrollment goals – number of students, quality, diversity, average net tuition per freshman, etc.

## APPENDIX 1.4

### STUDENT ADMINISTRATIVE SERVICES

In 1994-95, the executive staff of the College examined several important issues that led to the re-evaluation of its operations relative to the separate functions now housed in Student Administrative Services. This review led the College to establish Student Administrative Services. The office is charged with the delivery of routine, but essential, business products and services to the entire college community. Within the office, staff are responsible for all aspects of processing and customer service relating to financial aid programs, records and registration activities, and the bursar functions. Administrative units such as SAS are beginning to emerge around the country in response to the rapidly rising expectations from students and their families to provide more effective and customer focused business services. Goucher is one of a handful of colleges that embraced the concept of unified service early in its emergence. The factors leading to the decision include:

- The desire to enhance a solid foundation in enrollment management practices. In particular, the College was benefiting from a truly collaborative approach to strategic pricing and financial aid.
- The loss of the College's long time registrar prompted a natural review of the roles and functions of a registrar. During the review, the College wrestled with two serious problems. One, students held a negative view of the registrar's office as unfriendly and directly contributing to the community's frustration with the delivery of services (the infamous campus run-around). And two, the use of technology as a means of improving service delivery was not being embraced in the current office, frustrating students and faculty.
- Customers were demanding more efficient, sophisticated and friendlier services. The College prides itself upon being able to give "high touch" personal service to students and their families. Goucher does this extremely well. Such service is consistently cited by students as a primary reason for enrolling and remaining at Goucher.
- The ever increasing federal regulatory demands placed upon colleges to monitor financial aid, college attendance and cash management programs.

SAS has progressed toward fulfilling its stated purposes. Students and faculty have commented upon the ease of conducting business within a single unit, with staff who can help them navigate through a myriad of information. Parents have enjoyed the benefits of being able to work with a single individual who can help them solve a variety of problems. Students cite that the unit is a more open and accepting environment than under the old system. Other accomplishments worth noting include: a redesigned registration process resulting in the introduction of a lock box program to improve efficiency, earlier notification of financial aid awards, and continuous cross-training of staff members on multiple tasks. Unfortunately, the unit has not progressed as rapidly as desired. Some demanding problems still face the unit:

- The College has not been able to interface a wide array of technology tools to manage routine business functions. Many labor intensive tasks, such as reconciling bills,

## APPENDIX 1.4

posting charges to accounts, verifying enrollment data, posting academic records and the data from degree audits still must be processed manually. The lack of technology to perform these tasks results in mounting frustration among customers and the service deliverers.

- SAS, in collaboration with constituents of the College, needs to build upon its foundation to continue to break down traditional boundaries between related services. SAS needs to prove to the College that it can play a broader role in supplying the infrastructure necessary for the College to meet its strategic initiatives. For example, SAS should enhance its role with academic advising programs to move beyond data delivery to advising partners. SAS should work vigorously to foster seamless articulation processes that support the College's inter-institutional and international programs. SAS should join forces with Student Affairs to integrate financial planning and financial responsibility into the programs established to foster students' entry into adulthood.
- SAS needs to continue to examine the issue of student employment and assess the partnership with Career Development so that oversight and a true skills enhancement model benefits the student.
- SAS needs to garner the resources necessary for staff to devote dedicated time to on-going cross-training needs and process review and design. Customer expectations will not remain static. Service units such as SAS must consistently listen to the thoughts of its customers to anticipate future expectations and build service delivery models to meet customer demand.

At present, SAS is benefiting from an outside review of the office to take the current pulse of the unit and identify opportunities and challenges for the coming years. Students and faculty are participating in the review. Early data suggests that the College was correct in forming SAS and will be encouraged to enhance and improve the unit. Despite some operational shortcomings, there is a demonstrated belief that the College should not go back to business as usual. While not a visible program of the College such as the academic and student life programs, SAS is essential to the future well-being of the College. It will be important for the enrollment team to give full consideration to the recommendations made by Scannell & Kurz, Inc. to enhance the operations of Student Administrative Services.

## RETENTION

Over the past ten years, colleges and universities have invested significant resources into building aggressive admissions marketing efforts. With this investment also came the recognition of the important role retention plays in the enrollment equation. Goucher followed trends similar to the national agenda. The collection and review of retention data was introduced in 1990 when the Office of Institutional Research was created. Retention reports were produced sporadically with no formal agenda by the College to recognize the importance of this aspect of managing of enrollments. With the

## APPENDIX 1.4

appointment of a new president in 1994, this topic was brought to the forefront of the College's priorities. Now routine reports and a constant eye toward retention guide the College and its goals each year (*see Exhibit 2.6 - Retention Report 1996 and Exhibit 2.7 - Fall 1996 to Fall 1997 Retention Update*). Exit interviews, Reports of Concern, and Non-returning Student Surveys inform the College's understanding of why students leave Goucher. Reviewed on a regular basis, this data suggests no single reason for withdrawal but rather a combination of factors such as distance from home, course availability, major not offered at Goucher, the cost of education, size of the College, gender balance and social life.

Understanding the limitations this approach offered, the National Student Satisfaction Survey was administered in 1996 and again in 1997 (*see Exhibit 2.8 - Student Satisfaction Survey Results 1997*). The 1996 report had limited circulation due to a flawed administration but the 1997 report is now under review with the intent to share the results with the community in 1998. The aim is to listen carefully to current students and focus on those issues of greatest concern as a way of addressing retention issues. Retention must remain a key priority for Goucher College now and in the immediate future. With a four-year graduation rate well below the College's competitors (the four-year graduation rate has remained at 58% compared to a HEDS (Higher Education Data Sharing Consortium) mean of 68% for the College's peers), and a discount rate higher than that of competitors, Goucher should take every opportunity to address issues that can have a positive impact on retention. Clearly the retention effort as well as the financial aid program have benefited greatly from the services of the Office of Institutional Research. An effective enrollment management effort must make informed decisions based on solid data and reports. The broader issue for the College is how to balance the Enrollment Management research needs supplied by Institutional Research against other research priorities.

### HIGHLIGHTS/ACCOMPLISHMENTS

- Ongoing assessment of retention/attrition takes place on a semester basis. Detailed reports are produced monitoring trends.
- The fall-to-fall attrition trend line has decreased 1.04% over two years. The Fall 1994-Fall 1995 attrition rate was 14.76%; Fall 1995-Fall 1996 was 14.6% and the Fall 1996-Fall 1997 was 13.72%.
- The National Student Satisfaction Survey was administered in 1996 and 1997, providing the College with important retention information. The 1997 administration will be followed by student focus groups on selected topics to obtain greater insight for the community and the Retention Committee.
- Several campus models were explored in 1995 and 1996 to examine and monitor retention including a campus-wide committee and project specific teams. Both models included representation by all campus constituency groups and were appropriate given the significant increase in attrition in 1995.



## APPENDIX 1.4

- Retention is now monitored by the Vice President for Enrollment Management in collaboration with the Vice President and Academic Dean and Vice President and Dean of Students.

### DISCUSSION

A review of admissions, academics, student life and financial aid policies and strategies over the past ten years provided no basis to conclude they negatively impacted retention. However, it is important to note that as Goucher implemented an aggressive merit scholarship program in early 1991, the potential did exist. A bi-modal classroom environment was often mentioned as a key concern by faculty, but no data suggest this caused students of any ability level to leave the College. Now, with a broader merit scholarship matrix approach implemented in 1995, entering freshmen classes have equaled out in terms of academic ability.

Admission standards for both genders were maintained during this time frame. Certainly each year as the applicant pool increased, there was more opportunity to reduce the bottom end of the ability pool. Particular attention was paid to assure Goucher admitted male candidates equal in ability to female candidates. While this is a slower way to increase the gender balance, it was viewed as the best strategic way to maintain prestige.

There is some concern about the fact that during the past ten years the First Year Program office was abolished. This office provided the key focal point for advising and programming for first year students. Since the freshman to sophomore attrition rate is the highest of all classes, it may be important for the College to re-examine this particular model to address this concern. Indeed, overall male attrition is slightly higher than female attrition and more men leave involuntarily than women. As the historical review indicates, retention since 1995 has continued to improve (though not as quickly as desired) but provides evidence to the “fit” between student ability and the Goucher College educational experience.

Several factors have contributed to this improvement. Academic advising has improved, and the freshman year experience has been strengthened. Goucher has more to offer in the area of student life. Entering freshmen are stronger academically and less likely to encounter serious academic problems. Across the campus departments, offices and individuals are investing greater effort in supporting students and helping them progress.

The use of two campus-wide task forces in 1995 and 1996 to examine an unusually high rate of attrition and increase awareness among all constituency groups (students, faculty, staff, trustees) seemed appropriate at the moment of crisis. The task force approach allowed important review of data, focus groups’ input and necessary dialogue to take place on campus. Solid recommendations on how to address this campus-wide concern have been implemented due to these two short term task forces. More recently the College has implemented the following: freshman parking, access to public transportation to downtown Baltimore, a review of the pre-major advising program, the introduction of

## APPENDIX 1.4

a peer advising program and a pilot program between Frontiers and Wellness/Transitions. (See Chapter 7 - *Programs and Curricula.*) The current committee consisting of the Vice President for Enrollment Management, the Vice President and Academic Dean, the Vice President and Dean of Students, the Director of Institutional Research and the Chair of Academic Policies now permits careful monitoring of retention data, as well as the introduction of new initiatives to respond to research findings.

The infrastructure of the College - those programs that assist students in adjusting to college life, in clarifying academic interest, and in providing academic support services - has evolved in the past ten years into stronger components of routine college business. Summer and Fall Orientation are key components of the admissions yield effort and critical to retention. The assessment is that both need to be maintained as a means to monitor admissions' "summer melt" and appropriately orient students to the College. Increased faculty involvement, a stronger international orientation and the possible exploration of "best practices" at other colleges have the ability to enhance good programs and make them better.

One of the most significant advancements made in the past ten years is in the area of academic support services. The Math Lab and Writing Center continue to function at high levels but now are integrated with ACE (Academic Center for Excellence) which was introduced in 1989 to provide a number of services for students. Interestingly, this program not only serves the provisionally admitted student (a number that has been decreasing the last three years), but caters to the "B" students who want to improve as well. A review of the most recent annual report from ACE indicates that it is quite successful in improving the academic performance of students if the students seek help early in the term and use the service on a regular basis. The challenge is to get students to recognize how important it is to seek assistance.

Today retention is certainly a topic most community members are aware of due to the focus this topic received in 1995-96. There is a heightened awareness level among faculty, administrators, students and trustees. The community would benefit from having more regular reports on this matter.

### GRADUATE AND CONTINUING STUDIES PROGRAMS

Goucher's Graduate and Continuing Studies programs offer innovative quality educational experiences to meet the changing professional and personal needs of adults and of the community, both locally and nationally. They also play a very important role in positioning the College and raising awareness of Goucher across the country and beyond. The College's strategy has been to build graduate and continuing studies programs that are based on undergraduate academic strengths. This decision has served the programs well and in the case of the graduate programs, has given the College national visibility.

## APPENDIX 1.4

Current programs consist of a Post-Baccalaureate Premedical Program, Graduate Programs in Education, Professional Certificate Programs (i.e. Fundraising, Management, Public Relations Management), Goucher II, a Teachers' Institute and several limited residency distance learning graduate programs (MFA in Creative Non-Fiction, MA in Historic Preservation, MA in Arts Administration, MA in Women's Studies: Women, Aging, and Public Policy Across Generations (pending approval)). The strategic decision to introduce innovative, non-duplicative graduate programs consistent with Goucher's liberal arts tradition, and strengthen undergraduate access for nontraditional students (consistent with the College's goal of sustaining a diverse student population), has served Goucher well. These areas hold great promise for national visibility and future growth. Overall, their enrollment success has contributed significantly to the excellence of the educational environment, as well as to the institution's financial health.

### HIGHLIGHTS/ACCOMPLISHMENTS

- The Center for Graduate and Continuing Studies enrolls 1800 students in courses each year supporting the various graduate, undergraduate and professional and non-credit programs.
- The Goucher II program, recently reorganized, shows signs of promise. In Spring 1998 there were 24 Goucher II students enrolled both full-time and part-time at the College.
- The graduate limited residency programs are distinct and build on Goucher's undergraduate strength. Enrollment targets have been met each year. Full enrollment capacity is targeted for 45-50 students per program.
- The Post-Baccalaureate Premedical program is rated one of the top programs of its kind in the country with a 91.9% acceptance rate to medical schools. Overall quality of students enrolled has improved. Enrollment target of 30 new students each year resulted in 26 enrollees.
- The Graduate Programs in Education have exhibited a positive enrollment trend line with more than 300 students now enrolled in either the Master of Education or Master of Arts in Teaching programs including more than 200 enrolled in courses (1997-98).

### DISCUSSION

The strategic decision to introduce innovative graduate programs and strengthen continuing studies programs consistent with Goucher's liberal arts tradition and which no one else is doing has served the College well. This area shows great promise for building Goucher's national visibility and for future growth. Overall their enrollment success has contributed significantly to the educational environment and institutional health. (*See Chapter 10 - Innovation and Experimentation in Graduate Programs for a complete description and analysis of these programs.*)

## **APPENDIX 1.4**

### **CONCLUSION**

Few schools in the past decade have weathered the range of challenges - becoming coeducational, enrollment losses and gains, change in leadership - that Goucher has. The strength of the College prevails and it will continue to thrive in a turbulent higher educational environment.

The College is blessed with a committed and resilient community, a group of people who seek advice and are willing to take risks for the long term benefit of the College. The most recent enrollment successes have laid an important foundation for the College. Continued success will require the College and the Enrollment Management team to ask, discuss and respond to the “hard questions”:

- **Coeducation:** How will the College compete with other liberal arts colleges for the dwindling male population?
- **Financial Aid:** How can Goucher continue to maximize net tuition revenue, respond to market changes regarding cost and minimize the impact of the increasing financial aid budget?
- **Size:** Is growth beyond a 1100 student body desired? (The current strategic plan calls for a 1200 student body). If so, what are the trade-offs the College and Enrollment team must consider?

### **RECOMMENDATIONS**

Just at a time when higher education in general has begun to accept the idea of marketing and managing enrollments, the pace of change for colleges has quickened. Goucher is poised to continue its most recent enrollment success, but must continue to plan and clearly understand the demographics, the external market environment and price sensitivity of the consumers to shape its future destiny. The College must continue to make strategic investments in facilities and academic programs, and assure the implementation of the Strategic Plan to assist the enrollment team in meeting enrollment goals.

The immediate growth and eventual stabilization of enrollment at Goucher calls for enthusiastic, strategic and coordinated support from all facets of the College community. The final section of this chapter pays particular attention to the key components of the Enrollment Management area by providing suggestions that will require attention for optimum impact and future enrollment success. They include:

## APPENDIX 1.4

### ADMISSIONS

- 2.1 Continue to maximize the conversion rate from inquiry to application to provide the College with the opportunity to increasingly shape the entering freshman class to meet institutional priorities/goals
- 2.2 Recognize the need to expand the enrollment of special populations - international, students of color and males - to build a more balanced, interesting and diverse student body
- 2.3 Place a high priority on technology to enhance services, procedures and processes to take advantage of what technology can provide for marketing, Admissions and Student Administrative Services
- 2.4 Continue to expand and enhance the Alumnae/i Admissions program
- 2.5 Continue to work collaboratively with faculty and students to enhance the admissions marketing effort
- 2.6 Expand segmented departmental marketing efforts
- 2.7 Give full consideration to the various marketing recommendations made by the 1996 Maguire consult
- 2.8 Provide immediate attention to improving the transfer admissions marketing effort
- 2.9 Continue to work in collaboration with athletic coaches in training and recruitment to maximize athletes' recruitment and retention

### STUDENT ADMINISTRATIVE SERVICES / FINANCIAL AID

- 2.10 Continue to enhance the financial aid budget and enrollment projection model
- 2.11 Monitor the significant investments in merit scholarships as a strategy to enhance the academic profile of the entering class and increase enrollment. Develop a long term plan to reduce the discount rate
- 2.12 Continue to monitor the external environment and the internal admissions funding policies for students of color
- 2.13 Continue to strengthen the Student Administrative Services office processes and functions to fully implement an efficient, customer friendly office. Utilize the results of the recent SAS audit to prioritize tasks and challenges
- 2.14 Give full consideration to the various marketing recommendations made by the 1997 Scannell and Kurz audit and financial aid consult

### RETENTION

- 2.15 The current Retention Committee consisting of the Vice President for Enrollment Management, Vice President and Dean of Students, Vice President and Academic Dean, Chair of Academic Policies and Director of Institutional Research should

## APPENDIX 1.4

- meet regularly; more reports from this group to the community would be beneficial
- 2.16 Retention research, both of a quantitative and qualitative nature, needs to continue to be a priority for the College and the Enrollment Management area. The examination of more distinct subpopulations must be done on a regular basis
  - 2.17 Review the overall structure and staffing of the Math Lab, Writing Center and ACE to determine if the current organizational model maximizes services for students

### GRADUATE AND CONTINUING STUDIES PROGRAMS

- 2.18 Improve and enhance services between the Student Administrative Services and the Graduate and Continuing Studies areas
- 2.19 Continue to invest in strengthening the various graduate programs recognizing the enhanced visibility they provide for the College

---

## CHAPTER 3 - STUDENT SERVICES

---

The focus of this chapter is on the major services or programs provided by the Student Life Division, the Academic Dean's Office, and other campus units. Specifically, the following program and service areas are reviewed: First Year Programs and Initiatives, Residential Living, Dining Services, Student Judicial Board, Student Health and Counseling and Academic Support Services, Student Activities, Recreation, Intercollegiate and Intramural Sports, Religious Life, Safety and Security, Bookstore, Post Office, Transportation, and the Goucher Parents Association.

Since the last Middle States review, the College has made significant strides in becoming a coeducational college and has focused its energies and attention on providing programs, services, and facilities intended to strengthen student recruitment and retention. Some key examples include:

- The expansion of the intercollegiate athletic program
- The creation of the non-alcoholic pub, the Gopher Hole
- Improvements in the freshman orientation/wellness seminar
- Improvements in personal counseling services
- Residence life modifications including technology enhancements, RA compensation, and the completion of the residence hall renovation plan
- The decision to re-create the Diversity task force as a standing committee
- The appointment of an Associate Dean of Students and other key staff appointments
- The renovation of the Pearlstone Student Center
- Completion of the Career Development Office self-study and external review, and
- The revision of the campus strategic plan to incorporate the contributions of student life programs.

The College recognizes the important role that student life programs and services play in the support of the educational experience. In spite of these steps there is continued concern that Goucher has not been investing sufficient resources in student life. Several factors including changing student characteristics, increased evidence of adolescents with more serious psychological needs, and students and families becoming more market and consumer driven, create demands for enhanced and/or additional programs and services.

### FIRST YEAR PROGRAMS AND INITIATIVES

## APPENDIX 1.4

Key in the College's efforts to enhance student retention programs has been the development of programs designed to enhance the first year experience. The components have included summer and fall orientation programs, a continuing orientation and introduction to Goucher seminar (*Transitions*), the freshman academic seminar (*Frontiers*), and pre-major advising. Each aspect has been periodically modified and adapted to changing student needs.

### ORIENTATION PROGRAMS

Administered by the Student Activities Office, numerous faculty, staff, and students are integrally involved in planning and executing orientation programs for new students and their families. During 1996-97 the summer and fall orientation programs were reviewed by a campus committee and several changes were instituted. The goals and distinct purposes of the programs were clarified. The summer program provides an overview to all aspects of college life for both parents and students and is designed to bond them with the College. The fall program focuses on specific academic issues and opportunities for students to begin to build more in-depth relationships with members of their class and with returning students, faculty, and staff. The student orientation committee plays a central role in planning the fall program. Program effectiveness is determined by several different assessment activities including student and parent evaluations soliciting opinions about the activities offered and open-ended questions regarding strengths and weaknesses of program. Students, faculty, and staff involved in the programs also participate in debriefing meetings which identify areas for continued refinement. For the most part, feelings are positive with regard to the educational and social programs offered as part of orientation. Program areas identified as requiring greater attention include the unique needs of special populations including international students, transfers and commuter students; additional mentoring for students of color; additional offerings during pre-orientation to establish common interest groups such as those offered for dance students, athletes, and as part of the outdoor recreation program (*GOFOR*); and, interweaving programming from Orientation with the *Transitions* and *Frontiers* seminars. Currently the committee is paying particular attention to the topics of advising and registration.

### FRESHMAN SEMINAR

One of the primary goals of the *Frontiers* seminar is to introduce students to the seminar method of instruction encouraging analytical and critical thinking skills and to provide what is hoped to be a bonding experience among those students enrolled. After a thorough and broadly based evaluation of the Common Intellectual Experience in 1996, faculty agreed to revise the freshman seminar. CIE seminars shared a common topic such as the individual and community across all sections. In place of the CIE seminar, faculty were invited to submit course proposals which used a disciplinary focus to consider an agreed upon theme - *Frontiers*. Beginning in fall 1997, freshmen were able to select from



## APPENDIX 1.4

20 diverse seminars. While the semester-long course is no longer a common intellectual experience in the material examined, both the professors and students seem to be satisfied with the new format which perhaps better matches faculty and student disciplinary interests. Technology use in the seminar depends on the individual instructor. Proposed common events and/or shared activities among groups have not developed as much as planned, and more fine tuning is needed as might be expected in the early stages of a new initiative.

### TRANSITIONS

Offered for the first time in 1985, the goal of this required, non-credit, one semester pass/fail course is to introduce the first-time, full-time freshmen into the College environment. Based on findings gleaned from attendance at a national conference and from professional literature addressing the first year experience, the course was redesigned for fall 1997. Course instructors are recruited from interested campus administrative and student life staff; approximately half the instructors change from year to year. Topics include academic study skills, time management, interpersonal relationships, health education issues, diversity, family issues, among others. The Transitions seminar is concerned with the learning process and with course content. Student journal writing provides valuable feedback on the course and is used by the instructors to identify topics of current concern or interest to the class. Instructors meet weekly to share information and suggestions for class discussion. Course-specific evaluations are completed at the end of the semester, with results going to the Academic Dean, Dean of Students, and all instructors. Technology use in the seminar at this time is limited to e-mail and voice-mail. Feedback from students and instructors suggest that providing academic credit for the seminar would recognize the importance of the class and serve as a motivational tool.

The College provided a strategic initiative grant to develop a pilot project linking three sections of the Frontiers seminar with Transitions sections for fall 1997. The same students were enrolled in both classes and the instructors collaborated on planning linked and related activities. The results of this pilot will be assessed in 1998. Preliminary areas identified as needing improvement include more extensive and earlier training for instructors, more coordination and linkages between the faculty and staff teaching the linked sections, the addition of a peer instructor to the team, and assigning the faculty/staff instructors to also serve as pre-major advisors for the students enrolled in the linked sections. The addition of second semester course for specific target groups might also be considered.

### PRE-MAJOR ADVISING

In recent years the number of faculty and staff recruited to serve as pre-major advisers for freshman and sophomores has increased thus reducing the adviser/student ratio.

## APPENDIX 1.4

Extensive reworking of the *Advisor Handbook* (see *Exhibit 3.1*) has also been completed. A peer advising option has also been developed and is used by 40-45% of advisors so that students may work with both a faculty and a student adviser. As the summer and fall orientation programs have been revised, there are mixed opinions as to the role of academic advising in the summer and fall orientation programs. Some argue that the summer advising helps students prepare, others believe it is too soon to be useful, others argue that students who are unable to attend the summer program are placed at an unfair disadvantage, and others believe by waiting for fall to advise that too much academic planning is postponed until the few days before classes begin. Considerable progress has been made in handling registration over the past five years, but frustration with the process is still high among both freshmen and pre-major advisors. The development of a Web Board with peer advisors is being proposed; a Web page to answer typical first year questions should also be considered. Increased use of peer advisors and technology might help stem complaints by students that the advisor is never available or does not have expertise with particular issues. More diversity is needed in the recruitment of both advisors and peer advisors; particular consideration should be given to the needs of international students, and more guidance should be given to those advisors willing to work with undecided majors. Other areas identified as needing additional attention and consideration are improving registration procedures (including on-line registration) and developing ways to help pre-major students plan for their academic life beyond the upcoming semester.

### **RESIDENTIAL LIVING, DINING SERVICES, AND STUDENT JUDICIAL BOARD**

#### RESIDENTIAL LIVING

The Office of Residence Life conducts a number of educational and operational services and programs. The operational functions of the office include room assignments and room draw coordination, opening and closing coordination, early arrival housing, summer and other special housing, and record-keeping relating to keys, microfridges, fees and deposits, and room maintenance. Educational programs include individual and group problem solving and conflict resolution, student training of resident assistants and judicial board members, house governance and programming, diversity programming, Transitions instruction, one-on-one consultation with students and occasionally faculty and staff, and the coordination of the student judicial system. The professional staff consists of a full-time director and assistant director and part-time hall director and secretary.

Over the past five years, the occupancy level in the residence halls has increased by 200 students due to increased enrollments. The College recognizes that residential facilities are in need of improvement and completed a renovation master plan in 1996. Wiring of all residence halls for Internet and cable was also completed in 1996. The challenge will be for facilities renovations to keep pace with increased occupancy and student quality of

## APPENDIX 1.4

life demands. The Office of Residence Life has seen significant improvements in its operations. Its use of technology has improved. It has upgraded its handbook for residential living and other documents pertaining to procedures and timelines.

The important role played by the Resident Assistants receives continual attention. RA training has been expanded and more attention is given to RA supervision and development. The department has made strides in clarifying the expectations for the position and in improving the RA compensation package to reflect these expectations. The current compensation falls short of the average at comparable institutions and is not sufficient to keep RAs from holding other employment on and off campus.

Educational programming in the halls has increased in recent years and several special housing options are offered. These include non-smoking housing (two houses), a quiet house, coed housing, and French, Russian, and Spanish language floors. The Modern Language department assists with programming and faculty support and residents agree to speak the language in the living environment, and to have increased interaction with a language faculty member in their area. International students, students who live at least 300 miles from Goucher, or students with extenuating circumstances, may contract to remain on campus during holiday and semester break periods for an additional charge of \$150/year. Working with House Council, Residence Life has initiated a process to allow smaller groups of students to propose theme floors. While ready for implementation for 1997-98, no proposals were submitted. This year, there will be greater education on the opportunities and process to help students get started.

Diversity programming was given more institutional emphasis through the creation of the Assistant Director of Residence Life position five years ago. Through this position, the Office of Residence Life has been successful in incorporating the diversity emphasis into Resident Assistant programming expectations, offering advising and energy to student clubs (e.g., Umoja and BGLAD) which provide support and programming to targeted groups of students. As the College focuses increased attention on diversity initiatives and as the number of faculty and staff of color is increased it is expected that these efforts will be enhanced and expanded.

### DINING SERVICE

Goucher provides dining services through its contract with Sodexo Marriott (which operates the Stimson Dining Hall and the Pearlstone Café) and with Jewish College Centers (kosher dining). Both organizations work with the College and continue to make changes in response to students' needs. Most recently, the dining service has played a major role in the renovations of Pearlstone Student Center which provides a greater variety of dining alternatives in a renovated facility. Students have the option of the traditional dining hall experience in the Stimson Dining Hall or the new fast food point of purchase style of the Pearlstone Café.

## **APPENDIX 1.4**

Recent changes in the Stimson dining hall have included the addition of a grill, deli, pasta and grain bar, and pizza options to allow students more choices and variety. Sodexo staff members individually address the needs of students with physical disabilities. A variety of cultural tastes are met by having specialty nights. A special commuter meal pass was designed to meet the needs of commuter students and faculty who want to eat occasionally on campus.

Sodexo Marriott distributes a guide to dining services outlining the meal plans, dining hours, and other policies at the beginning of each year. Nutrition information is available in the dining hall regarding food at each meal. The napkin board is set up to address immediate student complaints about Sodexo Marriott's services. Student concerns are also assessed by a survey at the end of each semester and a student committee also analyzes what improvements should be implemented.

Jewish Student Centers provides a kosher dining option open to all students on campus. While most students who choose the kosher dining option are Jewish, a number of other students choose this plan each year for dietary or other reasons. Since the kosher dining option was first established at Goucher in 1978, the facility has expanded and the number of students participating has increased from a handful to a group of approximately forty each year. An on-site manager maintains the kosher standards. The Jewish Student Centers also provides kosher meals for special events. Meeting the needs of a growing number of students who are vegetarians or vegans is a challenge for both Sodexo and Jewish College Centers.

### **STUDENT JUDICIAL BOARD**

The Student Code of Conduct has been substantially revised since the last Middle States review. A Student Judicial Board was established to adjudicate violations of the Code of Conduct. The Director of Residence Life serves as the coordinator for the judicial board and has taken on increased responsibility for a student-based, educational judicial system. Increased training of judicial board members is a recent accomplishment. One of the strengths of the judicial system is its consistency in policy implementation, while maintaining a small community culture in which persons are treated as individuals. Increasingly, alleged violations of the Code of Conduct are referred to the Student Judicial Board rather than being handled administratively by a member of the Student Life staff. It is believed that the Student Judicial Board helps to establish a more clearly understood set of community norms and that student confidence in the disciplinary process is bolstered by the use of the Student Judicial Board.

### **STUDENT HEALTH AND COUNSELING AND ACADEMIC SUPPORT SERVICES**

## APPENDIX 1.4

Student health, counseling and academic support services are provided by Student Health and Counseling Services, the Chaplain's Office, the Career Development Office, the Academic Center for Excellence, and the Writing Center. There are several issues and themes in common among all or most of these offices:

- During 1997-98 all offices reported a substantial increase in the number of students using counseling services over previous years. Institutional memory among the staff varied, but the numbers have been steadily increasing at least over the past four to five years. Each office anticipates continued increases in the number of students using their services, especially as the enrollment increases.
- Largely in response to the increased use of their services, almost all the offices report limited, if not inadequate resources in meeting student needs. The need for additional staff, technology, financial resources, and training, or some combination of these resources, are cited by the staff in assessing both their present and future needs. The Career Development Office and ACE, in particular, express a strong interest in updating their resources and addressing their own professional development in order to better serve the students.
- While technology is cited as a critical resource, the offices appear to be in the beginning phases of using and learning about the technology that is available. The offices in which technology is least relevant are Counseling Services and the Chaplain's office.
- All the offices are seeing a more diverse group of students using their services, reflective of the growing diversity of the student body. There are efforts in all the offices to address the needs of specific student populations. The specific populations mentioned most often were international students, students with learning disabilities, African-American students, and male students.

### STUDENT HEALTH AND COUNSELING SERVICES

There have been many new initiatives over the past 10 years including: pre-matriculation immunization requirements; HIV counseling and testing in conjunction with the Baltimore County Health Department; added counseling services, flu shot clinics, hepatitis B vaccine clinics, guest lectures in classes; expanded self-care clinics; travel health information and immunization clinics for travel abroad programs; staff participation as instructors in the Transitions seminar; sports medicine physicians on campus for evaluation of student athletes as recommended by the NCAA (including weekly visits for athletic orthopedic injuries); involvement with Student Athlete Mentor (SAM) program; and, the incorporation of counseling services and emergency mental health care into the department.

Approximately 70% of the students use the health services each year. A representative cross-section of the student population uses Health Services, but there is a need for some changes to address the increasingly diverse community on campus. One approach is to

## APPENDIX 1.4

identify specific health concerns within specific groups. There is also a need to address general male health issues which will require knowing the culture well enough to identify and respond to the issues. More diverse publications have been made available in the waiting area and students are made to feel comfortable and safe using the medical services.

The most significant changes in Student Health Services involve counseling services. Ten years ago, the Dean of Students, Director of Residence Life, Director of Student Activities and the Chaplain were considered the primary counselors. Last year, counseling services were incorporated into Health Services and counseling resources were increased. Prior to 1996, there were two counselors, each of whom worked 10 hours per week. Today, each counselor has a private office and each works 20 hours per week. In addition, last year a relationship was developed with an off-campus psychiatrist for emergencies. There is also decreased crisis intervention than in the past as a result of two developments: first, intervention takes place earlier; and second, more students who need help are being identified. As is true for most colleges and universities, the number of students using counseling services continues to increase. In addition to a publication, *Student Health and Counseling Services* (see Exhibit 3.2), students learn about Health and Counseling Services from their Transitions classes.

The potential for technology in providing a needed Health Services database is acknowledged. There has always been a data base, but it needs to be updated and expanded and plans are in progress to address these needs. A Web site was created in the spring 1996 and there are plans to expand it by adding an announcements section, establishing more links, and including information about health services in and around Baltimore. In addition, the director is a member of a monitored student health LISTSERV group.

In addressing diversity on campus, the counselors send out notices to specific groups suggesting how counseling services can work for them and service these populations. In addition, Health Services sponsors education and awareness programs.

To evaluate its services, Health Services conducts its own survey during the years when there is no college-wide survey. Surveys are given to patients during a specific time period, and while this approach raises questions about the sample, it does provide the office with useful feedback. According to a recent Health Services survey, 79% of the students were satisfied.

In the future, Student Health and Counseling services would like to work towards accreditation. While the accreditation process used by the American College Health Association and other groups may not always be suited to small schools, accreditation is important because it brings credibility and also because it is becoming the standard on college campuses. Student Health and Counseling staff have also been asked to provide leadership for developing a proactive plan for addressing alcohol issues on campus.

## APPENDIX 1.4

### CHAPLAIN'S OFFICE

The last time a Middle States review was conducted, the Chaplain was a half-time employee, serving in the capacity as chaplain only. Counseling students is now one of several responsibilities of the full-time Chaplain's office as it is currently defined. In addition to the religious services available through this office, the Chaplain has multiple teaching responsibilities that currently include three courses in the regular undergraduate program and a Transitions class.

Students are likely to seek out the Chaplain for counseling either because they want a more religious or spiritual viewpoint, they see less stigma attached to seeing the Chaplain than a counselor, or they already know the Chaplain through other contacts. The *Campus Handbook* (see *Exhibit 1.1*) also indicates that the Chaplain is available for counseling services. The Chaplain sees a cross-section of students from different religious, cultural and racial backgrounds, a level of diversity that is consistent with that of the entire campus. There is some informal coordination between the Chaplain and the College counselors but the increased demands for service make it difficult for the coordination and consultation to take place.

### ACADEMIC CENTER FOR EXCELLENCE

Through innovations in publications, publicity, and services, ACE has created a more user-friendly and more responsive resource center and has easily doubled the number of students using its services over the past two to three years. (See *Chapter 8 - Library and Other Learning Resources for a thorough description of ACE.*) The major innovations include a new publication, *The Master Key Critical Study Strategies Manual For Success in College* (see *Exhibit 3.3*), training sessions for student workers to become more professional, professional readers who make tapes for students, and a series of informal events to inform students about ACE at the beginning of the academic year. In addition, ACE has been working to publicize its services for all students, not just those students who need academic remediation.

Diversity issues are being addressed in several ways but continue to need more attention, including those related to international students, students with disabilities, and commuter students. Efforts are continuing to individualize programs and sessions. Mentoring for international students, for example, is being developed on a case-by-case basis, but work with international students needs to increase, particularly in the area of English as a second language. A commuter-mentoring program was started but with lackluster results. ACE will try again to generate interest in this program perhaps by offering tutors with more flexible hours. The Director of ACE would also like student workers to be a more

## APPENDIX 1.4

diverse group; specifically, more male workers are needed and native speakers are needed in language Supplementary Instruction sessions.

Technology is important to ACE, but presently technology is not being used in providing academic services. It has been advantageous to have the Thormann Center's technology available to ACE, but ACE also needs its own technology to meet special needs. For example, it will need adaptive technology for both vision- and hearing-impaired students. A Web site was created last year, but requires more work to be fully serviceable. The future needs of ACE fall into three areas:

- The need to serve a more diverse group in terms of disabilities will require more adaptive technology and constant assessment of available technology (which will significantly increase the costs of ACE).
- The need to strengthen academic services and programs for students on academic warning or probation.
- Additional financial resources are essential for ACE to identify its needs and improve its services.

### CAREER DEVELOPMENT OFFICE

An external review of the CDO's services was completed in February 1998. A major area of innovation in this office is the use of technology in career counseling. Initiatives over the past several years include creation of a Web site, and the use of FOCUS II, a career counseling program.

One of the challenges facing the Career Development Office is servicing more diverse populations than in the past. Groups specifically cited were minorities and students with disabilities. More staff training is needed in order to better serve these students.

The office is very interested in helping the College develop a mechanism to evaluate and document experiential learning more comprehensively, in pursuing the portfolio idea for helping students identify their career interests and seek opportunities in experiential areas, and in using portfolios to develop a more long-range perspective on career counseling.

Other future initiatives include better integration of internships into the academic program, working more with alumnae/i, more testing and assessment, involving returning interns in designing programs to extend the learning experience, expanding opportunities in experiential areas, and involving more off-campus people in designing programs such as internships and mentoring.



## APPENDIX 1.4

### STUDENT ACTIVITIES, INTERCOLLEGIATE ATHLETICS, INTRAMURAL SPORTS, AND RELIGIOUS LIFE

As is true on most campuses, this area experiences frequent fluctuations based on students' needs and interests. At Goucher it has experienced even greater change as the College has strengthened its coeducational programs. The units have particular spheres of influence, but working together, they endeavor to create an affirmative and supportive environment for learning for all students.

#### STUDENT ACTIVITIES

The Student Activities Office (SAO) coordinates orientation programs, advises SGA and other campus organizations and clubs, provides support and assistance to students and others planning programs, conducts student leadership development programs, coordinates event scheduling in key locations, and plans and manages Family Weekend and other programs. In the past several years, each of these programs has undergone considerable refinement, while many new programs and services have been created. At the same time, there have been considerable staffing changes in the SAO.

One of the most common concerns among students is whether there is "enough to do" on campus. In response to this observation, major facility modifications have included the opening of the Gopher Hole and the major renovation of the Pearlstone Student Center completed in January 1998. The renovated Pearlstone Student Center has the potential to greatly enhance community life on campus. Pearlstone Student Center facilities include a café, game room, commuter lounge, meeting rooms, club office space, lounge space, post office, information desk, and the offices of the SAO. One of the ongoing challenges of the SAO is to assist the campus community in scheduling events in these and other facilities using a decentralized scheduling system and a somewhat outdated computer program.

In addition to these facility enhancements, the SAO facilitates social and educational programming on campus in a number of ways. Staff of the SAO assist the SGA Social Committee to plan major events and brainstorm new campus events. SAO provides leadership in coordinating various awareness weeks and months. Bus trips that offer students the opportunity to take advantage of events and attractions in the area are also offered. The *Where It's At* biweekly calendar (see *Exhibit 3.4*) has been designed and other publicity has been created to make students more aware of what is happening on campus and in the Baltimore area. In the past year, the campus-wide e-mail system has been used by the entire community to inform one another of programs and events.

The SAO provides general information to the campus community through a variety of means. The SAO publishes and has recently revised the *Campus Handbook* (see *Exhibit 1.1*). The SAO has traditionally been the central location for distributing information

## APPENDIX 1.4

about public transportation, the College shuttle to Towson and Johns Hopkins Universities, taxi cab companies and area maps. The *Traveling Over the Break* (see Exhibit 3.5) and the *MTA Bus Schedules Made Easy* brochures (see Exhibit 3.6) are good examples of how these multiple pieces of information have coordinated. The Information Desk is SAO's newest initiative. Its goal is to make it more convenient for students, faculty, staff and visitors to arrange transportation, obtain Baltimore and area attraction information, purchase movie and other tickets, check out recreation equipment, and simply get directions around campus.

The SAO contributes to creating a climate favorable to diversity on campus in various ways including personal role modeling, hiring diverse student employees, providing opportunities for students of color and other under-represented groups to play key and visible roles on campus committees, and through leadership development programs. The SAO assists with the organization of a variety of awareness week programs including African American Heritage Month, Women's History Month, and International Week. SAO has helped to establish and advise the Commuter Student Organization, has served as an advocate on behalf of commuter students, and provides monthly programs for commuter students. SAO has recently taken more leadership in planning programs targeted toward international students. The SAO works with a variety of student organizations and has strengthened leadership development programs for current Goucher leaders as well as new students who are emerging leaders.

### INTERCOLLEGIATE ATHLETICS AND INTRAMURAL SPORTS AND RECREATION

The intercollegiate athletics program has undergone a number of changes driven by Goucher's transformation into a coeducational institution, including the addition of swimming, cross country, basketball, lacrosse, soccer, and tennis teams for men. A member of the NCAA Division III, Goucher College competes in the Capital Athletic Conference and offers 6 men's, 8 women's teams, and the equestrian program. The programs also benefited from the construction of a new sports and recreational facility in 1991, and the addition of an indoor riding ring for the equestrian program. The programs share use of indoor and outdoor facilities, including two gymnasiums, outdoor fields, six tennis courts, four racquetball courts, two squash courts, a multipurpose room, a weight room, a wellness lab, swimming pool, and an athletic training room. Increasingly, intercollegiate athletic events provide competitive opportunities for student athletes and provide spectator events for students, faculty, staff, parents, and other campus visitors. The department faces considerable challenges as it seeks to strengthen the public visibility and competitive nature of its programs. Among these are the need for enhanced spectator facilities and scoreboards at the outdoor fields, renovated locker room facilities for the men's swim team, and the expansion of sport offerings to be competitive for possible inclusion in the Centennial Athletic Conference. The College would prefer to participate in an athletic conference whose members have admissions and academic standards more comparable to Goucher's standards.

## APPENDIX 1.4

The College continues to monitor closely its compliance with the Title IX gender equity requirements. During the 1996- 97 year, males constituted 29% of the student body and 39% of the athletes, while females constituted 71% of the student body and 61% of the athletes. The College continues to encourage the growth of squad size and seeks to provide additional funding to do so.

Student feedback on the programs is provided by the Student Athletic Advisory Council which has articulated the benefits of adding new sports and assists the director in resolving issues. This body also assists in the preparation of the NCAA self-study reports, plans the annual awards banquet, and makes recommendations for program improvements. Faculty feedback is solicited through the faculty NCAA representative.

The Intramural Program offers a variety of activities, including aerobics, squash, ultimate Frisbee, Frisbee/golf, capture the flag, basketball, floor hockey, flag football, racquetball, beach volleyball, indoor volleyball, indoor soccer, and softball. The intramural program encourages all-inclusive community involvement including faculty, staff, and students of all backgrounds. For the past two years the intramural sports program has met its goal that 35% of "non-athletes" (including commuters) participate in some program. Club sports that have sustained interest in recent years include jujitsu, fencing, and softball.

### RELIGIOUS LIFE

The Chaplain's Office oversees religious life and programming on campus. Every Sunday during the academic year, a service is held in the Chapel. Usually these services are Christian, but occasionally (such as on Family Weekend and the Sunday before Thanksgiving), they are interfaith. In addition, there are special worship services scheduled throughout the year, such as the Christmas Lessons and Carols service and the Ash Wednesday service.

Annually, the Chaplain's Office sponsors or co-sponsors such efforts as a clothing drive for the homeless, the collection of grocery store receipts (redeemable for computer or sports equipment) for an inner-city elementary school, as well as occasional opportunities for the Goucher community to reflect on matters of faith and ethics.

In addition to religious programming directly sponsored by the Chaplain's Office, there are also active Jewish and Christian groups on campus. The Christian fellowship group is known as Seekers, and is a chapter of Inter-Varsity, a respected national para-church group. The Jewish student group is a chapter of Hillel. Hillel of Greater Baltimore provides assistance to the Chaplain and the Student Activities Office by providing the services of a rabbi and a campus intern. Hillel staff assist with advising Jewish students on campus and offer religious, educational, and social programming.

## APPENDIX 1.4

Working with limited financial resources, the Chaplain's office publishes a periodic newsletter (*see Exhibit 3.7 - Chapel Chat*) and announces special programs or services using e-mail.

### SAFETY AND SECURITY, BOOKSTORE, POST OFFICE, AND TRANSPORTATION

#### SAFETY AND SECURITY

As public expectations and requirements continue to increase, the College provides a comprehensive safety and security program. Primary responsibilities are the protection of life and property, preserving law and order, and enforcing the regulations established by the College. Service calls now average over 17,000 annually (up from 6,500 in 1989). Federal government reporting requirements (driven by the *Student Right to Know Act* and the *Drug Free Schools Act*) have created uniform reporting criteria and standards, all of which require more paper work, energy and time. Since 1988, numerous programs have been added including an escort service (*Go-for-a-ride*) and cooperative reporting systems with Baltimore County police (*PAIRS*). Additionally a parking citation program has been introduced, eight emergency telephones have been installed, a sexual assault brochure has been prepared (*see Exhibit 3.8*), officer training has improved, and the Gate House to the campus has been renovated.

