Strategic Plan for Amherst College
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2015
Preamble

Many people have contributed to the development of this strategic plan and we thank them for giving so generously of their time and ideas. We began the process of strategic planning more than a year ago with seven planning committees that met during the 2013-14 academic year. Four core committees focused on education, research, student life, diversity, and internationalization, and were chaired by faculty members—Anthony Bishop, Judith Frank, Rhonda Cobham-Sander and Amrita Basu. The three support committees were chaired by members of the senior staff: Jim Brassord served as chair of the Campus Framework Planning Committee; Kevin Weinman chaired the Financial Outlook Working Group; and David Hamilton led the discussion of information technology. The Strategic Planning Steering Committee has overseen the entire process. It is made up of the committee chairs, the former Dean of the Faculty, the current Dean of the Faculty, the Associate Deans of the Faculty, the Provost (chair), several members of the senior staff, a trustee, and the President.

Altogether, 34 professors, 28 staff members, 18 students, eight members of the senior staff, and nine trustees served on the planning and/or steering committees. Eight of the trustees are alumni, and the views of many alumni were sought in meetings held around the country for that purpose.

Each of the four core committees prepared a report and a series of recommendations that were posted online last summer for community feedback. During the spring of 2014, the chairs of those committees also organized dozens of meetings with students, staff, and faculty to seek the views of the larger community. As noted, alumni weighed in at a multitude of gatherings, as well as in online comments. The feedback we got from the College’s constituencies was invaluable. It has played a crucial role in bringing us to the final stages of the process.

This past July and again in September, the Steering Committee held a retreat to discuss the committee reports and the responses to them. With the help of Keeling & Associates, we developed a tentative articulation of priorities and possible actions, guiding the work that went into the document you have before you.

Two of the support committees—the Campus Framework Committee and the Financial Outlook Working Group—have continued to meet throughout this academic year. The draft we circulated for comment in March reflected the deliberations of the Steering Committee and integrated ideas and perspectives that had been developed in campus framework and financial planning. The draft plan was discussed by the major governance committees—the Committee of Six, Committee on Educational Policy, and Committee on Priorities and Resources—and by the College Council, Committee on International Education, Employee Council, Managers Council, and Association of Amherst Students. Open meetings were organized for those who wished to discuss the draft plan in a public setting.

Once again, faculty, staff, student, and alumni responses have helped us improve the plan, which is now ready to be brought to the faculty, the Board of Trustees, the Association of Amherst Students, and members of the Employee Council.

We thank you for taking part in the process of developing Amherst’s strategic direction and look forward to your participation in its implementation.
Introduction

“The college is called liberal... because the instruction is dominated by no special interest, is limited to no single human task, but is intended to take human activity as a whole, to understand human endeavors not in their isolation but in their relations to one another and to the total experience which we call the life of our people.”

Alexander Meiklejohn
President of Amherst College
1912-1924

Amherst has long been known for intellectual rigor, for the density and durability of its connections, and for the contributions of its alumni. At a time when colleges and universities are considered by some to be “academically adrift,” Amherst has maintained high academic standards and kept its focus on liberal arts education for undergraduates.

Our goal is to preserve liberal arts education by reinventing it for changing circumstances and a more heterogeneous population. Higher education faces growing criticism for the low priority many institutions give to undergraduate education, for low academic standards, and for rising costs. At its founding, Amherst sought to educate “indigent young men of piety” and relied on philanthropy to make education affordable. Over the past decade, the College has renewed its commitment to access and affordability with generous financial aid and aggressive recruitment strategies. We bring the most promising students to Amherst regardless of their financial circumstances. The quality of the institution depends on our ability to create opportunity for the most academically talented young people. Access and affordability are, for that reason, core strategies and key determinants of our success. They have made Amherst’s student body one of the most socioeconomically, racially, ethnically, and internationally diverse in the country. As diversity has increased, the quality of the students has also risen by every standard measure. This combination of academic quality and student diversity puts us in a unique position to rethink residential liberal arts education in order to preserve it for a changing population and an uncertain future. As was true at the founding, the College’s commitments to opportunity and quality education depend on philanthropic support and on the wise investment of our resources.

Amherst is among the first of its peers to experience the opportunities and challenges that greater diversity brings. Our student body now looks the way the country will look in 2050. What we do with the variation in background, identity, and point of view matters not only to Amherst and higher education, but to the world beyond our campus. We are engaged in the intellectual project of renewing a tradition in order to make good on its promise for a changed social and cultural world. Amherst faculty
are already reaching down into the fundamentals of the liberal arts to make changes in how and what they teach.

While many places emphasize diversity, few have acknowledged how profoundly it requires a renewal of the structure of a residential liberal arts education or how socially necessary and valuable the liberal arts project is in a rapidly changing world. Few have adequately addressed the problem of rising costs.

This plan celebrates the liberal arts as our defining mission and a form of education that our society (and the world) increasingly needs. When we reach our bicentennial in 2021, Amherst will be distinguished by:

—bold policies on access and affordability that ensure our net price continues to be one of the lowest among private institutions;

—high academic standards and a curriculum that cements Amherst’s reputation for quality and invention;

—a global outlook and global capabilities as a dimension every graduate should possess, regardless of career path;

—a reimagined residential experience that makes our differences in socioeconomic, racial, ethnic, and national background a greater educational benefit for all our students;

—a transformed east campus that inspires students, faculty, staff, and alumni;

—new, vibrant and durable connections across generations and across differences in perspective.

For almost 200 years, the College has prepared critical and creative thinkers who succeed across a wide range of careers. Amherst’s graduates have an impact on the world that is disproportionate to their numbers, demonstrating the importance of opportunity and academic excellence. In the face of pressures on colleges and universities to be all things to all people, Amherst has kept its focus trained on academic rigor and intellectual engagement. Engagement is key. The College flourishes because of the connections it encourages among people and ideas. At the heart of those connections is Amherst’s emphasis on close colloquy between a faculty of exceptional teachers and students who are avid learners. Amherst faculty combine high academic expectations of their students with an ethic of care and passionate commitment to their success—as students and as human beings. Generous and demanding faculty equip students with the tools and confidence they need to ask good questions, make surprising connections, and apply rigorous analysis to complex problems. Amherst graduates are not inclined to offer simple, “point-and-click” answers to the growing number of challenges that confront them. They respect and make use of the activity of thinking—carefully, critically, creatively.

A flourishing democracy needs a population that is curious, open-minded, aware of advances in knowledge, and capable of contributing to those advances. It requires a vibrant public sphere and citizens who care about the good of the whole. Now more than ever, it relies on creative problem-solvers and principled decision-makers who are confident and agile enough in their thinking to handle rapid change, uncertainty, and an increasing sense of threat. It is the obligation of a serious college to hold open the space for thought and deliberation, even in the face of challenge, and to offer even more than knowledge. A college of Amherst’s quality aims for understanding, which former Amherst President Peter Pouncey described as deeper and warmer than knowledge. “Understanding,” he said, “is knowledge deepened by sympathy.”

The conditions for learning of the kind that Amherst offers are not easy to create, and they can be all too easily eroded. They require freedom of inquiry, scholarly integ-
rity, rigorous peer review, a passion for teaching, and a commitment to generations to come. Amherst responds to calls for the disruption of these conditions and the institutions that have protected them—particularly by those who believe technology will solve every problem—by preserving what is precious about residential liberal arts education while adapting to new challenges. We agree with those who see value in new technologies, who worry about costs that outstrip families’ ability to pay, and who lament the low priority given to rigorous undergraduate education in some of our universities. But we reject claims of the kind made by Clay Christensen that technology will radically disrupt residential education or by Kevin Carey that we are approaching “the end of college” as we know it. We seek instead to meet challenges head-on without destroying a form of education that has proven its value over two millennia.

In the emphasis on the financial costs of education and the search for less expensive modes of delivering it, we tend to ignore the value of another shrinking resource, which is time—the time required for deliberation, experiment, reflection, application, and integration. We also greatly underestimate the courage and encouragement that the activities of discovery and learning require, and the consequent need for the support of a community and an institution. Learning is more than the simple accretion of new information or the mere filling of gaps. It is often a challenge to the “already known” or to the way our thinking has been shaped—a challenge to the assumptions to which we may be wedded by virtue of prior learning, and even to what has been transmitted within the bonds of family and community. The history of the development of knowledge is a history of bitter battles that pit discovered truths against prior assumptions, new knowledge against entrenched prejudice, broadened perspectives against narrow—if unconscious—interests. Much of what we take for granted as true was once heresy. Yet we are remarkably forgetful of the process of development and change and of the need to invest time, money, and hope in free inquiry, experimentation, scholarly collaboration, and outstanding teaching. We forget the importance of learning for its own sake, which is always for the sake of continuing to learn. We worry about the pressures on children and adolescents to define success in narrow terms that produce “excellent sheep,” in the words of William Deresiewicz, and we join him and others who call for a renewal of the forms of liberal education that value moral imagination and provide the opportunity for students to find meaning and purpose in their education.

Amherst today has few peers. Its academic excellence, the quality and diversity of its students, its outstanding faculty and staff, its engaged alumni, and its financial health set it apart. Nonetheless, the College also faces many of the same challenges that confront higher education as a whole. Our goal over the next decade is to meet those challenges, welcoming the opportunities for change while hewing to our core mission and proven strengths. Preserving the fundamentals is always hard, because the time, effort, and resources that sustain them are often invisible, especially in a historical moment with a gravitational tilt toward all things new. The qualities of mind that Amherst fosters are not automatic; they do not come quickly or easily, and they cannot be measured by standardized testing or by superficial indicators. Our task is to remember their incalculable as well as their more measurable benefits.