Clearly, federal and state legislation (and the mandates stemming from those agencies) will continue to have a direct impact on the future operation of this unit. Limited resources to meet increasing needs as campus programs and facilities expand, maintaining well-trained officers knowledgeable in current techniques, and access control for facilities are among the most pressing ongoing challenges facing the department.

#### BOOKSTORE

The Bookstore, contracted to Barnes and Noble, provides all the text and book support for classes, both at the graduate and undergraduate level. It also sells school supplies, snacks, cards, clothing and residence hall room supplies. In its day-to-day work it interacts with every department on campus that needs books or services.

The Bookstore operation has changed considerably in recent years. There is a great deal more activity and the volume of sales has increased considerably. Ten years ago, when the Bookstore was owned and operated by the College, it grossed less than \$400,000. It now grosses over \$800,000, partially due to increased enrollments. Eight percent of the gross sales at the Bookstore is returned to the College. The operation has moved its

## APPENDIX 1.4

emphasis away from gifts to supplies and focuses more on the convenience items students need. It also has 350 other Barnes and Noble stores it can utilize to expedite special order books. Faculty, students, and bookstore staff all agree that there is a need to expedite text book orders and to provide accurate registration counts so that adequate copies of text books are available at the beginning of the semester. One additional and unique challenge relates to technology. With more books available on the Internet and on CD-ROM, will this result in a drop in demand for purchased books? How the bookstore and the industry respond to this developing technology and its impact on their business remains to be seen.

### CAMPUS POST OFFICE

The Post Office distributes United States and campus mail, meters mail (including packages), sells stamps, money orders and pre-paid express mail overnight parcels to the Goucher community. Undergraduate students, faculty and staff are provided individual mailboxes; Graduate students are not. The units that send or receive large mailing volume (Admissions, Facilities Management Services, Continuing Studies, Student Administrative Services, Athletics, Student Activities) naturally require more of the Post Office's time and attention. Technology and renovation have driven the majority of the changes that have impacted the Post Office in the last ten years.

A new Post Office facility was included in the renovated Pearlstone Student Center facility. The new space is more convenient, more spacious, and has more mailboxes. A cash register, a golf cart to pick up and deliver mail to departments on campus, and an updated mail machine are all new within the last ten years. With the increase in the number of international students and the emphasis the College is placing on international programs, there has been a noticeable increase in the amount of international mail. Staffing levels increased from one full time and one half time employee to two full time and one half time employee (in addition to student workers).

A number of challenges face this unit in the years ahead. The increasing use of computers and e-mail may result in a decreased workload. Having the ability to bar code mail via the computer and to eliminate the use of labels may also have a profound impact on this operation.

The services most required by high volume mail users require primarily bulk mail automated processes. Currently, the Office of Admissions outsources all high volume mailings to letter shops which have the staffing resources and automated equipment to complete jobs quickly and at the lowest per-piece cost. If the College were to purchase letter processing equipment, such as folding and stuffing machines, spray bar coding metering equipment, etc., the Office of Admissions would likely redirect such outgoing mail back to the campus for processing. The greatest advantage of using outside resources is cost. The per-piece rate obtained is very competitive and handling of 20,000+ piece bulk mailings is rapid.

## APPENDIX 1.4

At certain times of the year, and usually for brief periods, incoming and outgoing first class mail for the Office of Admissions is time sensitive. The campus Post Office has been able to manage these periodic volume surges, seemingly without a reduction of service to others. An issue is the transportation of mail to and from the Office of Admissions to the Post Office. Occasionally, Facilities Management Services personnel are not available to provide daily outgoing mail transportation services.

The Office of Admissions makes use of the campus Post Office for most first class international mail. When mass mailings containing heavy documents need to be sent overseas, typically an international bulk carrier is contracted because rates are better, delivery is more reliable, and delivery time is reduced.

### TRANSPORTATION

Helping students take advantage of opportunities in the Baltimore and Washington area and participate more fully in classes offered on other area campuses has required the College to focus more attention on issues related to transportation systems. Effective with the 1996-97 academic year, freshmen have been allowed to register cars on campus and the MTA #11 bus stops on campus, providing a convenient way for students to access downtown Baltimore. These changes, in addition to the College-run shuttle bus connecting Goucher, Towson University, and the Johns Hopkins University, provide better access for students. Approximately four bus trips are taken each semester in an effort to program opportunities for students and faculty to travel outside the immediate metropolitan area. Identifying ways to assess how many students are taking advantage of all the various initiatives is a necessary step for the future.

### GOUCHER PARENTS ASSOCIATION

Reorganized in spring 1995, the Goucher Parents Association is governed by a volunteer steering committee. The duties and responsibilities of steering committee members are to help plan and coordinate Family Weekend programs and the newsletters, advise the Vice President and Dean of Students on issues related to student life at Goucher, and represent Goucher College and the Goucher Parents Association at events including admissions functions, orientation programs, and Baccalaureate.

The Goucher Parents Association provides a valuable communication link and sounding board for the College and parents of Goucher students. Members have identified several areas where they would like to be more involved and there seems to be more parental interest in volunteering to assist with specific projects. Additional staff support would enable these volunteers to make a greater contribution to the College. (*See Chapter 16 - Other Resources for a description of the evolution of the Goucher Parents Association.*)

## APPENDIX 1.4

### RECOMMENDATIONS

In recent years there has been more systematic and consistent attention focused on student life at Goucher. Students provide important and constructive suggestions for ways in which current programs and services can be improved and strengthened. The Middle States review process demonstrated both past progress and a sense of the areas in which more work remains to be done. In order to achieve the College's goals for enrollment, retention, and graduation rates, careful consideration must be paid to areas where staffing and programming resources are limited. The recent decision to revise the Strategic Plan (*see Appendix 1.2*) to pay increased attention to the role and contributions of student life programs and services is an important step. Continued attention to program modifications, and staffing and resource allocations is essential. Specific recommendations include:

- 3.1 The College should continue to strengthen the programs associated with the freshman year experience including orientation, first year seminars, pre-major advising, academic planning, the on-line registration process, course availability, consideration of a coordinator of the first year experience, and offering academic credit for the Transitions seminar
- 3.2 As the goal of creating a climate and campus culture supportive and responsive to the needs of all students is essential, the College should pay more attention to developing and providing programs and services designed to address the holistic needs of special student populations including students of color, international students, commuter students, and students with disabilities, among others
- 3.3 Student services should pay greater attention to the use of technology (such as development of current and up-to-date Web pages) as a way to streamline operations, provide services, collect and analyze data, and provide information to students, parents, and others; the implementation of the one-card access and debit card should also be pursued
- 3.4 The campus must continue to respond to changing student expectations and expressed need for more recreational and social programming, including outdoor recreation areas, better spectator facilities for field sports, additional athletic teams, funding for more social and educational programming, and inter-campus transportation; as the number of programs and events expand, a more coordinated and centralized approach to events scheduling may be required
- 3.5 Concerted attention should be paid to providing leadership, education and prevention programs, and treatment to address alcohol and other substance abuse problems on the campus
- 3.6 Internal self-study and external review committees should be used as a way to assess the strengths and limitations of administrative units
- 3.7 The College should work to increase the availability of dining service alternatives consistent with students needs and preferences
- 3.8 Continued attention should be given to strengthening the coeducational and intergenerational experience on campus. Also, as the number of nontraditional

## **APPENDIX 1.4**

students grows, there should be a clearer understanding of what student services, programs, and delivery methods are appropriate



---

## CHAPTER 4 - FACULTY

---

The faculty for the undergraduate program at Goucher includes 78 authorized full-time permanent positions, either tenured, tenure track, or long term non-tenure track, at the rank of professor, associate professor, assistant professor, instructor or artist/writer-in-residence. (*See Appendix 4.1 - Distribution by Rank and the Percent of Doctoral and Terminal Degrees.*) Additional positions may exist on a temporary basis for sabbatical or leave replacements.

Additionally there are 16 long-standing half-time faculty positions that carry neither tenure nor fringe benefits but are compensated at half the commensurate full-time salary. These positions normally carry the rank of assistant professor, lecturer or director of a particular academic program or emphasis within a discipline. Additional half-time positions may also exist on a temporary basis for sabbatical or leave replacements.

Finally, in a given academic year there may be up to 58 additional part-time faculty, representing up to 9.67 FTE who are compensated on a course-by-course basis (normally \$2,000 for a three-credit course or \$2,500 for a four-credit course) and who carry the rank of instructor or lecturer.

Faculty serving the seven post-baccalaureate/masters programs are the full and half-time directors of the programs, core part-time faculty, or are drawn from the ranks of the undergraduate faculty. In the case of the limited residency/distance learning programs, the part-time faculty are drawn from across the country and often hold senior rank at other institutions of higher education.

The faculty is self-governed by nine standing committees (*see page 5 of Exhibit 4.1 - Faculty Legislation*), the chairs for five of which together with the chairperson of the faculty and a member elected at large constitute the Executive Council of the faculty. It should be noted that the current faculty governance structure represents a significant restructuring of faculty governance since the last full self study and external review.

Within the aforementioned governance structure the most significant changes have occurred in faculty legislation pertaining to policies and procedures governing reappointment, promotion and tenure.

## APPENDIX 1.4

### REAPPOINTMENT, PROMOTION AND TENURE

The Committee on Reappointment, Promotion and Tenure (RPT) has instituted significant changes in the process of evaluating faculty for tenure and promotion in the past ten years. Of paramount importance in the process is the evaluation of teaching, since excellence in teaching is a prerequisite for tenure and promotion. The RPT committee has initiated a greater emphasis on peer review of teaching among faculty colleagues. The Committee feels the climate at Goucher needs to be such that colleagues are welcome to visit other colleagues' classes so that dialogues on pedagogy and innovations in teaching can take place on a campus-wide basis. Goucher prides itself on its faculty and since the students indicate that the faculty are the primary reason for satisfaction at Goucher, it follows that the institution would benefit from a very open atmosphere. By utilizing peer evaluation of faculty teaching, the RPT committee would have more substantiated evidence for assessing a candidate's teaching performance that was not so heavily reliant upon student evaluations and student letters.

In 1987, the faculty approved new legislation outlining an increased level of scholarly activity as a requirement for tenure and promotion decisions. These expectations were to be phased in over a three year period and were to take into account the availability of time and resources provided by the College to facilitate scholarly activity. In 1989, the Committee recommended a moratorium on new scholarship criteria for at least two years because the level of institutional support was deemed inadequate and because the Committee, in discussions with the faculty, had been unable to precisely define the types of activities which would satisfy the scholarship criterion. Over the next two years, the RPT Committee considered the issue and formulated a set of guidelines for scholarship which attempt to take into account the differences among various departments yet are not so abstract as to be inapplicable.

Scholarship is now evaluated using the following standards:

- requires a high level of experience in one or more disciplines
- breaks new ground or is innovative
- can be replicated or elaborated
- can be documented
- can be peer reviewed
- has a significant impact on those affected directly by the effort, the discipline itself, or, the larger community.

In adopting these standards, the Committee recognizes that scholarship can exist in a variety of forms: scholarship that discovers new knowledge, scholarship that integrates knowledge in new ways, and scholarship that applies knowledge in ways that better society. The model of teacher/scholar is used in all evaluations made by the Committee.

## APPENDIX 1.4

Currently the Committee is working under the agreement that significant scholarly activity is necessary for tenure at Goucher. In accordance with the increase in scholarship, promotion is linked to the tenure decision and a faculty member who is tenured is now also promoted to the rank of associate professor. In order to facilitate a junior faculty member's progress toward tenure, the Dean instituted a junior sabbatical option. After successfully completing a preliminary tenure review, a candidate may take a half-year leave with full pay or a full-year leave with half pay. A number of junior faculty are taking advantage of this option. Outside peer review of scholarship has also been more formally instituted and a significant increase in the number of outside reviewers has been mandated.

It is now also the case that promotion from associate professor to full professor requires sustained evidence of scholarly activity. There is currently a rather substantial number of associate professors who may find it difficult to meet the requirements for this promotion. Morale concerns may arise at some point in time if this cohort group feels alienated from colleagues who have been promoted or from younger colleagues who have surpassed them in rank. The College's commitment to increased scholarship needs to be maintained for institutional integrity but every effort needs to be made to provide Associate Professors with the necessary support system for affording them opportunities for meaningful scholarship.

Promotions are of course subject to an extensive outside peer review process. A candidate for promotion may choose to emphasize teaching as the primary area for outside review and submit syllabi, course readings, and innovative ideas for evaluation. These candidates would need some evidence of scholarly activity but not at the same level as a candidate who is emphasizing scholarship. A candidate may choose to submit a portfolio for review that integrates the two areas of teaching and scholarship.

The third component of the review process is service. This is the one area that seems to be the most difficult to adequately assess. A department's judgment of the candidate's service to the department is of course respected but service to the Goucher community is somewhat more problematic. With the large number of major committees at Goucher and a relatively low number of faculty willing to serve on these committees, service seems to have fallen to a relatively few. Although not heavily weighed for preliminary tenure reviews, service is nevertheless a requisite for tenure and promotion. The question of what is adequate service however is difficult to answer, particularly since service is not one of the areas that a candidate can cite as the primary area for consideration for tenure or promotion. Service to the outside community is also considered and may in fact be more valued by some in the Goucher community than service at Goucher. An analysis of service performed by associate professors would make an interesting starting point for the discussion on the value of service in general.

Finally, the Committee on Reappointment, Promotion and Tenure has attempted to insure that the review process is clear to all candidates and participants. Each member of the Committee has the responsibility of being a contact person for a preliminary tenure or

## APPENDIX 1.4

tenure candidate. The Committee needs to continue to insure that the process is fair and equitable to all candidates.

Goucher has also adopted a new policy on making an initial appointment with tenure. In the academic year 1996-97 the faculty passed a recommendation that makes it possible for the department to hire a candidate with tenure. The Board of Trustees amended its bylaws in accordance with this proposal. Significant changes have also taken place with respect to the Committee's recommendations to the President and the subsequent recommendation from the President to the Board. In the event of continued disagreement between the administration and RPT on a tenure recommendation (in which the Committee believes that the Dean has acted unfairly or that established procedures have been violated), a member of RPT will present the Committee's case to the Faculty and Curriculum task force of the Board of Trustees, and will be in attendance when the administration makes its case. The Committee's invocation of this option, however, could suggest a lack of faith in the integrity of the Academic Dean and President.

The treatment of half-time faculty at Goucher is also under consideration. With respect to teaching and service, each half time faculty member is currently evaluated by the chair of her/his department. A mechanism for evaluation by the Committee on Reappointment, Promotion and Tenure is currently under consideration. In May, 1997, the faculty approved a recommendation that the time schedule for written notice of non-reappointment of half time faculty be modified to bring it into accordance with the time schedule for full time faculty. The aim is to treat half time faculty in a more equitable manner thus improving the working conditions for these faculty members and ensuring a well prepared faculty for the students.

## FACULTY DEVELOPMENT

The decision by faculty in 1987 to require a more rigorous and productive level of scholarly activity for promotion to ranks of both associate and full professors was undertaken with an understanding that additional time and resources would be necessary in order for candidates to fulfill the increased expectations. This was to be accomplished by three means:

- advent of a semester-long sabbatical for junior faculty
- increased funding for faculty to participate in professional conferences/meetings
- encouragement and institutional support for faculty to apply for externally funded research grants.

Since the junior faculty sabbatical program did not begin until the 1995-96 academic year, this section focuses on the latter two items, and seeks to assess the extent to which the institution and the faculty have secured the resources necessary for accomplishing the objective of increased scholarly activity. An important caveat is warranted. This report shall not endeavor to evaluate, either qualitatively or quantitatively the scholarly output

## APPENDIX 1.4

of the faculty over the past ten years, but rather will develop a profile and analysis of trends in resource procurement and subsequent allocation beginning in the years since the Middle States Periodic Review Report of 1993.

### INTERNAL FUNDING

The College offers faculty three primary sources to secure funding for professional conferences and meetings, academic research, and curriculum development (*see Exhibit 4.2 - Faculty Development Funds*):

#### *Faculty Development Funds Provided by the College Operating Budget*

The largest pool of funds (\$37,198 per year for FY93 through FY97) is provided by the College operating budget and is administered by the Faculty Affairs Committee, whose primary function is to receive and review proposals by faculty, and disburse funds. Grants are awarded for travel to professional conferences and meetings, and research. Constrained by a scarcity of funds relative to demand for them, the Committee established stringent criteria for requests which pegged the amount of disbursement to the nature of the activity requested. Those reading papers, participating on panels or giving performances are allowed the most. In the fiscal year 1997-98, the pool of funds increased by \$30,000, with the new budget totaling \$67,198.

#### *\$2,500 Summer Research Grants Provided by Several Endowed Funds*

The second source of funds for faculty development is a pool of \$15,000 available to six faculty members for summer research. This program has been in place since 1987 and attracts a minimum of twelve applications per year, the quality of which has been traditionally high. Two of the six awards must go to untenured faculty and are funded by the Beatrice Aitchison Fund. The other four awards, supported by the Stimson Fund, may go to tenured and untenured faculty.

#### *Fund for Excellence in Teaching Endowed Fund*

The third source of funds for faculty development is the Crosby Fund for Excellence in Teaching established by Nancy Larrick Crosby '30 in 1987. Generating in excess of \$20,000 for curriculum development (particularly the development of innovative and stimulating teaching methods) the Crosby Fund has supported diverse faculty endeavors, ranging from participation in the Great Lakes Conference for Teaching Excellence to the development of the Common Intellectual Experience freshman seminar and team-taught interdisciplinary courses in the Honors Program.

## APPENDIX 1.4

In addition to the three primary sources mentioned above, the College also has several secondary fund sources for faculty development. These endowed accounts include the following:

- The Nitchie Fund provides \$500 research grants each summer to a maximum of eight faculty. Distribution of this fund is under the domain of the Faculty Affairs Committee
- The Hawkins Fund generates approximately \$3,900 per year for faculty support in the Humanities
- The Beekhuis Fund which is for faculty development in international studies generates approximately \$3,600
- The McClane Fund provides \$700 research grants to Biological Sciences faculty each year
- The Weinbaum Fund provides faculty development funds for women's studies and generates approximately \$1,200 per year
- The Alumnae/Alumni's Junior Faculty Development Fund, established by the AAGC Board of Directors during the recent capital campaign, generates approximately \$3,700.

These faculty development funds, particularly with the recent increase in the Faculty Affairs budget, demonstrate the College's commitment to expanding the resources necessary for faculty to make scholarly contributions, not only to the wider intellectual community, but to the reputation of the College itself. While the increase in funding is impressive, there is, and will be, a growing need to continue expanding the funding pool, particularly in light of the College's commitment to expand its existing international programs.

### EXTERNAL FUNDING

Over the past five years the College has received a number of external grants to support the academic program. These institutional grants are listed below:

- Jessie Ball duPont Fund—This \$100,000, 1:2 challenge grant was awarded in March 1992 to support interdisciplinary studies. A substantial portion of the grant was used to support international endeavors (*See Exhibits 4.3 - Report on duPont Fund Activities and Exhibit 4.4 - Full Program Evaluation Report to duPont.*)
- United States Department of Education/International Studies and Foreign Languages Program—This \$67,327 renewal grant awarded in 1992 continued faculty development efforts in international studies
- Arthur Vining Davis Foundation—This \$100,000 grant to support interdisciplinary studies completed the duPont challenge.

These institutional grants from external sources were crucial in supporting the College's development and implementation of several dynamic curricular innovations. Of particular

## APPENDIX 1.4

significance are new programs for the first year students, the Honors Program, Interdisciplinary Studies, and International Studies. The willingness of institutions such as the Arthur Vining Davis Foundation, and the Jessie Ball duPont Fund, not to mention the United States Government, to support Goucher's curricular innovations is testimony to the stature and reputation of the institution.

### FACULTY RECRUITMENT

The guidelines for searches for full-time faculty positions, both tenure track and long standing non-tenure track are contained in the *Recruitment and Selection Procedures* (revised 1995, *see Exhibit 4.5*). Over the past five years there have been 17 searches for junior faculty tenure track positions. As a measure of the College's competitiveness all but four of those searches resulted in a first choice hire and in the remaining four, strong second choice hires.

Recruitment efforts for diversity have proven to be significantly more challenging. While the percentage of Asian/Asian-American and Hispanic full-time faculty has remained stable at approximately 4% each over the past five years, there were no African/African-American full-time faculty members from 1990-91 through 1994-95. And only in 1997-98 has that representation increased to match the aforementioned 4% in each of the other two groups.

Given the lack of success until most recently in recruiting African/African-American candidates, in the spring of 1997 a different strategy was devised and endorsed by the faculty. That strategy is as follows:

- When the College achieves its goal of 1,200 FTE undergraduate degree candidates and a student/faculty ratio of 12:1, up to six additional full-time, tenure track positions can be created
- Departments seeking additional positions will submit requests with rationales in accordance with the guidelines established by the Faculty Budget & Planning Committee in 1993
- Those departments identified as candidates to receive an additional full-time, tenure track positions will then undergo a self-study and external review
- Upon completion of the self-study and external review, each of the six departments will have the opportunity to seek an additional tenure-track candidate. With respect to the proposed new positions, the Academic Dean will request that the chair of each department provide a description of the proposed outreach efforts intended to enhance the possibility that qualified members of underrepresented minority groups will become candidates.

## APPENDIX 1.4

### ACADEMIC ADVISING

Faculty advising, both in the major and for undeclared students has received generally positive results from annual student climate surveys conducted each year (*See Exhibit 4.6 - Student Climate Survey*). But those results also reflect an opportunity to improve academic advising. Toward that end certain initiatives were taken.

Beginning in the 1996-97 academic year the advising load for pre-major advisors was reduced from a case load of 15 students each to 8 students and the number of pre-major advisors was doubled. Staff with the appropriate academic credentials/experience were eligible to serve as pre-major advisors.

In the 1997-98 academic year a peer advising pilot program was introduced. Twenty-three upperclassmen were recruited to work with 21 of the 47 faculty and staff serving as pre-major advisors. While the results of this pilot effort need to be determined, anecdotal evidence suggests that overall satisfaction of first-year students who had a peer advisor was quite positive.

Finally, under discussion is the concept of initiating a pilot program in which a selected number of entering first year students would be required to begin an academic degree plan or portfolio. (*A more detailed explanation of this initiative may be found in Chapter 11 - Outcomes and Assessment.*)

### RECOMMENDATIONS

- 4.1 Provide a supportive climate for peer review of teaching among the Goucher faculty
- 4.2 Provide support for associate professors to perform meaningful scholarship
- 4.3 Decrease the reliance on part-time faculty
- 4.4 Establish a mechanism for evaluating long term half-time faculty
- 4.5 Improve academic advising by expanding the pilot peer advising program and developing on a pilot basis an academic degree plan/portfolio requirement
- 4.6 Develop a more rigorous articulation of the meaning of service to the outside community
- 4.7 Develop a better mechanism for obtaining annual information on faculty accomplishments
- 4.8 Continue the quest for more diverse representation on the faculty



---

## CHAPTER 5 - ADMINISTRATION AND ORGANIZATION

---

This chapter deals with the organization and governance of Goucher College's administration and faculty, as they go about their separate and shared responsibilities for facilitating excellent teaching and successful learning at the institution. The first section focuses on the organization of the administration; the second on the governance of the faculty, and both chiefly on changes that have occurred since the 1993 Periodic Review Report to the Middle States Association.

### ADMINISTRATION

The administration's current organization is clearly charted graphically (*see Appendix 5.1 - Organizational Flowchart*); this report explores the effectiveness of that organizational structure and its procedures of operation, paying particular attention to issues of communication and institutional morale.

At the top of this organizational chart is the chief officer or President of the College who reports to the Board of Trustees. Reporting directly to the President are the Vice Presidents in charge of the Academic, Student Life, Development and Alumnae/i Resources, Finance, and Enrollment Management divisions, and the Executive Director of the Office of Communication. Also reporting to her are the Special Assistant to the President and the in-house Counsel to the College. All of the above meet individually at least weekly with the President.

These senior administrators also all meet together with the President at a weekly, two hour President's Council on matters of general concern to the operation of the College. Also sitting on President's Council are the Faculty Chair and the Faculty Member-at-Large. The entire President's Council participates in a two-day retreat during the summer in order to determine general goals for the following academic year. These annual goals, which are then presented to the Board, are set within the guidelines of the College's current mission and strategic plan.

### PRESIDENT

Judy Jolley Mohraz has been president of Goucher since July 1, 1994. She took as her first project the creation of the new strategic plan, placing her special assistant in charge

## APPENDIX 1.4

of its development and ongoing implementation. The Plan, completed in May 1996, was the result of a year and a half work by a committee of forty members drawn, for the first time in Goucher's history, from all the constituencies of the College community: staff, students, faculty, alumnae/i, trustees. The collaborative and inclusive nature of this model for planning reflects the style of leadership characteristic of this presidency.

Such a leadership philosophy is also apparent in the President's structuring and handling of her council. Perhaps the most telling indicator is the introduction of faculty representatives as full members of her council of advisors, a move that has resulted in greatly improved levels of communication, understanding, and collaboration between administration and faculty. During the weekly meetings of the President's Council at which significant college matters (such as the budget) are openly and vigorously discussed, decisions are often reached by consensus. Council members have drawn up a code of conduct and mutual consideration that influences the quality of such institutional discourse. Importantly, members attest that the last years have resulted in a measurable increase in their sense of common cause and a corollary lessening of "turf protection."

The President has played a proactive role in improving the general sense of trust, integrity, and morale at the institution. She has gradually gathered (by retaining, hiring, and, when necessary, firing) a group of strong people in top directorship roles; consequently, there is wide-spread confidence on campus that the people in charge are working hard at their jobs and generally doing them well. Certainly, recent increases in enrollment and a successful endowment campaign have contributed to that confidence. The President, who immediately upon arrival undertook a rigorous travel and entertainment schedule, has clearly played a major role in this fundraising, as well as in overseeing the general fiscal health of the College.

The President has established a healthy relationship with the faculty. She early declared her intention to make Goucher faculty salaries more in line with those of their peers and has achieved the goal, set by the Faculty Affairs Committee, of raising salaries by rank to the mean levels of the College's cohort in three years (a 26.4% increase including inflation). The resulting gains in faculty trust and morale are clearly evident. The President, in consort with the Academic Dean and the Reappointment, Promotion, and Tenure Committee of the faculty, has also contributed to raising the bar of expectation for the faculty over the last four years. She looks to the faculty to play important roles, not only in helping to raise student retention levels on campus, but also in the next stage of moving the College forward by means of increased faculty engagement in the national/international intellectual debate. One of her goals is to spend more time exploring what she terms "the thorny issues" with the faculty: wider faculty notice and status; new models for peer-reviewed work and innovative teaching; ways to keep what is basically a static faculty from becoming insular. Another declared goal is to increase support for ambitious work in particular and faculty development in general. In other words, she is looking ahead and is concerned with furthering her academic vision for the College.

## APPENDIX 1.4

Seeing it as her role to foster a campus culture that encourages growth for everyone, the President identifies the staff as next on the list of institutional priorities. In terms of salary, she hopes to be able to meet cohort mean levels for them this year. Moreover, she is particularly concerned with questions of how she and the vice presidents can assure professional growth for the College's talented senior mid-level employees and how to increase their sense of the institutional importance of their contributions. Areas of concern are highlighted in the results of the Staff Satisfaction Survey (*see Exhibit 5.1*).

Presidential relations with the Board of Trustees appear to be healthy and collaborative. Over the last year and a half, her Special Assistant has helped establish more systematic and efficient communication between the Council and the Board, by such means as a monthly newsletter. The President encourages the Vice Presidents to keep in close contact with the Board as well, especially through the task forces, and to invite discussion on useful topics. The Chair of the Board of Trustees undertakes an annual evaluation of the performance of the President, including in his interviews members of all the constituencies of the institution.

Her outreach during the campaign quickly brought the President into positive contact with many of Goucher's alumnae/i as well, which has helped foster their involvement with the College. She is, moreover, an active supporter of initiatives such as the improvement of the alumnae/i magazine and the planned renovation of the Alumnae & Alumni House.

The President's outreach extends further into the external community. The College's operating budget receives approximately \$1.7 million annually from the state government, and the chief officers of private institutions of higher education in Maryland are called on to spend considerable time in Annapolis. The President also played a significant and demanding role in national public policy recently when named by the President of the United States to co-chair a committee to make recommendations concerning the environment for students at the United States Naval Academy.

The President is concerned that such activities have kept her from paying as much attention to the College's students as she would like and hopes now to have more time on campus. Nonetheless, she tries to be accessible to students; her appointment book is open to them. She also has managed to teach a semester long section of the first year Wellness course and has been an enthusiastic supporter of remodeling the entire first year student experience. She hosts teas during the year to which all students are invited by groups, and when possible attends student government meetings and athletic events.

In summary, the President's first four years have, by all measurements, been highly successful ones, during which she has herself grown as a leader while fostering growth in others. If an institution, "will invariably reflect the caliber of its leader" (*Characteristics of Excellence in Higher Education*), indeed Goucher is a fortunate college.

## APPENDIX 1.4

### DIVISION OF ACADEMIC AFFAIRS

#### STRUCTURE, ROLE AND PURPOSE

The Academic Affairs Division of the College is responsible for overseeing and administering all matters related to faculty, academic departments and programs, academic support services and the academic experiences of students.

This division of the College is headed by the Vice President and Academic Dean, Robert Welch. The undergraduate faculty are grouped into departments, which are further collected into five divisions: Humanities, Social Sciences, Natural Sciences and Mathematics, Arts, and Interdisciplinary Studies. Each of these five divisions has an elected chair. These division chairs and individual department chairs, as well as certain program directors, report directly to the Academic Dean. Also reporting to the Dean are the Associate Dean, several directors of graduate programs and the College Librarian. In all, approximately 30 individuals have direct reporting lines to the Dean. The Dean maintains formal communications within the Academic Affairs Division by way of monthly meetings with department and division chairs and program directors, and weekly meetings with the Chair of the Faculty and the faculty Member-at-large of the President's Council, with the Faculty Executive Council and with the Curriculum Committee as an *ex officio* member (*see the Faculty Governance section of this chapter*).

The Dean has weekly individual meetings with the President. Furthermore, the entire group of Vice Presidents holds weekly meetings as does President's Council. The Academic Affairs Division's reporting link to the Board of Trustees is through the Trustee task force on Curricular and Faculty Affairs.

#### STRENGTHS OF THE STRUCTURE

The general perception of the Academic Affairs Division of the College is that it works and that it does so in large part thanks to the personal and professional style of the current Dean. He arrived on Goucher's campus near the end of a period of chaotic administration during which a number of deans came and went over a short period of time. The current Dean first served as Associate Dean for Academic Affairs from 1989 to 1993 and in 1993 was appointed Vice President and Academic Dean. With the arrival of the current President in 1994, the College embarked on a period of goodwill and contentment, not to mention enrollment success, without precedent in recent memory.

An attempt to solicit input from directors and chairs about the administrative structure of College produced almost unanimously positive responses. Virtually everyone praised the

## APPENDIX 1.4

Dean for his accessibility and integrity. The mild negative comments that did appear mentioned that, since so many individuals do have access to the Dean, it can sometimes be difficult to communicate with him in person on short notice. Department chairs seem to be content with the current divisional structure. Some mentioned success working interdepartmentally, while others, though interested, were too overworked to make serious attempts.

The relationships of the Academic Affairs Division with other branches of the College's administrative structure are also functioning well. The Vice President and Academic Dean is in regular communication with the President of the College, through weekly meetings at the least. The weekly meetings of Vice Presidents help in dealing with "nuts and bolts" issues, thus opening up weekly President's Council meetings for broader policy discussions. Faculty representation on President's Council, as mentioned above, has been beneficial in improving communication, as well as trust, between faculty and administration. Finally, the relationship with the Board of Trustees also serves its purpose well.

The overall state of affairs in the Academic branch of the College stands in stark contrast to that presented in the Middle States Report of 1988. Although one will always find room for improvement, the College's Academic Division functions far more effectively than in the past, due largely to an effort to maintain openness and trust on all levels.

The strength of Academic Affairs divisional structure (that directors at the lowest hierarchical level by and large have direct access to the Dean) is also a weakness, however. The reporting structure results in having approximately 30 reporting lines to the Dean. As a result the attention to each reporting unit is necessarily limited. No steps are currently being taken or contemplated to modify the reporting structure. Two possibilities come to mind: one, to have a single individual responsible for all the graduate programs who would report to the Dean; two, to have department chairs and program directors report to division heads who would report to the Dean. The first has some significant budgetary implications, however, and the second is contrary to institutional culture.

Recent position redesignations should relieve some of the pressure on the Dean's Office. The positions of Assistant to the Dean and of Associate Dean are to be filled by on going staff, rather than by rotating faculty.

Relationships with the other divisions are generally functioning well; however, a new arrangement with Administration & Finance involving the integration of some responsibilities heretofore belonging to Academic Computing needs some fine-tuning with respect to defining overlapping areas of responsibilities.

## APPENDIX 1.4

### DIVISION OF VICE PRESIDENT & DEAN OF STUDENTS

#### ORGANIZATIONAL STRUCTURE

The Division of the Vice President and Dean of Students includes all student affairs departments which are non-academic. These departments include:

- Career Development
- Residence Life
- Student Activities
- Student Health and Counseling Services
- Campus Security and Safety
- Physical Education and Athletics
- Sports Information
- Chaplain's Office
- Dining Services<sup>1</sup>

Each of the department heads reports directly to the Vice President and Dean of Students.

It is relevant to note that the structure of this Vice President's division has not changed significantly since the last Middle States Evaluation process in 1988. The departments included in the division and their structure remain very much the same, with a few exceptions: student counseling was transferred from the Vice President's office to Student Health Services and the number of counseling hours increased from 20 to 40 per week; staffing levels have increased just slightly during the last ten years, the number of FTE employees in the division in 1988 was 43.5 and at this time it is 50.5, an increase of 7 spread throughout the division.

Key personnel changes have occurred within the last 18 months. Liz Nuss replaced Julie Collier as the Vice President and Dean of Students on July 1, 1996, and Emily Perl replaced Phil Adams as the Director of Student Activities on August 19, 1996. Gail Edmonds assumed the newly created position of Associate Dean of Students in January 1998.

---

<sup>1</sup> Dining services are contracted services with Sodexo Marriott. The employees who are employed by Sodexo Marriott are not technically Goucher College employees. They are treated as such, however. The Vice President and Dean of Students recognizes the Director of Dining Services in the same manner she recognizes all other department heads in her division, i.e., the Director of Dining Services is a member of the Vice President's team and participates in appropriate collaborative efforts with her and the other directors in the division.

## APPENDIX 1.4

The Vice President and Dean, Associate Dean, and the Directors of all other departments within the division meet regularly, at least once each week. Their primary purpose, is to provide programs and services that help students to learn to manage their own affairs and to take maximum advantage of the educational opportunities. The Vice President reports to the President, of course, and is a member of the President's Council and the Vice Presidents' Council. Both groups meet weekly. Reporting to the Board of Trustees is accomplished through the Student Life, Enrollment Management and Institutional Values task force.

### STRENGTHS OF THE STRUCTURE

The communication between the Vice President and her Directors, other Vice Presidents, and the President strengthens the organizational structure of her division. The Directors believe that this communication coupled with the Vice President's leadership, their collaborative efforts, and shared strong commitment to the well-being of the students are the strengths of their division.

In order to help identify the strengths and weaknesses of the Vice President and Dean of Students' Division, questionnaires were sent to the Vice President and to her Directors. The responses from the Vice President and her Directors were remarkably consistent – well-defined, mutually-agreed upon goals which are in keeping with the goals established by President's Council: a strong commitment to the students; the directors' acceptance and appreciation for the new challenges presented by their relatively new leader; the need to work collaboratively and support one another and other members of the community; clear understandings of their individual roles and how they contribute to the success of the division as a whole; recognition and respect for the contributions of their colleagues.

### WEAKNESSES OF THE STRUCTURE

The responses to the survey identify one administrative weakness – a perceived lack of human resources. This perception is the only one shared by most of the directors. There is a general sense that additional staffing would enable the members of the division to better meet the needs of the students.

The recent creation and filling of the position of an Associate Dean (which includes special attention to diversity issues) should contribute greatly to this division.

## APPENDIX 1.4

### DIVISION OF DEVELOPMENT AND ALUMNAE/I RESOURCES

#### ORGANIZATIONAL STRUCTURE

The principal units within the Division include: Alumnae & Alumni Resources, Annual Giving, Major & Planned Gifts, and Operations.

#### ROLE/PURPOSE

The Division of Development & Alumnae/i Resources has three principal responsibilities:

- to secure private gifts and grants in support of Goucher's stated priorities,
- to communicate with, engage and develop mutually supportive relationships with Goucher's former students, and
- to communicate with and ensure positive relationships with the College's neighbors in Towson and Baltimore County.

Sources of gift support include: alumnae and alumni, trustees, parents of current and former students, foundations, corporations and other friends. The key purposes for which funds are raised include: Annual Fund gifts for current operations; endowments for student support, faculty salaries, information resources (including the library) and other needs; and capital gifts for infrastructure improvements.

#### STRENGTHS OF THE STRUCTURE

*Personnel:* The consensus is that the Division is fortunate to have built a team of talented, motivated and dedicated staff, from support staff to senior managers.

*Leadership:* They are also fortunate to have experienced and very accomplished managers in each of the key leadership positions.

*Confidence/Proven Track Record:* Each of the units in the Division has established a record of recent successes that have given staff confidence in their abilities and raised their sights towards even greater achievement.



## APPENDIX 1.4

*Building and Maintaining Strengths:* This division has committed to seeking out and hiring the strongest possible staff, then supporting them day-to-day through teamwork, collaboration, communication and accountability. This division invests heavily in professional development activities, which enable all professional and support staff to attend seminars and conferences. It holds regular all-staff and unit meetings, as well as periodic division-wide retreats.

*Relationship with Board of Trustees:* This division is very satisfied with the relationship it has with the Board of Trustees. They are fortunate to have Trustees who offer valuable advice and take an active role in the fundraising and alumnae/i programming.

*Vice Presidents' Meetings:* These meetings are perceived to be quite productive, allowing the group to share information and help set the agenda for the President's Council meetings. President's Council meetings work well as they are currently operating.

*Relationship with the President:* This division is very satisfied with its relationship with the President.

### WEAKNESSES OF THE STRUCTURE

*Location:* This division is geographically divided and each department within the division is lean, in terms of both staff and financial resources. Physical location of the offices within the division makes communication and coordination a challenge. There are no plans to join these two separate components together at this time.

*Foundation Relations and Grants:* At the present time, there is only 0.5 FTE staff devoted to this area, which is 50% less than two years ago. Although the Board of Trustees recently approved a recommendation to increase the foundations relations effort by 0.5 FTE, it will nonetheless take another year until the college moves up in its rankings in this area. In a recent survey of 55 independent liberal arts colleges, Goucher ranked 50<sup>th</sup> in grant income. Goucher has much potential in this area, as its recent successes with a \$130,000 grant from the Pittsburgh Foundation and a \$150,000 grant from the Teagle Foundation demonstrate.

*Parents:* Goucher shut down its Parents Fund program in 1993, and has only this year started to make tentative steps toward reviving it. There is presently no staff or budget to support this effort. Consequently, Goucher ranked 49<sup>th</sup> of 55 schools in parent gifts. There appears to be significant untapped potential among this constituency.

*Planned Gifts and Bequests:* Unlike the two preceding categories, Goucher has already achieved great success in securing planned gifts and bequests. For instance, a recent survey placed Goucher 14<sup>th</sup> among the 55 peer schools in bequests received. This division also has confirmation that 647 alumnae have the College in their wills, and it

## APPENDIX 1.4

suspects the total actually exceeds 2,500 (or more than 20% of all former students). The activity is growing tremendously in this area. The time requirements of working on the bequests, trusts, annuities and other deferred gifts has doubled or tripled in the past two years. While Goucher reaps the benefits of these deferred gifts that may have been arranged decades ago, it has an opportunity to “plant new seeds” for the future, but is hampered by current staff and budget constraints.

*Research:* There is no full-time researcher to help provide background about identified prospects nor to identify new potential donors. (Currently, one person spends about 10% of her time on research.) Without research support, all areas of the division will suffer, and it will impede efforts in the three foregoing areas: foundation grants, parents’ fundraising and deferred gifts.

*Alumnae & Alumni Regional Activities:* During the *Legacy* campaign, the division heard repeatedly the criticism from former students that “Goucher only comes to see us when it is in a campaign.” Goucher should bolster its non-campaign activities and outreach throughout the country when the campaign ends. That, too, requires resource allotment.

*Alumnae & Alumni Programs:* This division struggles to provide former students with the communications and the on- and off-campus programs necessary to engage and service them at the level they expect and that is needed in order to realize the support and resources they can offer us. In a recent survey of Goucher’s 21 milepost schools, no other college spent less on alumni programming than Goucher (\$52,500 vs. a group mean of \$137,000).

*Development Support Staff:* At the present time, one full-time secretary and one part-time secretary support the work of six fund-raising staff, including the Vice President. The secretaries also provide substantial support to the Board of Trustees.

This is a successful Division that is working to relieve future pressures. The Vice President, Mark Jones, has proposed that the current level of staffing and budget be maintained and increased moderately in the post-campaign period, which a consultant’s audit strongly supports. This proposal was supported and approved by the President’s Council and by the Executive Committee of the Board of Trustees in March 1998. The Vice President also anticipates some re-organization and re-assignment of staff as the campaign ceases to be the top priority.

The Division ended the successful *Legacy* campaign a year early. The division’s senior leadership has developed a five-year post-campaign plan, but its implementation depends upon the amount of staff and budget that will be available.

On the whole members of this division feel that they relate to and work well with other divisions. When they encounter difficulties, they work to find positive strategies for resolving the issue in a constructive manner. While inter-divisional relationships are

## APPENDIX 1.4

generally quite good, they are not fully exploited. There are some modest overlaps of responsibility involving this division. These include: alumnae/i admissions (with Admissions), stewardship on endowed scholarships (with SAS); parents' programs and fundraising (with Student Life), student and young alumnae/i programs (with Student Life), communications and the *Goucher Quarterly* (with Communications), and community and government relations (with Finance).

There is one area of overlap that is problematic: The Zuckerberg Internship Program, fully based in the Development Office. While the fund-raising aspect of the program is appropriate for this Division, it requires other activities and services that do not necessarily support the mission of Development. Consequently, the program director has little time left for her other fund-raising duties. If possible, the internship activities should be based in the Career Development Office. The external audit being conducted for this Division and Career Development will make recommendations for handling this important program more appropriately.

### DIVISION OF COMMUNICATIONS

#### ORGANIZATIONAL STRUCTURE

The principal units within the Division include: an Executive Director overseeing communications management and planning; an Associate Director overseeing media relations; events calendar and coordination; and a Director of Graphic and Editorial Services overseeing publications design and production and Web design.

#### ROLE/PURPOSE

The purpose of the Communications Division is to advance Goucher through effective communication. It accomplishes this through publications, public relations, media relations, advertising, the World Wide Web, events assistance, photography and other means. It is responsible for informing, and for responding to inquiries generated by a wide variety of "audiences" – both internal and external – about the College's strengths and activities. This aim is to provide the appropriate messages to the appropriate audience using the appropriate medium or media.

#### STRENGTHS OF THE STRUCTURE

## APPENDIX 1.4

Structurally, the most important factor contributing to its work is the Executive Director's direct access to the President and President's Council. This allows the Division to have the College's communications interests at heart, as opposed to serving the needs of only a single division. This relationship facilitates division awareness and priority setting. As for internal structuring, the chief strength is as an "enabling" office for college communications. For many of its functions, the Division views the College's offices and departments as "clients" for whom it is providing communication services. The Division is guided by a plan (*see Exhibit 15.1 - Communications Plan for Goucher College, January 1997*), and strives for greater consistency in the communications content and design, reflecting central messages and themes that are outlined in that plan.

The Division's relationship with the Board of Trustees is appropriate. The Executive Director is staff to the Public Awareness task force and sits on the Information Technology and Strategic Planning task forces.

### WEAKNESSES OF THE STRUCTURE

One weakness of the current structure is the inability to give the Web and other "new media" communications the attention they deserve. The Division has developed proposals to address this through the addition of personnel and resources.

A drawback of being an "enabling" office is that it limits ability to proactively use communication to address college needs. "Business" from college "clients" is on the increase and serving those clients is in the College's interest. But this service aspect prevents the Division from having sufficient time or resources (human and otherwise) to develop other communications that could benefit the College. Such work is presently fit in around client service. Admittedly, this problem is not so much a function of how personnel are structured within communications, but rather of current expectations of what services the office provides. Conversations about this issue are taking place now, and under consideration is the possibility of soliciting outside advice to sort through it.

Like many offices, this one feels thin in certain areas. In some cases (Web, reprographics) it is attempting to address this by increased student help as a cost-efficient and effective alternative to hiring additional full- or part-time staff. This may work better in some areas than others.

This Division, which was rudderless for a period, took great strides under the leadership of Rick Bader. The Communications Plan of 1997 is an excellent one, and Goucher's visibility in the media has been remarkable. Relationships with other Divisions are strong, especially with major clients (Admissions, Development and Alumnae/i Resources, Continuing Studies). By and large other branches view this Division as an office capable of producing very good work. Increased demand for their services is one indication of this. However, this demand has made it difficult in some instances to respond to requests for assistance as rapidly as desired. Many other offices and

## APPENDIX 1.4

departments have significant communications needs, and stay very involved with their communications. Their ownership of a project is desirable and appropriate. Occasionally some confusion will arise, however, about who is responsible for what. Generally this can be clarified on a case-by-case basis, and does not point to the need for major structural change.

In July 1998, Rick Bader resigned as Executive Director of Communications and was replaced by Debra Rubino.

### DIVISION OF FINANCIAL AFFAIRS

#### ORGANIZATION STRUCTURE

The division of Financial Affairs includes:

- Campus Rental/Public Events & Summer Programs
- Computing Services
- Controller's Office
- Facilities Management Services (includes FMS administrative staff and all service/maintenance employees)
- Human Resources
- Institutional Research

All department heads report directly to the Vice President for Finance, Lucie Lapovsky.

The structure of this division has not changed significantly since the last Middle States evaluation in 1988. The most recent change involved the General Counsel of the College. That position was first created in 1991 and the reporting relationship was to the Vice President for Finance. In 1996 the general counsel was transferred from the Division of Financial Affairs to the President's Office and now reports directly to the President of the College.

This division has the distinction of being the only division that has experienced a decrease in the number of employees during the past ten years. In 1987, a total of 98.4 administrative staff and service/maintenance employees were in the Division of Financial Affairs. By fall 1997, the number dropped to 96.5, a 1.9% decrease. During this same period of time all other administrative divisions experienced growth.

Four of the six directors in this division have been with the College for many years. The two most recent hires are the controller and the director of computing services, who were hired December 1995 and July 1997, respectively.

## APPENDIX 1.4

The Vice President for Finance meets, at a minimum, once each month with her directors. The agenda at most meetings includes general college business, both the College's and the Division's goals and objectives, updates on current projects and new business, and various other items requiring discussion. It is important to note that the goals and objectives for each department head and the Division as a whole are developed during and after President's Council develops the College's goals and objectives. Every year the Financial Affairs Division's goals are couched in those of the College.

### ROLE/PURPOSE

The overall role of the Division is to maintain the College's infrastructure and to provide non-academic support services to all members of the community.

- Public Events schedules the use of facilities to enhance life and activities on campus and exposes the College to audiences with educational and cultural events to increase enrollment and revenue; summer programs continue strategic use of facilities to bring prospective students to campus and generate revenue.
- Computing Services develops, provides, maintains and supports the information technology infrastructure which meets academic and non-academic efforts.
- The Controller's Office ensures safekeeping of college's financial assets, monitors and reports on the College's financial stability, and provides administrative support to other college offices.
- Facilities Management Services maintains and supports all facilities operations: maintenance, utilities, custodial services, roadways, etc., and construction and renovation.
- Human Resources develops policies, administers and provides support for administrative employee recruitment, selection, orientation, compensation and termination; administers benefit programs for all college employees; administers employee relations programs; counsels employees and supervisors, as needed.
- Institutional Research designs and conducts studies to assist institutional decision-making and planning; coordinates all external institutional data reporting and participates in institutional data exchange.

### STRENGTHS OF THE STRUCTURE

All directors report to the Vice President. Lines of communication generally are strong both vertically and laterally. The directors are very supportive of one another and consult the others before taking any action which may impact them. They seem to share a sense of empowerment and responsibility. Staff development is encouraged to maintain

## **APPENDIX 1.4**

expertise. There is general agreement that relationships with other divisions are strong, supportive, respectful, and even when differences arise, they are settled in such a way that there are no losers. The division staffs several Board of Trustee committees: Budget, Endowment, Audit, Building and Grounds, Technology; the relationships seem to work well.

### **WEAKNESSES OF THE STRUCTURE**

Weaknesses cited by employees include insufficient support from senior management in enforcement of policies and procedures, insufficient staff, and unsatisfactory communication. The Directors' comments were all very similar, therefore, easy to summarize. Everyone, including the Vice President, views the division as the "service" division, here to support others so the critical work in the classrooms and elsewhere on campus can take place. The structure of the division is sound and appears to work. Although the department heads' roles on campus (considering the services they deliver) are very different, they are considerate, respectful and supportive of one another.

Although no major problems were cited, some indicated a need for greater communication and support from senior management, and a need for additional staffing to meet the College's expectations in delivery of services. Most offices in this division are doing more with less, as evidenced by the staffing level statistics reported above.

It is worth noting that the Vice President views the Directors as experts in their fields. One could conclude from this that she consequently believes that they require little direction/supervision from her. More than one of the Directors, however, feels the need for greater communication and interaction with the Vice President.

## **DIVISION OF ENROLLMENT MANAGEMENT**

### **ROLE/PURPOSE**

Headed by Vice President Barbara Fritze, the overriding focus of this unit is enrollment management, the process that integrates disparate functions having to do with the recruiting, tracking, funding, registering, billing and replacing students as they move toward, within and away from the College. Administrative functions are assembled to provide support and service to main constituents (current/prospective students, faculty, staff and alumnae/i). Service is probably the most common denominator of the division: from the counseling and interviewing of students, to the scheduling of classes and the recording of grades, to the research that helps allocate financial resources, and to the servicing of alumnae/i.

## **APPENDIX 1.4**

Because of the functions and responsibilities of the offices, the division has both on-campus constituencies (students, faculty and staff) as well as a variety of off-campus constituencies (prospective students, parents, counselors, government officials, and alumnae/i).



## APPENDIX 1.4

There are seven goals for this division:

- organize departments which relate to the management of enrollments in such a way that the coordination of staff, flow of information and the integration of decisions can most easily be facilitated
- work in collaboration with others to create an integrated student database and the capacity to use student information systems for coordinated research and planning
- develop an Admissions Marketing program in order to attract outstanding students in sufficient numbers during a period of intense competition
- implement pricing and financial aid strategies that will optimize the institution's ability to attract and retain the desired academic, racial/ethnic, socioeconomic mix of students
- develop the capability to anticipate immediate and long-term student interest and methods of improving the institution's ability to provide for these interests
- formalize an institutional retention program in order to identify reasons for attrition, minimize attrition, and enroll qualified transfer students as replacements for those students who leave
- educate the greater campus community in the endeavor of the Enrollment Management Team and to engender support from students, faculty, staff and alumnae/i with respect to meeting the enrollment goals of the College.

### ORGANIZATION

The division of Enrollment Management consists of the offices of Admissions and Student Administrative Services. Two years ago, the integration of financial aid, registration and billing into one office (SAS) provided an appropriate way to structure services closely related to managing enrollment.

### STRENGTHS OF THE STRUCTURE

The strength of the Enrollment Management model, still in its infancy, is the integration of key functions related to recruiting students to the College, financing their education and providing the important business functions (registration, billing) to retain students. This integration and planning are maintained via divisional meetings and by recognizing connections with other constituent groups on campus (faculty and students).

### WEAKNESSES OF THE STRUCTURE

The biggest weakness felt by the division is not having a dedicated person devoted to enrollment management research. Currently it feels fortunate to have significant support

## APPENDIX 1.4

from the office of Institutional Research. However, given the demands of this division and the extensive amount of research conducted, consideration should be given to a) expanding the current IR staff to support needs or b) hiring an IR person within the division.

The recent success in freshman enrollment is evidence of a strong and healthy Admissions Department.

Retention rates, though improving, continue to concern this division and the College as a whole. Success of the division depends on support from all other branches of the College. Faculty and students play important roles in recruiting, advising, and assisting in retention efforts. The division has made noticeable strides in its outreach efforts to the College community; nonetheless, improvements can still be made. The Admissions staff would like, for instance, to have a standing Faculty Admissions Committee to do everything from assisting with open houses to reading merit scholarship files. The Vice President should take more advantage of the opportunity to meet on a regular basis with Faculty Executive Council. Moreover, consideration should be given to strengthening the working relationship between Enrollment Management and Student Life.

Most crucially recent external assessment of SAS pointed out several organizational problems and made suggestions for improvements that seem well worth undertaking. Furthermore, there is no doubt that increased technological systematization has and will be of fundamental importance to this department.

## FACULTY

The structure of faculty governance has not changed significantly since its restructuring in 1987-89, as described in the January 1993 *Periodic Review Report to the Middle States Association*, and continues on the whole to work reasonably well. (See the chart, *Composition of Faculty Committees on page 5 of Exhibit 4.2 - Faculty Legislation*). The only major changes are that the Chair of Academic Policies has been added to the Executive Council and that the Academic Dean serves *ex officio*.

Executive Council is in the process of evaluating faculty governance structure with the goal of making it even more operable. As part of this evaluation, the special assistant to the Academic Dean is to review *Faculty Legislation* and *The Faculty Handbook* (see *Exhibit 5.2*) to make sure that they are current and internally consistent.

Goucher has a small full-time instructional staff from which to draw for committee service, particularly since the College discourages faculty from assuming committee responsibility until after their preliminary review (usually in the third year) unless they specifically ask to be nominated. The recently implemented sabbatical policy that encourages a leave following a successful third-year review further cuts down on

## APPENDIX 1.4

availability for committee service. The Council hopes to find ways to insure a more equitable distribution of governance responsibility. While strides have been made in faculty members' volunteering for or accepting nomination to slates for election, it has been necessary to remind all of their contractual obligation.

The situation is aggravated by an unequal distribution of faculty in divisions, all of which require (and desire) representation on committees. The Arts and the Social Sciences simply have fewer full-time senior faculty than do the Humanities and the Natural Sciences and Mathematics. The Council is presently considering ways to deal with this, including merging divisions into Arts and Sciences and/or lowering the number of years of service on a major committee to three rather than the present five.

*Ad hoc* committees, usually created by the administration, have a way of proliferating here as everywhere; in fact, in 1997-98 the *ad hoc* Committee on Diversity became a standing committee requiring faculty representation. The Chair of the Faculty has asked that administrators bring their requests for faculty input to existing committees, including Executive Council, whenever possible rather than creating new committees.

The Budget and Planning Committee has continued to register frustration and some confusion over its role. As designed, it is to offer recommendations on the academic budget; however, there is increasing desire to be more involved in the macro budget of the College. The College continues to need to revamp its budgeting process. The good news is that faculty and administration have reached agreement on salary levels for the time being; having attained the mean of Goucher's cohort group, faculty raises are to match those of that cohort or the cost of living, whichever is higher. Consequently, raises can be set much earlier second semester than they traditionally have been, and the negotiation presently requires much less faculty committee time. The appropriate committees do, however, need to undertake new long-range planning in the areas of salaries, benefits, and development.

Faculty continue to serve on task forces of the Board of Trustees and to report to the faculty as a whole. Last year, a faculty representative was added to the important Budget sub-committee of the Board's Finance task force. There is an increasing problem with scheduling, however, as the task forces meet earlier and earlier on the Fridays of Board meetings, when faculty representatives are too often involved in teaching.

The major and most significant change in faculty governance was instigated by the President when, upon her arrival, she included the Chair of the Faculty and the Member-at-large on her President's Council (*see Administration description above*). Faculty involvement in, and perspectives on, matters of central concern to the College are now simply part of the process of institutional governance. It would be difficult to overestimate the importance of this—and probably the rarity.

Although this is a most efficient method of communication and of sharing responsibilities, it is also very time and energy demanding on the faculty involved.

## APPENDIX 1.4

Released time from teaching for the Chair has been increased to half-time which seems reasonable; however, The Member-at-large receives only a one course reduction presently which needs to be re-evaluated.

### RECOMMENDATIONS

- 5.1 Many of the divisional weaknesses and staff morale problems discussed in this section are echoed or highlighted in the responses to the recent Staff Satisfaction Survey; President's Council is to be commended for undertaking the survey and for taking the results so seriously; follow-up however, needs to be closely monitored
- 5.2 The new organization of technology and computing (*see Chapter 9 - Information Technology*) should be closely scrutinized; there appear to be some tensions among head personnel and a need for some fine-tuning with respect to defining overlapping areas of responsibilities
- 5.3 Follow-up on the evaluation of Career Development, including internships, is necessary
- 5.4 Follow-up on the recent evaluation of Student Administrative Services is also required
- 5.5 As the *Legacy* Campaign ends, the approved proposals to maintain budget and staffing in the Division of Development and Alumnae/i Resources need to be implemented
- 5.6 As constituted, it seems impossible for Institutional Research to meet the present demands of the College; this situation needs attention in the near future
- 5.7 This administration has made great strides in opening the process of governance and strategic planning to all constituencies of the College; how well this communication continues to work, as the College proceeds with a five year benchmarking plan and with the overall budgetary process, is of fundamental importance to the health and morale of the community; sufficient time and consideration are absolutely essential.

---

## CHAPTER 6 - GOVERNING BOARD

---

According to the *Charter and Bylaws of Goucher College* (see Exhibit 6.1), the Board of Trustees “shall be the ultimate source of authority in all matters pertaining to the College, and may act through the President of the College and other officers and agents, through standing committees and other groups, bodies and assemblies as shall be named and established and whose functions and powers shall be described in the bylaws, and through special and *ad hoc* committees as shall be designated from time to time.” The Charter goes on to delineate the various powers, capabilities and responsibilities that are vested in the Trustees, ranging from the ability to purchase, hold and sell real estate to the responsibility for electing the President and other college employees. The *Charter and Bylaws of Goucher College* expands upon the role of the Board by outlining its composition, officers, committee structure and meeting procedures.

Currently the Goucher College Board of Trustees consists of 48 men and women who meet at least three times per year. There are also 14 Trustees Emeriti who share many of the same privileges and responsibilities of current Trustees, albeit without the opportunity to vote. All Trustees participate in at least one other Board committee or task force (some of which meet as frequently as once per month), and most also serve the College through additional advisory or volunteer roles.

Representatives of the many constituencies that interact with the Trustees uniformly express confidence in the current Board and satisfaction with the leadership it is providing to Goucher. Faculty, staff, students, alumnae and alumni all point with pride to the College’s recent successes in enrollment, fundraising and public recognition, as well as physical enhancements and improved campus morale; all groups acknowledge the Board of Trustees’ role in adopting the policies and actions that facilitated and encouraged such improvements. Faculty and staff are particularly appreciative of improvements in communications with the Board and confidence in the Board’s decisions since the College’s last self-study in 1988.

The Trustees themselves, in the summer of 1997, indicated similar satisfaction with their experiences as Board members. (See Exhibit 6.2 - *Board of Trustees Self-Study: Summary of Responses*.) Trustees indicated they found the experience highly rewarding and felt they were able to be effective Board members. Interestingly, the Trustees responding to the survey believed the Board as a whole was quite effective, but individually expressed frustration that they were unable to do *more* for Goucher. These individual trustees indicated that time and/or distance were their primary impediments to greater engagement. Some Trustees indicated a desire for more frequent and more timely

## APPENDIX 1.4

information about college developments, and were pleased with recent improvements in the timeliness and content of communications from the President's Office.

The College's 1988 *Self-Evaluation Report* identified Trustee-Faculty and Trustee-Student relations as the area of greatest concern relative to the governing board. Great progress has been made in these areas during the past decade, and the Trustees should be commended for taking steps to facilitate these improvements. While there will always be opportunity for additional improvement, these two key relationships can now be described as "very good."

Widespread satisfaction with and confidence in the Board of Trustees and its operations notwithstanding, there were some areas identified by Trustees and college staff as opportunities for making the Board or its operations more effective and efficient. These included more timely dissemination of information from the College and more opportunities for Trustees to know one another. Trustees and various constituent groups also expressed a desire to see the Board become more diverse and to provide more formal channels for communication with parents, alumnae/i and college staff.

The remainder of this report assesses Goucher's Board of Trustees in the following areas: membership, effectiveness, operations, and relationships with the College's constituencies.

### BOARD COMPOSITION

All constituencies surveyed, including the Trustees themselves, professed to be pleased with the caliber of persons recruited for membership on the Board of Trustees and generally satisfied with the composition of the Board. (*See Exhibit 6.3 - Board of Trustees Composition and Profile: 1997-98.*)

The current Board composition represents a fair level of diversity in gender, race, ethnicity and other demographic factors. Due to its heritage as a former women's college, Goucher has an unusually high proportion of female members: 32 of 48 (67%). With regard to race and ethnicity, Goucher's Board has a percentage of African-American (8%) and Asian-American members (4%) consistent with peer schools; other racial and ethnic groups, however, are not represented at all.

Current Board members do express interest in securing an even greater diversity with regard to racial and international backgrounds. The Board Membership and Development task force has actively been seeking more racial minorities. An additional Asian-American or African-American has been added to the Board in each of the past three years, and at least one more has been recruited for membership beginning this year.

## APPENDIX 1.4

The Board does not have an even distribution of members according to age groups. There is a very high percentage of Trustees (75%) who are ages 50-70. The three “Recent Graduate Trustees” are ages 22-25. Just 6% of the Board is ages 40-50. This age distribution is not surprising since most institutional governing boards tend to be over-represented by women and men in their fifties through late sixties. This may be a more significant issue for Goucher, however, because it may be viewed by some as “disenfranchising” the alumnae who also have the highest level of ambivalence about the College’s 1986 decision to become coeducational. At present there are no alumnae/i Trustees ages 26-48—the Classes of 1972-1994.

Geographic diversity has been a concern among Board members. One Trustee stated that Goucher has a “Baltimore board,” and others expressed interest in seeing more members from outside the Mid-Atlantic region and even from international countries. Of current Board members, 28 (58%) live in Maryland and 32 (67%) live within an hour’s drive from Baltimore. Only one Trustee lives outside the United States. The Board Membership and Development task force has been taking this factor into consideration and is seeking members who are not only national or international in their residence, but who have national or international visibility. It is recognized, however, that such geographic diversity comes with a price: Trustees who live at a distance cannot be as active on campus as those who live locally, and may have to miss more meetings than Baltimore-based Trustees. Trustees are also expected to travel to meetings at their own expense.

The Board also seeks to have a diverse mix of persons whose professional expertise can help the College address key issues. In recent years, the Board Membership and Development task force has focused on recruiting Trustees who can offer perspectives from the following fields: public relations and marketing, information technology, science, financial investments, higher education, pre-college education, government and philanthropy. The task force has had significant success in recruiting representatives from each of these areas.

It was also noted by observers in several forums that Goucher has a surprisingly small number of past or current parents among its members. There has been just one parent trustee for the past two years, but a second alumna who is the parent of a current student joined the Board in 1997. There are no non-alumnae/i parents among the Trustees. An unscientific survey of peer institutions revealed that past or current parents sometimes comprise as many as one-quarter to one-third of the governing boards at other private colleges.

Members’ longevity on the Board of Trustees varies greatly, from brand-new to 26 years. There are no concerns expressed about an “entrenched” or “ossified” Board. On the contrary, the lengthy tenure of some Trustees was seen as a plus by other more junior Trustees, who benefited from the perspective and “institutional memory” of the senior Board members. During 1997-98, 44% of all Trustees had served three years or less; 64% had served for six years or less.

## APPENDIX 1.4

Board members were asked in the Summer 1997 for their feelings about the size of the Board. None felt it was too small, some thought it should be smaller, but a plurality (45%) thought its current size (50 maximum) was appropriate<sup>1</sup>.

### BOARD EFFECTIVENESS

According to *Characteristics of Excellence in Higher Education*, a college's governing board is responsible for "seeing that the institution fulfills its mission and goals....develops broad institutional policies, provides advice on major issues, and strives to conserve, develop and enhance the institution's resources...and to uphold the institution's reason for being—its educational mission." All parties contacted by the committee agree that Goucher's Board of Trustees is meeting and exceeding its responsibilities.

### POLICY MAKING

The Board of Trustees does indeed establish broad policies to guide the institution. Faculty and senior administrators believe the Board generally refrains from involving itself in the day-to-day operations of the College—that it usually doesn't "micromanage." Senior staff did cite some lapses into more "hands-on" involvement, such as demands for certain actions or reports or recommending particular strategies, but these requests seem to be the exception not the rule, and are generally welcome.

### ADVICE AND COUNSEL

The College has relied on and benefited from the wisdom and experience of its Trustees in many areas: strategic planning, financial management, investments, campus infrastructure, public relations, marketing, information technology, fundraising, and volunteer and governing board management. Particularly through its various task forces, the Board has been able to engage its members and direct their individual talents toward key issues. Senior administrators interviewed by the committee acknowledged the breadth of talent among current Trustees and expressed appreciation for the Trustees' willingness to share it. Prime examples of where Trustee participation has been vital in recent years include: the role of the Buildings and Grounds task force in campus improvements projects, the leadership of the Technology task force in developing a campus-wide information resources strategy, and the participation of Trustees in

---

<sup>1</sup> The College is seriously considering the creation of a "Board of Advisors," a non-governing group that would provide counsel to the College on various issues, help promote the College, and be asked to assist in providing gift support. Members of the group would also be viewed as potential future Trustees.



## APPENDIX 1.4

planning and executing the capital campaign, *A Legacy of Excellence—A Future of Distinction*.

### STEWARDSHIP OF RESOURCES

The Board of Trustees has been a remarkably good steward of the College's financial and physical resources. During the past five years, through fundraising and new investment strategies, it has nearly doubled the College's endowment. It also led the College back to a series of balanced budgets. The Trustees have also encouraged and supported an aggressive program of campus improvements that have met overdue needs, enhanced Goucher's attractiveness and led to new efficiencies in physical plant operations.

### ACCOUNTABILITY

The Board of Trustees has a long tradition of holding staff accountable for the use of Goucher's resources and the conduct of the College's core programs. This tradition has continued, but the Board is now seeking to implement additional measures of accountability. In 1995-96, the Trustees brought an external group to campus to conduct a staff productivity study. More recently, at the Board's insistence, new "benchmarks" are being developed for each of the College's operational areas and for the six priority areas of Goucher's current five-year strategic plan. These processes have given all constituencies confidence that Goucher is being managed well and that resources are being utilized appropriately.

### FINANCIAL SUPPORT

The Trustees have been strong financial supporters of the College, and their leadership and participation in the current *Legacy* campaign have been exemplary. Each of the Trustees who served on the Board at the time the campaign was launched in 1994 made a commitment, and the average gift was \$103,000—which is four times larger than the average Trustee gift to the College's last campaign in 1988-91. Trustee support for the Annual Fund, however, has declined consistently for each of the past five years, from approximately \$250,000 per year to \$197,000. This is due in part to "competition" from the *Legacy* campaign. The Development Office staff and volunteer leaders of the 1997-98 Trustee Annual Giving drive have intensified their efforts to reverse this trend. A Council for Aid to Education (CAE) report (*See Exhibit 6.4*) commissioned by the College showed that in 1996 Goucher's Trustees provided a smaller percentage of the College's Annual Fund revenues than any of its peer institutions: 14% for Goucher vs. a group mean of 21%, despite having a larger board and a smaller alumnae population than its peers.

## APPENDIX 1.4

### OTHER

It was agreed, without question, that Goucher's Board of Trustees operates above reproach and with the best interests of the College in mind. There are no hints of any conflicts of interest, and the Board is regularly reminded and advised, by legal counsel and auditors, on issues relating to its fiduciary responsibilities. The Board is a member of the Association of Governing Boards (AGB) and subscribes to that organization's guidelines and recommendations; the Trustees receive information and advice from various other advisory groups as well.

### BOARD OPERATIONS

The Board of Trustees seems to be conducting its business well and efficiently, with some opportunities for minor fine-tuning.

### ATTENDANCE

Trustees' attendance at regular Board meetings is very good. At a typical meeting, over 90% of all current members are present<sup>2</sup>. Most of the emeriti Trustees who are able to do so also attend the regular meetings. Attendance at task force meetings, both those held in conjunction with the full Board meeting and those held at other times, are well attended. It was noted in several places that the presence of Trustees at frequent weekday meetings—many that begin at 8:00 AM—is most impressive.

### MEETINGS

The majority of Board members feel the frequency of meetings is adequate. Administrative staff feels the same way, and fears that more frequent meetings would be unduly burdensome. Members report a desire to hear fewer reports and to have more discussions during both full Board meetings and task forces sessions. Some Trustees suggested building meeting agendas around special, "meaty" topics (male enrollment, athletics, diversity, tuition discounting, etc.) as a way of making for more meaningful, participatory sessions. Trustees also asked for more opportunities to get to know one another better.

---

<sup>2</sup> The 1988 Self-Study estimated attendance at 70-80% for each Board meeting.

## **APPENDIX 1.4**

### **PARTICIPATION**

Goucher's Trustees are generally very engaged in meetings and activities when they are on campus. Full Board meetings and task force meetings are increasingly participatory. While it is acknowledged that the Trustee Executive Committee, which meets monthly, handles much of the ongoing activity, Trustees who are not a part of the committee feel and demonstrate their engagement in the Board's workings. In the Board's recent self-survey, Trustees did express interest in even more engagement and participatory dialogue among Board members. It is also noteworthy that several emeriti Trustees remain active in task force work.

### **ORIENTATION**

Trustees who recently joined the Board gave very high marks to the new Trustee orientation program that has been developed. They encouraged the College to continue following this model.

### **COMMUNICATIONS**

Board members praised the more frequent, consistent, and substantive monthly reports they receive from the President's Office. Most feel very well informed of college news and issues. Some Trustees did say the volume of paper they receive just prior to full Board meetings can be "overwhelming" or "unnecessary," and that the staff should be more selective about what they send out.

## **RELATIONSHIPS WITH THE COLLEGE'S CONSTITUENCIES**

### **FACULTY**

The climate of trust and two-way communication between the faculty and the Board of Trustees has improved considerably since the last Middle States assessment. Examples noted by interviewees include faculty and Board involvement in the 1993-94 presidential search, the 1994-96 strategic planning process, consultation with faculty leaders on the president's annual performance evaluation, more extensive representation of faculty on Board task forces, and inclusion in Trustee dinners and events. Also cited as a key contributor to this improved relationship was the Trustees' decision to have the Board review only promotion and tenure decisions, rather than all faculty evaluative decisions as was previously the case.

## APPENDIX 1.4

Faculty, including those who serve on Trustee task forces, suggested that communication from the Board and its task forces and committees would be enhanced by a program of orientation for the faculty and students asked to serve on these subgroups. Such a program, if conducted early in the new year, could offer representatives an overview of how the Board and the task forces operate, what the role and key issues are for each group, and what responsibilities the faculty and student representatives have for participating in the meeting and for disseminating information back to their respective groups. In addition, faculty would like to have even more opportunities to interact with Trustees than they do now, largely out of simple interest in getting to know the individuals who help lead the College and who give so generously of their time and financial resources. Faculty members also asked that more information about new Trustees be disseminated to the community at the time of their election or re-election.

### ADMINISTRATIVE STAFF

The last Middle States review made no reference to issues or concerns regarding the Trustees' relationship with the administrative staff. Since then, however, there has been a significant new development: the creation of the Administrative Employees Association (AEA). Proposed during the strategic planning process and initiated in 1995, this group has been a positive addition to the Goucher community. AEA has brought focus to the concerns of the College's "exempt" and "non-exempt" employees and provided a forum for addressing issues such as flexible hours, health insurance, and benefits; the group has also sponsored events and programs that have fostered greater staff morale and enhanced staff professional development.

During interviews with the AEA steering committee and individual staff, it was pointed out that there is no formal mechanism for communication between staff representatives and the Trustees. Staff, unlike faculty and students, are not represented on Trustee task forces<sup>3</sup>. The general impression is that the perspectives of staff members are not consciously or actively sought by Trustees, and that representation on task forces might ensure these unique perspectives are considered and would promote more communication and understanding. In addition, staff members also asked that more information about new Trustees be disseminated to the community at the time of their election or re-election.

### STUDENTS

Not surprisingly, most students—including student leaders—profess to know very little about the role, composition and activities of the Board of Trustees. The responses to questions posed through questionnaires and focus groups reveal many significant

---

<sup>3</sup> President's Council members are not members of AEA, although a member of the Council serves as a liaison to AEA.

## APPENDIX 1.4

misconceptions about the Board. (Examples: “They report to the president,” and “We pay them too much.”) What information students do receive about the Board is communicated through Student Government Association (SGA) representatives to the Trustee task forces, by the informal and formal meetings with the Recent Graduate Trustees, or through occasional articles in *The Quindecim*. In short, students have minimal contact with the Board and have even less understanding of what it does. It is the committee’s view that students and student leaders can do as much if not more to improve this situation by taking greater advantage of the opportunities for interaction with Trustees that the College offers.

In order to improve communication and understanding between Trustees and the students, the College might undertake strategies to educate students about the Board. The fairly new practice of having the Recent Graduate Trustees hold forums with current students was cited as a positive development that should be continued, but student leaders and the Recent Graduate Trustees expressed interest in seeing these communications expanded and deepened. Students also recommended articles in *The Quindecim* that profile Trustees, explain their role, and highlight current Board topics. Trustee appearances and presentations at SGA and House Council meetings were also suggested, along with continued Trustee presence at major college events. Students on Trustee task forces should also be better oriented to their role and be asked to communicate the outcomes of the meetings they attend back to SGA and the student body. It is also essential that student leaders and task force representatives take seriously their responsibility for reporting back to other students what they learn.

Ensuring that current Goucher students have a solid understanding of the role of the Board certainly enhances campus communication and morale. Through a longer view, it also helps prepare a cadre of future alumnae and alumni Trustees, since two-thirds of recent Board members have been Goucher graduates.

### PRESIDENT’S COUNCIL

The responses from the members of President’s Council—the College’s senior administrators and faculty leaders—also yielded few surprises. This group has regular contact with the Board: attending Trustee meetings, staffing task forces, preparing reports, joining them on fund-raising visits, and many other interactions. President’s Council members also receive copies of all general Board and task force mailings, as well as the minutes of most meetings. The President also briefs the Council each month on the content and outcome of the regular Trustee Executive Committee meeting.

Members of President’s Council uniformly feel there is an appropriate relationship between the Board and the College administration, with the Trustees’ actions confined to policy and not implementation. There were some minor shared concerns that Trustees may not fully appreciate the demands of Council members’ jobs nor the resource

## APPENDIX 1.4

constraints under which they and their staffs operate<sup>4</sup>. On the whole, the Council felt that they had a very dedicated, helpful, and supportive Board.

### ALUMNAE AND ALUMNI

For perspectives on how the Board of Trustees relates to Goucher's alumnae and alumni, the committee turned to board members of The Alumnae & Alumni of Goucher College (AAGC), the College's alumnae/i association.

AAGC directors were quick to acknowledge that the College's former students are very well represented on the Board of Trustees; indeed, 30 of the 48 current Trustees (63%) are Goucher alumnae/i. Included in this group are the AAGC president, who by College charter is always a Trustee; three "Alumnae/i Trustees," who are elected by the alumnae/i body to sit concurrently on both the Board of Trustees and the AAGC Board of Directors; and three "Recent Graduate Trustees," with one elected each year from the graduating class. In addition, eight of the 14 emeriti Trustees are Goucher graduates.

AAGC Board members expressed general confidence in the Board of Trustees but professed to not having much knowledge of the Trustees' activities and priorities. Interviewees expressed some disappointment that Alumnae/i Trustees are not always fully engaged as AAGC directors and, in one person's words, "behave as Trustees first, AAGC directors second." The interviewees also reported that the periodic briefings Alumnae/i Trustees provide to the AAGC Board are sometimes infrequent and incomplete. Several AAGC directors also cited a concern they have about what they feel is a lack of adequate staff and budget to accomplish what the college expects AAGC to do for Goucher's alumnae/i—except when it comes to fund-raising activities.

The concerns of the AAGC appear to stem from a misunderstanding of the role of the Alumnae/i Trustees. The Board of Trustees views Alumnae/i Trustees as full Trustees and not as "representatives from" the AAGC; the AAGC leadership, however, does indeed view them as "representatives." In addition, the demands upon the three Alumnae/i Trustees are substantial. Not only are these individuals asked to attend three meetings per year for each board, but they are also expected to serve on standing committees of both organizations. Such expectations may be unrealistic, and they merit further review.

Aside from any comments or concerns about the relationship between Trustees and the AAGC's leadership group, it was generally agreed that communication of Trustee activities to the average alumna or alumnus is ineffective. Interviewees agreed that typical alumnae/i don't know much about the composition, activities or foci of the

---

<sup>4</sup> These comments seemed to relate to a high demand for reports and documents.

## APPENDIX 1.4

Trustees, except when the Board is dealing with a controversial topic, such as co-education.

There were several suggestions from AAGC representatives as to how the Trustees could communicate with alumnae/i: Reports of Trustee activities in *The Goucher Quarterly* (perhaps written by the Alumnae/i Trustees), more fulsome reports to the AAGC Board from Alumnae/i Trustees and administrators, occasional joint meetings of Trustees and AAGC, and efforts to add to the Board of Trustees more alumnae/i who have “worked their way through the AAGC ranks.”

### PARENTS

Parents of current or past students have not recently been regarded as one of the College’s key constituencies. The College was without a parents association for several years, until the Goucher Parents Association was revived in 1995 (*see Chapter 16 - Other Resources for a description of this organization*). Until recently, there was only one past parent (an alumna) on the Board of Trustees<sup>5</sup>. There is no conscious effort to facilitate communication between Trustees and parents, except serendipitously through articles in the new parents’ newsletter and *The Goucher Quarterly*.

## RECOMMENDATIONS

### BOARD COMPOSITION

- 6.1 Continue aggressive efforts of the Board and its Membership and Development task force to recruit a strong, diverse and nationally-placed group of Trustees
- 6.2 Continue to actively seek more non-Caucasian Trustees
- 6.3 Add more Trustees from outside the Maryland and the Mid-Atlantic states
- 6.4 Add more past and current parents to the Board
- 6.5 Add Trustees in the 25-48 year-old age group, including alumnae/i from the Classes of 1972-94

### BOARD EFFECTIVENESS

- 6.6 Reverse the recent decline of Trustee giving in support of the College’s Annual Fund

---

<sup>5</sup> Since 1997, there is an second alumna Board member who is also the parent of current student; there are still no non-alumnae/i parents among the 48 Trustees.

## APPENDIX 1.4

### BOARD OPERATIONS

- 6.7 Continue attention to the structure and conduct of Board meetings to ensure that members have a regular opportunity to participate fully in Trustee meetings and activities
- 6.8 Consider more significant, meaningful issues and provide adequate time for Trustees to engage with such issues
- 6.9 Continue working with each other to be sure that communications with Trustees are even more timely and contain appropriate information; it may be time for a Board of Trustees retreat

### ENHANCING CONSTITUENT RELATIONSHIPS

- 6.10 Consider adding staff representatives, selected by the AEA, to appropriate Trustee task forces
- 6.11 Consider adding more past and current parents to the Board
- 6.12 Implement a regular “Trustees Report” column in *The Goucher Quarterly*
- 6.13 Develop an orientation program for faculty, student and other non-Trustee members of Board task forces, including an explanation of these representatives’ responsibility for effectively communicating back to their constituency
- 6.14 Review the role and expectations for Alumnae/i Trustees; ensure mutual expectations between the Board of Trustees and the AAGC board are more clearly defined and communicated effectively to the Alumnae/i Trustees; also review the expected workload for Alumnae/i Trustees to ensure it is not overly burdensome; seek Alumnae/i Trustees who are willing and able to fulfill whatever those expectations might be
- 6.15 Consider having “Meet the Trustee” events for faculty, students, staff, alumnae/i and parents



---

## CHAPTER 7 - PROGRAMS AND CURRICULA

---

This chapter provides comments that are retrospective as well as suggestions that are intended to respond to the data derived from surveys of students (*see Exhibit 4.6 - Student Climate Survey*), faculty, and department chairs. Data suggest that the undergraduates at Goucher perceive the College's greatest strengths to include the professors, technology and geographic location; to this list, the Honors Program students pointed out that the variety of curriculum offerings was a great strength, but the variety of curriculum offerings was not rated as high as other areas by the undergraduates in general.

The survey results reveal that the undergraduates at Goucher rate their courses in the major more highly than the general education courses, however, more than half of the students surveyed considered the knowledge and the skills gained in the general education courses as important for their development. The Honors Program students were more positive about their program of studies than students who were not in the Honors Program. Overall, the humanities general education courses were more highly rated than courses in the other divisions.

### OVERVIEW

The academic program at Goucher does appear suited to fulfill the goals of the mission statement. In order to do so, Goucher's curriculum has a two-part focus: the general education requirements and the major (students have the option of selecting a minor).

- The general education requirements, which replaced the more specialized core curriculum that was developed after the last Middle States Review, are designed to provide the students with a broad-based liberal arts experience. The Freshman Colloquium, which is required of all freshmen, is a 3-credit course designed to develop the requisite "skills of clear and logical thinking and effective expression both orally and in writing, while providing the class with a shared intellectual experience enabling it to become an intellectual community." Students must then take one of the designated general education courses in Humanities, the Social Sciences, the Natural Sciences, Mathematics, and the Arts; students must also fulfill the College Writing Proficiency requirement as well as Proficiency in the major; the Foreign Language requirement; the Computer Proficiency requirement; the physical education requirements; and the off-campus experience requirement .
- The departmental majors offer the students the opportunity to study subjects in depth.

## APPENDIX 1.4

Although most students appreciate the variety of courses offered to fulfill the general education requirements, some students feel that departments should offer more options. Many students feel that there “are too many requirements.” Because of the enrollment demands, some departments cannot offer both breadth (general education courses) and depth (variety of courses in the major) to the degree that satisfies everyone.

Goucher College offers a high quality liberal arts education that addresses the changing needs of the students in college today. In surveys, the students have determined that the general education requirements prepare them with a variety of skills within a broad, humane perspective.

Survey results show that professors’ knowledge and ability to teach are rated as “high” or “average” by approximately 93% of the students surveyed. Individualized attention has always been a hallmark of education at Goucher (class size ranges from 3 to 80+ for the lecture section of one of the natural science courses, but this course has break-out sections of 17-20 students for laboratory work), and there are many opportunities for students to work individually with professors (laboratory research, senior theses, directed readings, the new Presidential Scholarship plan, arts projects, etc.). The physical spaces on campus encourage a multitude of teaching methods. Students perceive both the campus facilities and the College’s technology to be a great strength.

In terms of the mission statement, the faculty has designed Goucher’s curriculum to offer breadth and depth in the traditional disciplines in the Humanities, Social Sciences, Natural Sciences and Mathematics, and the Arts. Courses offered through the departments as well as through the International/Intercultural Studies Division offer interdisciplinary and intercultural experiences for the students. Faculty in all the disciplines work closely with students on course work, during their off-campus experiences, and on individually designed projects. Additionally, in response to the availability of technology, faculty are finding creative ways to integrate technology into their courses and classrooms.

The College uses a number of different instruments to evaluate the curriculum and special programs. Courses and programs are evaluated primarily through course evaluations. The College is initiating a five-year rotating plan of review (this plan has not yet been fully implemented) for all departments. A review of departmental offerings is required when a department applies for a new position. Some departments have undergone external review for accreditation (some sciences, Education), while two others have had an external review in preparation for curricular changes (Management, Political Science). Surveys of target groups provide information for evaluating the effectiveness of recent curricular changes and innovations.

For example, an internal review of the Common Intellectual Experience (CIE) resulted in curricular changes that included a redesigned freshman seminar, now designated *Frontiers*. The Divisions’ internal reviews of their core curriculum requirements resulted

## **APPENDIX 1.4**

in recent changes in the composition requirements and the core offerings in various departments. In addition, the department chairs routinely use course evaluations by the students to evaluate course offerings and the Curriculum Committee periodically asks departments to review their offerings, particularly in the case of general education requirements.

The schedule for departmental reviews should be established as part of an ongoing plan of periodic review and departmental chairs should be notified well in advance regarding this schedule and the criteria for the five-year plan rotation.

### **GENERAL EDUCATION REQUIREMENTS**

Although the mission statement provides the rationale for Goucher's general offerings, a more completely articulated expression of the framework for the offerings (that is, goals, purpose, methodology, etc.) as well as a brief explanation about how designated courses fit into that framework would be desirable. Both the divisions and the departments might want to enter into a discussion to set up this framework and to specify the goals of the general education courses.

Some divisions seem to have a more explicitly stated purpose for their requirements (the Natural Sciences, for example), and each division has a different sense of the outcomes of its offerings. Divisions periodically re-evaluate their general education and make the necessary adjustments to their offerings.

In most cases the general education courses seem to be consistent within the theoretical framework. All the courses offered fulfill some aspect of the mission statement, but it may be that the framework is more explicit to faculty than to students. Faculty should discuss with their classes the ways in which the general education courses fit into Goucher's liberal arts mission.

College initiatives have undergone internal review through special committees set up by the Dean (e.g., the freshman seminar (CIE), the Honors Program, and the International and Intercultural Studies Program (IIS) have been reviewed internally). Besides individual course evaluations, there is no college mechanism for departmental or divisional evaluation of the general education requirements. It appears that outcomes are assessed, but the courses are not evaluated through any regular mechanism.

Divisions and departments could well use the mission statement as a guide in their assessment of the efficacy and appropriateness of the general education requirements. Articulation of the goals of the individual courses in the division's offerings may help both faculty and students set college-wide standards of excellence for courses that are now rated as less satisfactory than courses in the majors.

## **APPENDIX 1.4**

Departments and divisions evaluate their offerings individually and informally but there is no college-wide mechanism in place for this process. The College should conduct a more formal evaluation of the general education requirements and the results of the formal evaluation should be communicated to the faculty.

In some cases, programs and departments appear to lack faculty as well as funds to offer a complete array of courses. Frontiers and Transitions are under-resourced; Frontiers, Transitions, and the Honors Program regularly have to scramble for faculty to teach courses; some departments feel that they cannot fulfill their responsibilities to the new initiatives and staff their majors and minors as well.

In order to obviate some of these problems, all departments might lay out a four-year plan of course offerings so that each department will know what its needs are, and so that such initiatives as Frontiers and Honors do not have to add courses at the last moment. To help with short- and long-term planning, the Office of Institutional Research will need to provide to departments and program offices more easily accessible data regarding enrollments of majors and non-majors.

A four-year plan will also respond to the concerns voiced by students regarding the fact that the course offerings in the College catalogue do not correspond exactly with the semester course schedules. A four-year plan will help department members organize their offerings in the most effective rotation; students, then, in conjunction with their advisors, will be able to develop their academic plans with more thought and care. Since the International Studies Office at Goucher has already implemented this kind of long-term planning, it seems feasible that departments focus on this type of planning, too.

To correspond with the recommendation above, each student should work with his or her advisor to develop a four-year plan of study. The Associate Dean might implement a program that will allow students and their advisors to use computer services to sketch out their plans. The computerized schedule charts could be part of the students' files, and SAS would provide all the necessary supporting materials (e.g., an updated printout) as expeditiously as possible after grades have been recorded.

In some cases there are not enough sections offered to fulfill the needs of the students, a situation leading to frustration for faculty, advisors, and students. The problem arises from the fact that faculty are so occupied teaching their majors the specialist requirements that they cannot offer more general education sections.

## **PROGRAMS AND MAJORS**

The Curriculum Committee has worked with some departments to help standardize the requirements in the major (e.g., the number of 300-level seminars required in each major) and in the minor. In the College catalogue each department has outlined the goals and

## APPENDIX 1.4

framework of the discipline.