The Challenges

Higher education in the United States continues to be the envy of the world because of its role over time in creating opportunity, fostering independent thought, and promoting discovery and invention.

Despite these strengths, higher education now faces a range of
unprecedented challenges and mounting skepticism about its effectiveness.

**Making higher education more affordable.** Greater access to affordable higher education has become a national rallying cry, because a college education has never been more important to individual employment and career success or to national economic health. The cost to institutions of educating each student has also never been higher, and the “sticker price” of tuition and fees for students and their families has risen at a rate that outstrips inflation. The price of college when discounts (in the form of financial aid) are taken into account has risen more slowly. Meanwhile, income stagnation for the majority of Americans makes it difficult, and in some cases impossible, for families to afford rising prices. Unless colleges and universities make a meaningful commitment to containing costs, higher education will put itself out of reach for middle-income families, exacerbating inequality and losing the public trust.

**Preserving the liberal arts.** Unfortunately, worries about increasing costs and prices can lead to shortsighted proposals for change. The exclusive emphasis on the economic value of a college degree obscures what it takes to develop the breadth of knowledge, versatility in thinking, and forms of understanding that graduates need. Even as it is gaining a reputation abroad as a key to creativity, liberal arts education has come under particular scrutiny in the United States, where job readiness and financial returns dominate discussions of value. Many of those discussions reveal misconceptions about what a liberal arts education is and what it does. The liberal arts encompass the full range of scholarly fields—the natural sciences, math, social sciences, humanities, and the arts. An education in the liberal arts cultivates breadth and depth of knowledge; the ability to think critically, contextually, and creatively; and the love of learning. Liberal arts colleges combine academic and residential programs
that prepare students for many possible careers, meaningful lives, and service to society. An overwhelming focus by some on job training and career preparation, and by others exclusively on science and math education, displays a perilous blindness to the centrality of liberal arts education in safeguarding what we value as a society. To diminish or, worse, undermine our commitment to liberal arts education would be tantamount, environmentally speaking, to destroying our habitat. A student who becomes skilled at particular tasks may move quickly into a certain job or career track, but over time, the person who understands the history and principles that underlie his or her work, has well-honed analytic abilities, and can think creatively and communicate effectively will be more successful in life and career. A narrow focus on specific skills in a world of accelerating change will have diminishing returns.

Despite the calls of too many governors and politicians that college prepare students for the jobs we need to fill, the country cannot afford to go the way of job training or of education by narrow disciplinary specialists. It needs graduates who are capable of creating the jobs of the future. President Obama rightly emphasizes the importance of attracting students to STEM fields (science, technology, engineering, and math), particularly students from low-income and disadvantaged backgrounds. Amherst has made a commitment to increasing the numbers of such students in the sciences and math, but we lament President Obama’s narrow emphasis on those fields and applaud commentators such as Fareed Zakaria for challenging it in his book *In Defense of a Liberal Education*. Amherst is well-known for the strength of our programs in the sciences; our graduates report consistently that they are better prepared than their peers when they enter graduate and medical schools. A new Science Center that fosters interdisciplinary connections and up-to-date teaching facilities is crucial to our continued success and our competitive position, and it is a major priority for this plan. So, too, is our new Humanities Center, which, though less costly, is no less important for the quality of Amherst’s intellectual life and students’ success.

**Resisting the devaluation of the arts and humanities.** If the arts and humanities are luxuries in this new world, then being human itself is also a luxury. R. Howard Bloch ’65, an Amherst alumnus and the Sterling Professor of French at Yale, reminds us of the importance of what used to be called “the language arts,” emphasizing that “language is not a transparent vessel through which thought merely passes unimpeded. It is the very stuff of thinking. And it is the sine qua non for the effective transformation of ideas, no matter how good, into deeds.” Bloch tells us something that every faculty member knows: that students arrive at college without adequate language and communication abilities and, therefore, are less able to do the analytical and interpretive work that the humanities train students to do, including “the recognition of a significant question, the making of crucial distinctions, the articulation of its terms, the drawing of consequential conclusions, the assessment of conclusions under human conditions, and the communication of the procedures and results of inquiry” (Bloch, 2012). Amherst prizes writing and claims many great writers among its graduates and faculty—past and present. We also highly value the arts and the various media which are the sine qua non of creativity. Over time, we aim to enhance the infrastructure and programs across the arts and to make art a more visible part of our campus environment.

**Recognizing the impact of technology and online learning.** Technological changes add to the challenges faced by traditional forms of liberal arts education; they also present new opportunities. They have encouraged the hope among many that “remote education” can deliver content at greater scale; online purveyors promise individualized instruction, lower costs, and shorter times to
degree, with quality equal to that of traditional residential education. Though the evidence that those promises can be kept seems far off, online tools are already playing a role, and will probably expand their role, at every educational level in the next decade. Faculty, staff, and administrators have a responsibility to explore their potential and to integrate them in ways that enhance learning. Given our students’ facility with the use of the Internet and social media, we also need to develop a better understanding of how they learn and how best to educate them in a full range of media. Moreover, the emergence of more and better opportunities for online learning makes it all the more urgent that we ensure the affordability and clearly communicate the value of a residential college education.

Addressing the differences in high school preparation among admitted students. Students come to the nation’s colleges and universities with varied kinds and levels of preparation. Differences in preparation cross all demographic boundaries, and they require different approaches to teaching and learning. Online tools are an increasingly integral part of faculty responses to new needs, but they are by no means the only response. Research shows the value of a range of “high-impact” practices, including early undergraduate research, project- and field-based learning, civic engagement, internships, theses, and other capstone projects on the part of students. These pedagogical approaches have been shown to improve learning among all students, and especially students from low-income and disadvantaged backgrounds. They are also time- and labor-intensive. Amherst provides a number of these opportunities and aims to offer more of them to more students going forward.

Providing a safe environment with a greater number of support services to meet changing student needs. For a very long time large numbers of American families have sent their children away to college for an education and for a critical part of their development from adolescence to adulthood. To be worthy of that trust, our institutions must do everything in their power to ensure that students are safe and in a position to learn. On average, students come to college with more needs for a range of support services than they did in generations past. Some of those needs are associated with mental health and require more expert and better-staffed student affairs, counseling, and health services. Colleges and universities have been the object of intense criticism over the past several years for having failed to deal appropriately with the problems associated with student conduct on campuses—from abuse of alcohol to sexual assault. Higher education has an ethical obligation, an obligation that goes beyond legal and regulatory regimes, to educate our students and involve them in setting standards of accountability for one another and for the larger community, as well as to prevent and, if it occurs, effectively to respond to sexual assault.

Addressing demographic changes and divisions in society and among students in socioeconomic status, race, ethnicity, religion, cultural norms, and political perspective. Demographic changes and divisions in society along these lines make themselves felt on college and university campuses and challenge us to develop new models of community. Too few highly selective colleges and universities have assembled student bodies that reflect the country’s changing demographic realities. Where they have, diversity provides an educational benefit to everyone in the community. But it is no less challenging to deal with differences and separation on campuses than it is in the rest of society. There is also no better environment for the exploration of what divides us and how we can change. This is among the greatest lessons that graduates can take into the world and one of Amherst’s highest priorities.
Broadening and deepening students’ interest in other languages, cultures, and societies. The challenges faced by higher education are not confined to the United States. It is now commonplace to note that the world is becoming increasingly interdependent—economically, socially, and politically. Yet the study of foreign languages is declining in this country. Colleges and universities need to broaden and deepen students’ interest in other languages, cultures, and parts of the world. One means to this end is the infusion of on-campus programs with global perspectives. Another is to provide more opportunities for meaningful experiences abroad, both for students and for faculty. Still another involves partnerships with institutions abroad.

Contributing to environmental sustainability. Our failure to address threats to the environment is as vital and urgent an issue as our failures to understand one another. Indeed, the two are inseparable. Increasing numbers of colleges and universities are actively addressing climate change and the role of human activity in the rate at which the change is occurring. Institutions of higher learning need to take a leading role in educating the public and taking action to stem the growing threat, and Amherst will rise to that challenge.

Sustainability has not only an environmental but also a financial meaning. There is urgency in our need to ensure the longterm financial health of our institutions as some sources of revenue shrink or stagnate and costs continue to grow. It would be hard to overstate the need for discipline and accountability in the decisions our colleges and universities make going forward.

Meeting the need for lifelong learning. Major economic shifts and changes in the nature of work make lifelong learning a necessity for everyone and require that colleges and universities do more to offer value to graduates throughout their lives. Strong intergenerational connections and alumni mentoring programs benefit current students, recent graduates, and more experienced alumni alike. In various forms, more and more colleges and universities are adding intellectual programming and career services to the longstanding benefits of community and attachment. The support of alumni is essential to the sustainability of our colleges and universities and takes many forms—critical forms of expertise, advice, and involvement with faculty, staff, and students combine with philanthropic support to ensure that American higher education thrives.
Our Priorities over the Next Decade

We have approached this strategic planning process by asking not only where Amherst stands in the face of these challenges but also what role we should play over the next decade. To what should Amherst aspire as we look toward our bicentennial in 2021 and beyond? Building on major studies that have guided the College over the past decade and the observations and ideas offered by faculty, staff, students, alumni, and trustees, this proposed strategic plan includes a set of seven priorities with associated recommendations:

1. Reinventing a rigorous liberal arts education that embraces the challenges of the 21st century
2. Hiring, developing, and retaining outstanding teachers, scholars, and artists who thrive on engagement with exceptional undergraduates
3. Enhancing students’ residential experience and sense of belonging in support of the College’s educational goals
4. Contributing to educational equity by identifying and enrolling the most promising students from all social and economic backgrounds
5. Preparing students for increasing global interdependence by cultivating international programs and perspectives
6. Developing bold and exemplary approaches to financial, environmental, and institutional sustainability
7. Involving our alumni more fully in the life of the College and providing more opportunities for lifelong learning
Reinventing a rigorous liberal arts education that embraces the challenges of the 21st century

**Recommendations:**

1. Define what a liberal arts education at Amherst should be in the 21st century by undertaking a major study of the curriculum.