This theoretical framework for each department's offerings is one of the strengths of the education that students receive at Goucher. The students are informed about the framework through the College catalogue, which makes these requirements clear. The course evaluations are the primary mechanisms used to evaluate the department offerings, but the College is in the process of instituting a five-year rotating plan of review. In addition, there is a review of departmental offerings when a department applies for a new position.

Department chairs report that their department operating budgets have not been increased to service the increased number of students taking courses; budget lines have not risen to correspond to inflation. (*See Appendix 7.1 - Class Tally by Course, 1992 - 1996 and Appendix 7.2 - Number of Graduates per Department, 1993 - 1997.*) Also evident in the aforementioned appendices is the discrepancy between the relatively small number of graduating majors within some departments versus the number of courses offered by the department and the number of students enrolled in those courses. In keeping with the liberal arts education philosophy this is not a surprising result. It is necessary for the administration to continue to acknowledge the numbers of students participating in the various programs rather than the number of majors that a program graduates.

## NEW PROGRAMS

Since the last study, the curricular programs have changed in the following ways:

- To strengthen the general education requirements, the freshman seminar was re-conceptualized, the freshman writing component was re-instituted, and the computer proficiency requirement evolved into a computer proficiency in the major.
- CIE, in place in the curriculum for 6 years (5 years at 2 semesters; 1 year at one semester), has now been replaced by Frontiers, a one-semester freshman seminar taught by faculty across the curriculum.
- The Honors Program is in place and has an active roll of 57 students; approximately 20 courses are listed in the catalogue and are offered on a rotating basis. This program also contributes to the extracurricular lives of the students by offering trips (to the opera, theater performances, and museums), end-of-the-semester dinners and discussions, etc. The Honors Program has responded to student concerns about time-management and workload and has dropped the Freshman Honors Colloquium requirement.
- Service-learning programs (*see Exhibit 7.1 - Service-Learning Manual*) have expanded to include:

## APPENDIX 1.4

- a range of classes offering a service credit option whereby students may add an additional credit and integrate 30 hours of related community service into the course
- classes incorporating community service for all students in the course
- an interdisciplinary service-learning liberal arts capstone course for seniors
  
- Graduate programs/certificate programs have been developed:
  - Graduate Education Degree Programs include the Master of Arts in Teaching and the Master of Education
  - Master of Arts in Historic Preservation
  - Master of Fine Arts in Creative Nonfiction Writing
  - Master of Arts in Arts Administration
  - Master of Arts in Women’s Studies: Women, Aging, and Public Policy Across Generations (pending approval)
  - Post-Baccalaureate Premedical Program
  - Professional Certificate Programs include Fund Raising Management, Historic Preservation, Meeting Planning Management, and Public Relations Management

The above additions to or changes in the programs and curricula were made in response to student needs and faculty expertise, to co-education needs and goals, and to a change in leadership in the Administration. The new programs are consistent with the College mission and student needs, and the goals of the new programs are clearly articulated to faculty and students through the catalogue and brochures.

Students responding to surveys exploring the quality of the M.Ed. courses rated the quality of the program, the professors’ knowledge, and the professors’ ability to teach as “exceptionally high” or “very high”. The students were very positive about the quality of the instruction in the program, and 97% of the students indicated that the program met their expectations.

## RECOMMENDATIONS

- 7.1 The College needs to secure more full-time instructional staff to offer the broad range of general education courses as well as the specialized departmental requirements
- 7.2 The schedule for departmental review should be established as part of an ongoing plan of periodic review and department chairs notified well in advance regarding the table and the criteria for the five-year rotation plan
- 7.3 Departments should receive the necessary funding to support curricular reviews

## APPENDIX 1.4

- 7.4 The Institutional Research Office should be bolstered in terms of funding, personnel, and training
- 7.5 Departments and divisions should develop a more completely articulated expression of the framework for their offerings (that is, goals, purpose, methodology, etc.) as well as a brief explanation about how designated courses fit into that framework; divisions and departments should use the mission statement as a guide in their assessment of the efficacy and appropriateness of the general education requirements
- 7.6 Faculty who are teaching general education courses should explain more explicitly to the students the goals of the course and the ways in which the particular course fits into the general framework of general education requirements
- 7.7 The College should devise a more formal evaluation of the general education requirements and the results of the formal evaluation should be communicated to the faculty
- 7.8 For purposes of long-range planning, all departments should lay out a four-year plan of course offerings so that each department will recognize its needs
- 7.9 Each student should work with his or her advisor to develop a four-year plan of study. The Associate Dean should implement a program that will allow students and their advisors to use computer services to sketch out their plans; the computerized schedule charts should become part of the students' files; SAS should provide all the necessary supporting materials (e.g., an updated printout) as expeditiously as possible after grades have been recorded
- 7.10 Evaluate the need for more sections of popular courses
- 7.11 The course offerings for the general education requirements should be reviewed by the departments and divisions on a regular basis (perhaps every 3 or 4 years)
- 7.12 The Institutional Research Office should be given the task of organizing the data that will help departments and divisions make decisions about course offerings

---

## CHAPTER 8 -LIBRARY AND OTHER LEARNING RESOURCES

---

The College has a long tradition of excellent library services. The changing technology of information resources and the awareness of different student learning styles have broadened the scope of “learning resources” needed at the undergraduate level. The following study surveys and assesses the Julia Rogers Library, as well as the Academic Center for Excellence (ACE), the Thormann Center for Instructional Technology and the Writing Center at Goucher.

### JULIA ROGERS LIBRARY

#### LIBRARY MISSION STATEMENT

The mission of the Goucher College Library is to promote the ability to find, evaluate and use information resources as an integral part of education in the liberal arts and sciences. To this end, the library develops collections that support the learning and teaching objectives of a strong academic institution; organizes and provides both intellectual and physical access to materials; and guides members of the Goucher community towards the acquisition of bibliographic and technical skills that facilitate use of the local collection and information resources worldwide. The library is a gateway to information resources and services. It provides facilities for study and for using research materials. It also provides, through electronic connections and cooperative arrangements, access to the larger universe of available information.

#### INSTITUTIONAL FUNCTIONS

The Julia Rogers Library is open 94 hours a week during regular sessions; reference desk, audio-visual office, special collections and intersession hours vary. The collection includes over 291,318 volumes, 1,313 periodical subscriptions, as well as online access to certain full text periodicals, electronic and CD-ROM databases, and audio-visual materials in various formats. It is a United States government documents depository and it houses the College archives and several notable special collections (including Jane Austen, Mark Twain, H.L. and Sara Haardt Mencken). It offers, in addition to circulation of materials, interlibrary loan services, online searching, bibliographic instruction, internet access, some word-processing and e-mail services.



## APPENDIX 1.4

### INSTITUTIONAL EFFECTIVENESS

The library is an integral part of the College's academic program, supporting each department and program with collections and services. It has played an active role on the Goucher campus in incorporating technology into the pursuit of the liberal arts, through OCLC cataloging and interlibrary loan, online searching of remote databases and training of students and faculty in searching. CD-ROM databases and now Web-based products are available through the library. Bibliographic instruction is a growing service, available for all areas of study and an integral part of freshman instruction. The library has a very satisfactory and user-friendly integrated online system, bringing together the catalogue, circulation, acquisition and serials control operations. The library has a home page on the World Wide Web, which is now under revision. Special collections holdings provide opportunities for research, independent study and internship projects. The library has a close relationship with the graduate programs in education, but the relationship is less clear between the library and the limited-residency graduate programs. The library has traditionally worked formally and informally with libraries and librarians in the Baltimore area and beyond.

### CHANGE AND RENEWAL

In 1997 the decision was made to restructure the management of technology. Instead of having technology management divided among academic, administrative, and library computing, two new units were created. One unit is responsible for library and instructional technology services (supervised by the College librarian) and another with responsibility for all other computing, network and telecommunications support (supervised by the director of computing systems and network services). These changes have added more responsibilities to library staff and have involved some reassignments and changing of duties. The new mix is still being implemented and there is a continuing effort to adjust to the new routines.

An in-house Library Self-Study was completed before the changes in technology management. The library staff continues to work on addressing all the recommendations in the report. The greatest needs are for additional staff, space and funding. The library needs a systems librarian; funding is low when compared with the College's peer group. And because print publications will still be necessary for many years to come, Goucher will have to come to terms with the library's need for space to house an increasing collection as well as for machines and other equipment in an aging and uncomfortable building.

In any case, patrons will continue to need assistance in using print materials and the new technologies. Staff will need retraining, and ways of continuing to update their skills must be developed.

An e-mail survey of students was recently conducted which generated about 80 responses. Many of these mentioned the helpful library staff as one of the positive points in their assessment. A large number also mentioned, though, the need for more books, more recent

## APPENDIX 1.4

books, a greater number of periodical subscriptions and the need for more computer services in the library.

For continuing assessment, the library has for some years maintained a bulletin board in the lobby for feedback, both positive and negative, and for suggestions. This service will continue and there are also plans to add a “comments” option to the library home page.

### ACADEMIC CENTER FOR EXCELLENCE

ACE was founded in 1990 to serve students who exhibited a need for instruction in those study strategies necessary to achieve academic success. The previous director was instrumental in setting up a modified supplemental instruction (SI) program, a Math Lab, and a mentoring program in which successful students worked one-on-one with clients, teaching them skills based on their learning strengths and weaknesses.

Student use has increased each year. Currently, half of the student body uses one or more ACE services each year.

Marketing initiatives include: a brochure, an in-house publication of the study skills manual (*The Master Key*), schedules of SI (Supplemental Instruction) sessions posted throughout the campus, and workshops held on a variety of study strategies.

ACE is a handicapped accessible facility located on the second floor of Froelicher Hall. The close proximity of ACE, the Thormann Center and the Writing Center has allowed students to utilize these services in a timely and efficient manner.

ACE is responsible for providing academic support services that will assist students in making satisfactory progress in their course work and aid college retention efforts. ACE also implements academic adjustments for those students who submit documentation of a learning disability to the College’s learning specialist.

The facilities include the director’s office and the reception area which includes a small space where students and mentors may work. There is also an attractive commons area used by the Center for training and SI sessions.

### ACE MISSION STATEMENT

The Academic Center for Excellence is a nonremedial academic support service designed to assist all Goucher students. Working on the assumption that each student has the ability to learn and to complete successfully the work at Goucher College, ACE facilitates this process by helping students develop from their current skill level and by providing strategies and services to promote academic success.

## APPENDIX 1.4

The goals are to ensure that each student:

- receives services appropriate to his/her academic needs in an environment that respects the student's right to confidentiality, and
- is given assessment devices, academic counseling, and instruction in study strategies that allows him/her to understand learning strengths and weaknesses and to implement the skills necessary for success.

### STUDENTS ACE SERVES

- Students placed or retained on probation. Students placed on probation are required to meet with the director in order to plan a program that will lead to improved grade status. Students are urged to utilize services appropriate to their academic needs.
- Students accepted provisionally to the College. Students accepted provisionally sign a Participation Agreement which states that they will register for only twelve credits during their first semester and will use ACE on a regular basis. Students who sign this agreement meet with the associate dean and the director of ACE together to plan a program that will assist them in completing a successful first semester.
- Students receiving Reports of Concern. Reports of Concern are issued by professors when a student's grade falls below the satisfactory level or when the professor is otherwise concerned about a student's progress. Students receive letters from ACE requesting that they meet with their professor and the director of ACE and use appropriate services. About half of the students receiving reports use ACE services; most of these students raise their grades.
- Students who submit documentation of a learning disability to the College learning specialist. ACE implements academic adjustments for those students who meet with the learning specialist and who sign the Agreement for Students with Learning Disabilities. Academic adjustments may consist of extra time on tests, foreign language substitutions, alternative test formats, use of a note-taker, and utilization of ACE services available to all Goucher students.
- Students not in any particular academic difficulty who wish to hone their study skills.

### ACE SERVICES

- Study skills mentoring. On average 20 mentors work with 24 students each semester. Student mentors assist students in identifying learning styles and learning and adapting appropriate time management and study strategies.
- Supplemental Instruction (SI). SI occurs in student led, voluntary study groups which meet once or twice a week. SI leaders explain course concepts, teach study methods appropriate to the discipline and assist in exam preparation. SI is held in 20 courses on average.

## APPENDIX 1.4

- Math Lab is offered five evenings a week in the ACE offices. Tutors are qualified to help students in all levels of mathematics. An average of thirty students use Math Lab each semester.
- Foreign language assistance in French, German, Russian, and Spanish. Competent tutors, of whom several are native speakers, provide the reinforcement necessary for a student to master a foreign language.
- Content area tutoring is offered by peer tutors on a case by case basis.

### LEARNING DISABLED STUDENTS

- The director of ACE notifies professors by memo of the academic adjustments agreed upon by a student and the learning specialist.
- ACE works with professors to arrange testing in the ACE offices, when indicated.
- ACE provides texts and other written materials on tape through Recordings for the Blind and Dyslexic and the ACE Reader/Taping Service for students who have a learning disability or a visual impairment.
- ACE arranges for, trains and schedules student oral interpreters for a student who is deaf. In some instances, ACE requests oral interpreters from the Baltimore Speech and Hearing Agency.
- ACE obtains books in Braille as needed.
- ACE hires, trains, and schedules note-takers for eligible students.
- ACE arranges for students with learning disabilities to utilize appropriate ACE services available to all students.

### STUDENT EMPLOYEES

Student employees are the core of the ACE program. 108 students are on the payroll although not all of them work at the same time. ACE currently has 20 skills mentors, 27 SI leaders, 17 students who read books and handouts on tape, 24 oral interpreters, 17 note-takers, 5 guides for two students who are blind and 4 students who scan material on the Kurzweil Reader. In addition, ACE has a corps of students available to do content area tutoring.

During fall semester, all student workers attend a professional development seminar appropriate to their position. They learn job requirements, share tips with other students and discuss pertinent topics with the director or with a faculty member. Spring semester brings the annual seminar and dinner with a speaker noted in his/her field.

All students are required to keep records of their sessions including brief lesson plans and complete attendance records. All employees are paid at the College student rate.

## **APPENDIX 1.4**

### **ANALYSIS AND EFFECTIVENESS**

Generally, students who use ACE on a regular basis bring their grades up from a half to a full letter grade. A survey conducted in 1997 validated the strength of the mentoring and SI programs. Students responding to the survey indicated that student employees were knowledgeable, patient, easy to learn from and helpful. ACE was credited with being very good at getting students in need of assistance set up with help, connecting students, and strengthening students' weak points.

Suggestions included more publicity of services, SI groups for a greater number of classes, higher wages and a course to train tutors.

It may be that student perception of ACE differs from the reality of the ACE mission. Student perception, in some instances, is that ACE is remedial or for students with disabilities despite continued efforts on the part of ACE, faculty, and staff to publicize it as a service for all Goucher students. Emphasis is placed on assisting students to constantly assess their academic learning and to be pro-active in using services that will enable them to progress satisfactorily through their courses. Innovative strategies need to be developed to get this concept across to all students.

### **THORMANN INTERNATIONAL TECHNOLOGY AND MEDIA CENTER**

The Center was founded in 1988 through the efforts of Wolfgang Thormann and Larry Bielawski, who at the time were Chair of the Modern Languages Department and Decker Chair for Instructional Technology, respectively. Their vision comprised a language and computer facility working in tandem to enhance both the language program and the overall international aspect of the College. Toward this end, they envisioned and carried out a series of changes in order to bring all of the elements together in Froelicher Hall. Initially, the language lab was relocated from Van Meter Hall to the second floor of Froelicher, where the students could access it more easily from the dormitories. The location was chosen due to the proximity of the foreign languages floors. In addition, the Modern Languages video collection was moved to the Center. Lastly, a computing facility was established in the room as well, providing a convenient location for students as well as the pedagogical potential of combining the latest in computing technology with the language lab setting. This fell short of a true CALL (Computer Assisted Language Lab), but it did provide a substantial improvement.

The Center currently has holdings in several categories. These include a substantial foreign language videotape collection, a small laserdisc collection, several CD-ROMs, as well as miscellaneous computer applications beyond the standard complement of software, and lastly, the audiotape collection that supplements the textbook programs in the four target languages offered at Goucher – French, German, Russian and Spanish.

## APPENDIX 1.4

The Thormann Center has a limited budget *vis à vis* the potential for programming that exists within the building; nonetheless the Center has consistently offered four Focus on International Issues programs per academic year, usually in collaboration with the Modern Languages Department and other members of the Goucher community. These programs have varied substantially in many aspects. Attendance has been as low as eight people and as high as 70. Presenters have ranged from internationally recognized experts and scholars to on-campus students and faculty who shared personal experiences. The purpose of the program is sufficiently broad and malleable to coordinate with the course offerings of a given semester, to promote and support the endeavors of others to bring issues to the forefront of the community, and to tap into the goodwill and resources of faculty, students, and staff. In addition to Focus, the Center has ongoing efforts of a programmatic nature; predominantly the ongoing support for faculty and student use of instructional technology. This takes the form of meetings, assigning student employees to work directly on projects with patrons to the extent that the budget will allow, and working one-on-one with clients who have a specific endeavor in mind.

The Center has other miscellaneous endeavors underway at any given time. These typically include coordination with other groups and campus events, either in the role of host or co-sponsor; off-air or off-satellite recordings; videoconferences and teleconferences receivable on C-Band and KU-Band systems, and ongoing student projects when time and budget constraints permit employees to collaborate with faculty and staff on academic projects.

### INSTITUTIONAL EFFECTIVENESS

The Thormann Center's original mission statement, if it indeed ever existed as such, has been lost. One of the tasks that the Center's staff perceives as ongoing is the perpetual reassessment of the mission, clientele, and academic posture in the Goucher community. As instructional technology has evolved, the staff has made every effort to remain apprised of the latest applications of IT in small liberal arts colleges, as well as to acquire the necessary software, hardware, training, and miscellaneous support to permit students and faculty to participate in these innovations. This has meant that the overall mission has remained somewhat constant while specific endeavors have varied in duration from short term to several years. Certainly, there is no definitive end to the goal of supporting innovative uses of technology in the classroom. At the same time, the frequency of interactions with clients, as well as the academic level and sophistication of their requests, have increased. The purpose is to provide a level of support and resources to the academic community on campus such that the patrons of the Thormann Center are enabled to infuse instructional technologies into their endeavors at Goucher. The goals and objectives are to provide space, facilities, equipment, media, software, assistance and whatever else may be required by patrons. This is achieved within the context of the academic mission of the College at the departmental, divisional, and College-wide levels. In addition, the employment program has the specific objective of providing employees with IT experience that has a direct benefit to their education and aspirations at the

## **APPENDIX 1.4**

College, while simultaneously servicing the operational needs of the Center. Toward this end, student employees perform a variety of functions ranging from routine maintenance to project development with members of the faculty. Plans are to upgrade the language lab equipment in the immediate future, so that the pedagogical capabilities of the lab are commensurate with the College's peer institutions and international foreign language and humanities didactic practices. In addition, the staff envisions a Thormann Center with separate budgets and programs for project development, professional staff and faculty development, software acquisitions, hardware acquisitions, repairs, supplies and expenses, and speakers/scholars funds.

The Center's academic mission ties directly to curricula in use by the Modern Languages Department, as well as the activities of other programs and departments such as History, Economics/Management, and the First Year Colloquium. As a result of the new formal association with the Julia Rogers Library, the merger of instructional technology with other resources has begun. The creative flow and exchange of information directly benefits the patrons and staff of both the library and the Thormann Center.

The Center is committed to ongoing assessment and has developed a two-tiered approach to this effort. The Center website, which is currently under redesign to comply with ADA guidelines, will have a permanent e-mail function that allows for instant feedback from patrons. In addition, periodic surveys of the target patron populations (students, faculty and some staff) will be conducted. A recent e-mail survey of students was conducted and approximately 60 of the students responded. Of these responses, the vast majority reflected a reliance and appreciation for the location and accessibility of the Center. The areas in which suggested improvements were offered related specifically to (1) enhanced and more thorough training of student employees, (2) a perceived need by students for the Thormann Center to be open 24 hours per day, 7 days per week during the semester and reading/exam periods, and (3) greater access to computers and expansion of the number of computers available on campus – not necessarily in the Thormann Center itself. Along these lines, a concern was raised that the overlapping use of labs for student work as well as for class meetings may be at cross-purposes.

### **THE WRITING CENTER**

The Writing Center has been in operation for a number of years and although its director is a member of the English Department faculty, it is essentially student-run. Student supervisors create the schedule and administer the Center's activities. The Center has a large, comfortable office between the Thormann Center and the Academic Center for Excellence, which together comprise a trio of student support services and facilities within the second floor of Froelicher Hall. The Writing Center has its own computer and printer, as well as a library of print materials, several desks and workstation areas, and office supplies. Its staff consists entirely of students who have a demonstrated proficiency in the writing process and in tutoring.

## APPENDIX 1.4

The mission of the Writing Center is to provide academic support for students at all stages and levels of the writing process. The Campus Handbook (*see Exhibit 1.1, p. 60*) states:

The Writing Center can help you understand the assignment, clarify your purpose in writing, discover research sources, and brainstorm the paper's thesis. If you already have ideas for your paper, the Writing Center can help you organize them and develop transitions to hold them together. You can bring papers that are near completion for advice on style, including diction, sentence construction and tone. We also help writers of job letters, résumés, graduate school applications and proposals. Goucher faculty members sometimes ask us to read drafts of reports, speeches and articles that they are submitting for publication.

A recent survey of students was conducted by e-mail, and those who responded (about 50 students) expressed overwhelming satisfaction with the Center's operations. The only suggestions for improvement were better advertising and more tutors on duty during peak demand times.

### RECOMMENDATIONS

- 8.1 Hire systems librarian for Julia Rogers Library
- 8.2 Renovate/reorganize library and instructional technology space
- 8.3 Keep budget and staffing adequate to keep up with increased student usage of ACE
- 8.4 Develop strategies to increase use of ACE by resistant students
- 8.5 Upgrade language laboratory in Thormann Center
- 8.6 Reevaluate space and budget for Thormann Center to support innovative uses of technology in the classroom
- 8.7 Hire more tutors for the Writing Center, especially during peak periods and first semester
- 8.8 Increase the number of student workers in Thormann and Hoffberger computer labs
- 8.9 Develop a variety of techniques to advertise ACE services throughout the semester
- 8.10 Provide increased training opportunities for readers, tutors and mentors
- 8.11 Increase the number of workshops held at the beginning of each semester
- 8.12 Assess how to better serve the academic concerns of commuter students



---

## CHAPTER 9 - INFORMATION TECHNOLOGY

---

Over the past several years, Goucher has undertaken several major efforts to develop a vision and set strategic priorities and directions. The authors of these priorities felt information technology was of such importance that they placed it on this list and stated that Goucher should direct effort and resources to “the development of a strong information technology infrastructure, and the creative application of advanced technology to liberal arts education” (*see Appendix 1.2 - Strategic Directions for Goucher College*).

To this end, Goucher has invested heavily in infrastructure, resources and manpower to bring the College into line with comparable institutions. Over the past two years, in excess of \$4,530,000 has been invested in these three areas. This money has been invested wisely and has provided Goucher with the basis and tools with which to develop and enhance the educational mission as well as the quality of student life. This chapter discusses and assesses the following specific facets of information technology at Goucher College: Staffing, Infrastructure and Facilities, Curriculum Applications, Desktop Standardization, Training, World Wide Web and Intranet Initiatives, Budgetary Support, and Future Directions and Goals.

### STAFFING

Currently, there are a total of eighteen positions directly associated with information technology at Goucher. With the exception of the Thormann Center for Instructional Technology Coordinator (who has some duties associated with foreign language instruction), these positions are entirely directed to the provision and support of computing, networking and telecommunications. This assures that personnel time and effort is primarily and exclusively directed towards computing and networking support across all departments and constituents. A detailed organizational chart is included in this report (*see Appendix 9.1 - Information Technology Staff*).

The staff for information technology is organized along two lines and report to either the Vice President and Academic Dean or the Vice President for Finance. With the restructuring of the information technology staff over the past two years, there was a conscious decision to place the positions directly associated with curriculum and instruction into the academic side of the College with reporting through the library to the academic vice president. All other functions including administrative computing,

## APPENDIX 1.4

telephony, networking, training, helpdesk and desktop support, and Web maintenance are gathered under the financial vice president.

Although separated organizationally, both groups recognize that cooperation and communication are essential in order to provide the level of service necessary to support these efforts. Contact within the entire organization occurs as needed among staff members, and client directed efforts that require cooperation among any members of the information technology staff occur without administrative or managerial intervention. This cooperative attitude extends to the level of the Vice Presidents. On issues involving information technology funding, staffing, policy or direction, there is an effort towards joint understanding and agreement.

### INFRASTRUCTURE AND FACILITIES

#### DATA NETWORK

During 1995 and 1996, Goucher College underwent an extensive rewiring and upgrade of both data network capacity and capabilities. As is typical with most campuses, the decision was made to standardize on TCP/IP as a network protocol and a combination of copper-based Category 5 UTP and 62.5 $\mu$  multimode fiber optic cable.

##### *Interbuilding Wiring*

All buildings (with the exception of the Stables and the Psychology Annex) are served by multiple strands of fiberoptic cable which is routed from a single location in each building to the central communications hub in Van Meter Hall. Either 24 or 48 strand fiber was installed for all interbuilding wiring with all strands terminated. All data communications among buildings takes place over the fiber system with no copper in use.

##### *Intrabuilding Wiring*

Within each building, data is distributed over a Category 5, UTP cable system to all classrooms, seminar rooms, lecture halls and faculty and staff offices. In general, a single data connection is provided in these rooms. The residence halls have the same wiring with the exception that outlets per room equals the designed occupancy. Data capability to public areas such as the Commuting Students' Lounge and student organization offices has also been provided. All computer labs are fully wired with excess capacity available for each of the labs.

## APPENDIX 1.4

Based on building size, all room wiring is routed to one or two closets per building. For buildings with multiple closets, fiber optic cable connects the secondary closets with the primary closet.

Ongoing and future renovations and construction will require the same or better levels of data network accessibility. Under are the installation costs and benefits of installing fiber optic, Category 6 or Category 7 wiring from the closet to the desktop. Wiring standards are changing on a regular basis and design projects must include these plans for migration to newer standards as well as maintenance and replacement of current legacy infrastructures.

### *Electronics*

In addition to installation of data wiring throughout the campus, all existing data electronics were replaced when the wiring was complete. This initial acquisition standardized on Cabletron equipment and a variety of switches and hubs were installed to meet individual building demands. Data is currently delivered to the desktop at a maximum of 10 Mb/sec using TCP/IP as the supported campus protocol.

As with the wiring, review of current needs and available technologies will have to be made on an annual basis. It is estimated that 10 Mb/sec capacity to the desktop will serve the majority of the College's needs, but requests for 100Mb service are being received. For now, these requests will be met on a case by case basis. Beginning with the next fiscal year, upgrades of network service will be built into annual funding.

Network Operations does not currently monitor the health and utilization of the campus network. This is a shortcoming that has been put aside due more to personnel limitations rather than lack of desire to perform the tasks. It is understood that troubleshooting and planning are based on being able to acquire and analyze utilization data, and so monitoring and performance assessments will soon take place.

### *Off-campus Access*

Access to the Goucher network from points off-campus is facilitated through a 32 line modem pool operating at a maximum of 33.3 kb/sec. PPP functionality is the only service provided and authentication and access is regulated using Radius Software. This provides local access to the greater Baltimore area.

## INTERNET ACCESS

## APPENDIX 1.4

Internet access is provided through Digex Inc. in conjunction with the long distance carrier LCI Inc. A single leased line connection running at T1 speed (1.544 Mb/sec) is currently supported. Aggregate utilization in prior years did not exceed one-half of this capacity during any month, so it is felt that this capacity will be adequate for the next one to two years. Recent history has shown that dramatic increases in utilization can occur when widespread availability and acceptance of new applications occur. Webcasting, video conferencing, real-time acquisition of data, etc. will all place demands on this link with the responsibility resting with the College to stay ahead of demand.

Security is provided by use of an NT-based firewall running the Guardian application. Since November 1996, when it was installed, there have been no incidences of security breaches originating from outside Goucher.

### COLLEGE-WIDE SYSTEMS AND SERVERS

Goucher College's administrative systems and applications run on an HP 9000 Series 800 that was installed in the winter of 1997. With the exception of the financial aid software PowerFAIDs, all applications run under Apron's AIMS DBM and Applications system. These include admissions, student records, payroll, human resources, accounts payable, accounts receivable, and purchasing. With administrative systems, there is always a question of remaining with an existing system and developing new applications and increased functionalities, or conversion to a more current system with these new functions. In most cases, information technology upgrades are a matter of cost and benefits - weighing major conversion (a two- to three-year, multiple six figure endeavor) against the possibility of losing some competitive advantage and not being able to attract and retain the highest quality student population.

The remaining services provided to the campus are installed on a variety of NT and UNIX-based servers (*see Appendix 9.2 - College-wide Systems and Servers*).

### PUBLIC LABS AND DEPARTMENTAL FACILITIES

Goucher College's remaining computing resources are divided among general-use multipurpose computer facilities (5 locations) and discipline-specific labs (10 facilities). Among the multipurpose facilities, there are 65+ systems available for student use in labs located in three buildings. Most of the 50 plus systems found in the discipline-specific labs are located in the Sciences building with some located in the Music Department. (*See Appendix 9.3 - Public Labs and Departmental Facilities.*)

### VIDEO

## APPENDIX 1.4

Meeting the video needs of the campus is an ongoing project. Currently there are cable connections to all rooms in the residence halls as well as the public use areas and computer labs. This totals approximately 850 physical connections with a total of 40 available channels. For students, the cable system is used both for academics as well as entertainment. Five channels are available for use by the Goucher community and are primarily utilized to distribute videos at preset times over the course of several days as part of course assignments. Foreign news feeds such as SCOLA are also distributed throughout the campus via the cable system. Thirty-five channels are available by subscription to the students used solely for distribution of commercial channels.

The use of video is in its infancy at Goucher but it is recognized that a video distribution system provides the potential for very high quality disbursement of signals to a wide range of locations. With minimal effort, Goucher would be able to broadcast major college events such as Fall Convocation as well as theatrical and musical productions conducted by students. A byproduct of this would be the availability of video footage to be used for distribution to local Baltimore news organizations.

With this potential in mind, it was decided that all future construction and building renovations will include video distribution to the rooms. Van Meter Hall's renovations include connections to each faculty and staff office as well as connections to and monitors in all classrooms and lecture halls. In some cases, classrooms have multiple connections which will allow simultaneous taping and reviewing activities.

Questions as to future directions do remain. To effectively use its potential, on-campus video needs to be integrated into the curriculum. In many cases, there is no obvious benefit to utilizing the service. In others, taping for future reference and distribution will be of importance. Of greater interest would be its use in cooperative efforts among courses such as dance and communications.

It will also be interesting to track the use of data networks for video distribution. The transmission of TCP/IP-based video signals are not up to broadcast standards, but with resolution of quality of service issues such as bandwidth reservation and technical issues such as compression and processing, these two infrastructures might provide comparable services which will require review on a regular basis.

### TELECOMMUNICATIONS

Telephone service throughout the campus was upgraded during 1995 and 1996. Installation of new interbuilding copper and fiber optics was conducted as part of the overall cable plant renovations which has resulted in all academic, administrative and residence buildings being served by better infrastructure. Within these buildings, copper-based distribution wiring to individual rooms was also installed in parallel with data wiring. This wiring system should provide more than adequate service and will not need to be considered for replacement until well after the year 2000.

## APPENDIX 1.4

At the same time the cable plant was renovated, a new Nortel's Meridian Option 81C digital switch was installed that provides both digital and analog connections and has the full suite of capabilities normally associated with today's technology. Current switch capacity is at a 95% utilization level, and with increased use of phones, expansion will be needed.

### CURRICULUM APPLICATIONS

As part of the General Education requirements for a bachelor's degree at Goucher, students have to satisfy a computer proficiency requirement. Each department is responsible for determining how its majors will satisfy the requirement through their normal course of study. In order to implement the requirement, some departments have undergone a process of reviewing how technology is used in their fields and then modified existing courses to make sure such uses of technology are included as an inherent part of the course. For example, lower-level English composition courses now include a component on Internet research taught by a reference librarian. English majors must also demonstrate proficiency in the use of on-line catalogues, CD-ROM and Internet-based databases, and full-text databases. Economics and Management majors learn to use Excel and PowerPoint as part of their Accounting and Business Management courses. Psychology students use CD-ROM indexes and other databases (for example, Psyclit) as part of their course-related research; they use a statistical package (SPSS) for various courses involving data analysis; they explore issues related to computerized psychological testing; and they use the computer in analogy to human processing for cognitive psychology classes. Dance students use two software packages (LifeForms and LabanWriter) as part of a required Labanotation course. Students also have the opportunity of taking a course within the Computer Science department dealing with societal issues of computer technology. The course includes a hands-on component of building Web pages and using the Internet. For various other fields—especially the sciences and Mathematics and Computer Science—technology is an essential aspect of the curriculum, incorporated throughout the major. In addition, faculty members in various departments are using the World Wide Web and computer conferencing as ways to expand their communications with the students and to extend discussions of course-related issues beyond the temporal and physical limits of the classroom. In an American History class, for example, one faculty member used a Web-based conferencing program (WebBoard) to foster an exchange between his students and students at the University of Exeter in England, as both classes were considering race relations and their effects on American culture. In that course and in other courses, faculty are taking advantage of the international scope of the Internet to broaden the educational experiences of their students.

## **APPENDIX 1.4**

### **DESKTOP STANDARDIZATION**

In an effort to increase the efficiency of the staff and faculty, and to reduce the training and support needs of the campus, a decision was made in January 1997, to standardize the campus on a Windows-based system running the Microsoft Office 95 suite of productivity applications and Microsoft Exchange as the College e-mail system. Everyone on-campus, including faculty, students and staff, has access to an account and disk space on NT servers as well as an unrestricted Exchange-based e-mail account and unlimited access to the World Wide Web.

In order to achieve this, a large upgrade and replacement program was initiated that provided faculty and staff with the minimum configuration on their desktop of a 486DX66 with 16 mg of memory and a 800 Mb disk

Goucher does not require students to own a computer system. Students are encouraged to bring a system to campus that conforms to the same standards as the faculty and staff systems. Students wishing to attach their systems to the campus network from the residence halls may do so with no limits on utilization and no charge for service.

Although the use of this particular platform is encouraged, it is recognized that some applications and personal preferences dictate that Macintosh and UNIX operating systems will be used on the campus. Goucher does and will continue to support these platforms and applications.

### **TRAINING**

As the College assumes that utilization of networks will expand to meet available capacity, it must also assume that training and education will be increased at a comparable rate. Although this may sound simplistic, it indicates why Goucher has invested in information technology. In the past two years, Goucher has invested in excess of \$2,000,000 in infrastructure and systems in order to bring the College in line with comparable institutions. In order to derive the maximum benefit from this investment, Goucher must continuously educate the entire campus population in the use and potential of information technology. This will enable students to progress in their academic career and compete in their chosen fields. For faculty, integration and utilization of information technology into the curriculum will provide opportunities to enhance their courses and research. For staff, the ability to utilize information technology in an efficient manner will directly benefit the College.

## **APPENDIX 1.4**

Goucher currently has a full-time staff member dedicated to developing and conducting training courses. This single position is supplemented by a position located in the library that also conducts classes. In general, these courses are directed to faculty and staff with student attendance on an as needed basis. The students also receive training through their departmental competency requirements. As well as continuing to supply training in the existing administrative systems, a large portion of the training program is currently being revised to reflect the needs associated with the new campus-wide standards for desktop applications.

### **WORLD WIDE WEB AND INTRANET INITIATIVES**

The College recognizes that a major opportunity exists to provide administrative, curriculum, educational and student-directed opportunities through the use of Web-based services, databases, and programs. The information technology staff is actively working with professors and instructors to develop network-based materials and programs as an integral part of the educational process. This extends not only to the undergraduate courses, but also to the graduate programs.

As stated in the College's strategic priorities, internationalization of the undergraduate program, the use of internships, and an increase in the collaboration with other institutions are goals. Network services and technology provide a unique opportunity for genuine progress in these areas as well as for students enrolled in non-resident programs.

Administrative functions and student services also can benefit from improvement in existing services. Administrative Computing, and the Admissions, SAS, and Development offices are currently reviewing their procedures and processes with a goal of providing additional and more effective service through Web-based access, programs and databases.

### **BUDGETARY SUPPORT**

The budget totals for recent years are contained in the attached spreadsheet (*see Appendix 9.4 - Technology Related Expenditures*). As noted, for the 1993, 94, 95 and 96 fiscal years, there was a fairly constant level of funding for technology in both salaries as well as equipment. The level of funding has increased slightly for the 1997 and 1998 fiscal years, the primary increases being in salaries associated with increased staff.

The internal review and assessment made in FY96 clearly recognized the need to provide major improvements in infrastructure, computing and networking equipment, and support in the form of personnel. In order to provide the necessary functions, Goucher understood that this would require both a major, initial infusion of funds as well as continuing annual support in personnel and equipment.



## **APPENDIX 1.4**

In FY97, a \$2.3 million effort initiated the program to improve the data communications and telecommunications wiring infrastructure, as well as place a digital phone switch and upgrade all building data networking electronics. This was accomplished in 18 months and has provided the necessary infrastructure to move forward in the integration of information technology in the curriculum as well as improve the services available to faculty, students and staff.

In addition to the improvements in infrastructure, there has been a concerted effort over last year and this year to place current technology workstations on all faculty and staff desks, upgrade the public labs to acceptable standards, and enhance the centralized server facilities to provide required functionality as well as position the College to meet expected increases in demand. This has resulted in equipment expenditures totaling more than \$280,000 for FY97 and FY98 as compared to just over \$420,000 for the four previous years. All other areas associated with information technology (excluding salaries) have also been funded for FY97 and FY98 at levels that exceed the previous four years. These totals for FY97 and FY98 exceed \$447,000 as compared to \$502,000 for FY93 through FY96. Additionally, there has been money allocated to departmental earmarked for information technology that is not reflected in these figures. Due to the discretionary nature of their disbursement, it is very difficult to quantify these figures.

Personnel, as reflected through salaries, has shown close to a 50% increase between FY96 and FY98 (11.5 positions in FY96, 18.5 positions in FY98). Funding for salaries for FY97 and FY98 stands at \$1,258,000 indicating that support is a priority of the College. It is worth noting that with the exception of one position, all personnel funded to provide and support information technology are full-time positions with sole responsibility in this area.

### **FUTURE DIRECTIONS AND GOALS**

At this time, Goucher is faced with major decisions regarding technology. With the infusion of capital, staff, and equipment in the past several years, the College finds itself in the situation where computing power and resources are fairly ubiquitous in their availability throughout the campus. These efforts must be sustained, and the College must continue to infuse new ideas, new processes, and new technology into the curriculum, administrative services, and student life.

Although the College would like to produce a "10-Year Technology Plan", it does not have the ability to foresee that far. Any plan associated with Goucher's 1988 Middle States review would not have included such high-powered computing resources on the desktop nor the pervasiveness of the networks and the Internet as currently exists. This institution does not presume to know what new technologies will be ten years from now. It is understood that information technology is now an integral part of the educational

## APPENDIX 1.4

process and its needs and demands must be addressed as part of the operational and planning efforts. For the next three to five years, the issues fall into four distinct categories: new initiatives, education and training, support and maintenance, upgrades and replacements.

New initiatives will drive the manner in which Goucher utilizes and assimilates technology. New projects and endeavors will help mold the education the College delivers as well as influence the faculty and students that are attracted to the institution. The remaining areas overlap these initiatives and are critical if efforts are to be sustained and fruitful.

### NEW INITIATIVES

Since the "creative application of advanced technology to liberal arts education" is one of the strategic priorities for Goucher, it is important to seek ways of infusing appropriate uses of technology into the curriculum as well as exploring ways of incorporating technology into the manner students, faculty, and staff perform their functions. For any efforts in this area to succeed, unrestricted access to computing and network resources must exist. The College is considering a requirement of student ownership of a portable computer with residence-based network access as a means to meet this requirement. Should this come to pass, focus could be placed on the content and services available, and not on the logistics of supply.

Direct integration of technology into individual courses will be attempted through the efforts of individual faculty members working in conjunction with staff dedicated to this area. Graphic design programs, computer-based language labs, computer-aided design and video editing software for theater, dance, and communications will all benefit from new tools and applications. With the ever-increasing set of available tools, the challenge will not be to integrate information technology into the curriculum, but rather to provide faculty the training, resources, and support needed to continuously enhance their courses and classroom experiences.

Use of the Goucher intranet and the World Wide Web will be of prime importance in efforts to integrate information technology into the curriculum. One of Goucher's strengths is the direct, one-on-one contact between faculty and students. Emphasis will continue to be placed on this but network-based conferencing, discussion and materials access will be added as a means of enhancing this experience. Preliminary use of these tools in undergraduate and graduate courses has resulted in high interest in the courses with self-initiated responsiveness and participation by the students.

Collaboration with other institutions and internationalization of the undergraduate program are strategic goals for Goucher. Information technology will facilitate their

## APPENDIX 1.4

achievement as personal contact through networking and access to information can provide a means of immersion in a subject without physical relocation.

Collaboration will need to take other forms. For example, library resources have traditionally been a measure of a college's rank; through the use of the Internet and collaboration with other colleges and universities, Goucher should be able to enhance access to resources. Combinations of networking, and client/server technologies will allow online access to other libraries' holdings and databases. Work with other institutions to establish consortiums to increase purchasing power with commercial information providers will also be pursued.

Application of information technology to non-academic areas will be addressed in the near future and on a continual basis. Web/browser-based access to institutional data, simplified query and report tools and enhanced security services will combine to provide the opportunity to redesign administrative and student information systems, long overdue for infusion of current technology. In previous development cycles, administrative systems were designed and perceived to have a longer life (on the order of 15 to 20 years) but it is now recognized that the increased functionalities and strides made at the desktop level are raising expectations of the centralized systems. Goucher will assume that life expectancies will shorten to a 10- to 15-year level and major modifications will need to be made within five year time frames.

Development work will take these factors into account and will be based on the premise that information access must be available to the individuals who need it, and any system developed must simplify access and use by the end clients. Efforts in the administrative and student information areas will not be entered into lightly. With estimates in the hundreds of thousands of dollars and development and conversion times measured in years, the College will need to consider seriously the alternatives before proceeding. On the other hand, Goucher cannot afford to ignore the opportunities being presented. Administrative systems are not an integral part of instruction, but they are a highly visible support system and directly contribute to the quality of student life as well as provide staff and faculty the ability to provide fast and extensive services.

The examples noted above are just a few of the endeavors Goucher has identified. With advancements to come, opportunities will present themselves for new initiatives and the College must be prepared to keep track of these opportunities, assess their potential and impacts, and institute those considered to have value. It has become trite to note the rapid changes in information technology, but all recognize the incredibly dynamic and growing nature of the technology as well as understanding the need to utilize the technologies to meet Goucher's missions and goals.

## SUPPORT

## APPENDIX 1.4

Experiences have shown that all technical projects require human support. Whether it is support of existing technology, the internal development of new applications or the introduction of new hardware, effective and efficient results depend on personnel. In the near-term future, three areas of concern arise.

One must address the mindset that an infusion of money for capital improvements is the extent of support needed to make technological improvements. The initial acquisition costs for most information technology projects is just one of major costs over its life; personnel costs also account for a substantial portion of the cost of ownership. With this in mind, each new project must be approached with an appreciation of the required personnel and their costs.

The mindset that Goucher is a unique organization with unique information technology needs that can only be met by customized applications developed by internal personnel intimately familiar with Goucher must be overcome. Goucher is a business and most of the administrative and student information applications can be met with customization of existing software and by utilizing the experiences of other colleges and universities. Even implementing enhancements such as Web-based access to student records and registration are not unique to higher education nor is it cutting edge in nature. All technology-oriented projects require extensive planning and development; personnel needs will be somewhat unique from project to project, but use of outside staff with close oversight and guidance by Goucher personnel must be seriously considered. Collaborative efforts with other institutions and internal development are all possibilities.

The final area of concern is the training of support personnel. The community's most basic need of information personnel is support. As staff, faculty and students progress from platform to platform and change applications, the support staff is expected to automatically understand the technology and be able to bring its potentials to the client population. Funds and released time are not currently reserved for any of the information technology staff to attend training and classes; however, continued education is a requirement for all information technology personnel, and they should be provided the appropriate resources and time.

### EDUCATION AND TRAINING

Past experiences have shown that simply providing the tools to the campus does not lead to acceptance or utilization. There is initial reluctance to alter the manner in which staff, faculty and students perform their work, conduct classes, and study. It is incumbent on the College to provide the leadership to the community that will demonstrate the benefits of new procedures, programs and equipment. This responsibility also extends to having the campus derive maximum benefits from existing applications and programs.

To achieve this, training must be on a continual basis. The concept of a "life-long learner" can extend to the entire campus population. A single full-time trainer currently

## **APPENDIX 1.4**

serves the needs of more than 300 faculty and staff with no identified resources for students. Educational efforts could be enhanced through the use of outsourced training, additional staff and/or use of students. Educational methods for technology range from self-paced to intensive lab sessions and the best methods must be utilized to suit Goucher's population and needs.

### **MAINTENANCE, UPGRADES AND REPLACEMENT**

With the life cycle of current desktop systems being three to four years, Goucher should include in all budgets the money necessary to replace desktop and public lab systems this cycle. A longer hardware replacement schedule could put the College two generations behind and not allow the use of currently available software.

Budget allocations should also include upgrades to desktop software applications and operating systems. With standardization of platforms being a goal for Goucher, upgrades will have to be done concurrently throughout the College which will allow for good budget preparation. Money should also be allocated each year to purchase new applications both on a trial basis and as a College-wide effort. New applications will continue to be developed which will increase the productivity but will need to be funded.

Network access, both on and off-campus is now considered a utility and is expected to be instantaneously available, reliable, robust and fast. For most institutions, network unavailability creates more distress than telephony problems, and network stability is of critical importance. Nor is network access confined to the physical campus—availability to the same information technology functions from anywhere off-campus is considered a legitimate request and is expected with fairly minimal additional effort.

Network enhancements throughout the campus must also be included in the maintenance and enhancement schedule. Applications being developed today and targeted for use at Goucher in the next several years will require increased bandwidth, very high network reliability and need for "quality of service" functions such as bandwidth reservation. Funding for network infrastructure should be included in all long-range information technology planning as well as the annual budget process.

## **RECOMMENDATIONS**

Ubiquitous access to computing and networking for the students, faculty, and staff is an overarching goal for Goucher. Meeting this goal will require long-range planning, a commitment to fund personnel, equipment, and enhancement on an annual basis, and the dedication of the faculty and staff to integrate technology into all aspects of Goucher's educational experience. In particular, the College views success in the following areas as critical to the effective utilization of information technology and the achievement of the College's mission and goals.

## **APPENDIX 1.4**

- 9.1 Widespread integration of information technology into the undergraduate and graduate curriculum
- 9.2 Continued provision and support of desktop systems and productivity tools and utilities
- 9.3 Scaled growth of the Goucher network to meet bandwidth, reliability and service requirements
- 9.4 Innovative uses of new technologies, applications, and functions throughout the College especially in the offices of Student Administrative Services and Development and Alumnae/i Resources
- 9.5 Generation of new funding models and sources to provide steady financial support
- 9.6 Ongoing planning and review of information technology utilization and its effect on the College's ability to meet its mission and goals

---

## CHAPTER 10 - INNOVATION AND EXPERIMENTATION IN GRADUATE PROGRAMS

---

The central mission of the Center for Graduate and Continuing Studies is to educate nontraditional-aged students over a lifetime. Toward this end, the Center offers innovative, high quality programs to meet the changing personal and professional needs of the local and national adult community, as it extends the reach of Goucher College across the nation.

The Center's mission is consistent with that of the institution. It reflects continuity in the institution's core subject areas and satisfies the College's strategic goals of developing distinctive master's degree programs that increase educational opportunity for nontraditional-aged college students, creatively apply advanced technologies to a liberal arts education, and increase the College's collaboration with other institutions in the Baltimore-Washington corridor and beyond.

In 1990 the Center began investigating specific and unique innovative program niches which would be consistent with the liberal arts tradition. This plan has served the Center well, and in the case of the graduate programs, has given the College higher national visibility.

The Center has been innovative and experimental in program development both in subject matter and in the delivery mechanism of its programs, particularly in graduate programs. These programs are consistent with *Principles of Good Practice for Electronically Offered Academic Degree and Certificate Programs* set forth by the Western Interstate Commission on Higher Education (WICHE) and endorsed by the Middle States Commission on Higher Education.

### PROGRAMS

The Center's current graduate programs were developed on a limited-residency, distance-education model - a Master of Arts in Historic Preservation (MAHP, begun in 1995), a Master of Fine Arts in Creative Nonfiction (begun in 1997), and a Master of Arts in Arts Administration (begun in 1998). (See *Exhibit 10.1 - Continuing Studies Communications* for a sample of documents related to these and other programs.)

The Center's limited-residency model incorporates recent innovations with technology via Web-based conferencing (WebBoard) and Web-based coursework (Web-Course-In-

## APPENDIX 1.4

A-Box). (Web-based discussion groups have been used as well in the Frontiers Seminars and in several history and humanities courses in the undergraduate college as well as in M.Ed./M.A.T. courses.) Web-based courses have been developed in historic preservation and the M.Ed. programs with the integration of PowerPoint presentations and MPG video clips.

Characteristically, these programs are small and fully subscribed at 45 to 50 students. Each was the first of its kind in the country. Each is advised by eminent advisory committees and taught by professionals recruited nationwide who provide expert program and course development and appropriate oversight of the program. The programs are designed to be coherent and complete and are subject to approval and review by the President, Academic Dean, Graduate Studies Committee [curriculum], undergraduate faculty, Board of Trustees, MICUA and MHEC (Maryland Higher Education Commission).

These programs are properly described as technologically supported - not electronically offered without face-to-face interaction. They involve synchronous (at the same time) , and asynchronous (any time - any where) interaction between faculty and students and among students. There are two-week summer residencies in which communication is synchronous and two semesters when communication is asynchronous through scheduled telephone contact as well as through use of the internet for e-mail, chat rooms and WebBoard discussion groups.

Demands on these programs' students are appropriate to the rigor and breadth of the degree: comprehensive exams, a final publishable quality work, or a major paper or a thesis is the capstone experience.

The programs are fiscally responsible and are institutionally supported both budgetarily (*see Appendix 10.1 - Balance Sheet for Graduate and Continuing Studies Programs, 1998-2003*) and technologically. Issues relating to the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, availability of academic support services and financial aid resources, costs and payment are clearly and completely described in program catalogues and admissions materials.

Recruited nationwide, current faculty and students reside in Alaska, California, Florida, Virginia, Wisconsin, Arizona, North Carolina, Minnesota, Washington, Utah, Maine, Vermont, New Jersey, Kentucky, Wyoming, Maryland, and New York.

## ASSESSMENT

Student response to the MAHP, in existence for three years, is positive. Comments suggest:



## APPENDIX 1.4

- because faculty of a limited-residency program need not live near campus, the MAHP program enjoys an advantage over other historic preservation degree programs in its ability to draw from an enormous pool of talent. Goucher hires practicing professionals with sound academic credentials from across the nation, resulting in an exceptionally strong faculty that confront preservation issues on a daily basis.
- the MAHP program offers excellence to students nationwide who could not otherwise receive such high-quality education in their own communities. In some cases a student lives too far to commute to a school offering such a degree; in others, the education offered by MAHP is superior to local offerings; in some instances, the flexibility of the limited residency approach may allow students to earn a degree while they work full time or raise a family.
- the fact that the MAHP program is a dedicated program rather than the off-shoot of an architecture or urban planning department encourages administrators and faculty to treat it as a priority rather than a stepchild of a “more important” degree program, a common situation for historic preservation programs.
- MAHP is serving the historic preservation movement well by providing preservation professionals with the opportunity to enhance their knowledge and, perhaps even more importantly, by attracting students from other disciplines who will ultimately enrich the preservation movement with their experience in computers, business, and other fields.

## FACULTY AND CURRICULUM

The Center’s overall commitment to limited-residency graduate education has also included a faculty and curriculum development initiative that addresses the needs of nontraditional students who will be studying through nontraditional means. As one might anticipate, the pedagogy of limited-residency graduate education is different in both product and process as it is unconventional and experimental within the higher education community. Students who interact face-to-face with their peers and instructors only once a year for two weeks find unique challenges in 1) maintaining academic rigor and a sense of continuity, 2) sustaining in-depth communications among their peers and with their instructors, and 3) participating in a larger scholarly community that is a crucial part of any traditional, campus-based program.

Though the faculty within the Center’s emerging graduate programs are area experts who are recruited through distinguished, nationally-recognized advisory committees, and while its students are highly-motivated, mature learners, the overall quality of the limited-residency educational context cannot be left to chance, nor should it be influenced only by the ever-changing dynamics of a diverse and evolving national faculty. Thus the Center is in the process of putting together a structured, focused, and professionally-led faculty and curriculum development program that is required not only to introduce a new pedagogical model that fits the limited-residency format but to allow

## APPENDIX 1.4

the faculties of the various programs to learn cooperatively from one another in a way that fosters a greater cross-fertilization among the disciplines represented.

Toward this over-arching developmental goal, the Center began offering a series of faculty and curriculum development workshops in March 1998, that bring together, in a non-teaching setting, select members of the core faculty from the three existing limited-residency graduate programs to discuss pedagogical challenges. Focusing exclusively on pedagogical needs, these workshops address the following areas:

- understanding the unique needs of adult distance learners
- developing high quality materials, instruction, and testing methods that are more modular and nontraditional in design
- discovering innovative ways to use new technologies (such as the Web) to deliver course content and to build virtual academic communities, and
- laying the groundwork for an assessment plan based on a “best-practices” approach that will allow the Center to better evaluate the effectiveness of its limited-residency programs.

In terms of evaluating the effectiveness of this development effort, the Center will survey the participating faculty on questions including changes in instructor evaluations, student test scores, thesis/portfolio quality, and student retention. The Center’s expectation is that the participating faculty members will return to their hometowns and begin the labor-intensive process of adapting their current curricula to the new distance-learning models that were developed in the workshop.

## RECOMMENDATIONS

The Center believes that its new limited-residency graduate programs represent the College’s most innovative and experimental programming to date, and Goucher has backed these programs at the highest level, designating them a strategic priority as they further bolster the College’s already strong undergraduate program. Indeed, many of the curricular and pedagogical ideas that have been initiated in the Center’s and the Education Department’s graduate programs have applicability within undergraduate coursework, the spin-off use of Web-based technologies for building virtual communities being but one example. Recommendations are to:

- 10.1 Continue the goal of developing the innovative model for small liberal arts colleges interested in becoming involved with distance learning
- 10.2 Continue to evolve and refine the faculty development program for faculty teaching in the limited-residency graduate programs
- 10.3 Follow-up the faculty development program with focused evaluation surveys
- 10.4 Continue to provide opportunities for nontraditional students through graduate and professional programs

---

## CHAPTER 11 - OUTCOMES AND ASSESSMENT

---

Goucher has selectively changed its emphasis on outcomes assessment over the last ten years. This reflects, among other things, an effort to address some of the recommendations put forth in the 1988 and 1993 Middle States reports, as well as the general trend toward utilizing outcomes assessment in today's outcome oriented, consumer driven higher education market. Now as then, however, assessing student learning and measuring institutional effectiveness are the two main thrusts of Goucher's effort.

The College's selective emphasis on outcomes assessment is seen not just in the new tools which it has chosen to use, but in the discontinuation of certain approaches and methods employed in the past. The most significant change since the 1993 report was the College's decision not to move forward with a centralized and structured outcomes assessment program in the Office of Institutional Research (OIR) or the establishment of an Outcomes Assessment oversight committee. Whereas the 1993 interim report shows Goucher clearly headed in that direction, the College chose, in fact, not to pursue that approach. Instead, it has relied more on a variety of efforts with roots in individual departments and divisions, and has never put in place any regular reporting or oversight mechanisms on outcomes assessment efforts.

A second major change from 1993 was the College's discontinuation of largely quantitative tools such as the ETS tests, which were designed and administered to measure senior and sophomore students' levels of general knowledge. Those tests were no longer used after 1993 because faculty and the administration were dissatisfied with the quantitative information they captured, and because the College could not identify better standard testing instruments to capture student learning. Grade tracking in English composition, mathematics and computer science courses was ended for the same reason. Another tool, the student evaluation form for instructors, which in the late 1980s and early 1990s relied heavily on ratings scales to evaluate instructor performance was changed in 1994 to elicit more open ended qualitative data through a comments section and rely less on ratings scales. This was done in response to faculty criticism of a perceived over reliance on numerical data on the earlier evaluation form.

The third significant change from Goucher's earlier outcomes assessment effort and which is implicit in the changes noted above, was a decision to rely more on qualitative data to assess student learning and institutional effectiveness than was recommended in the early 1990s. In large part, this appears to have resulted from the departure of the first director of OIR, Dr. Yun Kim, whose expertise was focused more on numerical evaluation and analysis than in any other area. With her departure in 1995 the office's role and emphases changed. In part, however, it is also an attempt on Goucher's part to

## APPENDIX 1.4

infuse its outcomes assessment efforts with more richly qualitative information. The college has introduced several new outcomes assessment tools since its last review: departmental self-studies and external reviews, annual reports of faculty accomplishments, peer review of faculty, etc.

The results of the changes Goucher has made in outcomes assessment have been mixed. On the one hand, an assessment approach combining more qualitative data with quantitative information and employing more and different tools than were employed in 1988 is entirely consistent with Goucher's mission statement. This approach has led to more in-depth assessments of individual departments, individual instructional excellence and student accomplishments, and has yielded detailed information that numerical measurements alone did not capture. This has added considerably to the College's potential to understand its academic strengths and weaknesses and its relative institutional effectiveness.

On the other hand, the College's decision not to centralize and coordinate the structure of its outcomes assessment approach has resulted in a significantly less comprehensive and informed effort than Goucher might have benefited from under the earlier approach. Thus, for example, information which is collected by various offices and departments is not centrally coordinated, analyzed or disseminated; it is not compared against similar data at peer institutions; and it is rarely used strategically to make changes which could strengthen the College's overall institutional effectiveness. In addition, because of this, the role of the OIR has changed over the past five years. Rather than direct the outcomes assessment effort on-campus, OIR has become more reactive, responding to requests in key areas, rather than directing them. Also, its small staff lacks the requisite time and, in some instances, expertise to analyze and disseminate the information which has been gathered, some of which is never forwarded to that office.

Goucher has continued to rely on many of the same indicators used in 1988 and 1993: the number of degrees awarded, CIRP data, HEDS surveys, graduation and student retention rates, SAT scores, acceptance rates into graduates schools, student and faculty accomplishments and alumnae/i earnings and standing in their fields, as well as examinations and research papers and projects, to measure outcomes. In addition, the College utilizes other measurables, some of them recent additions, which have a significant qualitative as well as numerical emphasis. Those tools include departmental self studies and external reviews, student satisfaction surveys, student evaluations of instructors, campus environmental scans, marketing surveys, focus groups, poster sessions, internship surveys and, most recently, a 1995-96 faculty survey and a 1997 staff climate survey. Finally, the College is in the beginning phase of embarking on a portfolio pilot project for students, which is expected to have a strong outcomes assessment orientation.

## **APPENDIX 1.4**

### **THE ROLE OF THE OFFICE OF INSTITUTIONAL RESEARCH AND BUDGETING**

As Goucher continues to use a decentralized model for outcomes assessment, the involvement of the Office of Institutional Research has been limited to collecting and disseminating pieces of the overall assessment effort. Like many other institutions that collect outcomes data, dissemination of data at Goucher is usually limited to those groups that the data directly impacts. Hence, much of the work of OIR over the past two years has been to respond to requests for data from individual departments, work with the enrollment management team to model enrollment, retention and financial aid and respond to departmental requests and surveys.

The Periodic Review of 1993 includes as Appendix K the August 1991, Student Learning Outcomes Assessment Plan which was sent to the Maryland Higher Education Commission. The plan calls for establishing a permanent campus assessment committee at Goucher that would have oversight for the overall student learning assessment effort, and it lists indicators to include in an annual campus assessment report. That committee was never established and there has never been an annual report, although the College does track some student indicators in its five year benchmarks. The college should consider whether such a committee is needed at this time and if so, how it would relate to OIR.

### **GENERAL EDUCATION REQUIREMENTS**

Goucher requires of its students a broad array of general education requirements to gain exposure to, expand their abilities and test their competencies in a wide variety of fields. These include requirements in the areas of the Humanities, Social Sciences, Natural Sciences, Mathematics, Arts, Computing, Physical Education, Foreign Languages, and an Off-Campus Experience. Although these requirements have remained fairly constant, Goucher has adjusted its general education curriculum in response to a number of factors, including new technologies, student satisfaction surveys, student evaluations, etc. For example, Goucher's computer proficiency requirement was recently changed so that it has different objectives for each of the departments.

Also, as noted in Chapter 7, Goucher recently changed its CIE program and replaced it with Frontiers. This came after a thorough review (see Review of the Common Intellectual Experience) and highlighted, among other things, students' unhappiness with CIE. In that instance, Goucher's review and assessment of this program proved effective in helping the College make changes to the general education requirements which better meet the needs of its students and faculty.

The student evaluation form is one of the few formal tools available to assess student satisfaction with the general education requirements, but it only reflects satisfaction with individual classes, instead of with the requirements as a whole. It also fails to capture

## **APPENDIX 1.4**

whether courses which are required as part of the general education core are widely available when students need them. In that regard, the College needs to do more to assess how effective and how practical are the general education requirements, both from the College's perspective as well as the students'. To that end, as part of the Middle States review, Professor Michael Curry surveyed students on issues dealing with the effectiveness of the general education requirements.

### **REVIEW OF THE COMMON INTELLECTUAL EXPERIENCE**

One of Goucher's successes in outcomes assessment, particularly as it relates to student learning, has been the review of the Common Intellectual Experience (CIE). In January 1995, which marked the end of the fourth year of Goucher's CIE program, a special Evaluation Committee comprised of faculty, staff and students was appointed at the suggestion of the Curriculum Committee. Its mandate was to systematically review the goals of the program, assess progress against those goals and examine ways in which the program could be made more effective.

The Evaluation Committee looked carefully at all of the available documents related to CIE: planning documents, student evaluations, syllabi, etc. In addition, it carried out an extensive information gathering program ranging from four focus groups to faculty and students questionnaires to the hiring of an outside consultant for a two-day intensive visit. Once all of the relevant materials were gathered, the committee carefully analyzed them, compared them against the original and amended goals of CIE, and then wrote a report in November 1995, which contained a summary of its findings and recommendations. That report became the basis for significant changes in the CIE program, which ultimately resulted in the discontinuation of CIE and the creation of the new Frontiers course to replace it.

The CIE review process demonstrates the College's commitment to program evaluation; it shows how carefully collected and analyzed information can be used to make strategic decisions which enhance student learning; and it illustrates the importance of a comprehensive approach to outcomes assessment. In this instance, the approach included not just the review, but the follow through on the recommendations which resulted from the report. If the College were to employ this approach more regularly, it would improve institutional effectiveness and progress towards its mission.

### **STUDENT OUTCOMES ASSESSMENTS AND PORTFOLIOS**

Goucher College has established outcomes criteria in three areas. Students are required to demonstrate writing proficiency both at the College and departmental levels; the English department determines the first; each department, the second. The Modern Languages

## APPENDIX 1.4

department determines foreign language proficiency. Determining the criteria suitable for computer proficiency in a major is done by individual departments.

At the undergraduate level the most common way of evaluating student achievement within a department or program at Goucher is through the student's grade point average. A few departments, programs, or courses do address student outcomes more specifically through the use of portfolios and/or performance criteria, but there is little consistency from one department, program, or course to another, and even similar courses within a major may operate differently depending upon the instructor. Students in some departments, notably art, music, theater, and education create professional portfolios in preparation for a career or graduate study, but they are not required to do so.

At the graduate level the Master of Arts in Teaching program requires both outcomes performance interviews and portfolios. Students use their portfolios to document the way in which they have demonstrated mastery of thirty standards in six areas of teaching. Each student in the yearlong program has an extensive mid-year interview and a final exit interview with several instructors from the graduate program. Copies of both the standards and suggested indicators for meeting those standards are attached. (*See Exhibit 11.1 - Standards and Suggested Indicators for Meeting Those Standards.*) At the graduate level, the Master of Arts in Historic Preservation program requires a thesis and a defense; the Master of Fine Arts in Creative Non-Fiction requires an original manuscript of publishable quality along with a public reading; the Master of Arts in Arts Administration requires an internship and a major paper developed from that experience.

The undergraduate Education department has for many years used performance-based outcomes in the form of a rating sheet for student teaching. (*See Exhibit 11.2 - Rating Sheet for Student Teaching.*) In addition, each student teacher keeps a reflective journal. At the culmination of student teaching, each student meets with his/her college supervisor for an hour-long conference to evaluate individual strengths and weaknesses in a video-taped lesson of the student's choosing. The department has recently begun to expand its use of both performance-based outcomes and portfolios. A new approach using the Maryland State Department of Education's Dimensions of Teaching as external criteria of success was piloted in 1997-98. (*See Exhibit 11.3 - Dimensions of Teaching.*)

The fine and performing arts incorporate outcomes in different ways and to varying degrees. Portfolios in these departments are currently used only in preparation for either graduate study or a career.

- Dance. Traditionally, all dance majors have had a semi-annual conference with the chair of the dance department at the end of each semester to review their strengths and weaknesses in each of nine areas and to discuss the appropriateness of their chosen track<sup>1</sup>. (*See Exhibit 11.4 - Criteria Used by the Dance Department.*)

---

<sup>1</sup> The dance department has seven different tracks within the major.

## APPENDIX 1.4

- Theater. The theater department requires a collaborative, integrative capstone seminar for all theater majors throughout their senior year. The fall semester is spent in choosing, researching and developing a concept for a production. In the spring, all students are involved both onstage and backstage in presenting that production. Exit interviews are given at the end of each semester assessing students' strengths and weaknesses in the various areas of the theater.
- Art. The art department offers an opportunity for its students to exhibit their work in a juried art show at the end of the year, but there are no formal criteria for inclusion, and participation is not required.
- Music. The music department requires a final capstone project for all concentrations, except arts administration, which requires an internship. Depending on the concentration, the student's final project may include a performance recital, a composition, an analysis of an extended work, or an integrative final paper.

In addition to the departments mentioned above, several college programs or courses use some form of outcomes assessment and /or portfolios.

- International Studies students create an experiential, international portfolio that documents and reflects on their experiences during their four years at Goucher. Increased emphasis is being put on the integration of these experiences, synthesizing internships, study abroad, major theses, and commitment to language learning.
- English majors with a concentration in writing are required to take one of three creative writing seminars in their senior year. Although requirements vary from one course to another, students in English 307, the advanced prose writing seminar, select 20 pages of their prose to include in a portfolio and write a brief paper explaining why these pages were selected and reflecting on how they fit with the students' goals.
- The Honors Program requires a senior seminar, but the format varies each year depending upon the instructor.
- Students with an interdisciplinary major write an initial proposal stating their goals and objectives, telling what they want to do and why, and identifying how the courses they select will help them meet their goals. At the end of each semester, students reflect in writing on how the courses they took met or did not meet their objectives, and they may alter their program to adapt it to their goals. Upon completion of the major, students write a final report integrating and reflecting upon their experiences and accomplishments in relation to their interdisciplinary major.
- Curriculum Committee recently approved an inter-disciplinary capstone course for students wishing to integrate classroom learning with service learning in a community organization in Baltimore city. Students will be required to undertake a semester-long project that applies knowledge in their major to a practical project based within the community organization.

Two other models for outcomes assessment have been proposed or investigated for the College. A model proposed by the Academic Dean expands on the framework for the interdisciplinary majors. During their freshman year, students identify what they hope to get out of their four-year college experience and begin to outline how their course



## APPENDIX 1.4

selections would fit into these goals. At the end of each semester, students reassess and, if necessary, readjust their goals, examine those that have and have not been met, and again explain the rationale for their upcoming course selections. Prior to declaring a major, students, working with peer advisers, write a statement refining their goals and mapping out their final four semesters of study. They then submit their plan to their faculty adviser. Prior to graduation, students write an eight-semester retrospective integrating all their experiences: course work, internships, study or travel abroad, extracurricular and work responsibilities.

Goucher also looked at the model recently adopted by Kalamazoo College in Michigan that requires a portfolio for graduation. The portfolios address five dimensions: lifelong learning, intercultural understanding, social responsibility, career readiness, and leadership and include four skill areas: written expression, oral expression, quantitative reasoning, and information and computer literacy. Students begin their portfolios in their first year and update them annually, guided by question prompts at different points in their college career.

Before deciding on a particular portfolio/outcomes model or models for Goucher, a number of factors need to be considered:

- Whether the College wants a single model versus multiple models
- Should there be college-wide outcomes versus departmental ones
- What the balance should be between qualitative and quantitative outcomes
- Determining the criteria for portfolios
- What are the mechanics of portfolio collection
- How will outcomes be measured
- What will be the demands of time and energy
- Which are the possible departments for pilot projects

### **ACADEMIC CENTER FOR EXCELLENCE (ACE) AND THE MATH LAB**

As described in Chapter 8 of this report, the Academic Center for Excellence provides support services for students. In the 1995-96 and 1996-97 academic years, ACE handled approximately 400 reports of concern per semester. There is some evidence that students at risk who use ACE services perform better than similar students who do not. There is also some evidence that students who avail themselves of ACE supplemental instruction in introductory courses do better than those students who do not use ACE.

Although the value of ACE seems intuitively clear and is supported by some objective evidence, consistent, statistically significant data is not available to document the extent of the contribution that ACE is making. Hence, it is recommended that ACE work to standardize reporting, making it easier to compare results from one semester/year to

## APPENDIX 1.4

another and use measures that allow tracking of individual students over time. This would provide both predictive value for individual students and document more clearly the long term effects of ACE intervention.

Once the data collection mechanism is in place, a similar model might also be adapted to demonstrate the effectiveness of both the Writing Center and the Math Lab.

The Math Lab, a program under the auspices of the Academic Center for Excellence (ACE), offers a variety of programs to assist students having academic difficulty. Programs include supplemental student instruction sessions offered regularly for specific Goucher courses, individualized tutoring sessions scheduled by students, and workshops on specific topics offered periodically.

Records are generated for each student who signs in to the Math Lab to make use of one or more of its services. Students not on academic probation or who have not received reports of concern who make use of the center are asked to volunteer data on their grades to assess the impact the center has had on their progress. Students who have received reports of concern or are on academic probation who come in to the center for help have files maintained by ACE staff in conjunction with Student Administrative Services to track their progress.

Though both the voluntary data and the staff-tracked information are used by ACE and Math Lab staff in periodic self-studies of programming impact, only the data on students reported as having difficulty is forwarded beyond ACE. The data on students experiencing academic difficulty is sent to the Office of the Vice President for Enrollment Management. The Vice President uses the data concerning students in difficulty in conjunction with information from other sources such as the Writing Center and the Office of the Academic Dean to make an annual assessment of how closely Goucher's admissions standards match the institution's academic expectations.

As with many other Goucher programs and departments, the outcomes assessment efforts of the Math Lab could benefit significantly from greater collaboration and coordination with other sectors of the College. In particular, greater interaction between mathematics department faculty and Math Lab staff, beyond the individual professor-student instructor relationship, could yield more effective suggestions for program improvements than do the Lab's self-study efforts. Additionally, data which is maintained on students who use the center could be of potential use to offices besides that of the Vice President for Enrollment Management, such as the Office of Institutional Research.

### **FACULTY REAPPOINTMENT, PROMOTION AND TENURE (RPT)**

As noted in Chapter 4 of this report, Goucher has undertaken substantial changes in the RPT process over the past ten years. From an outcomes assessment perspective, one of the most important has been the increased emphasis on peer review of teaching. Past consideration of teaching excellence relied heavily on student evaluations and letters;

## APPENDIX 1.4

with the changes instituted by RPT, candidates for reappointment and tenure now have their teaching performance in the classroom directly observed and judged by their peers, adding a third, highly informed layer of qualitative and quantitative assessment.

The September 1997 revision of Faculty legislation (*see Exhibit 4.1 - Faculty Legislation, Article 4, Section E*) states that all candidates for tenure or promotion should be reviewed annually by their departmental colleagues. This move toward greater involvement among peers in evaluating each other is designed "to foster the growth of teaching skills in the department as a whole." It was part of a series of steps taken to ensure more open communication between departments and their tenure track candidates prior to the candidate's tenure decision year.

In general, the legislation provides for:

- Annual, in-class visitations and written observations of all non-tenured candidates by the chair and tenured members of a department and annual review of syllabi, texts, and other course materials
- Annual letters from all full and half-time department members for all tenure and promotion candidates
- Evaluating candidate's effectiveness and providing evidence for this evaluation
- Describing candidate's contribution to department
- Providing evidence of candidate's professional and developmental activities
- Evaluating candidate's scholarly achievement and providing evidence for this evaluation
- Identifying other interests, achievements, or contributions of candidate that should be considered in tenure or promotion decisions

Although the peer evaluation process is still too new to be evaluated for its effectiveness, it is promising in its intent and in its comprehensive involvement of all faculty within a department.

### DEPARTMENTAL SELF-STUDIES AND EXTERNAL REVIEWS

Another innovative outcomes assessment tool which Goucher has added in the past two years is a five-year cycle of rotating self-studies and external reviews for all of Goucher's academic departments and key divisions, including the library. To date the departments of Dance, Political Science, Mathematics and Computer Science, Education and Biology and the Library have all completed their first self-studies, with several other academic self-studies underway. This cyclical process is designed to assess departmental excellence and achievement from an internal as well as external perspective. Two years into the process, departmental self-studies have yielded detailed new information about departmental strengths and weaknesses, including those in instruction and curriculum, and are excellent tools to measure how well individual departments are fulfilling

## APPENDIX 1.4

Goucher's mission. The external reviews have also yielded valuable outcomes, including information on how Goucher compares to other peer institutions on a departmental basis, recommendations from experts at peer institutions on changes departments can make to conform to best practices in the field, and substantiation of curricular or policy changes, methods of instruction or operational decisions. Because they have been so successful, the College should consider extending reviews to all Goucher divisions, administrative as well as academic.

A particularly useful tool employed by the department of Biology in its self-study was a survey sent to all of its recent graduate majors. While the response rate was low, perhaps due to its overlap with surveys sent out through the Office of Career Development, those that were filled out yielded information ranging from what students liked best, to what they felt best prepared them for their next challenge, to what should be changed. Perhaps most important, the Biology Department learned that its own assessment of core strengths was affirmed by its graduates, who credited the rigorous training and education they received for their smooth transitions to graduate school and employment in their fields. That type of information is not captured or solicited through the regular alumnae/i surveys and should become a required centerpiece of every departmental survey. Another excellent outcome of the Biology self-study which should become mandatory in self-studies is an assessment of how well the department is doing against the six initiatives of Goucher's strategic plan, the College's core planning document.

Naturally, self-studies and external reviews are only useful if they are used to evaluate progress against a set of goals, and if the recommendations for change which result from the self-studies are acted on. On the former, it is clear that the departments should have a set of goals and expectations against which they measure themselves. In addition, however, they should be asked to establish new goals and benchmarks with each five year review. On the external reviews, the College could do more to ensure that departments act on or respond to recommendations from the external reviewers. The Dean may want to assign that responsibility to the Associate Academic Dean.

## STUDENT SATISFACTION

Over the past five years, Goucher has used two primary instruments to measure student satisfaction, the Campus Environmental Survey (CES) (*see Exhibit 11.5*) and the National Student Satisfaction Inventory (*see Exhibit 11.6*). The CES is an institutionally developed instrument and is administered annually in the spring. This survey is on a three-year cycle, with each year focusing on one major area of the College: academic life, student life or administrative services. The CES solicits both quantitative and qualitative feedback from the students. These instruments provide a snapshot of student satisfaction for each particular area. However, it will be important to use a longitudinal review to determine if the institution is making any progress toward addressing those areas in which students are less satisfied. Additionally, it will be important to administer the

## **APPENDIX 1.4**

surveys under the same conditions year-to-year so that longitudinal data will be able to be used correctly.

One problem with using an institutionally developed instrument is that the College cannot gauge how satisfied Goucher students are with their college experience as compared to other liberal arts colleges. In response to that, for the two years, FY96 and FY97, the College used the Student Satisfaction Inventory (SSI), an instrument purchased from USA Group/Noel Levitz that measures student satisfaction with all facets of college life. The instrument asks students to rate the importance of 74 statements relating to their experience at Goucher and then for each statement rate their satisfaction. By using this instrument Goucher can determine if its students are significantly more or less satisfied with their experience than students at other private institutions. Unfortunately, the data received from the survey form has been somewhat difficult to interpret (in part due to the fact that it was administered under very different circumstances in 1996) and therefore there has been little dissemination of the results. Some focus group sessions are planned, however, to address specific issues and concerns that were highlighted in the survey.

In follow-up meetings with the class presidents that assisted in administering the SSI, the feedback received was that the survey was too long and needed to be more Goucher specific. Therefore, the College plans to return to using the CES cycle of instruments and alternate using the SSI.

### **STUDENT ACTION COMMITTEE SURVEY**

Each year, Goucher's Student Action Committee (SAC) of the Student Government Association generates and administers a student survey to assess student satisfaction with specific areas of the institution, as well as to identify areas of student concern regarding the administration's policies, institutional infrastructure, and academic topics. Committee members are given from mid-November until mid-February to generate potential questions for the survey, and are encouraged to consult peers in their classes, clubs, and residence halls. Efforts are made to contact members of Goucher's commuter population to gather their input for the survey. Additionally, SAC members meet with various members of the administration to get their input on survey questions and phrasing. In late February, the Committee discusses and finalizes a group of ten to fifteen questions for the survey. Although the Committee re-assesses which areas it will emphasize in the survey each year, several questions to evaluate how well students perceive Goucher as achieving its strategic planning objectives are always included.

SAC members conduct the survey by making phone calls to a random sampling of both resident students and commuters. Depending on the student population for the current year, each Committee member must contact between twenty and thirty students. The survey results are collected and compiled by the Committee chairperson, usually by mid to late April. Results are sent to nearly every office of the administration and the Student

## APPENDIX 1.4

Government Executive Board. Several copies are also made available in the Student Government Office for perusal by any member of the Goucher community.

Although the survey results provide a legitimate representation of student concerns, the survey often leads to little direct action to meet these concerns by the institution. This is due in part to the fact that the survey results are generally not available until late in the academic year, that they are not widely distributed, and that student lobbying for action to be taken on areas of concern identified by the survey is often feeble at best. Still, the survey is somewhat useful to the administration in identifying areas of discrepancy between institutional initiatives to achieve strategic planning objectives and student perception of those initiatives.

### MCAT AND NTE SCORES

Test scores can be effective in assessing student learning, and Goucher does a good job capturing student achievements on two critical testing fronts: MCAT and NTE scores. As part of Maryland certification requirements, students in the undergraduate education department and the graduate MAT program take the National Teachers Exam (NTE) or, more recently the PRAXIS series. Two tests are required: the core battery including general knowledge, professional knowledge, and communication, as well as the specialty test appropriate to the area of certification, for example, elementary education, special education, French, mathematics, etc. Scores are sent both to the Maryland State Department of Education and to the College where they are retained by the chair or director of the program.

The core battery functions somewhat differently for the graduate and undergraduate programs. A score above the approved Maryland cutoff is required for entrance into the MAT program, whereas undergraduates take the core battery toward the end of their college experience, reflecting knowledge gained during their undergraduate years. Both groups take the specialty area tests toward the conclusion of their program. Thus the NTE specialty areas scores and the core battery scores at the undergraduate level serve as measures of outcomes. Since Goucher students almost invariably score above the cut off in each of the tests, the NTE/PRAXIS serves little analytic value. The scores do, however, serve to check the relative performance of Goucher's students when compared with others across the country.

Records of Goucher student MCAT scores are maintained by Professor Delahunty of the Biological Sciences Department. The department requests students taking the MCAT to list Goucher as one of the schools to which ETS sends their scores, and about 90% of the students do so.

The scores Goucher students receive on the MCAT tend to correlate with the scores they received on the SAT in high school. Thus, the department has worked in conjunction

## **APPENDIX 1.4**

with Goucher's Academic Center for Excellence (ACE) to develop MCAT preparation workshops. Students who intend to take the MCAT are encouraged by the department to attend these MCAT prep workshops as well as other workshops offered by ACE, including workshops on study skills and on general test taking strategies.

In addition to its advisory capacity, the department reviews Goucher students' MCAT scores collectively to determine if any changes need to be made in Goucher's pre-med program. Over the past several years, Goucher students have demonstrated no glaring deficiencies on any particular section of the test or type of question. Therefore, the test scores have inspired no changes to Goucher's curriculum, but the mechanism does exist to use the scores for program assessment should the need arise in the future.

### **INTERNSHIP EVALUATIONS**

The Career Development Office (CDO) continues to evaluate the student internship experience in the same way that it has since the College's last self-study. On the positive side, it consistently obtains relatively high response rates (50-60%) from the students to the surveys and has good information about basic questions relating to whether the internship was in the major field and if course prerequisites were appropriate. For example, most students rate their internships highly, with a majority of the students consistently rating their internships an "A." However, it is not known why they rate them that way, nor is it known what is behind any of their answers to other qualitative questions such as "As a result of this internship have you changed your career directions/goals?" The College also does not seek detailed qualitative data about the internship experience itself, nor does it use the data obtained to change either how it surveys its graduates or how it might reshape the internship experience, such as increasing the number of times interning students meet with their advisors. Finally, the College is not comparing its internship data with that of other peer institutions to see whether Goucher's students' experiences are qualitatively the same as those experienced by their peers. In all of these areas the College would benefit from additional information that could enhance the entire internship experience.

### **ALUMNAE/I SURVEYS**

As with internship surveys, the CDO has relied on the same survey instrument for its alumnae/i queries that it has used for at least ten years. By surveying graduates one and five years after graduation, the College has obtained a consistent but limited record of graduate achievements (in part, this stems from the fact that CDO surveys first year graduates less than three months after they have graduated, an approach which is of limited usefulness in obtaining accurate information about where students go in their first year after graduation). Indicators which the survey tracks and reports on include: how

## APPENDIX 1.4

many students go on to pursue graduate studies, how many go into full-time employment directly after graduation, and what the average earnings are for graduates. In addition, the surveys track which fields graduates are entering and what the correlation is to employment and field of major while at Goucher.

As with some of the College's other outcomes assessment tools, the alumnae/i surveys are not used to their full capabilities. Since CDO does extensive follow up to successfully obtain maximum participation, Goucher could garner considerably more information than it now does about its graduates in a number of areas. A suggestion made in 1988 which has not been implemented but which is still a good one is that CDO work with individual departments to contact graduates in their majors and learn more about how specific courses at Goucher impacted their career development or graduate study plans. This should be done in conjunction with departmental self-studies.

Since the departments have stronger ties to graduates than CDO does but lack the infrastructure CDO has to contact graduates, it would make sense to develop a two-pronged approach to graduate surveys that would cover not just the type of questions CDO currently asks, but which would also yield richer data about graduates' assessment of specific courses and departments. That instrument could also be used to gather longitudinal data about graduates' academic and intellectual growth. The surveys could also be updated to ask more qualitative questions than they currently do, aimed at understanding a different dimension of graduates' experiences. Framing those questions in the context of majors and departments might well be the best way to obtain that type of information. Finally, CDO could use the data it already has to compare Goucher's graduates to those at peer institutions in a number of areas, including standing in their professions and earnings. That kind of comparison could inform the College in new ways.

## FACULTY SURVEY

In 1995 Goucher's faculty were invited to participate in a national Higher Education Data Sharing (HEDS) survey of full time college and university faculty. This first ever participation by its faculty in a national survey of 341 institutions compared Goucher's instructors against peers at other colleges and universities, including eight other private liberal arts colleges. The results shed light on Goucher's faculty in a number of areas: time spent in the classroom, time preparing for instruction, faculty satisfaction, grading, amount of time spent lecturing, amount of new courses developed, time spent advising students, the emphasis that faculty place on moral development, etc. Unfortunately, the results of the survey have never been thoroughly analyzed or released. The data could be used to inform thinking and decisions in a wide variety of areas ranging from marketing, to student advising, to effective utilization of faculty time.



## APPENDIX 1.4

### POSTER SESSIONS

The use of poster sessions, an innovation since the last Middle States review, has proven to be a very effective way of demonstrating the outcomes of independent research and internships for the sciences. For the last five years the sciences have been holding a poster session in which students can talk about their internships and research with other students. For the first few years Chemistry and Biology alone did the annual poster sessions, but now Psychology and Mathematics and Computer Science are also participating. This develops oral communication skills. In addition, preparing the poster and picking out the most important information allows them to organize their thoughts and work on their written communication skills. This whole process allows them to feel more like creators of new knowledge and part of a community of scholars. To be able to prepare posters and present them is an important skill for students to acquire in the sciences because many of the professional meetings use poster sessions now rather than, or in addition to, oral presentations.

Poster sessions also help students discover some of the possibilities for themselves in terms of research or internships. The sciences have used the poster sessions as a way of selling the College as well. Last year there was a poster session for the Board of Trustees at the College as well as for prospective students attending Explore Goucher Day.

### STUDENT ACHIEVEMENTS

Measuring and tracking student accomplishments continues to be an effective outcomes assessment tool. Students receive a number of different kinds of achievement awards for outstanding academic performance at Goucher including

- the Dean's List
- honors and prizes awarded at Convocation based on departmental recommendations
- fellowships for attending graduate school
- scholarships for attending special programs or travel abroad while the student is a student at Goucher
- honors degrees awarded at graduation, and
- election to Phi Beta Kappa.

At Convocation students are recognized for being on the Dean's List, as well as for outstanding performance in research, writing or creative works. These students are selected by their respective departments as award winners. Some of the scholarship and financial support awards are self-nominations by qualified students, e.g., some travel/study awards. Others are awarded by faculty nomination, e.g., Goldwater Scholarships. For these as with the graduate school fellowships, the College needs to make special efforts to ensure that the most qualified students know about the awards so they can apply. Goucher students may not be doing as well as they might on some of the

## APPENDIX 1.4

national fellowships because there is no one office on-campus that has the information about all awards, nor is there a grooming process for these types of awards. It would be helpful to students to have a particular office/person to help them with applications. Perhaps the Associate Academic Dean could assume this responsibility.

Graduating students may receive one or more of three types of honors. *The Degree with Distinction* is awarded on the basis of the overall grade point. *General Honors* is awarded on the basis of overall grade point plus outstanding performance in the General Honors Program. *Honors in the Major* is awarded based on outstanding performance in the courses in the major. For the first two types of Honors the criteria are very clearly established in the catalogue. For Honors in the Major the criteria vary from department to department and for some departments are ambiguous. It would be advantageous for students if the criteria for each department were spelled out in the catalogue.

Students may be elected to Phi Beta Kappa in the fall or spring of their senior year, or else in the fall following their graduation. The minimum requirements are clearly stated in the catalogue.

## STUDENT ADVISING

Advising takes two forms at Goucher: faculty advising and peer advising. Peer advising is very new and is currently a pilot project with 23 peer advisors. It is too early to have any outcome data on the peer advising, however, the Associate Dean is currently meeting with the peer advisors once a month to field questions and deal with any problems that arise.

Faculty advising has been the mainstay of advising and includes pre-major and major advising. Pre-major advisors are assigned when the student arrives on-campus. This is either done by determining students' interests in particular subjects or sometimes it is randomly determined based on who is available for advising. Major advisors are selected differently depending on the department. In some departments the chair advises all students and in other departments everyone in the department participates in advising. The information that the College has concerning the effectiveness of faculty advising comes from two different sources: the National Student Satisfaction Survey and the Campus Environmental Survey.

The National Student Satisfaction Survey was conducted in 1996-97. The survey contained five questions about academic advising and provided a comparison of Goucher with other four-year private institutions. In 1996 Goucher's advising was rated significantly worse than the comparison group for all questions. In 1997 Goucher scored significantly lower on two questions. Partly in response to these comparisons Goucher increased the number of pre-major advisors, strengthened the training program, and for pre-major advisors, introduced peer advising.

## **APPENDIX 1.4**

The Campus Environmental Survey included questions about advising in 1994. The survey contained two questions about major advisors and four about pre-major advisors and students made ratings of very poor to excellent on a five point scale. It is difficult to interpret the results of this survey in isolation because there is no comparison group. Thus it is of limited value.