2. Promote the arts of teaching and learning by establishing a Teaching and Learning Center to introduce, support, and coordinate pedagogical developments that promote student success.

3. Promote active learning by increasing investments in undergraduate research.

4. Create more opportunities for project-based learning and entrepreneurship, so students learn by doing.

5. Strengthen the link between academic skills and possible careers with a new program that coordinates career services with alumni mentoring, community engagement, leadership, and internship programs.

"The course of study and the ways of teaching must be determined by the teachers, must be for them expressions of themselves. Nothing is gained by imposition from without. ... A great college with great teachers—that is the principle by which our dream comes true."

*Alexander Meiklejohn*
1. Curriculum

We propose a major faculty-driven review and assessment of the curriculum that will consider what liberal arts education ought to be in the 21st century and assess the adequacy of our current curriculum and curricular policies in providing it. The curriculum study will lead to:

- decisions about preserving or refining the open curriculum
- steps to ensure that students can take full advantage of the breadth and depth of a liberal arts education
- an assessment of whether the mix of courses and disciplines now in place is adequate to meet advances in knowledge and student needs
- recommendations for improvements in advising, especially pre-major advising

2. Pedagogy

To support pedagogical experimentation that addresses variations in student preparation and learning styles and ensures student success, the College will establish a Teaching and Learning Center. Our goals for the new center include:

- ensuring that Academic Technology staff, research librarians, and the College’s new instructional designer provide coordinated technology and pedagogical support to faculty
- using and disseminating new research on how students learn
- providing support to develop and implement more introductory course sequences that make explicit the intellectual abilities fundamental to specific fields and to interdisciplinary approaches

Research shows that early research experiences; close mentoring that includes tutoring, near-peer mentoring, additional tutoring, and problem-solving sessions; and the creation of learning communities or teams benefit all students, and especially those from disadvantaged backgrounds. Amherst aims to be a national leader in access and diversity in the STEM fields, consistent with our commitment to the White House initiative for low-income and disadvantaged youth. We are already witnessing a significant increase in incoming students from underrepresented backgrounds who pursue science and math majors.

These pedagogical practices are labor- and time-intensive, and no college or university can afford continually to increase the number of tenure-track faculty as a way of realizing their benefits. Hence the need for complementary approaches—lab technicians and instructors who free faculty for more intensive interaction with students; multiyear postdocs who combine research with tutoring; and highly skilled staff, such as our research and instruction librarians and our associates at the Writing Center and Moss Quantitative Center.

We will use the benefits of technological innovation—simulation programs, online learning tools, remote connections, and virtual labs—to supplement classroom education and enhance student performance and achievement. In chemistry, biology, and physics, such uses of new technology are already showing benefits.

Over time, we anticipate joining colleges that share our standards and values to develop appropriate online options, with our faculty leading the way. The focus of such collaborations may include teaching less commonly taught languages, continuing education for alumni, and enhancing students’ experiences while they study abroad.
3. Student Research

We propose increasing the number of courses with a focus on research methods and the number of early courses with active research components. Studies show that students who engage in research as part of their undergraduate education develop crucial skills, such as unstructured problem-solving; independent planning; the ability to set priorities; effective oral, digital, and written communication; quantitative and qualitative reasoning; and critical thinking. In addition, early research experiences are also shown to be critical in promoting success in science for students from underrepresented groups. These skills, which are essential to success in all walks of life, consistently top the list of attributes that employers seek in new college graduates. We recognize that the faculty work involved in providing research experiences for students differs by discipline and that a professor’s ability to offer such opportunities will vary over the course of a career.

4. Learning by Doing

In 2006, the Committee on Academic Priorities recommended that “Amherst integrate off-campus experience with academic work that is intellectually compelling to both faculty and students.” The creation of the Center for Community Engagement later that year was a major step in this direction. Over time the Center has successfully involved thousands of students and a significant number of faculty in experiential learning opportunities that include public service, community-based research, and collaborative art-making. We now want to extend this work, strengthening all students’ abilities to combine analysis with action in the world—in experiential and project-based courses, internships, community engagement programs, and entrepreneurship and leadership opportunities, whether on campus or off, in the Connecticut River Valley or in other countries. These activities are most effective when they are combined with platforms for critical reflection and analysis of the experiences.

5. Lives and Careers

We are now in the planning phases of an initiative that will integrate and build on the strengths of programs currently located and conducted separately in the Center for Community Engagement, Career Services, Athletics, and elsewhere in the College. Establishing deeper connections with alumni mentors is a centerpiece of the work we want to do to make our students aware of a wide range of career opportunities and to help them understand how their education is preparing them for a variety of choices. Our new Pathways program connects students with alumni mentors through a structured framework, encouraging productive conversations about academic, professional, and life goals. In its first year, Pathways has already created connections between 382 students (21 percent of the student body) and 256 alumni. Over the next five years, we will expand this program, integrating it more fully with the initiatives above and with our efforts to become more fully global in our programs, attitudes, and priorities.
Priority 2

Hiring, developing, and retaining outstanding teachers, scholars, and artists who thrive on engagement with exceptional undergraduates

**Recommendations:**

1. Improve search processes to identify and recruit the most talented and diverse candidate pools.

2. Increase faculty research support.

3. Ensure faculty retention by creating opportunities for professional development.

4. Support faculty governance by updating and clarifying the charges to major faculty committees.

5. Ease administrative burdens on faculty so they can focus on teaching, advising, and research.

6. Provide facilities that support excellence in teaching and research.
1. Recruitment

We propose that the Committee on Educational Policy and the administration use the curriculum study recommended above to guide their decisions about the use of faculty lines. In addition, we recommend search procedures be strengthened to ensure that we are actively building the most talented and diverse pools of candidates. Amherst has been experiencing significant turnover in the faculty because of retirements and will need to continue to replenish its teacher-scholars at an impressive rate over the next 10 years. We anticipate that we will replace more than a quarter of the faculty. The most recent guidance on the use of faculty positions came from the Committee on Academic Priorities in 2005. The faculty recruitment priorities that were set then—including new interdisciplinary ventures, global comprehension, intensive writing, and quantitative literacy—have guided us over the past decade. It is now time for a new study and a review of our needs and priorities in faculty hiring.

It takes a special kind of person to teach at Amherst—a distinguished scholar, scientist, or artist who is contributing to her or his field, but who also takes advantage of the opportunity and necessity at a liberal arts college to reach beyond specialized fields, engage with students in and outside the classroom, and devote time to shared governance of the College. Seeking the most diverse possible pool of exceptional candidates is a critical component of our larger strategy, which is to build a faculty whose work, perspectives, and experience expose our students to a wide array of epistemological, philosophical, and political traditions and scientific questions. We will also be more purposive in our use of endowed funds for visiting faculty, focusing to a greater degree on bringing those whose service in public life would provide our students with valuable courses and perspectives.

2. Increasing Faculty Research Support

We will invest greater resources in faculty research, and in research collaborations with students, by expanding and diversifying the Faculty Research Award Program and continuing to increase our already significant investment in student research. Skilled lab technicians and well-trained technical staff for science faculty will be essential to increasing the number of students who engage actively in research in the sciences without constantly increasing the burdens on faculty. In the humanities, social sciences, and arts, direct support of faculty is most essential.

3. Retention

To ensure that outstanding faculty choose to make their careers at Amherst, the College will continue to offer salaries that motivate applicants and support retention after hire; excellent benefits; a spectrum of faculty development opportunities; distinctive teaching and research support; and competitive leave policies. The proximity of so many scholars in the Five College Consortium makes Amherst an even more appealing academic environment for faculty. At the same time, the College will find more effective ways to promote work/life balance. To that end, we will enhance the availability and quality of child care. We know that appropriate offices and gathering spaces are critical needs that are essential to the quality of faculty experience at Amherst. In recent years, the College has significantly expanded the support it offers faculty through peer mentoring programs, new-faculty orientation, workshops on innovative pedagogy and curriculum, opportunities for innovative teaching, and membership in national professional organizations. We aim to retain faculty by supporting the growth and renewal of our teacher-scholars across their careers.
4. Governance

Shared governance is one of Amherst’s strengths; it works because of our faculty’s longterm commitment to the College. It is also time-consuming. Over the next several years, the Committee of Six and the faculty as a whole will review the charges to the major faculty committees, updating those that need revision and making sure that faculty time is focused on important policy issues rather than unnecessary administrative detail.

5. Reducing Administrative Burdens

Because of the College’s high standards for faculty in teaching, research, advising, and governance, pressures on faculty time are significant. Amherst has a generous leave policy for faculty but has historically resisted the common practice of releasing faculty members from teaching when they assume major administrative and committee responsibilities. As part of the curriculum study, we will consider the most appropriate balance of teaching, research, administrative duties, and governance responsibilities for faculty and find ways to reduce the burden or compensate faculty for the time associated with administrative work.

6. Facilities

Finally, we need facilities that are on par with our ambitions for the recruitment and retention of the best teacher-scholars. Over the past year and a half, we have developed a framework plan to identify needed improvements across campus in academic, residential, and community spaces—and to ensure that those spaces work together and reflect Amherst’s history and its future.

One of our highest facilities priorities for the immediate future is the Science Center, which is now in the schematic design phase. The Science Center is the most ambitious building project that Amherst has ever undertaken, and its benefits will be felt for many generations. In order to keep pace with rapid advances in science and preserve its outstanding reputation for undergraduate science education, the College must complete the Science Center within the next four years. The facilities in the new center will draw talented students to majors in the natural sciences and math, increase the enrollment of nonmajors in science and math courses, and help recuit faculty who might otherwise see research universities as the only viable options for cutting-edge research. The College will also establish a vibrant Center for Humanistic Inquiry in Frost Library. The Center is being designed, as is the Science Center, to promote interdisciplinary exchange and more integrated approaches to research and learning. (See Appendix 1)

Within two years, new residence halls on the current site of the temporary dorms known as “Waldorf” and “Plaza” will replace the Social Dorms to make way for the Science Center on the site where the Social Dorms are now. The residence halls and Science Center will be connected by a spectacular new landscape design, or “Greenway,” which will extend from Fayerweather across the east campus and around to the foot of Memorial Hill, providing not only a new path through the campus but also new gathering spaces and enhancements to our already beautiful setting.

Once this major set of projects is well under way, we will turn our attention to some of the other crucial spaces on campus in need of upgrades. Among the most important are the Frost Library, Mead Art Museum, and Arms Music Building. All three are indispensable to our success as an institution, all are essential to the arts and humanities, and all have significant—and costly—needs for renovation or replacement. We envision an arts corridor that would be as
ambitious and transformative for Amherst as the changes that are under way on the east campus. We are also beginning to study the repurposing of the McGuire Life Sciences Building to provide space for key departments whose faculty are now scattered in different buildings. Over the next year and a half we will consult our on-campus constituencies about the order in which we should proceed with new projects. Timing will depend on resources.
Priority 3

Enhancing students’ residential experience and sense of belonging in support of the College’s educational goals

Recommendations:

1. Continue to strengthen the effectiveness of the Office of Student Affairs by implementing better systems, policies, and practices.

2. Design and build residence halls, academic buildings, and a Greenway that promote social interaction and more vibrant campus life.

3. Implement a neighborhood model that builds community by linking networks of residence halls and theme houses.

4. Make diversity a source of learning, understanding, and change.

5. Engage students in setting standards for their accountability to one another and the community as a whole.

6. Promote wellness by strengthening and integrating health and psychological services.

7. Ensure that competitive athletics plays a positive role for students in campus life.

“Not only are we trying to give college [students] acquaintance with a great body of knowledge; more important than this, they must also acquire understanding, interpretation of what they are learning, reconstruction of what they have known. And for this process there is need of leisure, of deliberation and contemplation, of a certain quiet waiting for sub-conscious processes to do their part. These results cannot be achieved merely by digging and grinding. In addition to the work there must be the leisure.”

Alexander Meiklejohn
The Liberal College
1. Student Affairs

The College is making significant investments in the Office of Student Affairs—in people, systems, policies, and program models. Until recently, Amherst was understaffed in student affairs by as much as 30 percent compared to our peers. We do not aspire to having the largest staff or the most expensive programs and facilities. Our goal is rather to mount intentional, imaginative student- and residential-life programs that increase safety while supporting learning, connection, and lifelong friendship. The next decade will see significant change in student life at Amherst, change that leads our graduates to look for ways to transform the settings they later occupy.

2. Facilities

Students consistently call for more appropriate spaces for community and social gatherings. Our new residence halls to the south of Merrill are being designed to include flexible spaces for study, shared recreation, quiet conversation, and group gatherings—a mix of residential, social, and seminar spaces. When the new residence halls and Greenway are completed, we will implement a campus-wide strategy to bring students together in clustered “neighborhoods,” described below. Additional student common spaces will be developed over time, including the possible reuse of Merrill Science Center as a campus center.

3. Neighborhoods

The College is developing the concept of residential clusters, or “neighborhoods,” that will help students build and sustain a stronger sense of community and belonging at Amherst. (See Appendix 2)

Students are already engaged in the process of defining the neighborhood idea, clarifying the composition of the communities, and planning their critical components. New residence halls will be completed and available for occupancy by fall 2016; the innovative design of these new facilities will create new opportunities for defining attractive and engaging residential clusters. Other neighborhood clusters will make it possible for students living in any of Amherst’s other residence halls to also be part of distinctive communities. The goal is to create communities that help students find their campus “home” but also draw students from other parts of campus to shared gathering spaces and events.

4. Diversity and Community

Amherst is by far the most diverse community in which many of our students will have lived. Given demographic and neighborhood data for the United States, it may be one of the most diverse in which some will ever live. (See Appendix 3)

The diversity of people and ideas opens up extraordinary opportunities for learning and prepares Amherst students to lead larger ongoing efforts to deal wisely with national and global changes. But bringing people from different backgrounds together in the same place and space is not enough to ensure that learning occurs or that a sense of community emerges. As we celebrate the diversity Amherst has assembled, it is equally important to acknowledge the challenges that accompany it and to be strategic in our efforts to help students balance the need for familiarity and comfort.
with the fundamental educational need to explore, risk discomfort, and allow change. Over the next 10 years we aim to create an environment that is not only progressively more inclusive but also more open to substantive conversations about our differences in experience, ideas, and perspectives—an environment that can serve as a model for life after Amherst.

The function of Chief Diversity Officer is in the process of being defined. The CDO or equivalent will report directly to the president to ensure that our goals are represented at the highest levels of decision-making and that diversity programs are coordinated across the College and its constituencies. Over the past year and a half, three centers overseen by the Provost—the Multicultural Resource Center, Women’s and Gender Center, and Queer Resource Center—have become hubs of social and intellectual life on campus, organizing scholarly and social events, advising student organizations and individuals, and coordinating activities that involve students of all kinds from across the campus. We will extend this work to all dimensions of diversity and to every constituency at the College with the goal of promoting friendships across racial, ethnic, religious, and national groups.

5. Standards

The next few years will be critical to our efforts to engage students in the work of establishing high standards of personal and collective behavior. We will sustain current efforts to engage students in serious discussions about the use and abuse of alcohol and drugs, respectful relationships of all kinds, and sexual respect in particular. Amherst must be a campus where all students, faculty, and staff are safe to conduct their lives free from the threat and reality of sexual assault and harassment. In response to disclosures of sexual assault on campus and the College’s previous failure to adequately address the problem, we have moved aggressively to improve education and prevention, to establish a more professional approach to adjudication, to deal swiftly and strongly with criminal acts, and to provide remedies for the effects of sexual misconduct and assault. Our goal is not merely to comply with federal law but to have a significant and lasting impact on the broad efforts to change norms and behaviors.

6. Wellness

Students today, on average, have greater needs for a broader range of support services than they did in generations past. This is a national phenomenon that affects Amherst College as much as any other residential school. Many of those needs pertain to physical health, mental health, and wellness. In response, we are taking the first steps in a longer-term initiative to integrate and strengthen health and wellness services at Amherst, including opportunities for recreational sports activities. Bringing the management of the Keefe Health Center under the control of the College is an important enabling move. In the past, our student health services were provided by the University of Massachusetts Amherst under contract.

Changing how the Health Center is managed will allow for expansion of its hours of operation and make services more accessible to students during breaks, including summer months and Interterm. These improvements parallel changes we have already made in the policies, programs, and services of the College’s Counseling Center, and will allow for greater integration of the two centers over time. We are launching a coordinated effort to promote thriving in all spheres of students’ lives. Our Health Education programs are vital to the goal of creating a healthy campus culture. Our initiatives to promote well-being extend beyond medical care and counseling: Dining Services has undergone significant improvement over the past two years and is playing a progressively more important role in student health and well-being. The Book & Plow farm is proving to be a crucial asset. We will
build on its early success as a learning experience for our students and a source of fresh food for our dining hall.

Ensuring students’ well-being and their ability to learn also requires that we address the prevalent culture of “busyness,” which can exhaust students, faculty, and staff alike, while leaving too little time for the reflection and unhurried conversation that cement learning and friendship. Seventy-six percent of Amherst College students report feelings of loneliness—a percentage that exceeds the national average. We believe that the combination of academic demands and students’ high levels of motivation for excellence in all they do contributes to the problem by leading too often to isolation rather than social interaction and community. We are exploring new strategies, such as creating teams of first-year students and staff through which they will learn of campus services and strengthen their relationships with one another. We propose that the College introduce a time in each week free of classes, practices, and meetings when we can plan on gathering as a community or enjoying various forms of camaraderie. We also recommend designating a day each year when the community can gather to consider issues of importance. Chapel once served to bring the community together. When it was discontinued in the 1960s, it had become a holdover from another era that no longer made sense. But the need it sought to address was real; we too easily lose sight of its importance and are now seeking to address the need in a way that is appropriate to our moment and context.