### **THESES, RESEARCH PROJECTS AND FACULTY/STUDENT RESEARCH**

The senior thesis is the most formally defined research project to measure student learning. Each student has a committee of faculty members who read his or her proposal and final product. Senior Theses which receive a grade of "A" are available in the library. For the independent research project and faculty/student research there are more informal structures which are determined completely by the faculty member working with the student. There is no uniform way in which these projects are evaluated. The evaluation is completely up to the faculty member, as it is for courses. Therefore, the outcomes, the grading, and what the students do are all very individualized.

It would be tempting to conclude that more students should do senior theses and research; this would be consistent with the strategic plan. However, that would substantially increase the faculty workload. This would be particularly true in the sciences and other research areas that require extensive supervision. If student research is a priority of the College then some way of giving faculty credit needs to be implemented so that more students can engage in independent work.

Finally, a goal of the College should be to increase the visibility of the student research that is done. The results could be presented to the community in a public forum.

### **RECOMMENDATIONS**

The college has undertaken significant new efforts to assess student learning and institutional effectiveness since its last Middle States review. The combination of the College's current and planned use of various outcomes assessment tools yields a significant harvest of information that is both quantitative and qualitative in nature. Overall the College is doing a good and, in some cases, excellent job in gathering data. Ten years after its last self-study, however, the College continues to be weak in setting priorities for what data it should gather, in centralizing the outcomes assessment effort, in analyzing and disseminating existing data, and in utilizing it for change, whether in curricular and policy areas, or for institutional advancement. Its decentralized approach, in particular, hampers the College's ability to develop a comprehensive, college-wide effort with a clear set of goals, a regular reporting mechanism, and sufficient staffing and oversight. To achieve that, Goucher should adopt a centrally-coordinated and directed

## APPENDIX 1.4

model, ensuring that adequate funding and staffing is in place to carry out those responsibilities, and that sufficient oversight is provided through the creation or designation of a committee which oversees the outcomes assessment effort.

To that end, it is recommended that the College:

- 11.1 Centralize the role of data collection, analysis and dissemination within the Office of Institutional Research and determine its reporting structure
- 11.2 Address the question of an oversight committee for the outcomes assessment effort at Goucher
- 11.3 Publish an annual report on outcomes assessment efforts
- 11.4 Increase OIR staffing to meet increased needs and expectations in that area
- 11.5 Administer surveys in a standardized way to allow comparisons with other schools and with prior administrations at Goucher; alternate student surveys between national surveys and Goucher's own instruments
- 11.6 Prioritize, utilize and disseminate more effectively the data that is gathered
- 11.7 Measure longitudinal change
- 11.8 Periodically review all outcomes assessment tools to ascertain whether they meet current objectives
- 11.9 Require departments undergoing reviews to work with the CDO to contact graduates in their majors
- 11.10 Require departments as part of their self-studies to report on progress in relation to the strategic plan and require them to develop new goals for each five year increment
- 11.11 Consider expanding reviews to include administrative divisions
- 11.12 Change the wording of the Career Development Office's internship evaluation form to elicit more detailed qualitative answers; require students to submit the surveys and distribute results to student advisors
- 11.13 Look at best practices at other institutions and change the internship evaluation process in ways that truly inform about what students value or dislike about their internship experience
- 11.14 Increase poster session participation and hold a common session for all divisions
- 11.15 Assess more vigorously the effectiveness of the advising system, using detailed surveys, e.g. independent evaluation of pre-major and major advising and type of advisor, longitudinal studies, and comparison with other similar institutions on measures such as the National Students Satisfaction Survey
- 11.16 Assign responsibility to the Associate Academic Dean to follow up on recommendations from academic external reviews
- 11.17 Move to establish a pilot portfolio project in 1998-99; encourage development of diverse models to be evaluated and presented to the larger community
- 11.18 Consider and articulate the balance that portfolio projects should maintain between the use of internal and external criteria in assessing outcomes
- 11.19 Review the program to see whether it should be expanded to all parts of the campus

## **APPENDIX 1.4**

- 11.20 Establish the norm that assessment be done before any major changes are made to programs, majors, etc., rather than make arbitrary or uninformed changes
- 11.21 Establish a central place to record student and faculty achievements so all offices have access to that information
- 11.22 Standardize data collection from ACE, the Math Lab, and the Writing Center

---

## CHAPTER 12 - PLANNING AND RESOURCES

---

This chapter reviews all of the planning initiatives which the College has undertaken since 1988; critically analyzes the relationship of these initiatives to outcomes experienced by the College; relates the planning process and committee structures used in developing each of these initiatives; assesses the effectiveness of the process; and makes recommendations concerning process redesign for the next decade.

There have been many planning initiatives during this period (perhaps too many), and they have not all tied together as well as they might. There also have been initiatives which have been well thought out but never systematically implemented. Although a difference of opinion exists as to how much more structured the College's planning processes should be, overall it is agreed that the College has taken major steps forward in terms of its vitality and financial health.

The decision to become a co-educational institution in 1986 was a major mission change which involved both planning and resource allocation. This chapter reviews this change in light of the planning that occurred during the last ten years. This is one area which suffered from a lack of consistent evaluation and follow-up. Finally, this chapter raises those issues of planning and resource allocation which will present challenges for the College in the years to come.

### THE GOUCHER PLAN 1990-1995

In the fall of 1990, Goucher College hired a consultant, George Keller, to review the status of the College and help it quickly develop a five-year budget/planning model. The urgency of the situation was precipitated by the enrollment of one of the smallest classes in the College's history, 143 new freshmen. George Keller developed a plan which was submitted and modified significantly by the College. The resulting plan, (*see Exhibit 1.5 - The Goucher Plan*) was adopted by the Board in December, 1990. It is a comprehensive plan which called for changes in the curriculum, the campus, public relations, marketing, admissions, student life and financial aid. The plan was accompanied by a six-year budget plan and specific benchmarks.

In the admissions and financial aid area, the goal of The Goucher Plan was to increase the size of the undergraduate student body from under 800 in Fall 1990 to more than 1000 by Fall 1995 and eventually to 1200 students while also increasing the SAT scores

## APPENDIX 1.4

of the entering class by at least 100 points. The key tool to enrollment changes was the implementation of an aggressive merit scholarship program. This program was implemented in Fall 1991 and continues today with certain modifications and refinements. Other tools to help increase enrollment were the renovation of a new admissions facility which was completed in 1991 and the enhancement of the marketing and public relations efforts of the College.

In order to increase the College's undergraduate enrollment, the College established benchmarks for increases in the freshman class as well as benchmarks for improvements in the retention rate. The College has been quite successful in increasing the size of the freshman class but has not made much progress in improving its retention rate despite the strengthening of the Academic Center for Excellence and improvements in student life facilities and programs.

The Board strategically decided when it enacted the plan to allow the College to maintain its faculty and staffing level. In Fall 1990, the student/faculty ratio of the College was 8.7:1. It was realized that this ratio was not sustainable if the College was to operate in financial equilibrium. An integral part of the planning process was the development of the budget model. It was agreed from an academic point of view that a 12:1 student/faculty ratio would provide a quality academic program for the College as well as a fiscally sustainable equilibrium.

*Appendix 12.1 - Actual Versus Model Benchmarks* indicates the benchmarks which the Board approved and then tracked during the plan years. The table includes two columns for each year, the actual and the model numbers. The first set of benchmarks related to enrollment and included goals for new freshmen, retention rates and average SAT scores. The freshmen goals were attained in all years except Fall 1993 when they fell short of the model by five students. On the other hand, the College has fallen short of the retention goals which were set out in the plan. Retention has improved at the College but at a slower rate than the plan had envisioned. The plan had projected a gradual increase in the College's SAT scores, but this happened almost entirely in the first year of the plan. The aggressive merit scholarship program is credited with this result.

The second set of benchmarks relate to faculty and the student/faculty ratio. The student/faculty ratio was projected to increase from 8.7:1 in Fall 1990 to 11:1 in Fall 1994. The model provided a significant decrease in the full-time equivalent (FTE) faculty between Fall 1990 and Fall 1991. This was to be achieved entirely through a reduction in part-time faculty. The College found that this was not possible to do because of the introduction of the Common Intellectual Experience (CIE) and other interdisciplinary initiatives. The College was able to actually maintain its FTE faculty size and remain within budget by increased use of part-time faculty. This occurred as a result of many faculty having the opportunity to take sabbaticals and leaves either without pay or compensated by other organizations. Therefore, the student/faculty ratio actually dropped slightly before it began to increase.

## APPENDIX 1.4

The next area that was benchmarked was faculty salaries. The expectation was that faculty salaries would continually improve relative to inflation during the duration of the plan and as soon as the 12:1 student/faculty ratio was achieved, faculty salaries would be increased as necessary to reach the level of its peers. The peer institutions were defined after the acceptance of the plan and the commitment to increase faculty salaries to the level of peers was advanced.

The Board analyzed the total cost of the merit scholarship plan and identified the number of scholarships to be awarded. The number awarded in the first year exceeded the model yet there were no negative cost implications because the College was operating significantly below capacity, and therefore, the marginal cost of the additional scholarships was close to zero.

The Board also included benchmarks for the endowment. The Board planned to pay for the plan through the use of its endowment to finance the necessary investments. The plan clearly delineates the percent of the endowment used to finance normal college operations as well as the take from the endowment for the implementation of the plan. Finally, the Board delineated the additional funds to be allocated to admissions/advertising and maintenance.

Finally, the model projected the bottom line. The Board adopted a plan with operating budget deficits for the years 1990-91 through 1994-95. The additional endowment draw was the source of revenue to cover the deficits. At the end of the first year of the plan, the deficit was only half of the amount originally predicted. In the next four years, the College came in at the actual deficit projected in the model while maintaining most of its funding commitments. The only area which was not fully funded was maintenance, yet significant progress has been made in major capital projects which has an offsetting impact on this area.

This plan gave the College very clear direction and kept everyone very focused on quantitative accomplishments, most of which were achieved. At times many in the College community, especially faculty, found it to be constraining. The plan was adopted quickly, with many people informed of its parameters during the process but not necessarily consulted on them.

In July 1994, Judy Jolley Mohraz became the ninth president of the College. This also was the last year of the plan. At that time, the concern shifted strongly to capital needs, to the issue of faculty salaries and to the question of repaying the endowment for the funds used to finance the plan. One of President Mohraz's first acts was to provide an additional salary increase for faculty as the beginning of a multi-year plan to bring faculty salaries to the level of the College's peers. The increase in faculty salaries was critical to improve the morale of the faculty. The College adopted a set of peer institutions in 1991 and has used the peers to serve as benchmarks for a variety of indicators. Included in this chapter is a list of the College's peers and the criteria used for selection.



## APPENDIX 1.4

### CAPITAL PLANNING

In 1993, the College commissioned a capital plan. A representative group of students, faculty, staff and board members agreed to serve on the steering committee for this effort, whose goal was to develop an inventory of all the College's facilities, to categorize all of the facilities by quality, to assess the adequacy of the College's infrastructure and to assess the adequacy of the existing college space. The space was to be assessed in terms of amount of space and ADA and other regulations. A plan was prepared with a great deal of input and consultation with the entire community. (The plan prepared by Cho, Wilks, Benn is included in *Exhibit 13.1 - History of Expenditures and Revenues*.) There is no faculty committee which relates to capital planning; this may be a shortcoming of the faculty governance structure. On the other hand, the Board of Trustees' Buildings and Grounds task force, which has faculty and student representation, is very much involved in the process.

Following the development of this plan, the College commissioned a comprehensive plan of its heating and cooling systems, a plan to examine cost and potential sites for expansion of parking on-campus, and a plan for student center and residence hall needs.

At the May 1996 board meeting, the College adopted its first capital budget. The budget included projects delineated by year for the next ten years. The projects identified in the capital budget for the period 1996-2000 grew in scope, and the funds originally projected for the capital budget have been consumed without all of the projects having been accomplished.

In addition, after much discussion during FY95, the College decided the best approach to financing the capital budget was through the assumption of debt. Much of the winter of 1995-96 was spent modeling a variety of funding alternatives for the capital budget. It was ultimately decided that the College should take on a variable rate tax-free debt to finance its projects. The College anticipated being able to maintain this debt at an interest rate of less than six percent. In fact, the College's debt service costs actually have averaged less than 4.5 percent.

### FACILITY PLANNING

The College has developed a method of inclusive planning for its facilities. The Board of Trustees' Buildings and Grounds task force oversees all aspect of a project, while the major program components of a project are developed by a committee composed primarily of the users of the facility. For example, the Gopher Hole included a committee composed of several students, members of the student life staff as well as a representative

## APPENDIX 1.4

of the faculty and of the facilities management department. Some program planning committees also include a member of the Building and Grounds Committee as well.

### STRATEGIC PLANNING 1995 - PRESENT

Building on the momentum of the Keller Report and the Goucher Plan in 1990 (detailed in the 1993 Middle States Association Interim Report), Goucher continued but shifted its focus on strategic planning in the mid-nineties. In the fall of 1994, at the request of Goucher's new president, the Goucher community once again began a broad-based, comprehensive strategic planning process. The new strategic planning process focused more on seizing future opportunities, on how "to explore the challenges facing Goucher, to rethink the College's priorities and activities in light of those challenges, and to frame a series of strategic directions for the College as the College approaches the 21<sup>st</sup> century." The result of that process, (*see Appendix 1.2 - Strategic Directions for Goucher College*), was a programmatic blueprint for growth and strategic investment for the College's next five years.

The 14-month planning process was comprehensive in scope and participation, including members of the entire Goucher community, including trustees and alumnae and alumni. It looked critically at internal and external factors and challenges, including "demographic changes, the economic climate, socio-cultural trends and technological change, among others – as well as characteristics intrinsic to Goucher, emerging from the College's particular strengths, tradition, values and aspirations." The process also examined other successful liberal arts colleges, in particular Connecticut College, and used those models to inform Goucher's own strategic planning process.

The plan's strengths include defining "strategic" as undertakings which "hold the greatest promise to set Goucher apart, to distinguish the College from other liberal arts colleges in the nation." In so doing, the plan effectively differentiates between that which is operational and that which requires new investments to lift Goucher to distinction. Another strength is the consensus-building process that under-girds the plan; unlike earlier ones, it has broad-based support in the entire community, which increases its chances of successful implementation. Probably the greatest strength of the plan is that it has identified six specific areas which, individually and cumulatively, have the greatest potential to distinguish Goucher from other institutions. In so doing, the plan has given the College six key areas in which to focus and invest resources.

The plan also has its weaknesses, one of which is its failure to explicitly link the planning process to the College's budget. At the same time the new strategic plan creates a climate for and expectation of programmatic excellence it fails to identify the resources necessary to effect those changes. This weakness has been recognized by the Finance Committee of the Board which has been struggling to link the budget with the plan. The committee has attempted to reformat the budget in terms of the six priorities as stated in the plan in order to clearly identify the relationship of resource allocations to priorities. So far this exercise has not proved to enhance the process. Instead, the plan remains disconnected

## APPENDIX 1.4

from the budget planning process; the only explicit line item in the budget which addresses strategic planning is a token \$50,000 annually for the Strategic Planning Fund, which underwrites start-up strategic ventures. The lack of resources to date has hindered its implementation.

A second weakness in the strategic plan was the absence of explicit goals, indicators and measurements for success in each of the six strategic areas. Recently the College has developed a comprehensive set of benchmarks to measure the success of the plan. (*See Exhibit 12.2 - Proposed Benchmarks for Goucher College.*) Furthermore, the College is explicitly linking the planning and the budgeting benchmarks and tying the plan and budget together. Now that these benchmarks have been established, the Trustee task force on Strategic Planning and the Strategic Planning Committee will exercise oversight of the implementation.

Finally, the Board, the administration and the students found a third weakness in the plan; its failure to adequately address the strategic importance of student life. As a tribute to the “living” quality of the strategic plan, this issue has been thoroughly studied, resulting in added sections on student life to the plan. These revisions were enacted by the Board at its January 1998 meeting.

### MAGUIRE ASSOCIATES MARKETING REPORTS

In 1990 and again in 1996 Goucher commissioned Maguire Associates, a Boston-based educational marketing firm to conduct comprehensive marketing research projects for the College. From those projects the College received college-wide and division-specific recommendations and plans of action “to enhance marketing, image and positioning in the years to come.” Maguire’s research, which twice targeted inquirers in Goucher’s applicant pool, has provided the College with the most detailed information it has on its image, whom it should be targeting, how it needs to position itself to be more competitive, and how to distinguish Goucher from its competitor institutions (*see Exhibit 2.3 - Maguire Reports, 1990 and 1996*). Goucher has used that research to make key decisions and changes in admissions, marketing, tuition pricing, scholarship awards, communications and enrollment management. Some of the benefits which the College has realized from implementing the Maguire recommendations include: an increased applicant pool, higher yields from the applicant pool, better qualified candidates, and improved retention figures.

Goucher should consider fully maximizing the benefits of the Maguire research by incorporating recommendations stemming from the reports into long-range strategic planning and annual budgeting processes. For example, there are themes which Maguire highlights in both the 1990 and 1996 reports that have not been fully implemented and which still have the potential to distinguish Goucher from other colleges. To begin with, both reports contain recommendations to the College concerning the heightened

## APPENDIX 1.4

emphasis the College should place on student life. In 1990, Maguire recommends: “Take steps internally to enhance the campus spirit...As a community in a small town...Goucher needs to offer bustling activity, vibrant residence communities and a fullness of life. [Students] need to be convinced that the quality of life at Goucher is also invigorated by organized sports, recreational clubs and organizations, and extracurricular activities.” In 1996 Maguire revisited that same theme, recommending that the College “conduct further research among currently enrolled students to provide insights on community and social life at Goucher” and “think creatively about developing atypical athletic opportunities at Goucher.”

Despite the 1990 recommendations, it was really only after the 1996 report that the College began to increase significantly its investment in student life-related areas. In the last two years Goucher has begun to prioritize spending in this area, starting with the renovation of the Pearlstone Center, continuing in 1997-98 with an increased budget for the lacrosse teams, requesting more funds for student life activities, and planning extensive renovations to all of the student residence halls.

Another area which Maguire highlights in both the 1990 and 1996 reports is identifying a signature message for Goucher’s marketing efforts. While the College did follow Maguire’s advice and experimented with various messages and themes ranging from “Expect the Best” to “A Great American College,” that effort has largely been contained in the Admissions/Enrollment Management areas and so those messages have not been carried through in all of the College publications, which is what Maguire advocated. Additionally, Goucher never successfully identified one enduring signature message to tie the marketing strategy to the College’s strategic plan and its initiatives, connect Goucher’s past and its present, and distinguish it from other colleges.

Functions of the Career Development Office are also highlighted in both Maguire reports as areas on which to focus. In 1990 Maguire suggested that Goucher “develop a distinctive approach to preparing students for life after graduation;” in 1996 they urged that the College “assess the competitive quality of the internship program.” In this as in the other instances, those recommendations could have been fully incorporated into the College’s budget and planning processes, with the likely result that the College would have found the resources necessary to advance these areas much earlier than it has. Clearly, limited financial resources were a large part of the reason why Goucher never fully carried out certain Maguire recommendations. Given, however, that Goucher continues to be weak in some of the very areas that Maguire recommended the College invest in years ago, the College might have been wiser to make strategic investments in these and other areas that Maguire pointed to. In so doing, the College would not only have maximized the significant investment that the College made in Maguire Associates over the past seven years, but the College would have maximized its own planning efforts by using detailed research as the basis for making informed and strategic investments.

## APPENDIX 1.4

### DEVELOPMENT OF A PEER GROUP FOR FACULTY SALARIES

In 1990 Goucher began to identify a peer group for the College against which it could measure progress or lack thereof on faculty salaries. Then President Dorsey appointed a committee consisting of faculty, staff and trustees to identify the peer group; G. A. Jackson, an outside consultant, was hired to facilitate the selection process. The committee agreed on a set of twelve weighted attributes which it would use to select a peer group, ranging from acceptance rate of students, to enrollment, to student/faculty ratio. Much work was done but no group emerged from this effort.

When the new Vice President for Finance arrived in August, 1990, she took up this effort and worked with the representative group which President Dorsey had appointed to conclude the task. She used the national liberal arts colleges as defined by *U.S. News and World Reports* as the universe. From this group the following criteria were used to reduce the number of institutions:

- all institutions which had less than 75 percent of their undergraduates residential were eliminated;
- all institutions which had enrollments of less than 800 or more than 2000 students were eliminated;
- all institutions which had tuition of less than \$12,000 or more than \$18,000 were eliminated; and
- all institutions which had SAT scores of entering freshmen of less than 1000 or more than 1250 were eliminated.

This process resulted in the adoption of the following 21 peer institutions:

Albright	Hobart and William Smith	Occidental
Allegheny	Kalamazoo	Rhodes
Connecticut	Kenyon	Trinity
Colby	Knox	Union
Davidson	Lafayette	University of the South
Earlham	Lawrence	Washington and Jefferson
Grinnell	Macalester	Whitman

As a planning tool the selection of the peer group facilitated the development of faculty salary budget requests for the past seven years. In addition, it served the dual purpose of informing the administration about faculty salaries at peer institutions and so gave the College concrete goals to attain with respect to reducing the gap between Goucher's faculty salaries and those of its peers. Analysis of the peer group's salary figures provided the needed impetus and substantiation for Goucher to incrementally increase its own faculty salaries. It has done so in gradual increments over the past four years, resulting in Goucher's attaining the mean peer faculty salary level for the first time in 1997. The peer group has also been used to develop an appropriate student-faculty ratio

## APPENDIX 1.4

as well as other benchmarks including tuition discount rates and retention and graduation rates.

### PLANNING PROCESS FOR GRADUATE PROGRAMS

During the early 1990s significant changes were made in graduate programs at Goucher. The Master of Dance/Movement Therapy program was phased out, with the last class graduating in 1992. The Master of Education degree that had not been offered since the mid-1970s was evaluated and refocused to meet the needs of today's schools. A Master of Arts in Historic Preservation (MAHP) degree that had been approved by the State of Maryland in 1979, but never put into place, was also reexamined. Several new programs were developed (*see Chapter 10 - Innovation and Experimentation in Graduate Programs*).

The Master of Education program, which includes a concentration offered jointly with the Sheppard Pratt Hospital, provides a response to the concerns teachers have about today's complex children and youth, offering specializations in at-risk students, middle schools, school improvement leadership, school mediation, urban and diverse learners, and athletic program leadership and administration. The M.Ed. program has been joined by a Master of Arts in Teaching, designed for college graduates with strong liberal arts backgrounds who wish to become certified elementary, middle or special education teachers. These graduate programs in education have standing goals of increasing student enrollment and improving program quality. An ongoing program improvement team meets regularly to evaluate the program (*see Exhibit 12.1 - Evaluation of Graduate Programs in Education*).

The MA in Historic Preservation is administered by the Center for Graduate and Continuing Studies. The MAHP was redesigned as a limited residency program to serve the educational and logistical needs of adult students who are working in related fields and who cannot afford the time and costs associated with attending college full-time. First offered in 1995, the program graduated its first students in 1997.

Using the MAHP model, other programs have been developed by the Center. The Master of Arts in Creative Non-fiction held its first classes in 1997. The Master of Arts in Arts Administration began in the summer of 1998. A Master of Arts in Women's Studies: Women, Aging and Public Policy Across Generations is planned to begin in 1999.

Each of these programs began with an idea from a member of the Goucher faculty and builds on an undergraduate strength of the College. New programs are modeled on the preceding ones. They are also supported with the earnings from existing programs; no start-up funds are available from the College (*see Appendix 10.1 - Balance Sheet for Graduate and Continuing Studies Programs, 1998-2003*).

## APPENDIX 1.4

Programs go through an approval process on-campus as well as at the state level. On-campus, approval can be withheld by the President, the Academic Dean, the Board of Trustees, or the Graduate Programs Committee. Endorsement of the faculty is also solicited. A program can also be disallowed by the State Board of Higher Education.

### DEVELOPMENT AND ALUMNAE/I RESOURCES PLANNING

The Vice President for Development and Alumnae/i Resources initiated a division-wide planning process in 1995. The goal to link evaluation, planning, and budgeting, and to open these processes to participation by the Board of Directors of the Alumnae & Alumni Association of Goucher College (AAGC), as well as the College's Board of Trustees, is part of a plan to develop more effective programs and to increase private gift support.

In September 1997, the Vice President enlisted the services of Washburn & McGoldrick, Inc., a nationally recognized consulting firm in higher education, to conduct a comprehensive audit of the division and its activities, and to recommend the appropriate staffing structure and operating budgets for the division as the College successfully completed its \$40 million campaign. The study and resulting report (see *Exhibit 16.9 - Report of Washburn & McGoldrick: Post Campaign Staffing and Budget Report*) was conducted by a principal of the firm, Susan L. Washburn.

Using the Washburn & McGoldrick report as a starting point, the Vice President and division staff prepared a comprehensive proposal for review and discussion with the President's Council, the AAGC Board of Directors, the Board of Trustees Development and Alumnae/i Resources task force, and the Executive Committee of the Board of Trustees. An ambitious plan was approved by all groups by March 1998. Details of the approved plan are found in Chapter 16 of this report.

The Council for the Advancement and Support of Education (CASE), the National Society of Fund Raising Executives (NSFRE), the American Association of Fund Raising Consultants (AAFRC), and the National Association of College and University Business Officers (NACUBO), and other organizations have studied fund raising productivity and effectiveness for two decades. They have discovered one constant: an increased investment in the development program will lead to an increase in private gift support. The planning process, led by the Vice President for Development and Alumnae/i Resources, will continue in order to establish, monitor, and adjust staffing and budget resource allocation, as well as establish and monitor appropriate measures of accountability and productivity of the College's development programs and fund raising results.

## APPENDIX 1.4

### ATHLETIC PLANNING

Over the last ten years, athletics is the area of the College which has made the most explicit programmatic changes in order to accommodate a co-educational institution. In addition to changes necessary to develop men's teams, the College's philosophy towards athletics also changed significantly from a campus which at one time viewed athletics as opportunities for *all* students to participate in a competitive endeavor. Developments in athletics over the past 10 years include the addition of the new gym, weight room, racquetball/squash courts, etc. Although the decision to build this addition occurred before the decision to go become coeducational, the growth of athletics in this way gained even more support and momentum once that decision had been made. Goucher became a Division III institution only after co-education.

New programming included: men's swimming (1988), men's and women's cross country (1988), men's tennis (1988), men's soccer (1989), men's basketball (1990), and men's and women's lacrosse (1992).

Present statistics of the Athletic program involvement indicate 39% male (79 men involved in the department) and 61% female (121 women participating.) Current campus population statistics are 29% male and 71% female.

The attention the College has gotten through its facilities is worthy of note. Several local leagues, for example, are brought to Goucher each year for high school competitions.

In January 1997, Geoff Miller, Director of Athletics, met with the Enrollment Management, Student Life, and Institutional Values task force to discuss the current athletic program and the possibilities for program expansion. Topics discussed included the need for additional operating funds to increase the size of the current sports teams, facility enhancements and improvements for swimming and other maintenance areas, and the possible addition of another sport for both men and women.

### TECHNOLOGY PLANNING

*Goucher 2000: a Report on the Status of Information Technology and the Challenges and Opportunities it Presents for the 21<sup>st</sup> Century* was prepared in the spring of 1994 to inform the new president on the state of information technology at Goucher College. (See Chapter 9 - *Information Technology, for a detailed description and analysis.*) It provides a snapshot of that period and some recommendations for future action. An update was prepared as part of the institutional planning process. Some of the report's recommendations have been implemented, some are in process and others remain as challenges before the College. In at least one case, the wiring of student residences, the College has been able to exceed its expectations.



## APPENDIX 1.4

Specific recommendations of the report included:

- a more collaborative approach to computing
- a robust, fiber optic campus network with Internet access and a universal e-mail system for students, faculty and staff
- a new hardware platform for the AIMS administrative system
- “life-cycle” planning for future upgrades to computing resources
- technologically-enhanced classrooms
- increased staffing and facilities improvements in the library
- a new approach to computer proficiency as part of the curriculum

### COLLABORATION

In response to the report’s recommendation for a more inclusive planning process, a task force on information technology planning was appointed by President Mohraz in February 1995. Representative members of the campus community were involved in committees and its teams on student computing needs, information resources and administrative computing, and computing in the academic program. Major work of the committee included the decision to move to the Windows 95/NT, Microsoft Office platform. This committee operated until the 1996 resignations of the directors of academic and administrative computing.

In 1997, the decision was made to restructure the management of technology at Goucher, moving from a three-pronged model for technology management in which significant responsibility was divided among academic, administrative and library computing. This concern has been addressed with the creation of new units: one with responsibility for library and instructional technology services; another with responsibility for all other computing, network and telecommunications support.

### THE NETWORK

The 1996-97 update report describes the many changes to the communications infrastructure (voice/video/data) that took place during the period between 1994 and 1997. Notable is the 48-strand fiber optic cable to every desktop, including student residences. Moving to the Windows 95/NT and Microsoft Office platform has also enabled a universal e-mail system. Significant effort was extended in 1996 and 1997 to upgrading desktop hardware for faculty, staff and student labs, with the purchase of 150 Gateway 2000 Pentium grade multimedia computers.

## APPENDIX 1.4

### ADMINISTRATIVE PLATFORM

In the spring of 1997, the College moved to an HP 9000 Unix-based open systems platform, providing a much more stable environment for the AIMS administrative software package.

### BUDGETING FOR TECHNOLOGY AND LIFE-CYCLE PLANNING

The College has been budgeting for technology both out of the operating and capital budget. As a part of the capital budget, the College spent \$2.3 million to install fiber optic cable to all of the buildings, to wire all of the residence halls for voice, video and data in every room, to wire all of the academic and administrative buildings, and to install a new telephone switch and voice mail system.

The College has significantly increased its operating budget support for computers during the last two years but has not yet established a methodology for appropriately budgeting for replacement of computer hardware and software. It is expected that recommendations on how to appropriately budget for technology will emerge from the strategic plan for technology which is currently being developed.

### TECHNOLOGICALLY-ENHANCED CLASSROOMS

Included with the renovations recently completed in Van Meter Hall, classroom improvements such as network connections and video equipment in each room have been implemented.

In Hoffberger, thanks to a grant from the Pittsburgh Foundation, multimedia classroom improvements are in progress together with the creation of a scientific visualization facility and Airlan wireless networking in the wet labs.

Faculty in modern languages are eager to replace the outdated audio language lab in the Thormann International Technology and Media Center with a new digital facility. The audio equipment now requiring frequent service calls is not expected to last much longer. More importantly, digital equipment will allow faculty to better exploit the power of the World Wide Web and to implement improved pedagogical methodologies for language learning.

### LIBRARY

The report recommends the addition of a library staff member specializing in information technology; that recommendation was echoed in the spring of 1997 by the library

## **APPENDIX 1.4**

external review team. The information technology librarian position is the cornerstone of a recently submitted foundation grant proposal.

Building modifications are also needed in order for the library to support the current technology-rich information environment. The Julia Rogers Library was partially wired during the summer of 1996, more extensive work is anticipated with connection of the building to the heating and cooling plant in 2001. As money and time allow, reference and student-use computers are being upgraded or replaced. The library has made significant investment in Web-based subscriptions in the last year and is evaluating several other products. Library instruction sessions taught as part of English 103/4/5 now incorporate Web searching strategies as well as evaluation of online sources.

### **COMPUTER PROFICIENCY**

During the 1995-96 academic year, a group of faculty, library and computing professionals and a student met to reconsider the College's computer proficiency requirement. In the fall of 1996 they presented to the faculty a proposal to place computer proficiency in the major requirements. Under this model, approved by the faculty, each department will either offer its own computer-related course or designate a course in another department as meeting the needs of graduates in its discipline.

### **ROLE OF FACULTY IN PLANNING AND RESOURCE ALLOCATION**

Faculty participation in long-range planning and allocation of resources has changed dramatically since 1988. Faculty representatives now sit on every task force of the Board of Trustees. In addition to senior staff, President's Council includes two faculty members. As a result of restructuring faculty committees in 1988-89, the Faculty Affairs Committee is now charged with making salary and benefits recommendations and dispersing faculty development funds. Traditionally, salary increases were assigned only after the size of the incoming class was projected. With the modest raises in the early 90s, the faculty salaries were at the bottom of the peer comparison group. In February 1995, this committee presented a formula that indicated the raise needed to advance to the average of the peer group within three years, and recommended an 8.5% raise, much larger than the previous years. By the fall of 1995, a change in policy put faculty raises in the budget model at the start of the budgeting process rather than as a residual. After three years of similar raises, the faculty salaries reached the mean of the group in each rank. The current Strategic Plan has salaries remaining at the average of the peer group while the size of the faculty increases.

In addition to salaries and benefits, the Committee is charged with approving requests for faculty travel to professional meetings and support for other scholarly activity. The allocations for these functions have recently been substantially augmented. Funds for

## APPENDIX 1.4

curricular development were returned to the Dean by this committee for his dispensation, however, this decision was recently challenged by Executive Council. Finally, the Faculty Affairs Committee is charged with oversight of the library, but it has not acted on this front.

The Budget and Planning Committee meets with the Vice President for Finance and the Academic Dean to review the allocations within the academic program. In 1997, a Strategic Planning Committee of elected faculty and students participated with staff in delineating strategic goals for the next decade. The newly-created standing committee of the same name includes two faculty members. These new interactions among trustees, administrators, faculty, and students have created avenues for discussion on pertinent issues and a greater sense of trust and confidence among these groups.

The intent of creating an Academic Planning Committee in 1989, later renamed the Budget and Planning Committee, was to have faculty engage in financial planning, allocation of resources, and setting priorities within the budget for the academic program. This goal is partly met. Within its purview are allocations of the zero-based portion of departmental budgets — requests for part-time faculty, equipment, student work, and special requests for increases in teaching budgets. In addition, requests for full-time faculty positions, whether for replacements or new positions, are brought to this committee. The committee is not engaged in long-term planning for improvement in the academic program (as originally envisioned), nor is it involved in deciding allocations for strategic initiatives, including those directly related to the curriculum. In fact, the majority of the proposed changes in the operation of Budget and Planning approved by the faculty in April 1991 (and appended to the interim Middle States Association report in 1993), have not been implemented. Currently, the Dean establishes the estimate for operating the academic program before the budgets from the chairs are due, and the size of the academic program budget is fixed before Budget and Planning reviews the requests. As a result of meetings in April 1998 between the Dean and Budget and Planning members, a new approach will be attempted in 1998-99. The chairs of departments will be asked to submit two-year budgets by November 1<sup>st</sup>. In this way, the Dean and Budget and Planning members will have an understanding of the requests before the apportioning of the macro budget to the academic program occurs.

### **ROLE OF BOARD AND BOARD TASK FORCES IN PLANNING AND RESOURCE ALLOCATION**

Two major trends have taken place with respect to finance at Goucher over the past ten years. Reporting to the Board and the Executive Committee has shifted from board members (committee chairs) to the College's professional managers, and that reporting has shifted from a regular report at almost every meeting of both bodies to reports primarily on events (e.g., budget completed) and exceptions (e.g., financial aid over budget by \$300M). Secondly, all the tools necessary for a best practice financial process

## **APPENDIX 1.4**

are now in place (operating and capital budgets, multi-year plans, and endowment management policy and process).

The former “every meeting” process may be somewhat perfunctory, but it can be argued that it better serves the fiduciary responsibilities of the Board than exception reporting. Underlying this may be a failure on the part of many participants, Board, Administration and Faculty, to understand financial reporting as being at the core of any understanding of the life of the College.

Currently, the difficulties in developing a process – and hence shared understanding – of expense growth and its relationship to investment in the College’s future create misunderstandings among Board, Administration, and Faculty over what constitutes spending for “business as usual” and spending for investment in the future. Board and Executive Committee Minutes reflect little discussion on these issues and finance seems to appear most often in the very concrete reporting on the funding of buildings and grounds projects. Following that, tuition and fee changes, college pricing policies, and budget shortfalls bring the total to almost 100% of comment on college finances in the minutes of the last ten years’ meetings.

In recent years, the Board and its committees and the administration have challenged themselves to connect the strategic plan to the capital and operating budget. The College currently is undertaking the development of such a five-year budget plan.

## **PRODUCTIVITY STUDY**

In the fall of 1996, a team of consultants scanned all administrative areas and identified 125 issues for the College to review and to examine for possible improvements in productivity.

The results of this study indicated that the College was operating quite efficiently. The study acknowledged that the College has grown significantly in enrollment during the last five years with little growth in staff. The study encouraged the administration to be sure it is using technology as effectively as possible in all areas. It also recommended some increased investment in human resources.

## APPENDIX 1.4

### RECOMMENDATIONS

#### CAPITAL PLANNING

- 12.1 Update the College's capital plan annually
- 12.2 Adopt a two stage process in planning projects: (1) preliminary planning which delineates the scope of the project and results in a good cost estimate and provides the College with the information necessary to decide to proceed, and (2) detailed planning and construction

#### FACILITY PLANNING

- 12.3 Continue to involve broad-based user groups in facilities planning

#### STRATEGIC PLANNING

- 12.4 Link the annual budget process to the strategic plan, ensuring that adequate resources are dedicated to new strategic initiatives
- 12.5 Prioritize on a yearly basis which of the six initiatives requires the greatest investment of resources and reflect that in budget planning
- 12.6 Create specific goals and benchmarks for each of the six initiatives and establish an oversight and reporting process that is accountable to the Board of Trustees

#### PEER GROUP

- 12.7 The peer group could be used in ways other than for faculty salary comparison; Goucher faculty are also interested in obtaining data about numbers of students in peer departments, what other institutions spend proportionally on faculty development and faculty travel, and what equipment and other purchases are made on an annual basis by departments at peer institutions
- 12.8 Periodically review the peer group to see whether it continues to meet Goucher's own criteria; consider identifying a "goal group," which would once again challenge Goucher to move to higher levels of achievement and performance

#### TECHNOLOGY PLANNING

- 12.9. Develop a technology plan for the campus
- 12.10. A committee structure for dealing with technology issues, including those related to the curriculum, on an ongoing basis needs to be established

## APPENDIX 1.4

### PLANNING AND BUDGET ISSUES

- 12.11 Have regular financial updates at all Board and Executive Committee meetings by the responsible board member supported by staff
- 12.12 Institute basic financial training for the Board
- 12.13 Refine the format of budget reporting to clearly reflect “business as usual” and “strategic” investments

### DEVELOPMENT AND ALUMNAE/I RESOURCES PLANNING

- 12.14 Continue to link evaluation, planning, and budgeting to enhance development and alumnae/i programs and to increase private gift support to the College

### GENERAL

- 12.15 President’s Council should coordinate the College’s multiple planning processes
- 12.16 The Strategic Planning Committee should oversee implementation of the strategic plan
- 12.17 Improve the communications concerning all College planning
- 12.18 Strengthen the evaluation component of the planning processes
- 12.19 Strategic use of consultants; assure that consultant reports are accurate
- 12.20 Adopt a mechanism for tracking the implementation of all plans
- 12.21 Provide a context in which all planning takes place so that critical issues get addressed and related to the overall directions of the College
- 12.22 Adopt benchmarks which relate to both the budget and the strategic plan
- 12.23 Adopt a mechanism to relate planning and budgeting in a direct way
- 12.24 Insure that the issue of co-education is considered in all planning studies
- 12.25 Institute a regular mechanism for submitting proposals, budgets, and assessment for curricular initiatives

---

## CHAPTER 13 - BUDGETING AND ACCOUNTING

---

Since June 1988, Goucher's annual net revenues and expenditures have increased from \$14.9 million to \$25.7 million. This represents an average growth rate of 5.6% (see *Appendix 13.1 - Analysis of Budget*). As indicated in Appendix 13.1, most income and expense classifications also had growth rates similar to that of the entire college. The College's internal budget reports for the past ten years indicate balanced budgets in all years, but the College's financial statements would show operating deficits for years 1992-1995 if not for withdrawals from quasi-endowment to support current operations. (See *Exhibit 13.1 - History of Expenditures and Revenues.*) The deficits are masked in the internal reports by these withdrawals.

The percentage of the budget supported by net tuition has stayed relatively constant between FY88 and FY97: 42 percent versus 41 percent. Revenue earned from auxiliary enterprises has decreased two percent primarily due to the outsourcing of the campus bookstore. This change also accounts for a portion of the increase in other income from bookstore, vending, and telephone commissions. The College has also recognized growth in other income areas including federal indirect cost recoveries and certain conferences held by Masters programs. Restricted income increases are primarily the result of a change in policy for funds previously considered "restricted" which actually funded current operations.

In terms of expenditures by object, the percentage utilized for salaries has increased from 49 percent to 51 percent, general expenses have fallen from 20 percent to 17 percent and debt service has increased from 1 percent to 3 percent. The change in debt service and the methods of financing of the College's capital improvements are the most significant changes in the College's financial operations.

When analyzing expenditures by functional classification, e.g., instruction, student services, etc., the largest increases have been in the instructional area (see *Appendix 13.2 - Expenditures by Function (FY 1988 - FY 1997)*). As a percentage of total education and general expenditures of the College, instruction costs have risen to 59 percent of the budget compared to 52 percent in 1988. This is attributable to increases in graduate programs and faculty salaries as discussed in following sections. In support of the efforts of the Goucher Plan, it is evident the relative declines in general administration, student services and library budgets are the result of "growing" back to equilibrium with relatively few administrative positions added while the student FTEs increased by over 300.



## **APPENDIX 1.4**

### **DEBT FINANCING**

Prior to 1995, the College's only debt was from HUD bonds issued to support dormitory construction in the 1960s. Until recently, the College paid for all of its renovation and new construction projects through fund raising and use of quasi-endowment. Beginning with the construction of the heating and cooling plant, the College concluded that it was financially advantageous to borrow money to support construction rather than use its own funds. This belief was, and still is, due to the benefit of being able to borrow funds at tax exempt interest rates and invest current assets in taxable securities without incurring a tax liability. The College issued \$11 million in bonds through the Maryland Health and Higher Education Facilities Authority in 1995 and issued an additional \$11 million in bonds in September 1997.

The College's bonds are financed with seven day, variable rate commercial paper. The average interest rate paid on these funds has fluctuated around 4 percent. In addition, the College has a letter of credit issued through NationsBank which originally had a cost of 75 basis points. This rate was re-negotiated to 46 basis points upon the issuance of the second \$11 million in bonds. The bonds are amortized over thirty years with principal payments beginning after the second year.

The College has quasi-endowment significantly greater than the debt outstanding. If tax laws change or if interest rates increase significantly the College could pay off its debt. The College has utilized 8 to 10 percent of the market value on the quasi-endowment (which matches the debt) each year to cover the principal and interest payments on the debt. The rationale for using such a high percentage (greater than the endowment spending policy) of this part of the endowment is that the spending rule is premised on insuring the "real" value of the endowment; when funds are invested in bricks and mortar, inflation protection is provided by the capital asset.

### **TUITION, ROOM, AND BOARD**

The total tuition, room, and board has increased from \$13,880 in Fall 1987 to \$24,310 in Fall 1996 (*see Appendix 13.3 - Net Tuition, Room, and Board*). The annual increases in tuition, room and board have ranged from a low of 5.1 percent to a high of 8.1 percent.

### **NET TUITION, ROOM AND BOARD, TUITION DISCOUNT**

The undergraduate net tuition and room and board has increased from \$11,957 in Fall 1987 to \$16,117 in Fall 1996. This represents increases ranging from minus 2.1 percent to 7.3 percent. The discount rate was 14 percent in 1987 and now is 33 percent. This significant increase is attributable in large part to the College's merit scholarship

## **APPENDIX 1.4**

program. The College has been able to increase its discount rate significantly while operating with a balanced budget because of significant growth in enrollment and the addition of graduate and continuing education programs.

Clearly, the discount rate presents the College with one of its most difficult challenges. A reduction in the discount rate would provide resources for other strategic initiatives. The College's discount rate is almost 10 percentage points above that of its peer institutions. The College needs to strive to strengthen its enrollment pool so that it can enroll an increased number of full-pay students of the quality it wants. In the class entering in Fall 1997, less than 20 percent of the students actually paid the stated tuition, room, and board price.

### **ENDOWMENT PLANNING**

Beginning in 1991, the Board's endowment committee began a comprehensive evaluation of the asset allocation, managers, and the policy of spending the Goucher endowment. To begin the process, the committee hired Cambridge Associates to provide advice. The committee concluded that it should make significant changes in all three areas.

In terms of asset allocation, the committee concluded that it should move from an asset allocation of 60 percent fixed income and 40 percent equities to one which significantly favored equities. In addition, the committee concluded that it should diversify its portfolio which was almost entirely domestic to include a reasonable representation of international stocks and bonds. In order to implement its new asset allocation policy, the committee and the board adopted investment guidelines which are included in Exhibit 13.1 - History of Expenditures and Revenues..

The committee then decided that it should choose managers who specialize. Through the 1980s and early 1990s, the College employed two managers and used both as balanced managers. The committee decided to keep one of its two managers, T. Rowe Price, and make it entirely a domestic equity manager as its performance indicators showed it among the top performers in its class; and to use the Common Fund's funds for the rest of its portfolio.

The College also changed its spending policy from one of using income only to a total return concept. The College is phasing down to spending only five percent of the average of the last three years endowment corpus. This year, the College will spend 5.6 percent of the average.

The changes in asset allocation and managers have produced good results for the College. This year, Goucher's endowment returned 23.3 percent and was in the top quartile of endowment performance.

## **APPENDIX 1.4**

### **SALARIES**

Prior to 1991, the College attempted to maintain faculty salaries at the 80<sup>th</sup> percentile of the AAUP category IIB schools. Since 1991, the College has used the mean of its peer institutions for comparative purposes. The College attempted to maintain salaries in real dollars during the five years of the Goucher Plan. It was planned that salaries would begin to be increased when the student/faculty ratio reached 12:1. This has not yet occurred but significant increases in faculty salaries began in Fall 1994 when the faculty received a 5.5 percent increase followed by increases of 8.5 percent, 9.5 percent and finally 7.4 percent in Fall 1997 which brings them to the average of their peers. It is now expected that faculty salary increases will increase equal to the greater of inflation or the mean increase at the peer institutions.

Prior to 1991, staff salaries were assessed relative to the 60<sup>th</sup> to 80<sup>th</sup> percentile of College and University Personnel Administrators (CUPA) salaries for similar type institutions. Since then, staff salaries have been assessed relative to the mean of comparable salaries at the peer institutions. For non-exempt staff, market studies in the local area are done to assess the adequacy of salary levels.

### **BUDGET PROCESS**

Over the last ten years a variety of budget committees and processes have been used. During the five years of the Goucher Plan, most of the macro parameters were specified and there were not many degrees of freedom available for budget priorities. The Vice President for Finance annually gave several presentations to students, faculty and staff on the budget - what it included, how it was derived, how it was tracking the plan, etc. No matter how much education was provided, there lingered a feeling that the campus really did not comprehend the budget.

In order to include more people in the process, a committee of faculty and mid-level managers was appointed to make recommendations on budget allocations. This committee was charged with making salary recommendations as well as recommendations on the allocation of equipment and work-study funds which are zero-based each year. The committee was in existence for three years and found its work to be quite frustrating. It spent a great deal of time on its deliberations and did not see the value of the time involved. The first year there were two faculty representatives and they felt this number to be inadequate; so the second year the entire budget and planning committee was invited. The faculty did not find this a good use of its time and had some concerns about the rank of the staff people who were on the committee.

## APPENDIX 1.4

Concurrently, the faculty has two committees which deal with the budget: the Budget and Planning Committee and the Faculty Affairs Committee. The Budget and Planning Committee has operated differently at various times. In the early 1990s it wanted to be involved in the resource allocation of the entire college. As a response to this, the budget committee was formed. In recent years, the Budget and Planning Committee has spent its time entirely on the academic budget. The Faculty Affairs Committee is charged with recommending changes in faculty compensation. This delineation of responsibilities between the two faculty committees presents significant problems as the two committees often do not calculate the necessary trade-offs in each others recommendations.

Beginning with the 1995-96 budget, financial decisions have been made by the President's Council. This has worked quite well for a variety of reasons. Primary among them is that with the arrival of President Mohraz, the President's Council was enlarged to include the President of the Faculty and an at-large member of the faculty. This provided faculty with a direct link to the budgeting process.

### ACCOUNTING AND AUDITS

The College adopted FASB 116 and FASB 117 a year early in 1995. The most significant change resulting from these new regulations was, and continues to be, the appearance of a much "richer" college. Prior to the change in accounting and terminology, the College financial statement for 1994 indicated an unrestricted fund balance of \$631,000. After the change, the financial statement for 1994 shows unrestricted net assets of \$66,549,000. The primary reasons for the change are the inclusion of fixed assets, quasi-endowment, and investment gains on endowment funds in the net asset figure. Since the College can not spend fixed assets nor was there a change in endowment spending policies related to quasi-endowment or investment gains, no additional funds were actually provided as a result of the new FASB regulations. However, explaining to the community the College's financial position and limited available funds for new initiatives was made significantly more difficult.

### BUDGET FORMAT/PRESENTATION

The budget is presented annually to the College and to the Board of Trustees according to the major sources of revenue while expenditures are presented by object and by function. Last year, the staff also presented the expenditures by the six strategic plan categories using excellence in the liberal arts as the residual. This format intended to show how the budget related to the College's strategic priorities; the assessment of this experiment was that it failed to accomplish its goal.

## APPENDIX 1.4

The staff is still struggling to demonstrate in its budget presentation the relationship of the budget to the College's strategic priorities. (*See Exhibit 13.2 - Proposed Benchmarks, Operating Budget and Five-Year Financial Projections, and Five-Year Capital Budget.*) In addition, the staff has been challenged to show how the budget relates to "business as usual" versus "new initiatives." This latter presentation has been requested to show clearly that existing funds as well as most new money is not just allocated to existing areas, but is carefully reviewed to fund new areas which provide opportunities for strategic initiatives.

### RECOMMENDATIONS

- 13.1 Delineate those funds which are supporting strategic initiatives versus those that are supporting "business as usual"
- 13.2 Develop budget presentations which more clearly delineate the productivity improvements and resource reallocations which the College is making
- 13.3 Periodically have an expert evaluate the College's asset allocation
- 13.4 Continue to assess market conditions in determining non-exempt salaries
- 13.5 Continue to benchmark faculty and administrative salaries against those of peers
- 13.6 Continue to work to develop a budget process which appropriately includes all relevant parties but does not make unnecessary work
- 13.7 Insure that the structure of the committees which work on the budget process have clearly delineated roles
- 13.8 Develop a process which clearly integrates the strategic plan with the budget

---

## CHAPTER 14 - PLANT AND EQUIPMENT

---

**T**his chapter reviews all of the capital improvements which have occurred at the College since 1988, and assesses the adequacy of capital equipment. A review of the capital planning process is included in Chapter 12 - Planning and Resources.

### CAPITAL IMPROVEMENTS

The College has made significant changes to the capital stock of the campus since 1988. The major projects which have been completed include:

- Meyerhoff Arts Center
- Field House
- New athletic fields
- Renovated admissions space
- Gopher Hole
- Construction of the Heating and Cooling Plant and Underground Distribution System to the Academic and Administrative Buildings
- Renovation of Hoffberger Science Building
- Renovation of Music Space in Dorsey Center and construction of music practice rooms in Fisher and Heubeck Halls
- Replacement of windows in all residence halls
- Wiring campus for fiber optic and wiring all facilities for computers
- Installation of new telephone switch and wiring all facilities for voice and video
- Expanded Dorsey Center parking lot
- Renovated Pearlstone Student Center
- New Gatehouse and traffic circulation patterns
- New campus signage
- Construction of storm water management pond
- Renovation of Van Meter Hall
- Electronic classrooms in Hoffberger Science Building (first phase complete)

Planning is currently underway for the following projects:

- Renovation of Alumnae/i House
- Library renovation
- Residence halls renovation

## **APPENDIX 1.4**

All of these improvements have been done carefully and consistently with the overall campus master plan. Goucher College is a planned campus, designed by Moore and Hutchins in the 1930s. The College has always taken its campus plan and its architecture very seriously. Many of the projects of the last several years have been recognized for their architectural merit. In addition, the College has not compromised functionality for aesthetics but has managed to combine both effectively. See the following exhibits for detailed descriptions:

- Exhibit 14.1 - Campus Master Plan (which includes the building inventory)
- Exhibit 14.2 - Heating and Cooling Master Plan
- Exhibit 14.3 - Capital Budget approved in 1996 and updates to the capital budget
- Exhibit 14.4 - Residence Hall Master Plan
- Exhibit 14.5 - Parking Master Plan.

Although the campus has made great strides in improving its physical assets, it still has several challenges ahead. These include the renovation of all of the residence halls as well as the library. In addition, there is a continual need to make improvements to the campus to improve its accessibility to mobility-impaired people.

The critical issues which remain in terms of physical plant have to do with the projected size of the campus in terms of enrollment and therefore the need or lack thereof for an additional residence hall. Furthermore, the College needs to develop a better way to estimate its capital costs. On most recent projects, the staff has significantly underestimated the cost due primarily to an underestimate of required modifications, scope growth during the project planning phase, and poor estimating of costs. The Building and Grounds Committee has proposed using a two-phase process in the future, whereby a project is approved for planning and a cost estimate is not done until after the projects planning has been completed. In addition, the College is challenged to most effectively use scarce resources; it needs to determine how to best divide resources between capital and operating expenses.

## **FACILITY PLANNING**

The College has developed a method of inclusive planning for its facilities. The College's Building and Grounds Committee oversees all aspect of a project, while the major program components of a project are developed by a committee composed primarily of the users of the facility. For example, the Gopher Hole included a committee composed of several students, members of the student life staff, as well as a representative of the faculty and of the facilities management department. Some program planning committees also include a member of the Building and Grounds Committee as well.

The College also budgets "capital type" expenditures in its operating budget. The funds included in the operating budget are of two types: regular operating expenses for routine

## APPENDIX 1.4

repair and maintenance and funds for major maintenance projects. The budget of the facilities management department includes these funds. The department has been working to establish regular preventative maintenance schedules for all of its functions and costing them out.

In addition, the College has been allocating \$512,000 each year for the last several years for “major maintenance” projects. Although these are delineated in the operating budget, almost half of these funds should more appropriately be categorized as regular maintenance funds leaving less than \$300,000 for major projects such as roof replacement, road repaving, etc. Rules of thumb suggest that major maintenance should require between 1.5% and 3% of the replacement value of the physical plant. Goucher’s plant has an estimated value of about \$100 million which would require between \$1.5 million and \$3 million for major repairs. The campus is fortunate in having little if any deferred maintenance; still some budgetary increase for maintenance would be highly desirable.

The Association of Physical Plant Administrators and the National Association of College and University Business Officers (APPA/NACUBO) jointly have recommended the funding for maintenance include three categories:

- Routine Maintenance, defined as ongoing day-to-day maintenance
- Maintenance Deficiencies, defined as repair, replace, or renovate building components to provide proper operation and ensure safe conditions
- Capital Deficiencies, defined as non-maintenance related requirements which include such projects as renovations to meet occupant needs, handicapped codes, energy conservation, asbestos removal, underground storage tanks, etc.

The most conservative recommendations endorsed by APPA/NACUBO for funding levels for each of these categories is based on Current Replacement Value (CRV) of the facilities. The estimated CRV for the facilities is \$113,980,705, with funding levels as follows:

- Routine Maintenance - 15% of CRV
- Maintenance Deficiencies - 0.8% of CRV
- Capital Deficiencies - 0.5% of CRV

The college allocates funding to these categories in the operating budget. The current funding for routine maintenance is \$880,537 compared to a recommended level of \$1,709,711 (*see Exhibit 13.1 - History of Expenditures and Revenues*).

The college has allocated \$512,000 each year for the last several years for “major maintenance” projects which includes those issues defined as maintenance deficiencies. Although this funding is so delineated in the operating budget, the actual funds available for maintenance deficiencies is \$247,500; the balance is used for routine maintenance.



## **APPENDIX 1.4**

The capital deficiencies are being met by an aggressive capital improvement plan that has accomplished significant upgrades to the campus infrastructure and renovations to major academic buildings. These projects have also addressed some of the maintenance deficiencies that the campus faces.

Funding for capital equipment and vehicles is addressed through the budgeting process and so is determined on an annual basis. (*See Appendix 14.1 - Equipment Survey and Appendix 14.2 - Vehicle Survey.*)

## **RECOMMENDATIONS**

- 14.1 Develop improved estimation techniques for capital costs
- 14.2 Determine a means for balancing priorities between capital and operating expenses

---

## CHAPTER 15 - COMMUNICATIONS

---

The foundations for Goucher’s current communication efforts and philosophies can best be traced back to the College’s 1986 decision to become coeducational. Goucher’s decision to admit men came at a time when competition among colleges for students was growing. Indeed, the decision itself was motivated in great measure by a desire to remain competitive and become more so. In the late 1980s and early 1990s, it was clear that simply being a good, coeducational liberal arts college was not enough for Goucher to thrive. Focused communications efforts would be needed not just to let the world know that Goucher was a good college, but to explain those distinguishing features that characterize a Goucher education.

Communications strategies have grown out of intensive efforts by the College over the past 10 years to examine what it offers, what it does best and how it should evolve. A consultant’s work in the early 1990s led to the development of The Goucher Plan (*see Exhibit 1.5 - A Strategic Plan for Goucher College [The Keller Plan]*), a five-year strategic plan. A second strategic plan, *Strategic Directions for Goucher College*, was completed in 1996 and amended in 1998 identifying six core priorities for Goucher and strategies to advance them (*see Appendix 1.2 - Strategic Directions for Goucher College*). Two separate marketing studies — one in 1990 and the other in 1996 — gave the College insight into the best ways to make prospective students understand Goucher’s strengths and priorities (*see Exhibit 2.3 - Maguire Reports 1990 and 1996*). *Strategic Directions* and the second marketing study, plus focus group work on campus and other analysis, led to the creation of a comprehensive Communications Plan for Goucher (1996), which identifies 16 distinct audiences and identifies strategies to communicate with them.

In all cases Goucher’s mission and its efforts to evolve as a strong, distinctive coeducational liberal arts college have formed the platform upon which communications efforts have been developed. Indeed, one directive of the most recent strategic planning process was that Goucher “go public” with greater force and vigor, but that the College at all times promote from strength and substance. The objective is to communicate in ways that allow the College’s many audiences to understand what Goucher is, where it is heading and what makes it successful.

### FOUNDATIONS OF GOUCHER COMMUNICATION

## APPENDIX 1.4

Since 1988 there have been several actions that have provided the foundations for Goucher's evolving communications efforts. These include: the 1991 Goucher Plan; a parallel marketing study by Maguire and Associates, a higher education marketing research firm; a second strategic planning effort from late 1994 to 1996; a second Maguire study; and the development of a communication plan for Goucher. All but the last of these are described in detail in Chapter 12 - Planning and Resources.

### COMMUNICATIONS PLAN (1996)

While the Maguire study was being carried out, Goucher's Communication's office was developing a comprehensive communications plan for the College (*see Exhibit 15.1 - Communications Plan for Goucher College, January 1997*). Informed by the strategic plan, by the outcomes of the Maguire study and by meetings and focus groups with students, faculty and staff, the plan identifies 16 separate audiences with which Goucher communicates, seven core messages that characterize the College and that need to be communicated consistently, and a variety of media (ranging from admissions publications to the College Web page) through which they should be communicated. The core messages are summarized below:

- Goucher offers a liberal arts education for the real world.
- Goucher students receive close, personal attention from faculty.
- The Goucher faculty are accomplished teachers and scholars; they involve students in their scholarship.
- Out-of-classroom learning is a trademark of a Goucher education.
- Goucher offers exceptional international studies opportunities.
- Goucher offers a diverse range of educational opportunity.
- A Goucher education carries great value; the accomplishments of its students and alumnae/i are testament to this fact.

In developing the core messages, the College took pains to ensure that they reflected what current faculty, staff and — most important — students themselves held to be true and accurate. It was both gratifying and reassuring to see that the outcomes of the Maguire study (which drew conclusions about important college characteristics that high school students said fit Goucher) were borne out by surveys of current students. This engendered confidence that the strongest marketing and communications platform was, indeed, built on Goucher's strengths. Since many of the scenarios and descriptors used in both the Maguire study and the communications planning effort grew directly out of the recently completed strategic plan, the College was further gratified that the directions it was pursuing resonated strongly with prospective students.

## APPENDIX 1.4

### AN OVERVIEW OF MAJOR COLLEGE PUBLICATIONS AND COMMUNICATIONS

With the strategic plan, the Maguire study, and the communications plan providing the foundation, the College is engaged in an ongoing effort to focus, revise, update and improve major campus communications in ways that reflect Goucher accurately and effectively. Many of the most significant college publications, recent changes to them, and the ways in which they reflect Goucher's central communications philosophies are described below.

#### UNDERGRADUATE ADMISSIONS SERIES

A key shift since 1988 in Goucher's undergraduate admissions series (and the secondary publications that support it) has been a move away from sending prospective students a portfolio of materials and toward a series of more targeted publications that address a prospect's interests at various points of the admissions process. Currently designed by the Baltimore firm of Shub Dirkson Yates & McCallister, the series includes an introductory brochure, a viewbook, a student life piece, and another showcasing student/faculty collaboration and accomplishment. Supporting these are a student search letter, travel brochures, and a fact sheet. A separate but complementary series focuses on financial planning and scholarship opportunities. Posters, the viewbook, and a newsletter are among the main pieces used to communicate with high school counselors.

Secondary pieces, which include merit scholarship pieces, financial aid brochures, majors brochures (currently being revived after a two-year absence), and various special-interest communications, support the primary publications. Secondary pieces are written, designed, and produced at Goucher. Increasing efforts are being made to ensure consistency in the look and tone of all pieces.

The messages in these publications build upon and reflect strategic planning priorities, Maguire survey conclusions, and core communications messages. A central theme of the series is that there are no boundaries for a liberally educated person. The point is strengthened in part by profiling students and their accomplishments. This ties in closely with the "liberal arts for the real world" and "exceptional accomplishment by current and former students" messages of the communications plan. Other primary messages emphasize experiential learning, international opportunities, interdisciplinary learning (a key component of Goucher's "liberal arts excellence" priority), and the supportive learning community Goucher provides. Goucher's size is highlighted, but not over-emphasized. (*See Exhibit 2.5 - Admissions Print Publication Series and Catalogue 1996-97.*)

## APPENDIX 1.4

### GUIDEBOOKS

College guidebooks factor into decision making for a great number of college-seeking students and their parents. The goal is to provide accurate data and truthful responses so Goucher can be described and ranked appropriately and fairly. At present the Communications Office coordinates guidebook responses, with the Institutional Research office being chiefly responsible for providing data. Many other offices contribute information. As the number of guidebooks grows, so too do the hours devoted to responding to requests. Efforts by some guidebook publishers to share data (such as through the Common Data Set) have helped somewhat, but have not gone far enough.

### THE COLLEGE CATALOGUE

The academic catalogue informs prospective and current undergraduates about the academic program, admission requirements, available majors, courses within majors, general education requirements, special programs such as study abroad and athletics, and gives general information about the school, its resources, policies, faculty, and staff.

Over the years the catalogue has grown in sophistication and inclusiveness. The 1997-98 catalogue, for instance, includes information on Goucher's vision and strategic plan, policies for special needs students, policy statements regarding sexual harassment and information about co-curricular programs such as study abroad, athletics, inter-institutional collaboration and other opportunities.

Several recent changes make the catalogue easier to read and use. A larger type size makes reading easier on the eye. A chart of majors and minors presents vital information quickly and efficiently. The body of the catalogue is improved through annual updates, and now provides more comprehensive information about majors and minors.

The catalogue is a major resource book rather than a recruitment publication, and as such accurately reflects Goucher and its vision as a liberal arts college. In many ways it reinforces more recruitment-oriented publications, describing the specific programs that underpin marketing messages. That being said, there are opportunities for it to change and evolve. A summary of the strategic plan is now included, but perhaps could be expanded to give a greater sense of the College's directions. The section on information technology resources could be expanded and the study-abroad section made clearer. Goucher offers a wide variety of inter-institutional programs, but they should be explained more completely, and the processes by which students can take advantage of them must be made clear. An on-line version of the catalogue would be helpful. These changes would not only better inform current and prospective students, but they would reinforce Goucher's strategic directions as well.

The process of updating the catalogue will also benefit from some improvements. Chief responsibility for updating sections rests with the units that run those sections. By and

## APPENDIX 1.4

large this is appropriate. But problems occur when one section makes reference to programs and offerings in other sections. At times the catalogue has included references to offerings that have either been changed or discontinued. The College is exploring ways to correct this problem. One is to provide a clearer set of directions to those who are updating, so they are more aware of the importance of verifying the accuracy of cross-references. Another option is to have a very small group of knowledgeable individuals – headed by a single individual who assumes chief responsibility — do a comprehensive overview of the catalogue.

### THE GOUCHER *QUARTERLY*

The *Goucher Quarterly* (see *Exhibit 15.3*), the official publication of the Alumnae & Alumni Association of Goucher College, is the College's chief means of written communication with its more than 4,000 alumnae/i and with students, their parents, and friends of the College. Keeping its several audiences informed about Goucher and each other is a vital part of efforts to position Goucher as a leader in higher education. A strong *Quarterly* helps with student recruitment, fund raising, networking, sustaining friendships, and increasing general awareness of Goucher.

The *Quarterly* has experienced change and some unevenness in recent years. It has had five different editors since 1992, making continuity difficult. At times its editorial focus has been uncertain, a fact brought home in summer 1996 when the sole “feature” of one issue was a reprint of the Alumnae & Alumni Association bylaws.

In the past year, however, the publication has undergone some significant changes. An interim editor hired after the bylaws issue delivered two strong and substantive issues. One was the winter 1996 annual report issue. Until 1996, the annual report issue had had a look and tone very different from the other three *Quarterly* issues. Indeed, it was essentially a separate publication, even though it was technically counted as one of a given year's four issues. Last year it was merged with the standard publication. It profiled six students, each of whom personified one of the priorities of the College's strategic plan, and included a full annual report and honor roll of contributors.

A new editor was hired who has brought to the publication new professionalism and planning. The editor position itself was upgraded from 20 hours a week to roughly 70 percent of full time. The editor began a thematic approach to each issue, and works closely with the executive director of communication to collaborate on themes tied to strategic priorities and core communications messages. The Spring 1997 *Quarterly*, for instance, centered on alumnae/i, student, and faculty accomplishment in creative writing. The summer theme was journey, echoing international themes and themes of independence and exploration. The Fall 1997 issue focuses more specifically on international topics. The Winter issue addresses internships and their significance for shaping careers.

## APPENDIX 1.4

The *Quarterly* has grown in size, with new and expanded departments and additional photography. The Class Notes section has grown significantly, with most classes having entries in each issue. New funding has invigorated the publication. The communications office is providing \$17,000 a year (from its former allocation for the separate annual report) and is assisting editorially with each issue. The development office has added a total of about \$18,000 for the past four issues, using office funds and strategic allocations from the campaign budget.

Long-term planning has been introduced with themes and issues planned well in advance of a particular deadline. To broaden awareness of Goucher, the *Quarterly* mailing list has grown; it now includes public officials, other college presidents, and selected VIPs in addition to alumnae/i and parents. In all, the *Quarterly* is a greatly improved publication that far more effectively communicates Goucher's essence than it has in previous years. Next steps include development of an editorial advisory board, a redesign that allows its classic "look" to evolve, improving artwork and photography, development of a stronger pool of writers and expanding coverage in new areas.

### GRADUATE AND CONTINUING STUDIES COMMUNICATIONS

Graduate and continuing studies (G/CS) is one of the fastest growing areas of the College, with nearly 300 students in five master's programs, a one-year post-baccalaureate premedical program, the Goucher II undergraduate re-entry program, certificate programs in fund raising, meeting planning, public relations and historic preservation, and informal courses in a variety of areas. G/CS gained in stature when it was included as one of the College's six core priorities in the 1996 strategic plan. Since G/CS seeks to attract primarily nontraditional-aged college students who in many cases are trying to fit study around work, effective communication is vital.

G/CS is divided into three major areas: 1) the Center for Graduate and Continuing Studies, which operates limited residency master's programs in historic preservation, arts administration, and creative nonfiction; a summer Teachers Institute; Goucher II; the certificate programs and informal courses; 2) the Graduate Programs in Education, running the M.Ed. and M.A.T. programs; and 3) the Post-Baccalaureate Premedical Program. The communications efforts of each are described below. (See *Exhibit 10.1 - Continuing Studies Communications* for a sample of publications related to these programs.)

#### *The Center for Graduate and Continuing Studies*

The Center for Graduate and Continuing Studies has evolved from simply offering professional and informal programs for local residents into a nationwide operation with distance-learning graduate programs, national conferences, off-site

## APPENDIX 1.4

classes (in Washington, D.C.) and classes year-round at Goucher. Targeted nationwide mailings, print advertising in general-readership media and in subject-specific publications, information sessions, and a Web presence form the core of the Center's communications. Postcards designed as initial mailing pieces have been first rate; one, for the MFA in Creative Nonfiction, won a national award. Each program also has its own catalogue, admissions form, director's letter, and faculty and student handbooks. The publications are usually consistent with the look and tone of undergraduate publications, and the recent trend is toward still greater consistency. The Center does a good job of tracking inquiries to determine which placements and strategies are most effective, and all students are given surveys to help determine which marketing strategies have the most influence. The Center's chief challenges are to increase student selectivity in graduate programs and to boost enrollment in the summer Teacher's Institute and in professional programs.

### *Graduate Programs in Education*

Like the Center for Graduate and Continuing Studies, the Graduate Programs in Education (GPE) use print advertising, information sessions, targeted mailings, and a Web presence to generate interest in its programs. GPE also offers telecounseling for prospective applicants, a service that helps callers understand the two programs and determine which fits their needs. In general, the willingness of GPE faculty and staff to discuss and counsel is one of the most effective "marketing strategies" the program offers, and is cited by many students as the reason they enrolled and stayed. General information flyers, program brochures and catalogues, and schedules are among the mailings, and are often sent as a packet to prospective students. Increasingly, the materials reflect a Goucher "look." Teachers lists from Maryland schools help GPE target mailings appropriately. GPE receives over 100 inquiries a month, and keeps detailed records of them to determine which communication methods are most effective. Word-of-mouth generates the most inquiries. Though the programs are growing, GPE's ongoing challenge is to attract new students. Sharper communications efforts will help.

### *The Post-Baccalaureate Premedical Program (PBPM)*

PBPM depends heavily on ads in the New York Times and Washington Post to attract students interested in fulfilling requirements needed to apply to medical school. Mailings, telephone calls, a program brochure, and a Web site round out the list of major communications vehicles. PBPM is one of the top programs of its type nationwide, with a medical school acceptance rate of over 90 percent. The program strives annually to sustain enrollment (30 a year are accepted) and attract quality students. When interest in a medical profession is high, numbers and



## APPENDIX 1.4

quality are up; when interest wanes, there is increased pressure to communicate effectively and the number and placement of ads has to be adjusted. PBPM's challenges are to monitor competing programs and medical school trends, in order to gain a better understanding of when communications efforts need to be increased. The program is currently exploring strategies to attract media coverage and is considering expanding its advertising beyond New York Times and Washington Post readers.

### *Graduate and Continuing Studies Summary*

Effective communication is a must for any strong graduate and continuing studies program, and overall Goucher's programs do a good and sophisticated job of communicating. Since these programs are collectively a college strategic priority, fit with the strategic plan is a given. There is substantial congruence with core communication messages as well, as the programs' communications reflect strong career preparation, hands-on learning, top-notch faculty, close attention from faculty and staff and strong outcomes. One distinctive feature of Goucher's graduate programs is that (with the exception of some certificate and informal programs) they reflect undergraduate strengths. Communication tied to the graduate programs reinforces the value of a Goucher undergraduate education and vice versa. One College challenge is to communicate this synergy more effectively.

### FUND-RAISING PUBLICATIONS

Fund-raising publications play a vital role in conveying information about the College's directions and priorities to alumnae/i and other constituents. The College spends at minimum \$40,000 a year on these publications. Campaign-related publications paid for from the campaign budget have increased that total in recent years. Prominent fund-raising publications include: Annual Fund mailings to alumnae/i and parents; Goucher Society mailings; Parents Fund mailings (including a Parents Newsletter); volunteer newsletters; *Legacy* campaign publications (including the *Legacy* newsletter); and various publications sent to public officials and community leaders. These publications are generally well received and feedback is mostly positive. But the College faces an ongoing challenge of keeping the messages sharp, consistent, timely and informative. An additional challenge presents itself now that the *Legacy* campaign has ended and the strong publications (and publication support) that it generated are discontinued. Campaign publications played an important role in keeping alumnae/i and others informed, and the College will explore ways to replace them.

## APPENDIX 1.4

### MAJOR STUDENT PUBLICATIONS

The three primary student publications are the literary magazine, *Preface*, the yearbook, *Donnybrook Fair*, and the student newspaper, the *Quindecim* (the *Q*).

*Preface* (see *Exhibit 15.4*) is published twice a year, featuring student poetry, prose and photography. It is primarily purchased and read by those on campus, and does an effective job of showcasing student creative talent in an area of Goucher strength. A more external audience would broaden awareness.

The *Donnybrook Fair* (see *Exhibit 15.5*), Goucher's yearbook, is undergoing some editorial changes. There is a perception that this former award-winning publication has declined in recent years due to poor planning and staffing and insufficient attention. At one time it contained a literary arts section, but this — and virtually all other text — are now absent. 1997-98 marked the start of an effort to restore the publication to its former stature. A literary aspect will return. Staff recruitment has increased and staff are making more effective use of available information technology. Students aim once again to produce a yearbook they can look to with pride. The publication is free to all students.

Foremost among student publications is the *Quindecim* (see *Exhibit 15.6*), Goucher's student newspaper. It appears once every two weeks, 12 times a year. Its goal is community journalism. It and the *Goucher Gazette* are unique among Goucher publications in that they are the only written communications that are widely read by students, faculty, and staff. As such, they are very important to campus communication.

In the last ten years, however, there have been concerns about quality. Editorial focus and writing have been uneven and inconsistent, improving with stronger student editors and writers and dropping off with those who are not as strong. Basic standards of journalism often have not been met. The *Q*'s strong points include a dedicated editorial board and an adequate budget. Some recent accomplishments include getting a printing contract with quality controls built in, increasing the advertising base, and improvements in style and content.

Students involved with the *Q* give several possible reasons for its reputation as a sub-par publication. Lack of compensation, either through credit or pay, for editors and writers is one. Another is the lack of a journalism major (Goucher offers related writing courses through the English and communication departments). Yet another is lack of institutional support.

In an effort to support and improve the *Q*, over the last year the Office of Communications has worked to develop a closer advisory relationship with *Q* editors and writers. Time will tell if this bears positive results. A recent overture by the Baltimore *Sun* newspaper to develop student internships at a *Sun* office holds even more promise. Through this program, *Q* editors and writers would have opportunities to learn journalism

## APPENDIX 1.4

by working with professional journalists. (The paper's editor-in-chief has begun doing work for the *Sun*.)

Since the Q is a student publication, and a newspaper at that, it is not grounded in the same communication philosophies as administratively driven campus communications. It covers core communications messages and strategic priorities only insofar as emerging campus stories reflect them, and not out of any underlying communication philosophy. Nevertheless, it is a vital communication medium, shared by all at Goucher, and all will benefit from its improvement.

### GOUCHER'S WEB SITE

Given the dramatic growth in use of the Web in recent years, a first-rate Web site is important for any college. The Web is a convenient, cost-effective medium that reaches a wide range of audiences, from prospective students to alumnae/i in their 80s and 90s. Not only is it a good complement to (and, in some cases, alternative to) paper publications, but its interactive features offer opportunities for ongoing dialogue with site visitors. Further, used effectively, the Web (along with CD-ROM) may eliminate the need for more costly and less flexible campus videos.

Goucher's site (<http://www.goucher.edu>) is very uneven. It is both extensive and incomplete at the same time. A great many pages have been developed, but many are hard to load and there is no common design theme. Updates have been inconsistent and some links are broken.

The College is taking steps to remedy these problems. Beginning in 1997-98 primary responsibility for official Goucher pages rests with the Communications Office. (A separate position within library and instructional technology services has primary responsibility for supporting the development of course-based sites.) The office has commissioned a design remake — including new first- and second-tier pages and a new template for construction of subsequent pages — that should improve the look, consistency and user-friendliness of the site. A student team has been formed to help departments rebuild and maintain their sites. An updated Web policy is being drafted.

Some significant concerns remain, however. The current effort is being staffed by personnel who have added Web responsibilities to already-full jobs; time devoted to the Web means less time to address other responsibilities. Eventually Web sites may replace paper publications, freeing more time for Web work, but this has not yet happened. Departments want help updating sites, but with more than 25 academic areas and numerous administrative offices, staffing becomes a problem. Some Web training is being done, but the majority of college personnel remain relatively Web illiterate. The transfer of Web responsibility to the Communications Office has just begun, and to date only preliminary efforts have been made to integrate strategic priorities and core communications messages into Goucher's site.

## APPENDIX 1.4

The College would benefit from stronger Web leadership within the Communications Office, and the addition of a Webmaster position would be the first step in this direction. The position would be supported by student help and by the office's graphic design, writing, and editorial expertise, but it would provide overall direction and purpose to the site, helping the College use it strategically to communicate with different audiences. The Web's importance increases daily, and given adequate support and attention, a small college like Goucher can develop just as effective a Web presence as the largest of universities.

### ADVERTISING

Goucher began advertising in regional newspapers in 1991, with ads focusing on merit scholarships, international studies, internships and athletics. A second series featured student profiles around the tag line of "I Chose Goucher." These efforts were intended to sharpen perceptions of Goucher in the minds of prospective students. Profiles in *Private Colleges and Universities* and other college-overview publications rounded out the advertising effort.

In the past two years the undergraduate program has continued advertising in college-overview publications, but discontinued newspaper ads. A new thrust has focused on public radio (technically "underwriting" and not "advertising") and, in a pilot program, commercial radio. In all cases ads reflect core communications themes; those oriented more toward parent audiences lean more heavily toward promotion of Goucher's merit scholarship opportunities. The radio ads are not as image-focused as the earlier print ads, but instead aim at attracting high school students to campus open houses.

The commercial radio effort is being closely monitored on a number of fronts. The College is assessing its effectiveness with prospective students (who and how many hear it and whether it influenced their decision to come to an open house) as well as with current students (through class-based informal focus groups and other avenues). Faculty, staff and alumnae/i opinions are also being factored in. Some have questioned whether commercial radio advertising is appropriate for Goucher, and others have questioned the content of the ads. It is clear that a substantial number of students and parents attending open houses have heard the ads, but feedback from all groups is being considered as the College assesses the future of radio advertising. The College is also assessing the merits of a return to print advertising, while placing all of these considerations within the overall context of exploring best ways to promote Goucher.

The growth of graduate and continuing studies programs beginning in the mid-1990s prompted new advertising, also print-based. Newspapers and specialty magazines (whose themes make them appropriate for the programs) have been the primary ad media. The ads focus on the educational and career opportunities the programs offer.

## APPENDIX 1.4

The undergraduate dance program and the equestrian program also do modest, program-specific advertising in appropriate special-interest magazines.

### THE GOUCHER GAZETTE

One recent and important addition to Goucher communications is the *Gazette*, a campus newsletter produced by the Communications Office and distributed to all staff, faculty and students. Launched in 1995, the *Gazette* covers important campus issues, is a forum for information on ongoing campus projects, highlights accomplishments by students, faculty and staff and draws awareness to upcoming events. Originally a bi-weekly, it is now published monthly, and a more frequently updated Web-based companion *Gazette* will soon be added.

### MEDIA COVERAGE

Goucher's media relations efforts have become stronger and more sophisticated. The College has made headway developing relationships with members of the media, identifying and promoting campus "experts" and being timely, honest and helpful in responding to media inquiries (including those that touch on sensitive topics). The College has made greater use of technologies such as ProfNet and PR LISTSERVs to pitch stories and connect with media and colleagues across the country. An annual Media Breakfast with the President has built understanding and good will and has generated stories. A new *Goucher in the News* publication (see Exhibit 15.2 - *Goucher in the News, September 1996-March 1997*) showcases recent media coverage and expands Goucher's ability to make people aware of it. Since most stories that the College promotes deal with institutional accomplishments and accomplishments of those who work or study here, the media work effectively meets communications plan objectives. In 1997 the Communications Office increased staffing devoted to media relations with the addition of a Communications Coordinator, who assists the Associate Director with media work.

In the past year and a half, in particular, media coverage has been strong. Regionally, the Baltimore *Sun* gave very positive coverage of campus milestones such as the launching of the *Legacy* campaign (articles and an editorial), Goucher's Baltimore Collegetown Network involvement (an op-ed piece by President Mohraz), hitting the campaign target collaboration, and the College's welcome in Fall 1997 of the largest freshman class in its history. National and international coverage was also strong. Stories during 1996-97 about sophomore Jenn Crowell and the release of her first novel appeared in publications ranging from the *Chronicle of Higher Education*, to *People* magazine, to the London *Times*. Goucher's commencement (and speaker Kweisi Mfume) was featured in *USA Today*.

Several challenges remain. One is to work with faculty to involve them in media relations work. Uneven interest in working with media is to be expected at any college, but media

## APPENDIX 1.4

training and ongoing relationship-building can help build participation. The growth of the Web calls for exploring ways to use this medium effectively in media relations. Local and regional media coverage is strong, but the College is increasing efforts to gain national coverage. Finally, the College faces the constant challenge of determining the best ways to measure the impact of media coverage. To date quantitative (such as counting column inches) or qualitative measures that meet the College's needs have not been discovered.

### CHALLENGES AND NEXT STEPS

As Goucher was moving through its most recent strategic planning process (1994-96), planning committee members stressed the importance of raising public awareness of the College. These sentiments have been reinforced by the Board and are reflected in annual college goal-setting. "Quiet jewel" and "best kept secret" – in other words, being known for not being known — are not the best communication platform. The strategic planning committee urged the College to "go public, but at all times go public from substance." The objective is to promote the College truthfully and accurately to many "publics." To meet this objective, the College has invested considerable effort in recent years into precisely those messages and themes that most effectively convey Goucher.

Over the past ten years Goucher has seen increased awareness of the importance of effective communication. In 1988 the College created the position of Vice President for Enrollment Management to better coordinate the whole range of enrollment-related activities, including effective communication with prospective students. The office of Student Administrative Services was created in 1995, merging financial aid, student accounts and the registrar, in part to improve communication about those areas and provide better "customer" service. The Communications Office has grown from six FTE positions in 1988 to nine in 1997. It changed its name from "Public Relations" in 1996 to more accurately reflect the full range of communication services it provides. The executive director position, vacant for nearly two years in the mid-1990s, has been filled since spring 1995.

Strong communication aimed at generating greater public awareness is a major college goal. Recent indications suggest that these efforts have been successful. Communications goals for 1996-97, for instance, were closely tied to increasing enrollment and sustaining financial health. This fall the College welcomed the largest freshman class in its history, and the *Legacy* capital campaign reached its \$40 million target two years ahead of schedule.

The ongoing challenge is to increase the effectiveness of communications and to broaden institutional awareness among the College's many constituents. More specific challenges include the following:

## APPENDIX 1.4

- **Sharpen communication messages** – The communications plan provides an overriding framework for Goucher’s core messages, and to a fair degree the College has been successful using them. The College seeks ways to make them more incisive and identifiable, and to communicate them more effectively to many constituent groups.
- **Use technology effectively in communication** – The communication potential of information technology presents another challenge. The World Wide Web is a relatively inexpensive, interactive, extremely flexible, and increasingly popular medium both for conveying information and for entering into a dialogue with site visitors. Here Goucher has made some progress, but questions of appropriate staffing, resources and strategic use remain. The move to wire the campus and install a common e-mail system affords new potential for Internet and intranet communication, but this change is very recent and the College is still learning how to best use its new resources.
- **Maximize the potential of opportunities for national visibility** – Although it is unreasonable for a college like Goucher to expect to consistently be a national story, opportunities for greater national visibility do exist and should be exploited. Goucher must increase efforts to identify faculty, staff, students, and alumnae/i whose accomplishments, actions, affiliations, or expertise have potential for national visibility. At the same time the College must increase promotion of newsworthy events and campus visitors.
- **Broaden departmental marketing communication efforts** – Much of Goucher’s marketing communication strategy is focused on communicating Goucher at a macro level. Increasingly it must focus on more specific information, on describing the offerings of divisions and departments. Some departments (dance is a good example) already do this effectively and get good results. Recently produced division flyers are useful. Majors flyers are being produced. But more can be done to meet the need for specific information tied to a student’s interests. Beyond efforts that are specifically tied to admissions, across the campus Goucher will benefit from a more conscious effort to identify and highlight strengths and accomplishments of the College and those who work or study here.
- **Improve communication with certain key audiences** – The communications plan identifies 16 separate audiences and strategies for communicating with them. At present, the College does a better job with some than with others. Consistent communication with the current student body, for instance, is one area where Goucher has made some progress, but where more work needs to be done. The College can do a better job of keeping students’ parents informed. Other audiences also deserve more attention.
- **Develop greater consistency in communications** – The strategic plan and the communications plan, along with (and building upon) the Goucher mission, have

## **APPENDIX 1.4**

given the College a strong base for consistent, truthful and effective communication. Acknowledging that Goucher remains a complex institution, with these important building blocks in place, the College continues to work toward greater consistency of message, appearance, theme and tone in its many forms of communication, helping to broaden and sharpen awareness of the College for many audiences. A greater common understanding of Goucher helps increase public awareness and helps build community among those who teach, work, study or have graduated from the College.

### **RECOMMENDATIONS**

- 15.1 Sharpen communication messages to increase the College's identifiability
- 15.2 Use technology effectively in communication
- 15.3 Maximize the potential of opportunities for national visibility
- 15.4 Broaden departmental marketing communication efforts
- 15.5 Improve communication with certain key audiences including the student body and parents of students
- 15.6 Develop greater consistency in communication



---

## CHAPTER 16 - OTHER RESOURCES

---

**T**his chapter provides an overview of the persons, organizations, activities, and strategies that can provide Goucher with additional monetary and non-monetary resources to help the College reach its goals and objectives.

### GOVERNMENT

Although Goucher is a private institution, it does receive substantial direct and indirect financial support from federal, state and local government sources, including scholarships and loans for its students, grants for capital improvements, and research awards for its faculty. The College also depends upon governmental agencies for essential services such as police and fire protection. In addition, Goucher and other institutions work with governmental representatives to encourage the continuation or the implementation of policies that will further bolster higher education<sup>1</sup>.

For many years, Goucher has maintained very positive relationships with its elected representatives and appointed officials at all levels of government. These relationships have been purposefully and wisely cultivated, drawn upon carefully, and used occasionally to secure significant benefits for the College. Goucher intends to continue these positive relationships, but in coming years it may wish to draw more aggressively upon the reservoir of goodwill it has developed in order to secure important and strategic decisions in its favor.

### FEDERAL GOVERNMENT

Goucher receives little direct assistance from the federal government. Examples of such direct aid include grants for the College Work-Study program and federal loan funds for students. In addition, Goucher receives occasional grants in support of College and/or faculty initiatives from agencies such as the National Science Foundation (NSF), the National Endowment for the Humanities (NEH), or the National Parks Service. Indirect sources of assistance include federal scholarships and loans that are granted to students. The College also benefits from favorable federal policies, including the income tax

---

<sup>1</sup> Examples: maintenance of the charitable deduction, continuation of tax-exempt status for educational real estate that does not produce income, and increasing of scholarship awards for students from middle-class families.

deduction for private gifts, the exemption of scholarship aid from income taxation, and tax credits for families with students enrolled in college.

Goucher maintains very cordial relationships with its elected federal representatives. United States Senator Barbara Mikulski (D) received an honorary degree from Goucher early in her political career, and the Senator is a frequent visitor to the College and a staunch advocate. Maryland's other United States Senator, Paul Sarbanes (D), is also a Goucher fan and occasional visitor. The College has good relationships with Maryland's members of the United States House of Representatives, and especially with Representative Benjamin Cardin (D), who received an honorary doctorate from Goucher in 1996. Robert Ehrlich (R), the Representative whose district includes Goucher's campus, is less well known to Goucher, and the College probably should get to know him better.