7. Athletics

Amherst is known for the strength of its athletics programs and has one of the most successful Division III programs in the country. Competitive success over the past decade has been accompanied by stronger academic qualifications among recruited athletes and applicants. The combination of academic and athletic excellence makes a positive contribution to the education and experience of athletes and non-athletes alike. It also engages the larger Amherst community in ways that only athletic competition can. Some perceive our athletic teams to have an outsized impact on student social life, inhibiting the sense that all students have equal opportunity to shape their social experiences on campus. Some worry that trends in Division I sports have had an effect on Division III, leading athletic programs in NESCAC schools to become overly professionalized and detracting student-athletes from academics. In order to assess the validity of these concerns, we have established a Committee on the Role of Athletics at Amherst, chaired by Trustee Shirley Tilghman and Professor Patrick Williamson. Its goal is to update the 2004 Diver Report on the Role of Athletics at Amherst—a data-rich study that made helpful recommendations for ensuring that athletics continues to play the positive role it has long played at Amherst.
Priority 4

Contributing to educational equity by identifying and enrolling the most promising students from all social and economic backgrounds

**Recommendations:**

1. Maintain an academically talented prospect base, applicant pool, and student body.

2. Extend Amherst’s visibility in socioeconomically diverse, previously untapped geographic markets to ensure that the student body is representative of the socioeconomic and racial makeup of the country.

3. Maintain strong yield on accepted students in an increasingly competitive environment.

4. Secure additional financial resources to preserve our current leadership position in access and affordability.

5. Conduct a regular review of admission and aid policies to ensure that they adequately support our mission.
1. Academic Talent

Over the last 20 years, changes in Amherst’s admission and aid policies have significantly increased the socioeconomic, geographic, racial, and ethnic diversity of our applicant pool and enrolling students. (See Appendix 4) At the same time, these changes have helped increase our selectivity, improving the academic quality of the student body. Adjusting for changes in the SAT that commenced with the class of 2000, the mean SAT Verbal + Math score increased from 1330 to 1409 among applicants over the past 20 years, and from 1361 to 1441 among enrolled students. (See Appendix 5)

Between 1994 and 2014, the number of applicants to Amherst increased by 75 percent. As we monitor projected demographic shifts in the population of U.S. high school graduates, we will use the measures that have proven successful in enrolling academically talented students.

2. Access

On the basis of a bold strategic decision made years ago, Amherst has made good on its promise to increase opportunity by applying extensive recruitment and financial aid policies. A growing body of scholarly work confirms what we already know: there are many academically talented students from disadvantaged groups who should, but do not now, attend or graduate from top colleges. Colleges and universities have a responsibility to actively identify, recruit, and enroll the most promising students regardless of financial circumstance. Between 1994 and 2014, applications to Amherst rose from American students of color by 154 percent and from non-U.S. citizens by 284 percent. Amherst is one of only a handful of colleges and universities that is need-blind for early-decision, regular-decision, wait-listed, and international applicants; that meets full need; and that does not include loans in financial aid packages. Over the next 10 years, we will remain need-blind in admissions, actively recruit students from a wide range of socioeconomic backgrounds, and continue to lead by example in promoting access and affordability.

Our Offices of Admission and Financial Aid have partnered with QuestBridge and other organizations devoted to identifying talented students from low-income and disadvantaged backgrounds. Over the next decade, we will increase our investment in these partnerships to increase Amherst’s visibility in communities and geographic regions from which we do not currently draw students.

3. Yield

One of the demographic shifts for U.S. high school graduates in the coming decade is a decline in the number enrolled in secondary schools in the Northeast—the area of the country from which liberal arts colleges in New England have traditionally attracted large numbers of applicants. Amherst has extended its reach far beyond New England and has maintained a strong yield on admitted students by virtue of its reputation for academic excellence and of the strategies for acquainting students with the College. As competition increases, programs that encourage campus visits, including fly-ins for low-income students, will become even more important and require additional investment.

4. Financial Aid

The extent of our investment in financial aid also puts growing pressure on the budget and the College’s endowment. (See Appendix 6) Moreover, every one of our students, even those who do not receive financial aid, pays a discounted fee. The comprehensive fee is considerably lower than the cost to the institution of
educating a student. A student paying the full comprehensive fee is benefitting from a subsidy in the range of $30,000 per year. (See Appendix 7) Together, our discounted fees and financial aid policies mean that we collect less net tuition than our peers and are more dependent on the College’s endowment than are most other institutions. Amherst’s net tuition has not grown in real terms for more than a decade. (See Appendix 8)

As a result, as noted above, the growth in expenditures per student causes the College to depend more heavily on its endowment. Fortunately, the endowment has fared extremely well over the past few years. Gifts to the endowment—particularly those without restrictions—have been unparalleled among our peers. (See Appendix 9)

Over the next 10 years, the College will:
• carefully track the impact of our financial aid policies on our financial model
• refine our practices to make them as effective as possible
• seek additional endowment support from alumni, parents, and foundations
• make prudent decisions about what our financial model can accommodate

5. Review

We propose that the Faculty Committee on Admissions and Financial Aid undertake a periodic review of our admission and financial aid policies to make sure they are consistent with the College’s mission and goals and are institutionally sustainable.
Priority 5

Preparing students for increasing global interdependence by cultivating international programs and perspectives

Recommendations:

1. Increase the number of students who acquire fluency in a foreign language.

2. Ensure that the curriculum offers breadth and depth in the study of other cultures, religions, economies, societies, and regions of the world.

3. Enhance support for international students.

4. Expand opportunities for direct exposure to other cultures for faculty and students.

5. Partner with select third-party providers to develop customized, highly meaningful student internship and research opportunities in other countries.

6. Develop select partnerships with institutions in other parts of the world to make exchange and collaboration more easily available and enduring for students and faculty.
1. Language Study

There is no better way for students to acquire deep understanding of other cultures—and, through that understanding, greater self-awareness—than through the study of another language, which also allows for a deep immersion in different cultures. We need to do a better job of educating students about the value and importance of fluency in other languages for cognitive agility and career preparation. We have to ensure that language instruction at Amherst is of the highest quality, increase opportunities for language instruction, and provide classrooms that support language teaching. The Five College Center for the Study of World Languages is an important source of language courses, especially for the less commonly taught languages. We will reinforce our collaboration with member institutions to ensure that language study remains robust for students across the Valley.

2. Curriculum

The College has a growing range of courses that focus on global, international, regional, or comparative issues. The curriculum study described above will assess the adequacy of our current offerings, realizing that the possession of a global outlook should be the mark of every Amherst graduate, regardless of career aspirations. To support greater infusion of global perspectives into the curriculum, Amherst will:

- encourage students to take advantage of additional, unique course offerings throughout the Five College Consortium
- provide assistance to faculty interested in integrating international and comparative elements into courses, particularly those that are not focused in the first instance on international themes
- continue to cast a wide, global net in recruiting faculty from outside the United States
- bring more international teachers and scholars from well-respected sponsored programs (Fulbright, Scholars at Risk, and so on) to Amherst as visiting faculty

3. International Students

The wide range of international backgrounds of our students and the differences among them in economic and social circumstances, culture, religion, and values are a benefit to all our students. We do not propose a significant increase in the proportion of international students, but we will continue to actively recruit in all parts of the world and invest in the best possible support services for our international students. Programs now under development will have made a marked difference in their participation in campus life and their satisfaction by the time we reach our bicentennial. To ensure that students flourish academically and socially, the College will continue enhancing its international student services—including by providing a more robust international student orientation—and will provide incentives to faculty from every discipline to offer courses that have comparative international components.

4. Immersion

Ultimately, the best way to learn about other societies—and to learn more about one’s own norms and values—is by immersion in another culture or cultures. Study abroad continues to provide one of the best opportunities for immersion. Currently, 40 percent of Amherst students study abroad—a proportion that has not changed in more than a decade and that puts us below the median of our peer institutions. A growing, but still small, number of students engage in research or internships abroad during the summer. We aim to increase both the proportion of students who acquire significant direct international exposure and the quality of the learning that follows from it.
Study abroad is more difficult in some majors or courses of study, such as the pre-med track, than in others, because of course requirements during the junior year that students are not permitted to fulfill outside of Amherst. As a result, participation rates for study abroad among some groups of students frequently fall below 20 percent. To address this problem, the administration will help academic departments identify those study-abroad programs that are appropriate to their majors and do more to encourage their students to consider study abroad or other international experiences.

5. Research and Internships Abroad

We will increase the number of students who do summer internships or research abroad by working with high-quality third-party providers to develop customized internship programs, while also developing agreements with foreign partners that allow Amherst students to engage in meaningful research projects abroad. A range of high-quality opportunities, ideally on all the world’s continents, will be especially relevant to students who do not currently study abroad in significant numbers—such as pre-med students, as noted above, and athletes.

Research shows that students are more likely to acquire and retain cultural competence from study, research, and internships abroad when they have opportunities to analyze these experiences. We propose better programs to prepare students for experiences abroad, and new opportunities to integrate what they learn once they return home. Our Study Abroad Office is developing pilot programs that we will carefully assess so that the best practices can be offered more broadly.

6. Partnerships

We propose the development of a small number of collaborations with colleges and universities of similar caliber in other countries, which would make it easier for Amherst students and faculty to study, teach, or do research abroad; to plan joint conferences; and to host scholars on sabbatical leave. These partnerships will be bilateral, so that students and faculty from partner universities or colleges can spend time at Amherst, helping internationalize our own campus. Our goal is to make Amherst part of a small network of leading institutions that exchange students and faculty; that collaborate on research, conferences, and internships; and that exchange information about teaching and learning. Amherst’s relationship with Doshisha University in Japan provides a longstanding model of the value that such partnerships can add.
Priority 6

Developing bold and exemplary approaches to financial, environmental, and institutional sustainability

Recommendations:

1. Build a sustainable financial model by preserving the strength of the endowment and promoting a new, rigorous budgeting process that contains costs and directs our resources to core mission activities.

2. Make environmental sustainability—and achieving a carbon-neutral footprint—a key component of the College’s way of life and leadership in higher education.

3. Use the new campus framework plan to guide decisions about the priority, siting, and design of new facilities and renovation projects.

4. Modernize policies and programs in human resources that will help us hire, retain, and support a dedicated, talented, and diverse staff.
1. Financial Model

When it comes to financial health, Amherst has few peers among liberal arts colleges and, indeed, across higher education more generally. Our endowment ranks among the very highest on a per-student basis, the result of almost two centuries of generous philanthropy, successful investment policies and practices, and cautious use of endowment resources. Broad recognition of the quality of an Amherst education has fueled applications from prospective students all over the country and the world, generating tuition revenues that support core mission activities. Amherst’s strong balance sheet and prudent fiscal management practices result in the very highest credit ratings from independent agencies and, thus, ample access to credit markets for periodic, strategic borrowing for capital needs.

However, Amherst’s seemingly ample financial resources will always be outpaced by the scale of its ambitions. The strain on our resources is a profound good that is rooted in our faculty’s commitment to excellence and our belief in the societal benefits of the highest-quality education. As a result of the strains on the financial model of American higher education and the pressure our goals will put on that model, the strategic and skillful management of our financial resources and bold new ideas about affordability are more important than they have ever been.

There are no easy answers to the challenges that our current financial model presents, given our commitments to access and residential education grounded in face-to-face interaction. Individualized attention to students is not maximally efficient—purposefully not. The standards for teaching and scholarship at institutions of our quality are very high and cannot be reached on the cheap. Moreover, as this plan acknowledges, students, on average, have more needs for a range of support services than they did in generations past, and increasing federal regulation of virtually every aspect of campus operations carries significant costs.

Core Financial Principles

We have an obligation to our current and future students, faculty, alumni, and staff to put our resources to work in support of our mission and goals. Strong endowments are meant to support educational excellence in the present and over time. Tuition revenues benefit the students and families we ask to make these payments, and alumni gifts move the institution forward in measurable ways.

But we also have to recognize limitations and risks. We cannot fulfill all of our ambitions at once, or without compromise. When we experience difficult economic circumstances, every one of our key revenue sources is threatened simultaneously: endowment valuation stagnates or declines; the ability of families to afford tuition is constrained; philanthropy slows; the need for financial aid increases. The problem is exacerbated by a cost structure that is largely fixed in the short term and difficult to adjust even in the long term. These risks are particularly acute at an endowment-dependent institution such as Amherst. The memories of the market challenges of 2008-09 are still fresh and we cannot allow them to fade. Amherst has to manage its financial resources in a way that protects against inevitable future downturns, even as we seek to put these same resources to work in support of our immediate needs and aspirations.

To achieve the goals that arise from this plan will require trade-offs. We will need to say no to some good ideas that we cannot afford or that are not priorities, and we will have to defer others. We will need more often to challenge our administrative and support areas to manage against tight budgets, and all of us need to identify what we will stop doing when we launch new programs and initiatives. Our financial management has to be diligent, data-driven, and cognizant of what it takes to sustain our particular financial model.
Financial Access and Cost

We acknowledge and share concerns about the rising costs of higher education. Our costs—and those of all of our peers—have risen faster than any measure of inflation over a number of decades. For Amherst, these costs have been covered largely by growing endowment resources rather than by net tuition revenues (which have grown at a rate slower than inflation for more than 15 years). The spending has enabled improvements in academic programs and students’ experience. It has allowed us to improve support services and facilities. It has also allowed the College to comply with a growing number of federal regulations. Now, more than ever, we recognize the need to evaluate every expenditure for its importance to our core mission, and we will embrace a culture of continuous improvement, finding solutions that are more efficient in their use of resources.

We have made significant progress over the past two years. The College has instituted more rigorous annual operating budget and capital budget processes that force us to recognize limits and make hard choices about where to invest. Every request for additional resources now goes through an evaluation process to test the relationship between the request and our strategic priorities; to evaluate opportunities to lessen, defer, or eliminate the cost; and to look far and wide for a variety of funding possibilities. We have raised the expectations of management expertise for administrators and staff. In offices such as Finance and Student Affairs, for example, we have hired new leaders who have helped establish better systems, policies, and practices. This has all had a noticeable and positive effect, and was noted in Moody’s latest rating of the College. In the coming years we will continue to develop better means of assessing how effectively budgetary resources are deployed to core mission activities, and in developing approaches to further direct a higher proportion of our resources to our core mission.

Endowment Management

As we have already noted, the College has grown increasingly dependent on the endowment as net tuition revenues have remained flat. (See Appendix 10) Two decades ago, net tuition income accounted for half of the College’s revenue, and endowment distribution accounted for one-third; today these proportions have almost reversed. Success in growing the endowment, together with our commitment to financial aid (which has constrained growth in net tuition), have driven this shift in our revenue profile.

As a result of outstanding investment returns, unprecedented endowment gifts, and cautious endowment utilization, Amherst’s endowment has grown by an extraordinary factor of 8 times since 1990, from $269 million to $2.15 billion. While all endowments have benefitted from longterm favorable investment markets, Amherst’s returns have been in the top decile of peer endowments—the result of a highly effective investment model. Gifts to the endowment—particularly unrestricted gifts—have been extraordinary, reflecting great confidence on behalf of our supporters in our ability to deploy such resources in support of our mission. The College has been appropriately cautious in its spending of the endowment, holding the distribution rate below 5 percent every year since the mid-1990s.

As we look to the future, we envision a need for a mix of caution and aggressiveness in how we make use of the endowment. Amherst’s budgetary reliance on its endowment—about 50 percent—leaves the College more vulnerable than its peers to the vagaries of investment markets and macroeconomic forces. (See Appendix 11) This requires a greater measure of conservatism in how the endowment is invested, perhaps sacrificing some returns during strong investment markets for the benefit of downside protection in weaker economic conditions. In addition, maintaining liquidity and access to endowment resources is a
particular critical imperative for Amherst. Lastly, we cannot assume that the returns of the past 25 years, which were extraordinary, will be as strong over the next 25 years. We cannot take for granted a future in which the endowment will allow us to avoid difficult decisions.

Amherst cannot achieve its aspirations by playing defense, shielding the valuation of its largest financial resource against market fluctuations in ways that would cheat today’s students, faculty, and alumni of what they need. This means making wise asset allocation decisions and taking advantage of specific investment opportunities that have growth as a primary objective. Holding distribution from the endowment in the low-to-mid-4-percent range may not be possible or desirable, given the ambitions expressed in this plan. We may need to press against the upper limits of our distribution policy, mitigating possible risks to the institution in other ways. Properly managing the tension between risk and reward in the investment and utilization of the endowment will be an ongoing challenge in the coming years.

Net Tuition Revenues

Net tuition revenues (comprehensive fee less financial aid) are a vital component of our financial resources, and will remain so in the future. However, a number of factors will limit opportunities to grow tuition revenues: a commitment to remaining focused on undergraduate education only, a strategic desire to remain a small residential college, an energetic and unwavering commitment to affordability, and growing market pressures to contain the rate of growth of tuition “sticker price.”

As part of our planning process, we considered two possible ways of adding revenue: master’s-level graduate programs and increasing the size of the student body. We will not add graduate programs. We remain resolutely committed to undergraduate education. We are also unlikely to increase significantly the size of the student body. Intimacy and intensity of interactions are the heart and soul of the education we provide. At the moment, we lack the requisite number of beds in our first-year dorms, and the capacity in our dining hall and other facilities, to allow for a significantly larger student body. Moreover, a larger student body would exacerbate existing financial and facilities pressures. We believe nevertheless that the College should return to the question of the size of our student body periodically over the next 10 years. We are already planning new facilities with capacity for 2,000 students.

Our commitment to setting the standard for financial access and affordability will likely oblige us to increase our allotments for financial aid. Other institutions—even close peers—are beginning to waver in their commitment to comprehensive aid offerings. Our policies and practices not only keep Amherst at the forefront of financial access but also make a broader contribution to society, by pressing other institutions with financial means to do the same. While maintaining this commitment, we will also need continually to assess our financial aid policies and practices to ensure that we use our resources as efficiently as possible and that our commitments to aid are not compromising the quality of the education we can afford to offer.

We are already seeing external signs of change to the high-tuition, high-aid model that has been a hallmark of elite higher education for decades. Pervasive and understandable public concern with high “sticker price” tuition figures, now exceeding $60,000 at elite institutions, will constrain further tuition growth, regardless of the (often misunderstood) fact that students with financial need do not pay this price and that nobody pays the full price of an individual student’s education, which exceeds $90,000 at Amherst. Demographic changes are leading to enrollment concerns at many private colleges, and they are turning
to merit aid to maintain enrollment. Technology will make it increasingly possible for new entrants in the higher education market to entice students with the promise of a lower-cost education.

We believe the value and appeal of an Amherst education insulate us from many of these trends, certainly in the short term and perhaps forever. New models of delivering undergraduate education will find it difficult, if not impossible, to replicate the quality and value of an Amherst education, but we cannot afford to be complacent or dismiss these challenges out of hand. We will be vigilant in monitoring and vigorous in responding to challenges and opportunities as they arise.