Through President Judy Jolley Mohraz, as well as some alumnae and faculty contacts, Goucher has strong connections to the White House. Dr. Mohraz has served a presidential appointment to the United States Naval Academy's Board of Visitors, and she is an attendee at the annual "Renaissance Weekend" in Hilton Head that is attended by the First Family. Dr. Mohraz's White House contacts were instrumental in bringing First Lady Hillary Rodham Clinton to Goucher in January 1998.

Until recently, Goucher has only sporadically pursued grants from NSF, NEH, NIH and other federal organizations. Biology professor Robert Slocum and his colleagues secured an NSF grant in 1996, and the College's historic preservation program has received grants from both the Air Force and National Park Service to work on restoration projects. The College has recently begun to seek such federal grants more aggressively. In addition, Goucher is also cooperating with nearby Hampton National Historic Site to seek a multi-million dollar "earmark" in the next federal budget to support the institutions' significant collaborations and to exploit the historic site's potential as a learning center and tourist attraction. To secure this earmark, the College is calling upon the strong relationships it has with federal officials. If received, it would be Goucher's first-ever federal "earmark."

Goucher cultivates and strengthens its relationships with elected Federal leaders by inviting them to special events or dinners, and it asks them to participate in various academic panels or to give lectures. Federal officials are also on a mailing list that provides them with copies of *The Goucher Quarterly*, *Goucher Events* and other publications and special mailings.

Federal representatives contacted did not offer any specific recommendations when asked "What do you expect from Goucher?" All agreed the College should be, as one interviewee put it, "the best Goucher that Goucher can be." All look to Goucher to produce outstanding graduates who will contribute to the economic development and civic well-being of the College's region and nation.

## STATE OF MARYLAND

Goucher has a very good relationship with the State of Maryland and its elected and appointed officials. Indeed, all of private higher education in Maryland enjoys an unusually supportive partnership with its state government, as Maryland provides a proportionately higher level of financial support for its private colleges than almost any state in the nation.

Maryland's financial support of Goucher (and other private colleges) comes in several forms. Each private college receives a direct per-student subsidy based on the number of students enrolled in its undergraduate program—regardless of an individual student's state of origin. In addition, Maryland residents may qualify for state scholarships to help underwrite the cost of their study at a Maryland college. The College also receives yearly grants from the Maryland State Arts Council.

Perhaps most significant are the State of Maryland's regular direct, multi-million dollar grants to private colleges to help with the cost of renovating or expanding their physical plant. Goucher received a \$3.7 million grant in 1994 that it used to build a new heating and cooling plant, and it was awarded \$3.0 million in 1997 to renovate Van Meter Hall. The grants cannot be used for residential or student life programs, and the College must agree to secure an equivalent amount in matching gifts or grants. The College hopes to re-apply in 2002 for a grant to help it renovate the Julia Rogers Library.

Goucher and its peers also benefit from the Maryland Higher Education Financing Authority (MHEFA), which helps arrange loans to colleges and universities at highly favorable rates. During the past three years, Goucher has used MHEFA borrowing to facilitate the renovation of Pearlstone Student Center, Hoffberger Science Building and Van Meter Hall, as well as the completion of a "campus presence" project to enhance traffic management and signage. MHEFA funds will soon help finance the renovation of the Alumnae & Alumni House.

Goucher has had very effective relations with elected and appointed representatives in Annapolis for many years, dating back to the successes of former President Rhoda Dorsey and the high regard in which she was held by the state's government and business leaders. Current President Judy Jolley Mohraz has maintained this high standard. In recent years, much of Goucher's behind-the-scenes lobbying and set-up work has been coordinated by Vice President for Finance Lucie Lapovsky, who serves as the College's primary state government liaison. Also crucial to Goucher has been the very effective work of the private colleges' official lobbyist, Elizabeth Garroway of the Maryland Independent Colleges and Universities Association (MICUA).

Goucher cultivates the state's elected and appointed leaders by both visiting them in Annapolis (usually coordinated by MICUA) and by inviting them to participate in or be featured at on-campus events at Goucher. For instance, Maryland leaders were invited to—and attended in large numbers—the recent visit by First Lady Hillary Rodham

Clinton. They are also invited to cultural events, and they and their staffs are included on the College's regular mailing lists for *The Goucher Quarterly*, *Goucher Events* and other publications. Goucher's relationships with the state Delegates and the Senator that represent its district are very positive.

State of Maryland representatives contacted did not offer many specific recommendations when asked "What do you expect from Goucher?" All agreed the College is serving the state well. Specific examples include the quality of its graduates and the civic services they offer, the high-caliber cultural programs sponsored by the College, and the positive impact Goucher makes upon the state's economy. The only specific suggestion related by a state official was a request for increasing Goucher's involvement in improving the state's K-12 education programs.

Goucher's state relations are strong, and the College should stay its current course.

## BALTIMORE COUNTY

Goucher's relationship to Baltimore County government has always been satisfactory, but the College's involvement with and support from the County has grown substantially in the past few years. In 1996, Vice President for Development and Alumnae/i Resources Mark Jones was asked to take on the additional role of principal liaison with Baltimore County and the Towson community. He has served effectively in this role, but his efforts have been abetted by at least two other, timely factors: (1) Towson University's principal liaison retired in 1997, and his role as the leading higher education representative in Towson was offered to Mark Jones; and (2) the local County Councilman, Douglas Riley, is a Bowdoin College graduate, and he is highly supportive of independent liberal arts colleges and sympathetic to Goucher's needs.

Baltimore County aids and supports Goucher through the vital services it provides: police protection, a firefighting force, an up-to-date road network, mass transit and others. Goucher receives these services with essentially no outlay of taxes or fees. Unlike some other east coast jurisdictions, there has been no hint or suggestion that Goucher should pay any additional fees to help offset the costs of the County services it receives.

Goucher also obtains occasional County grants in support of cultural programs offered for youth exhibits in the Rosenberg Gallery or for performances in Kraushaar Auditorium.

Goucher offers much to the County. Baltimore County police and firefighters use the campus for training activities at no charge, and Goucher also offers its auditorium for their use at a reduced charge or no charge at all. Goucher faculty serve on County commissions. Goucher faculty, students and staff provide numerous and varied services to Baltimore County schools, and the campus offers its cultural and athletic facilities to the schools and their students for use at a reduced charge.

Goucher has been frustrated recently by delays and confusion regarding construction permits it has needed to obtain from the County for its building and renovation projects. There has been some confusion about how to negotiate the County permit process. County Executive Ruppberger and County Council member Riley have offered to assist the College to expedite future permit needs.

The College cultivates and strengthens its relationships with County leaders by inviting them to special events or dinners, and it asks them to participate in various academic panels or to give lectures. Elected and appointed County leaders are on a mailing list that provides them with copies of *The Goucher Quarterly*, *Goucher Events* and other publications and special mailings.

When asked what more Goucher could do for Baltimore County, the response—surprisingly—was that Goucher is already “giving more than it gets.” The College got high marks for its participation in civic groups and events, its outreach to the community, its service to Baltimore County schools, and the cultural opportunities it offers.

Goucher should stay the course in its relationship with Baltimore County, paying special attention to improving its access to and response from the County’s building permits process.

## THE COMMUNITY

Goucher considers its “community” to be not only Towson and Baltimore County, where its campus is physically located, but also Baltimore City, where the College was originally founded.

### TOWSON AND BALTIMORE COUNTY

The Goucher campus is located in Towson, an unincorporated community that houses Baltimore County’s seat of government. Towson is also home to Towson University, Maryland’s second-largest public institution, as well as several hospitals, an urban shopping district and a major regional shopping mall, and several large businesses, including the world headquarters of Black & Decker. The Towson community also boasts several well-established residential neighborhoods, and it is widely considered one of the region’s most desirable places to live.

The College purchased its current site in 1921, when Towson was a sleepy crossroads and the future Goucher campus consisted of rolling meadows. Construction of College buildings was slow in coming, and Goucher did not complete its move to the Towson campus from Baltimore City until 1953. For decades after its relocation, Goucher proudly

proclaimed its hometown address as “Towson, Maryland.” Sometime during the 1980s, however, Goucher dropped “Towson” and started using “Baltimore, Maryland” as its home address. Civic leaders in Towson interpreted this decision to mean Goucher was embarrassed by conservative, dowdy Towson and wanted to be associated with the glow that now emanated from Baltimore City and its revitalized Inner Harbor. The precise reasons, however, are unclear.

Whatever the correct interpretation of Goucher’s change in its city address, it is safe to state that Goucher has never viewed its destiny as intertwined with Towson’s—and *vice versa*. Despite its proximity to the Towson core (and the fact that some of Towson’s most noteworthy structures—including Towson Town Center—sit on land once owned by Goucher), the College has always seemed somewhat distant from Towson’s business and civic activities. The participation of Goucher’s students, faculty and staff in Towson affairs has been limited and sporadic. Goucher, for its part, seemed only mildly interested in what was happening in the rest of Towson.

In recent years, Goucher’s attitude toward Towson has changed, and the College now sees the health and vitality of Towson as an important ingredient in its own future. An attractive, vibrant Towson can be an important selling point for both prospective students and employees. The ongoing revitalization of the Towson core—including the construction of a vehicular roundabout, installation of a comprehensive new streetscaping, and the renovation of the long-dormant Hutzler’s building—bodes well for Towson’s future as a key component in attracting students to Goucher.

Led by the efforts of the Vice President for Development and Alumnae/i Resources, Goucher is now very active in Towson affairs. Goucher representatives now sit on the boards of The Towson Partnership (TTP), the Towson Business Association (TBA) and the Towson Development Corporation (TDC), and the College is also present at meetings of the Greater Towson Council of Community Associations (GTCCA). Goucher staff hold leadership roles in TTP’s marketing, transportation and institutions committees. Mark Jones now belongs to the County Executive’s Advisory Board on Economic Development and participates in activities of the Baltimore County Chamber of Commerce.

The College not only “sits” on boards and committees, it reaches out to the community. Leaders of the various Towson organizations and community associations are regularly invited to the campus for concerts, lectures and other special events. Goucher hosts meetings of the TTP, TBA, TDC and County Councilman Doug Riley’s Town-Gown Committee. “Community leaders” also receive regular mailings from the College, including *The Goucher Quarterly* and *Goucher Events*. Goucher students also volunteer in Towson at shelters for the homeless, victims of domestic violence and for persons suffering from AIDS.

In return for its recent efforts, Goucher has witnessed an increase in the number of internship opportunities in the TBA and TTP offices and among TBA members. Baltimore County and community leaders have become very supportive of Goucher

requests; the recent re-paving of Dulaney Valley Road and the landscaping of its median are in response to the College's discussions with local leaders. The College's involvement has also led to a more sensitive approach by the County and State to the upcoming reconstruction of the Dulaney Valley Road bridge over I-695, and the State has re-opened the question of whether a traffic light should be installed at the College's main entrance.

In the responses to questionnaires sent to community leaders, Goucher received uniform praise for its efforts to reach out the Towson community. There is no question that Goucher is seen as a "good neighbor" and a leader in facilitating positive "town-gown" relations. The College will continue to generate a reservoir of goodwill and reap benefits for its approach for years to come. Towson is rooting for the College to achieve even greater levels of excellence and recognition, and its leaders believe that such progress will benefit Towson as well. A summary of Goucher's interactions with other Towson-area institutions can be found in Exhibit 16.1.

Goucher should stay its current course in its relations with the Towson community.

## BALTIMORE CITY

Goucher is not a part of Baltimore City, and the City has no jurisdiction over the College. Nonetheless, the College does have historic and emotional ties to the City, having been founded in 1885, at the corner of St. Paul and 22<sup>nd</sup> Street, as "The Woman's College of Baltimore City."

Goucher serves the City both through the post-secondary education of its citizens and through the leadership and civic contributions its graduates make to the City. In addition, Goucher faculty and students teach, tutor and assist in Baltimore City Schools. Goucher students volunteer at shelters for the homeless and victims of domestic violence. The College has also been aggressive in its efforts to attract, enroll, mentor and support young people who reside in the City.

In turn, Baltimore City provides a rich laboratory—of both opportunities and challenges—for Goucher students and faculty. Its schools, businesses and not-for-profit organizations offer chances for internships and permanent employment. The problems that face Baltimore City are representative of the vital issues that face the entire nation; by working with Baltimore City, Goucher students and faculty can begin to grapple with and find solutions to them. It is worth noting that Goucher has recently forged a special partnership with the HARBEL Community Organization and the neighborhoods it encompasses in northeast Baltimore to provide service-learning and internship opportunities for its students.

## CORPORATIONS

Goucher benefits from a surprisingly strong tradition of partnerships with private corporations, particularly those based in the greater Baltimore area. These relationships are being tested, however, as Baltimore increasingly becomes a “branch town,” with its former leading corporations now merged into other organizations that are based in other cities. Other businesses have disappeared altogether. Among the leading Baltimore companies and Goucher benefactors that have merged into other companies or left the scene: USF&G, Maryland National Bank, PHH, Noxell, Bank of Baltimore, Alex Brown & Sons, Monumental Life, and Signet Bank.

During its recent campaign, *A Legacy of Excellence—A Future of Distinction*, Goucher received a healthy collection of corporate gifts for its campaign priorities: \$1.8 million. (Annual gift revenue from corporations during 1996-97 totaled \$458,000). This is a larger sum than a liberal arts College might expect to secure in this new era of corporate “giving” that increasingly hinges upon the existence of *quid pro quo* relationships. Corporate gifts to the *Legacy* campaign ranged from \$2,500 from a local accounting firm to \$450,000 from Baltimore Gas & Electric. Credit for Goucher’s corporate campaign gifts go to the College’s local trustees, who helped solicit them, and to former President Rhoda Dorsey, whose presence on numerous corporate board has kept Goucher’s profile high during the past two decades. Goucher also receives annual corporate gift support through the multi-institutional collaboration of the Independent College Fund of Maryland.

Goucher has always looked to local companies as potential sites for student internships, and it has had some success in placing students. The College has established new ongoing internships at Fila-USA, United Parcel Service, McCormick and others. Goucher has recently become more aggressive in promoting its competitive, carefully groomed Zuckerberg Interns, but the Zuckerberg program is still in its youth, and it is not clear whether it will indeed lay the groundwork for stronger *quid pro quo* corporate relationships in the years ahead.

It is significant to note that Goucher essentially has no presence with corporations outside of the Baltimore-Washington corridor, and has no ongoing internship relationships with companies outside of Maryland. This does not mean Goucher graduates cannot succeed outside the area: the chief financial officer of Merck & Co., Inc. and an executive vice president of Polaroid Corporation are Goucher alumnae; another Goucher graduate sits on the boards of Avon, CBS, Walmart and Harcourt General.

Goucher should continue to seek opportunities to engage corporations as resources for internship sites, guest lecturers and speakers, advisors, Trustees and, of course, as financial supporters. Given Goucher’s traditions and size, however, the expectations for such support should not be unrealistic.



## PRIVATE FOUNDATIONS

During its distinguished history, Goucher College has benefited from significant success in securing large grants from leading national foundations. Past benefactors have included the Carnegie, Ford, Hughes, Kresge, Luce, Mellon, Rockefeller and Watson Foundations, among many others. In recent years, however, the frequency of such major grants has declined, primarily due to a reduction in the amount of staff time devoted to the nurturing and development of relationships with private foundations. In addition to the obvious decline in grant income, the College has foregone the prestige and “validation” that also comes with grants from highly competitive national foundations.

While aggressively seeking “national” grants, Goucher should also pursue more modest—but no less important—grants in support of faculty projects and initiatives. The frequency of these faculty grants has also declined as staff support has been reduced. Such grants are critical to providing the funds and equipment faculty need to launch new initiatives, pursue projects and write books, and to develop new courses. They can have a powerful leveraging effect.

There is no reason to believe Goucher cannot once again obtain significant, prestigious foundation grants. As shown in the 1996-97 report of *The Pumpkin Papers XVIII (see Exhibit 16.2)*, Goucher’s annual revenue from private foundations is significantly less than its peers—\$528,000 vs. a peer average of \$2.633 million, placing Goucher 50th out of 55 reporting institutions. Ranked above Goucher are institutions without many of the intellectual, academic and historic assets on which Goucher can rest its case for foundation support. To realize its full potential, however, will require that the College make a renewed investment of staff, budget, presidential attention, and patience.

During 1993-94, Goucher had a full-time and highly regarded Director of Foundation and Corporate Relations, Rick Bader, who was based in the College’s Development Office, and total foundation grant revenue stood at \$788,000. In 1994-95 Bader was asked to take the lead role in managing the College’s Strategic Planning Process; for 1995-96, he moved to the President’s Office and became Director of Foundation Relations and Special Assistant to the President, thus spending about 50% of his time seeking grants. In 1996 he became Executive Director of Communications and Lucie Snodgrass assumed his former duties as Director of Foundation Relations and Special Assistant to the President. As Snodgrass took on these duties, annual foundation revenue had declined to \$358,000. Since then, foundation relations have once again begun to increase, with over \$500,000 in grant support received in 1997, including a \$130,000 grant from the Pittsburgh Foundation to install a visualization laboratory in the Hoffberger Science Building.

The Vice President for Development and Alumnae/i Resources has received authorization from the Board of Trustees to increase Foundation Relations staff by 0.5 FTE person for 1998-99, thus allowing for a more substantial, focused and successful effort to pursue both prestigious national grants and smaller but equally important

enabling grants in support of faculty projects. He suggests that after a period of 2-3 years of full-time grantsmanship, Goucher should yield an annual return-on-investment of approximately 15:1 or greater for every dollar invested in Foundation Relations staff and programs.

## PARENTS

In *Parents Programs: How to Create Lasting Ties*, editor Larry J. Weiss writes, “At any given point in time, no group has a stronger short-term interest in the welfare of a particular school, college or university than the parents of its students....Parents’ interests are centered on that period of time when their son or daughter is a student—and their interest is great.”

For a period of time in the mid-1990s, Goucher College neither responded to the interests of the parents of its current students (as well as the parents of its former students) nor took advantage of the resources of time, money and ideas those parents might have offered to the College. The Goucher Parents Association, managed by the College Development Office, had floundered and was disbanded in 1992-93, along with any organized parents fund-raising effort. The reasons for this decision remain unclear, but appear to have been a combination of limited staff resources, lack of effective parent leadership and a modest return-on-investment in the parents fund-raising effort.

Goucher revived the Goucher Parents Association (GPA) in 1995-96. The effort was based in the Dean of Students office, albeit with strong support and input from Enrollment Management and Development and Alumnae/i Resources divisions and the President’s Office. Aside from the essential recruitment and organizational activities, the GPA focused its early activities on assisting with fall Family Weekend, initiating a Parents Newsletter, providing support and advice to other current parents, and assisting in parent admissions efforts. In summary, GPA’s initial goal was to provide parents with a portfolio of *services*.

By all assessments, the new GPA has progressed well, particularly in light of the limited budget and modest staff support it receives from the College. One important highlight of GPA is that its steering committee is well balanced in its diversity among races, geography and economic position—it is not simply a group of “rich parents.”

A conscious decision was made to *not* immediately initiate a new Parents Fund, but to postpone its start until the GPA got off the ground and its steering committee provided its blessing for the effort. This proved to be prudent, and the GPA committee did endorse the initiation of a new Parents Fund for the 1997-98 year. It has already proven very successful, with over \$60,000 in parent gifts to the 1997-98 annual fund.

Goucher does, however, continue to lag behind its peers in parent giving. In the 1996-97 report of *The Pumpkin Papers XVIII* (see *Exhibit 16.2*), Goucher ranked 49th out of 55 schools, with just \$152,000 in parent gifts versus a peer mean of \$744,000. (This was up from Goucher's ranking of 55<sup>th</sup> out of 57 schools the year before.) Goucher parents are not giving in such low numbers because they do not value the education their students receive at the College—they are not giving because *they have not been asked*. Parent fundraising remains an area of significant unrealized potential, and the College should work to fully tap into it.

Parents, like other constituents, also have other assets to offer Goucher besides their financial resources. Parents can provide advice, open doors, serve as ambassadors, be career mentors, help recruit other students, provide support to other parents, and much more. Goucher is just beginning to tap this potential, too, and it is important that the College remain unflagging in its efforts to serve and support parents—regardless of their fund-raising potential.

As was noted in Chapter 6 - Governing Board, the College has had few past or current parents serving on its Board of Trustees. It would be beneficial to Goucher to have this very important constituency more liberally represented on the Board.

## ALUMNAE AND ALUMNI

There is no question that the most important “Other Resource” available to Goucher are the women and men that previously attended the College—its alumnae and alumni. These former students have served and continue to serve the College in a multitude of ways, from membership on the Board of Trustees to representing Goucher at “college nights” for prospective students in their own hometowns. Goucher alumnae/i are also remarkably generous, contributing a larger percentage of their *alma mater's* annual gift support (see *Exhibit 16.2*) than all but a handful of other private colleges.

## GOUCHER'S ALUMNAE AND ALUMNI POPULATION

Goucher has approximately 13,500 living former students, and the College has current addresses for 11,900 of them. They live in 49 of the 50 United States (none reside in South Dakota) and at least 50 foreign countries. Approximately 30% of all alumnae/i live in the State of Maryland or the District of Columbia; about half live within a three-hour drive of the Goucher campus.

To be an “alumna” or “alumnus” of Goucher, an individual must complete the equivalent of one full year of undergraduate study at the College or have earned a Goucher master’s degree. Of all the College’s living alumnae and alumni, just 9,700 hold Goucher degrees. Goucher’s population of former students is 97% female and 3% male.

## THE ALUMNAE & ALUMNI OF GOUCHER COLLEGE (AAGC)

The Alumnae & Alumni of Goucher College (AAGC) is the formally incorporated organization that seeks to foster a continuing relationship between the College and its alumnae/i, as well as among the alumnae/i themselves. AAGC has five stated goals and objectives (*see Exhibit 16.3*):

- To increase alumnae and alumni involvement in AAGC and College affairs
- To improve communication between alumnae/i and the College community
- To provide ongoing personal and professional growth opportunities for alumnae/i
- To provide financial support for the College
- To provide a structure for AAGC that meets the changing needs of the alumnae/i and the College

The AAGC was chartered in 1920 as the *Alumnae Association of Goucher College* (*see Exhibit 16.4*). With the College’s decision to admit men, the association changed its name to the *Alumni Association of Goucher College* in 1986. In 1997, the association changed its name again to avoid having to refer to all former Goucher students in the masculine form “alumni,” and hence became *The Alumnae & Alumni of Goucher College*, with the abbreviation “AAGC.” A complete style guide was published to assist the campus community adapt to the most recent change (*see Exhibit 16.5*).

While the AAGC has a separately incorporated identity and has the ability to manage its own funds, the association’s entire budget and staff is currently funded by the College. In addition, the AAGC Executive Director reports to the Vice President for Development and Alumnae/i Resources. Despite the formal financial and legal arrangement, Goucher has approached its management of the AAGC as a shared responsibility with the AAGC president and board. Accordingly, the new Executive Director was selected through a search committee jointly chaired by the College president and the AAGC president. The AAGC president and the Vice President for Development and Alumnae/i Resources jointly conduct the Executive Director’s performance evaluations.

The AAGC was not always so dependent upon the College. In previous decades the association raised all of its own dollars, created and ran the Alumnae Fund, secured money to build an Alumnae headquarters building, and acted as a much more independent organization. The association served Goucher and its alumnae very well, and it was arguably one of the finest such groups in the nation.

By the 1980s, however, the strength and independence of the association had waned. It found it increasingly difficult to engage younger women in the activities of the

association. The group became completely reliant upon the College for its budget and its limited staff. Expectations for the association remained high, however, and the alumnae and the College looked to it for extensive programming both on and off campus. Due to the limited budgets of the association and the College, the funds to support such programming were not forthcoming.

The College's decision to admit men was a critical moment in the association's history. Interest in the College had been running high in 1984 and 1985 as Goucher approached its centennial year; indeed, in 1985 the College hit a record high for participation in the Alumnae Fund, with almost 50% of all former students making a gift that year. The Board of Trustees voted to admit men in 1986. The alumnae participation rate remained relatively high for two more years, then declined to a low of 35% in the early 1990s.

The level of staffing and programming within the association remained low throughout the late 1980s until 1993-94. In that year, President Rhoda Dorsey made a "farewell swing" throughout the country in anticipation of her June 30, 1994 retirement. The following year, new President Judy Jolley Mohraz began her own "swing" through the country, both to be introduced to alumnae/i and to promote the College's new *Legacy* campaign. Her travels continued into 1996 when the campaign was formally launched. As she visited with alumnae/i around the United States, President Mohraz and her staff heard a common refrain: "We want to see more of the College, but not only when you come to ask us for money." Alumnae and alumni were promised that things would change, and that the *Legacy* campaign would serve as a the catalyst for new, improved programs.

The College began increasing the alumnae/i programming staff in 1995 when the Division of Development and Alumnae/i Resources was restructured. Key additions included a Director of Young Alumnae/i and Student Programs and two support positions. In 1996, a new Executive Director was hired to oversee the entire operation, which now included the Alumnae/i Fund.

Even with the many recent changes, staffing and budget in the AAGC remains thin given the high expectations facing the organization. AAGC has requested, for the third consecutive year, the addition of a Director of Clubs and Regions to take on the promised additional national outreach. An equally great need is for additional operating funds. AAGC has only \$52,500 to spend on all of its programs, including Reunions, club and regional activities, volunteer support and travel. It is one of the smallest alumnae/i programming budgets of any of Goucher's peer institutions (*see Exhibit 16.6 - Peer Institutions Comparison: 1996-97*).

The AAGC wants to provide stronger programming for Goucher alumnae/i—and the College—in the following areas:

- Alumnae/i admissions
- Reunions
- Clubs and regions
- Career networking and advice

- Young alumnae/i and students

The AAGC's staff and volunteer leadership passionately believe that by rebuilding exceptional programs in each of these areas, and supported by a newly improved *Goucher Quarterly*, they can re-establish the high level of alumnae/i engagement, service and commitment that has been so valuable to Goucher in the past. It is important to do so now with younger alumnae/i, from the decades of the 1970s, '80s and '90s who have not had the benefit of the strong programs and affinity that Goucher alumnae/i enjoyed in decades past.

If funded and implemented, the engagement fostered by these AAGC activities will build a strong base for successful fund-raising activities for years to come. It will also facilitate the development of other, but equally valuable non-monetary support: recruitment of prospective students, mentoring and internship opportunities for current students and recent graduates, advice to the College on key issues, and greater public visibility for Goucher throughout the nation.

## **DEVELOPMENT ACTIVITIES**

Goucher has just completed a remarkably successful campaign, *A Legacy of Excellence—A Future of Distinction*. Begun in 1994, the campaign set out to garner \$40 million in new gifts and pledges for endowment priorities and the Annual Fund in five years (against a consultant's recommended \$30 million target). (See *Exhibit 16.7 - The Campaign for Goucher College* for a sample of the campaign's promotional materials.) On June 30, 1997, the College passed the campaign's \$40 million target exactly two years ahead of schedule. Now, with over \$43.7 million in commitments received and nearly all of the campaign's priorities and participation targets fulfilled, the Trustees voted to end the campaign one year early, on June 30, 1998.

The *Legacy* campaign is truly remarkable because it has exceeded all of the College's previous fund-raising records. It tripled the total of the College's previous largest campaign, *For Women of Promise*, which raised \$14 million. The campaign has also engaged over 200 volunteer, face-to-face solicitors. It secured commitments from 61% of the College's faculty and staff in a first-ever "Family" campaign. Trustees and other donors made commitments 3-5 times their largest previous gifts. Commitments have also been fulfilled at a record pace, with over 75% of all pledged amounts already in hand. And Goucher reached these monetary achievements by counting conservatively and in full compliance with CASE guidelines—no government grants or speculative bequests intentions have been included. (See *Exhibit 16.8 - Newsletters of A Legacy of Excellence - A Future of Distinction*.)

Most remarkable of all: The *Legacy* campaign is just a hint of things to come. The campaign, along with research conducted by Goucher staff and outside firms, reveals that

Goucher has enormous potential for additional private gift support — *if* it organizes itself correctly and follows through on this potential.

Goucher's Development staff estimates that nearly 2,000 alumnae/i, parents and other friends have the capacity to make a multi-year pledge of \$10,000 or more. Many of the potential benefactors, however, have never been visited face to face—not even during the *Legacy* campaign, which succeeded in conducting about 1,000 visits. Even if visited, many of the potential donors cannot be expected to make a significant gift right away. Some will require years—even decades—of attention. But Goucher must start now.

In order to make the required face-to-face contacts, the College must have appropriate staffing levels in the Development Office. At the height of the *Legacy* campaign, the College had 4-5 people making or coordinating such contacts. Goucher needs a similar post-campaign staffing level to begin developing the prospect base for future campaigns.

Goucher is also aware of over 600 alumnae/i who report that the College is included in their estate plans; there is reason, however, to believe that the number is actually well above 2,000. Each of these persons represents someone who needs careful and regular attention from Goucher.

In addition, Goucher must steward well the funds it received from the *Legacy* campaign. This stewardship entails preparation of annual reports, arranging meetings with scholarship recipients, and recognizing the gifts through events, plaques, and other strategies.

In Fall 1997, Goucher engaged the firm of Washburn & McGoldrick to evaluate the Development and Alumnae/i Resources program at Goucher and make recommendations about staffing, program, and budget for the post-campaign period. After reviewing Goucher's operation and comparing Goucher to its peer institutions (*see Exhibit 16.9 - Report of Washburn & McGoldrick: Post-Campaign Staffing and Budget*), the firm's report recommended that Goucher should *not* reduce its staff and budget after the *Legacy* campaign. The firm observed that Goucher was conducting the campaign at a size that was an appropriate size for a non-campaign period. Accordingly, the firm recommended that Goucher continue at a funding and budget level similar to the campaign period, albeit in a modified structure and with even stronger measures of accountability (*see Exhibit 16.10 - Summary of Post-Campaign Planning for Development and Alumnae/i Resources*). The College's senior administration and the Board of Trustees, have endorsed this report.

The Vice President for Development and Alumnae/i Resources, working with the President and Vice President for Finance, has developed a staffing and budget proposal for fiscal year 1998-99 and beyond that adopts the key Washburn & McGoldrick recommendations. It includes projections for gift revenue both with and without the campaign-level staffing; it also provides measures of accountability and productivity for the fund-raising staff members.

Considering the giving potential within its population of alumnae/i and friends, the professionalism of its staff, and the precedents set by the *Legacy* campaign, Goucher is in a position to leapfrog many of its peers by securing significant new private gift. To realize this potential, however, the College must not relax after the campaign and must fund a strong, ongoing development effort.

## INTER-INSTITUTIONAL COLLABORATION

As Goucher approaches the 21<sup>st</sup> century, new demands upon the College's resources are arriving from all directions. Students expect a broader array of curricular offerings, contemporary opportunities for internships and study abroad, more varied extracurricular programs, and improved access to local resources and attractions. Faculty require more resources for both their instructional and scholarly endeavors. Staff need more resources to support student and faculty initiatives and for their continuing professional development and training. The administration must respond to new federal and state regulatory and reporting requirements. Everyone wants easy, inexpensive access to the latest information technology.

Goucher is no newcomer to collaboration. From academic alliances to community service efforts to the work to develop the 23-college Baltimore Collegetown Network, the College collaborates with peer colleges and universities in many productive ways and enjoys the multiple benefits of these efforts. A summary of Goucher's interactions with other Baltimore-area institutions can be found in *Exhibit 16.11 - Collaborations with Other Baltimore-Area Institutions*. Collaborations greatly expand the breadth of what any single college can offer by itself, create opportunities for faculty exchange, facilitate resource sharing, and otherwise strengthen all collaborating partners. The College's location, minutes from Baltimore and an hour's drive from Washington, DC, gives it enviable opportunities for regional collaboration. Goucher is pursuing these and other new opportunities with renewed interest and resolve.

Among the recent highlights of Goucher's inter-institutional collaborations:

- In 1996, Goucher took the lead in establishing the 23-institution Baltimore Collegetown Network, a website called, "Colltown." Although it remains in operation, keeping the Network up to date is a struggle. In its commitment to ensuring the vitality and continuity of the Network, Goucher took the lead in submitting a \$400,000 proposal to the Teagle Foundation that has yielded a \$150,000 grant to hire a Network director and conduct a transportation feasibility study.
- Goucher has developed a portfolio of joint academic programs thus expanding offerings available to Goucher undergraduates and graduate students. Established programs include: a 3+2 engineering program with the Johns Hopkins University; a Judaic Studies minor with Baltimore Hebrew University; an M.Ed. with Sheppard-Pratt Hospital; and language programs with Loyola College in Maryland.



- Goucher is a member of the Baltimore Area Library Consortium (BALC), an organization of eight institutions which extend library privileges to each other and which last year resulted in over 1,000 loans being made.
- A collaboration was undertaken with Morgan State University, an historically black institution, on two courses taught by Pulitzer Prize-winning historian Taylor Branch, one dealing with the civil rights movement.
- Goucher College participates in the Baltimore Intercollegiate Programming Committee, a group of area schools working together to host dances, performances, and other social events at campuses across the Baltimore region.

## **RECOMMENDATIONS**

Despite its increasingly sound financial state, Goucher simply cannot provide all things to all people. The College must carefully and strategically select the new programs, services or infrastructure in which it will invest its resources. Goucher must focus on its traditional strengths, expanding only where it has a strategic opportunity to establish a new niche that will advance the College's mission and contribute to its financial well being.

### **GOVERNMENT**

- 16.1 Take steps to ensure that Goucher's relationship with its own United States Representative is as strong as its relationships with Maryland's other United States Representatives and Senators
- 16.2 More aggressively seek grants in support of College priorities and the work of its faculty from federal agencies such as NSF, NEH, NIH, the National Parks Service and others (in conjunction with enhanced efforts to secure grants from private foundations)
- 16.3 Work with County leaders to help ensure Goucher's construction projects move more swiftly through the permit process

### **FOUNDATIONS**

- 16.4 Increase the staffing and funding for Foundation Relations, to allow the equivalent of at least one full-time staff person to focus on securing both national grants and enabling grants in support of faculty projects

### **PARENTS**

- 16.5 Consider solidifying and expanding the staff and budget within the Dean of Students office for the Goucher Parents Association (GPA)
- 16.6 The Development and Alumnae/i Resources division should re-double its fund-raising efforts among past and current parents
- 16.7 Consider adding more past and current parents to the Board of Trustees

#### ALUMNAE AND ALUMNI

- 16.8 Invest additional budget and staff resources in the AAGC (specifically a new Director of Clubs and Regions) and additional operating funds in each of its key programmatic areas
- 16.9 Continue to strengthen and enhance *The Goucher Quarterly* to make it an effective, primary means of communication with all alumnae/i

#### DEVELOPMENT ACTIVITIES

- 16.10. Continue to staff and budget for the Development and Alumnae/i Resources operation at the same level as during the *Legacy* campaign, albeit with some reorganizing of the current staff and the institution of appropriate measures of accountability and productivity

#### INTER-INSTITUTIONAL COLLABORATIONS

- 16.11 Continue to be the driving force behind the 23-college Baltimore Collegetown Network; identify additional funding sources to solidify the Network and assure its future
- 16.12 Develop a new program in Judaic Studies in collaboration with Baltimore Hebrew University
- 16.13 Improve transportation linking Goucher to Baltimore and, indirectly, to Washington, by bringing public transportation to campus and by other means
- 16.14 Develop joint programs for faculty and staff development with other area colleges and universities
- 16.15 Explore ways to obtain better and less expensive services through collective negotiation with other colleges

---

## CONCLUSION

---

**T**welve years ago Goucher College became co-educational after more than 100 years of educating women. The transition, though thoughtfully conceived, planned, and implemented, was nevertheless an uneasy period for all associated with the College, from incoming students to the most senior alumnae. Now in 1998, the College takes pride in its accomplishment and faces new challenges with the confidence and enthusiasm engendered by recent successes.

As documented in this report, the student body, now a relevant and vigorous voice on campus, has grown not only in size but in quality. New programs at both the undergraduate and graduate levels speak to the vitality of the institution. Endowment has grown 124% over the past ten years. Availability and thoughtful use of technology has changed and improved the educational delivery system. The strategic plan has given the community a sense of orientation and a set of realistic and practical goals to guide future growth. Morale in all quarters is much improved.

Yet much remains to be done. The College must be mindful that unchecked growth may become a detriment. All proposed changes must be compared with the mission and plan for the College to assure that the character of Goucher remains true. Increased diversity, changes in technology (including planning for the library's renovation), attaining a more balanced proportion of highly qualified male and female students — these are a few of the challenges which lie ahead.

Buoyed by recent successes, the College must now address some of the thorny perennial problems it faces. The tuition discount rate needs to be brought into line with that of Goucher's peer institutions; retention of students needs to improve; budgetary and temporal stresses on all of the College's constituencies must be alleviated. These are very tough issues which the College is now in a position to consider. With continued imaginative leadership, and a cadre of individuals and offices, all with Goucher's best interests at heart, the College looks forward to reporting to the Middle States Association in 2008 that these issues have been resolved.

---

## **APPENDICES**

---

**MISSION STATEMENT FOR GOUCHER COLLEGE**

**STRATEGIC DIRECTIONS FOR GOUCHER COLLEGE**

APPENDIX 1.3

**Time-Line & Documents**

May 1986	Decision to become co-educational.
September 5, 1986	Maypole Committee Report - "Achieving New Excellence in our Second Century" (Kay Munns, Chair of Committee; Carol Pearson, Dean). See Exhibit 1.2.
September, 1988	Previous strategic plan (Bruce Alexander, Chair of Committee). Middle States Review.
May 4, 1989	Faculty resolutions calling for major investment in the academic program.
June, 1990	"A Proposal for Goucher," (the Faculty's "The Goucher Plan") and an Administrative plan presented to the Board of Trustees. See Exhibits 1.3 and 1.4.
August, 1990	Board calls for unification of Faculty and Administrative plans.
September, 1990	George Keller and "the Keller Plan". Proposed unification of the Faculty and Administrative plans under the heading "The Goucher Plan" and calling for curricular reform. See Exhibit 1.5.
September, 1991	Restructuring of the Faculty and curricular reforms completed.
December 1991	Current mission statement adopted.
January, 1994	A Legacy of Excellence--A Future of Distinction campaign initiated.
July, 1994	Judy Mohraz assumes Presidency.
May, 1996	Completion of Strategic Plan.
June, 1998	Completion of The Legacy Campaign.

## APPENDIX 1.4

### Academic Program Review Guidelines

To help the College to continue to move forward on its priorities and strategic initiatives, academic departments and programs shall undergo periodic, staggered reviews. Each review will involve three parts: a comprehensive self-study, a comprehensive external review, and formulation of short and long range plans. Reviews will begin with the self-study. Departments (programs) differ in essence and circumstance, and that requires that self-study procedures and expectations remain flexible. However, general guidelines are necessary and desirable. Ours are summarized below.<sup>1</sup>

#### Program reviews should address the following:

1. The department's or program's evolving mission placed in historical, institutional, and scholarly contexts, **with particular emphasis on the department's role in the institution's priorities and strategic initiatives.**
2. How well the department's (program's) mission, initiatives, and goals are being met with regard to: (a) faculty, (b) students, (c) curriculum, and (d) adequacy of resources.
3. Outcomes (and an outcome assessment plan).
4. Needs.
5. A long term plan.

#### Four principles should guide the self-study process:

- \* The self-study should carefully consider and situate the academic department's (program's) present and future roles in advancing Goucher's mission and strategic initiatives.<sup>2</sup>
- \* The self-study should be a comprehensive examination of the department (program) and the circumstances within which it operates, and, indeed, should address all issues that would likely be addressed by the external review and should include, but not be limited to, the items listed above.
- \* The self-study should examine and consider community satisfaction with the academic department (program) and the services it provides.<sup>3</sup>
- \* The academic department (program) should determine the details of the self-study process.

---

<sup>1</sup> Aspects of these guidelines were adapted from Saint Francis College's Academic Program Review: Guidelines and Procedures (pp 4-10), which is available in the Academic Dean's office.

<sup>2</sup> In endeavoring to address how they might advance the college's strategic initiatives, self-study committees would normally consult with the directors of International Studies, the library, and other departments, programs, and offices on campus. In considering and exploring inter-institutional possibilities, discussions with related departments and programs at other institutions should be coordinated through the Academic Dean's office.

<sup>3</sup> For example, a department of mathematics would consult with the students, faculty, and staff of a wide variety of departments and/or offices, including physics, biology, chemistry, education, and economics, as well as a wide variety of knowledgeable professionals, concerning the mathematics department's role in and service to the educational community.



APPENDIX 1.5

Administrative Employees Association (AEA)

APPENDIX 1.6

**Commencement Speakers 1988-1997**

1988	Joan Buckler Claybrook '59, President, Public Citizen
1989	The Honorable Mabel Houze Hubbard, Associate Judge, Circuit Judge of Baltimore City
1990	Mark Russell, Political Satirist
1991	Virginia Dondy Green '65, Goucher Trustee, Partner - Reed, Smith, Shaw and McClay
1992	Barbara T. Fields, Professor of History, Columbia University
1993	Fred McFeely Rogers, Host of PBS program, "Mr. Rogers' Neighborhood"
1994	Eugene M. Lang, Founder, "I Have a Dream" Foundation; Chair, REFAC Technology Development Corporation
1995	Eleanor Holmes Norton, Delegate for Washington, DC, U.S. House of Representatives
1996	Elaine L. Chao, President and CEO, United Way of America
1997	Kweise Mfume, CEO, NAACP

APPENDIX 1.7

**Honorary Degree Recipients, 1988-1997**

1988	<p>Anna Lisa Crone, '67 Associate Professor of Slavic Languages and Literature, University of Chicago</p> <p>Margaret McFarland, '27 Associate Professor Emerita of Psychology, University of Chicago; consultant to Fred Rogers, "Mr. Rogers' Neighborhood"</p> <p>Anne Howard, '60 President, Leadership Research Institute</p>
1988 (Sept.)	<p>Esther Peterson, Consumer Advisor, Giant Foods</p>
1989	<p>Margaret Strauss Kramer, '30 Developed first effective oral medication for immunization against poison ivy and oak</p> <p>Melvin A. Steinberg, Lieutenant Governor, State of Maryland</p>
1989 (Sept.)	<p>Natalie Zemon Davis, Henry Charles Lea Professor of History, Princeton University</p>
1990	<p>Janice Gabrilove, '73 Associate Attending Physician, Sloan Kettering</p> <p>Steven Muller, President, The Johns Hopkins University</p> <p>Mark Russell, Political Satirist</p>
1991	<p>Alice Kessler Harris, Professor of History and Director of Women's Studies, Rutgers University</p> <p>Floyd M. Riddick, Parliamentarian Emeritus, U.S. Senate</p> <p>Bernice R. Sandler, Director, Project on the Status and Education of Women, Assoc. of American Colleges</p>
1992 (Sept.)	<p>James Rouse, Chairman, Enterprise Foundation; Retired Chair, Rouse Company</p>

APPENDIX 1.7

1993	<p>Susan Epstein Leeman, '51 Professor of Pharmacology and Experimental Therapeutics, Boston U. School of Medicine  Mieko Nishimizu, '70 Director, Risk Management and Financial Policy Department, World Bank  Fred McFeely Rogers, Host of PBS program, "Mr. Rogers' Neighborhood"</p>
1994	<p>Eugene M. Lang, Founder, "I Have a Dream" Foundation; Chair, REFAC Technology Development Corp.  Sally Michel, '60 Baltimore community volunteer and activist  Kurt L. Schmoke, Mayor, City of Baltimore  Rhoda M. Dorsey, President, Goucher College (1974-1994)</p>
1995	<p>Eleanor Holmes, Norton Delegate for Washington, D.C., U.S. House of Representatives  Walter Sondheim, Jr., Senior Advisor, Greater Baltimore Committee; Goucher trustee emeritus  William C. Richardson, President, The Johns Hopkins University  Laura Livingston Mays Hoopes, '64 Vice president and Dean, Pomona College</p>
1996	<p>Elaine L. Chao, President and CEO, United Way of Maryland  Benjamin L. Cardin, U.S. Congressman from Maryland  Helen Coplan Harrison, '31 Associate Professor Emerita of Pediatrics, The Johns Hopkins University School of Medicine</p>
1997	<p>Kweise Mfume, President and CEO, NAACP  Lydia VillaKomaroff, '70 Associate vice president for Research Administration and Professor of Neurology, Northwestern University</p>