**Philanthropy**

Together, the endowment (rooted in philanthropy), the Annual Fund, current use gifts, and bequests fund approximately 60 percent of the College’s budget. Simply put, Amherst would not be the institution it is without the past, present, and future support of our alumni, parents, and friends. In particular, we depend vitally on the generous support of our alumni. Over the next five years, we will build on an extraordinary tradition of alumni giving by demonstrating the impact of alumni investments in the College. We are already in the preliminary planning stages of a major capital campaign in anticipation of our bicentennial in 2021 and in support of the principles and initiatives articulated in this plan. We know, from continual interaction with our alumni, that they share the values and goals inherent in our mission, and we hope they will be eager supporters and participants in the campaign. In so many ways, our success will depend on how well we engage and serve our dedicated and generous alumni, parents, and friends in a partnership that makes these ideas realities.

**Balance-Sheet Management**

Effective management and use of our balance sheet can also boost our capacity to fund strategic initiatives. The possibilities range from the very basic—preservation and prudent investment of cash and working capital, protection of the valuation and usability of our physical plant and other capital assets—to the more complex, which involve maintaining adequate liquidity and access to credit, maintaining a low cost of capital and leveraging our assets to secure capital financing to fund major projects.

Amherst is one of the few institutions of higher education to maintain the highest credit rating, “AAA,” from at least one of the major independent credit rating agencies. This provides Amherst with ready and cost-effective access to capital markets. In recent years, Amherst has increasingly and strategically made use of this access by issuing debt for campus construction projects and other needs. Preserving our financial strength and access to markets is a core financial strategy, requiring healthy reserves, adequate liquidity, and an adequate and reliable capacity to repay liabilities. In the future, we will again look to external capital markets for debt proceeds to fund projects with long, useful lives, particularly if the cost of borrowing remains low. But we will exercise caution when considering a debt issuance, first evaluating other funding possibilities. Our new capital budget process requires that we have significant funds in hand before major projects receive approval to break ground.
2. Environment (See Appendix 12)

Amherst embraces environmental sustainability as a bedrock principle for our future development. In its recent statement, Amherst’s Board of Trustees commits the College to a path that will make sustainability a key consideration in both our daily operations and our investment process. Our goal is to get every member of the community engaged in addressing the dangers of climate change and to make Amherst a meaningful contributor to local, regional, national, and international efforts to develop solutions. The College has put sustainable environmental practices in place to conserve resources, reduce waste, and use facilities and resources efficiently across the campus. In keeping with the commitments articulated in the trustees’ plan, we will:

- develop a strategy to achieve a carbon-neutral footprint within a stipulated period of time
- decrease our carbon footprint by building a second co-generation plant and exploring the options for alternative forms of energy
- set aside a portion of the endowment to create a pool for investment in major on-campus capital projects that would enhance clean-energy and energy-conservation efforts
- create a revolving fund to support smaller projects suggested by members of the community
- support the investment required to make sustainability a defining feature of Amherst’s educational and community life
- develop a framework for understanding the extent to which endowment managers incorporate environmental factors, as they do many other factors, into the investment process; invest with managers who thoughtfully and consistently incorporate environmental considerations into the investment process; and stay abreast of best practices in the field

Our efforts will be coordinated by the Office of Environmental Sustainability.

3. Facilities/Campus Plan

The beauty and functionality of our natural and built environments are precious to everyone associated with the College. The Amherst campus inspires and supports great teaching and learning, outstanding scholarship, and enjoyable social interaction. For the quality of our facilities to be commensurate with our ambitions, the College will continue its tradition of careful stewardship and disciplined decisions about enhancements. The College has invested in the renewal of campus facilities over the past two decades in an effort to address deferred maintenance and new academic needs. The progress has been significant, but physical obsolescence and programmatic developments create additional needs. To combine long-range vision with discipline, we have spent the past year developing a campus framework plan. This plan is defining the options for growth and/or change over the coming decades and guiding decisions about how (and how quickly) the campus adapts to changing needs and external pressures.

The campus framework plan has already helped us decide that the eastern area of campus will be developed around a new landscape concept to accommodate the Science Center and new dormitories. Our planning architects and on-campus advisory group have made sure that these projects will be sited and designed with a long-range view in mind. The same long-range perspective will inform our strategy for projects that are further out—the repurposing of Merrill Science Center and the McGuire Life Sciences Building, as well as the renovations or replacements needed for the Arms Music Center, Mead Art Museum, and Frost Library.
4. Human Resources

Our staff is an essential part of the College community; their talent and dedication are critical to our success in fulfilling the core mission of teaching and learning. Students develop important relationships with college employees in every department, office, and dorm. When given the opportunity for meaningful interaction with staff, students have reported that those interactions are among the greatest benefits of the associated events. We are committed to supporting staff appropriately and ensuring that they reap the rewards of working at Amherst. As is true with faculty, diversity in the backgrounds and experiences of our staff provides an educational benefit to our students.

As we pointed out earlier in this plan, Amherst was understaffed compared to peer colleges, most markedly in the area of student affairs, but also in some other areas. While we have addressed the most acute shortages, in some domains, we continue to be staffed more leanly than most of our peers. We are currently undertaking the redescription and reclassification of staff positions at the College to ensure that staff salaries are fair and market-based. Additional improvements in Human Resources’ policies and in the training of our supervisors will allow the College to recruit and retain the most qualified staff from diverse backgrounds. We will also continue to make sure that our expectations of staff are reasonable and that employees are appreciated for their contributions. Our goal is to remain an employer of choice as we seek greater diversity and more effective ways to help faculty and staff achieve work/life balance and engage actively in the life of the College.
Priority 7

Involving our alumni more fully in the life of the College and providing more opportunities for lifelong learning

Recommendations:

1. Expand opportunities for alumni and parent engagement and for lifelong learning by increasing intellectual programming.

2. Draw more fully on alumni expertise and counsel and make more effective use of our alumni in the education of our students.

3. Develop more opportunities for alumni-student mentoring through the Pathways program.

4. Recognize and respond to the demographic shift in our alumni body.

5. Strengthen our outreach to international alumni.

6. Make the most effective possible case for philanthropic giving.
1. Intellectual Programs

The passion for lifelong learning is one of the most important outcomes of an Amherst education. The College must play a greater role in meeting the desire among alumni and parents to participate in intellectual offerings. We propose an increase in intellectual programming that matches interest and demand, in both content and delivery, and we are now experimenting with different options.

2. Alumni Expertise

Those of us on campus also seek more opportunities to learn from our talented and accomplished alumni. Our goal is to create opportunities for faculty, staff, students, and alumni to interact and to increase the visibility of our alumni to prospective and current students.

3. Alumni Mentoring

We are building a new model for linking academic interests with endeavors after graduation, including jobs and careers. As noted above, our new Pathways program is having early success connecting students with alumni mentors and encouraging productive conversations about academic, professional, and life goals. Total relationships have increased 59 percent from FY14 to FY15 (including the relationships currently pending). Requests for FY15 are up 50 percent from FY14. The new model will coordinate services that are now located in different offices—the Career Center, the Center for Community Engagement, and Student Affairs. To make a success of these efforts, we need alumni input and involvement. Our goal is to involve alumni more systematically as mentors, sources of internships, and on-campus visitors who can help students gain a nuanced understanding of what various professions and endeavors entail and how the liberal arts prepares them for life after graduation.

4. Tailored Programs

Graduates from the last decade now account for almost a quarter of our alumni body. They are highly engaged online and in their attendance at events. Unlike earlier graduates, their connection to the College is just as likely to be tied to particular careers, regional associations, and intellectual interests as it is to their class years. We are designing programs that respond to the interests of our younger alumni; these will be supported by improved social media strategies.

5. International Alumni

International graduates make up a relatively small but growing population, representing 5 percent of our alumni body (1,044 alumni). As we seek to infuse an Amherst education with a more global outlook, our international alumni become even more essential to our sense of community and a critical resource for all students. Their help has opened up numerous opportunities for faculty and students. We aim to connect more effectively with alumni in other parts of the world and to seek their assistance in extending the reach of our students and faculty.

6. Philanthropy

Philanthropy of the kind that has long supported great colleges and universities is a classically American value. Our alumni have exemplified the generosity that has helped make American higher education the envy of the world. To ensure the continuity of that example and to expand engagement of all kinds, we will improve our communications with frequent, informative, and substantive messages about the College. The aspi-
rations articulated in this plan will require that we launch a major capital campaign, for which we are already in the preliminary stages of planning. As the campaign gets under way, we will once again call on our alumni and parents to serve as advisors, volunteers, and donors. We will also continue to educate current students about the importance and the rewards of philanthropy in general and support for education in particular.
Conclusion

This strategic plan outlines a set of goals for the College that we can meet if we work together and use discipline in our approach to financial, environmental, and human resources. Some of the most important measures include:

- emphasizing and renewing the liberal arts as our defining mission and a form of education that our society (and the world) increasingly needs
- reaffirming our commitment to access and affordability, and to keeping our net price among the lowest in the country among private institutions
- providing a global outlook and global capabilities as a dimension every graduate should possess, regardless of career path
- initiating a major study to assess the open curriculum and consider refinements and alternatives moving forward
- working with students to enhance residential and social life on campus

The plan responds to the need for developing more career and life skills with program changes and initiatives that are consistent with a broad liberal arts education. It calls for the use and integration of technology where it strengthens face-to-face education, connects us to scholars and students in other parts of the world, and helps us engage our alumni more effectively.

The plan envisages the repurposing of Merrill Science Center, perhaps as a student center, and major capital attention to the library, music building, and art museum. To ensure that a residential liberal arts education delivers all the value of which it is capable, the plan gives sustained attention to improving residential life—diversity in community—including the creation of a system of residential neighborhoods, and it takes concrete steps to further enhance the safety, health, and well-being of all our students.

The plan makes concern for environmental sustainability—and achieving a carbon-neutral footprint—a key component of the College’s way of life. It promotes a new and rigorous budgeting process to contain costs and ensure the highest standard of financial stewardship.

Bringing alumni closer to both the informal and the institutional life of the College is critical to every priority we have set, and we are committed to expanding our intellectual programming, making more effective use of alumni expertise, connecting alumni with current students, and ensuring that the Executive Committee of the Alumni Council is an active...
participant in our deliberations about the future of the College.

We will need the engagement and financial support of our alumni and parents to maintain the quality and affordability of an Amherst education and to prepare our students for the world they will enter as graduates. That support will go to the heart of the mission—teaching, learning, scholarship, and an environment that allows all our students to thrive. This plan does not foresee the addition of large numbers of students, faculty, or staff. Many of its proposals focus on what can be accomplished through new ideas, collaboration, and the elimination of redundancy.

Ensuring that our students flourish requires that we find ways to make our diversity a source of learning and community. Building bridges across socioeconomic, racial, national, religious, and political differences is a costly project only if we fail to acknowledge the cost of not succeeding. We begin by acknowledging the historical injustices and lasting inequities that constrain our relationships with one another on this campus, as elsewhere. We want Amherst to be an example of the work it will take to free us from those constraints. We want our graduates to have the experience of being part of a community whose goal is to see every member flourish, so they will look for ways to make a difference in their future settings.

Higher education in the United States has reached a critical juncture, leading some to call for a radical disruption of its approaches to teaching and learning. Amherst has long been a beacon for the value of the liberal arts and for the signal importance of presence and place to learning. Its legendary teachers and scholars have had an impact that extends far beyond the larger Amherst community. Our strategy is to continue a strong tradition of academic excellence by drawing on the natural dynamism of the liberal arts and promoting its sustainability with reinvention.
Bibliography


Council on Undergraduate Research. *Executive Summary: Characteristics of Excellence in Undergraduate Research*. S.d., s.l.


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Appendix 1: By fall 2018, the east campus will be transformed.

This map shows the campus, notably the eastern portion, after the new science center, four new residence halls and the new greenway have all been completed (by fall 2018).
Appendix 2: This draft map shows the plan to create six campus neighborhoods for student community, shared distinctive experiences, and belonging.
Appendix 3: Domestic students of color now comprise 43% of our student population, a higher percentage than almost all our college peers.

*College Peers: This band reflects the range in percentage of domestic students of color at each of seven peer liberal arts colleges. Domestic students of color include those who identify as American Indian, African American, Asian, Hispanic and Multi-Racial.
Appendix 4: Since 1999, Amherst applicants* of color have nearly tripled and non-U.S. applicants have quintupled.

*Self-identified as American students.
Appendix 5: Since 1999, the average SAT composite of students entering the College has risen to 1441 and remained higher than the average scores of our top college peers.
Appendix 6: The College has increased financial aid more than 150% since 2004.

Value of need-based scholarships and grants (CPI-adjusted)

Source: Common Data Set, all enrolled students, all need-based scholarships and grants.
Appendix 7: The total comprehensive fee that Amherst charges each full-pay student is now approximately 37% (almost $35,000 per year) less than the College’s per-student costs.
Appendix 8: Financial aid has kept the net price per family nearly the same over the last 10 years.

Even as the total cost of attendance (i.e., comprehensive fee, educational supplies, estimated typical student travel, and all other expenses) has risen across the last 10 years, financial aid has kept the average net price per student flat, on an inflation-adjusted basis.

*Net Price for aided and non-aided students = Student Budget – (average College aid grant x percent of aided students). First-year students only. Source: COFHE Bluebook and Yellowbook.
Appendix 9: Gifts to the endowment have had an extraordinary impact since 1989.

Amherst would not be the Amherst it is today without this recent generosity.

Amherst’s endowment would be $1.3b rather than $2.1b.

The College budget would be nearly 20% ($33 million) less (thus, 1/5 dollars traces to these gifts alone).

The cumulative distribution to the budget of gifts to the endowment over the last 25 years has totaled $288 million.

Gifts to Amherst’s endowment dramatically impact the quality of our enrollment, faculty, instructional offerings, facilities, support services, and more.
Appendix 10: The College’s total financial aid awards (as a % of the net comprehensive fee) have doubled in the last 25 years.

*Discount rate = total institutional financial aid as % of total gross comprehensive fee.
Appendix 11: Amherst depends on endowment resources more than all but one institution in the country.

Top Endowment Reliant Colleges and Universities

<table>
<thead>
<tr>
<th>Rank</th>
<th>Institution</th>
<th>Endowment Proportion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Princeton</td>
<td>50%</td>
</tr>
<tr>
<td>2</td>
<td>Amherst</td>
<td>47%</td>
</tr>
<tr>
<td>3</td>
<td>Williams</td>
<td>46%</td>
</tr>
<tr>
<td>4</td>
<td>Swarthmore</td>
<td>44%</td>
</tr>
<tr>
<td>5</td>
<td>Rice</td>
<td>43%</td>
</tr>
<tr>
<td>6</td>
<td>Wellesley</td>
<td>40%</td>
</tr>
<tr>
<td>7</td>
<td>Harvard</td>
<td>39%</td>
</tr>
<tr>
<td>8</td>
<td>Yale</td>
<td>35%</td>
</tr>
<tr>
<td>9</td>
<td>Macalester</td>
<td>34%</td>
</tr>
<tr>
<td>10</td>
<td>Rockefeller</td>
<td>31%</td>
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<tr>
<td>15</td>
<td>Bowdoin</td>
<td>29%</td>
</tr>
<tr>
<td>17</td>
<td>Carleton</td>
<td>27%</td>
</tr>
<tr>
<td>18</td>
<td>Trinity</td>
<td>24%</td>
</tr>
<tr>
<td>19</td>
<td>Mt Holyoke</td>
<td>24%</td>
</tr>
<tr>
<td>24</td>
<td>Davidson</td>
<td>23%</td>
</tr>
</tbody>
</table>

Source: Cambridge Associates, FY14 information.
Appendix 12: Amherst is committed to greater sustainability.

**Inspiring a Generation**

Because Amherst students will one day lead corporations, nonprofits, academic institutions, and nations, it is critical for the future health of our planet that they consider and understand the environmental impact of their work and lives.

<table>
<thead>
<tr>
<th>The Improvements</th>
<th>A Living Lab</th>
<th>The Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>As energy innovations have improved over the past two decades, the College has sought opportunities where financial and environmental sustainability intersect. In the last 10 years alone, the College has made these changes:</td>
<td>The College has made great strides in becoming a sustainable and conscientious campus, but we can do more. As a small residential college, Amherst is a living lab and can implement new ideas and practices that it would take cities and governments decades to establish. The College recognizes its unique position and has created an Office of Environmental Sustainability to integrate green practices into the daily life of campus. In October 2014, the College hired its first Director of Sustainability.</td>
<td>• <strong>Climate Action Plan:</strong> Define goals for reducing emissions and achieving carbon neutrality.</td>
</tr>
<tr>
<td>• Reduced the annual carbon footprint from 30,000 to 20,000 tons of CO₂</td>
<td></td>
<td>• <strong>Green Energy Project:</strong> College community members propose conservation projects. Selected projects are funded, and savings support the cost of the next project.</td>
</tr>
<tr>
<td>• Built a co-generation power plant to produce electricity and steam for campus</td>
<td></td>
<td>• <strong>Reducing Energy Consumption:</strong> Provide real-time feedback for energy consumption in buildings. Sponsor energy competitions using consumption data.</td>
</tr>
<tr>
<td>• Reduced CO₂ emissions by switching from oil to natural gas</td>
<td></td>
<td>• <strong>PV Solar Array:</strong> Research the possibility of a solar farm on College agricultural land.</td>
</tr>
<tr>
<td>• Used high-efficiency building designs on all new construction and renovations</td>
<td></td>
<td>• <strong>Carbon Sequestration:</strong> Place select College forests in permanent conservation status.</td>
</tr>
<tr>
<td>• Conserved energy through lighting retrofits, improved insulation, and modernized heating and cooling systems</td>
<td></td>
<td>• <strong>Co-generation Plant:</strong> Develop a second plant to support campus electricity and thermal needs.</td>
</tr>
<tr>
<td>• Expanded our robust recycling program</td>
<td></td>
<td>• <strong>Real Food Challenge:</strong> Commit to acquiring more than 20 percent of campus food from local, organic, and sustainable sources.</td>
</tr>
<tr>
<td>• Launched Book &amp; Plow Farm—on unused College land—to provide approximately <strong>60,000 pounds of produce</strong> per year</td>
<td></td>
<td>• <strong>Sustainability Tracking, Assessment, and Rating System (STARS):</strong> Track and assess our sustainability performance.</td>
</tr>
<tr>
<td>• Emphasized fresh, local, and <strong>sustainably grown food</strong> on the dining hall menu</td>
<td></td>
<td>• <strong>Eco-Rep:</strong> Support a student-led program to promote integration of sustainable practices into student life.</td>
</tr>
<tr>
<td>• Became the first college to offer Zipcars on campus and encourage alternative transportation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>