



LANDMARK COLLEGE STRATEGIC PLAN 2022-2026

Executive Framework

Strategic Plan 2022-2026

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Mission

Landmark College's mission is to transform the way students learn, educators teach, and the public thinks about education. We provide highly accessible approaches to learning that empower individuals who learn differently to exceed their aspirations and to achieve their greatest potential. Through Research and Training, the College aims to extend its mission across the nation and throughout the world.

Vision for the Strategic Plan

With intentional strengthening of this one-of-a-kind institution, its expanding programs, and our people, we will best educate diverse learners and educate ourselves, as we co-exist in an increasingly complex and interrelated world.

Purpose for the Strategic Plan

Identify goals, initiatives, and actions that will best facilitate student success by positioning the College's future operations to be truly effective, adaptable, and sustainable.

Goals

Develop Greater Business Model Capabilities and Strengths

Improve the financial strength and stability of Landmark College by supporting and refining current and potential programmatic efforts to generate revenue on the Putney VT campus and beyond campus, in any modality (online, hybrid, in-person), and through a realistic yet bold enrollment plan and by continuing to attract strong, ever-increasing philanthropic and grant-based support.

Ensure a Diverse, Equitable, and Inclusive Community

Continue to build an increasingly diverse community of students, faculty, and staff in which everyone feels valued and included, which enhances academic, professional, social, and individual outcomes.

Deliver to Students an Engaged Learning-Living Experience

Engage students in creative and effective opportunities for wellness development, intellectual growth, career preparation, life-long learning, global citizenship, and community belonging.

Optimize College Operations to Improve Students' Path to Success

Continue to support a professional culture of continuous improvement that focuses on identifying strengths, weaknesses, opportunities, and risks- and take action to ensure future growth and institutional advancement.

Be Recognized for Educational Model and Programming Uniqueness and Leadership, as Well as Advocacy for Neurodivergent Learners.

Increase awareness of Landmark College as a leader in educational research, pedagogical effectiveness, and advocacy for and by neurodivergent students who learn differently.

Indicators for Success by 2025-2026

Institutional Assessment Metrics

At the February 2022 Board of Trustees meeting, the Trustees compiled a list of measures that if achieved by 2026 would indicate that the strategic plan was successful. These indicators may be used as part of an annual tracking dashboard to assess the effectiveness of the strategic plan.

Examples of these indicators include:

- **Financial Stability/Strength**
- **Enrollment Goals and Stability**
- **Successful completion rates**
- **Student Satisfaction**
- **Faculty/Professional Staff Stability**
- **National and International Recognition for delivering on our brand promise**

Develop Greater Business Model Capabilities and Strengths

Improve the financial strength and stability of Landmark College by supporting and refining current and potential programmatic efforts to generate revenue on the Putney VT campus and beyond campus, in any modality (online, hybrid, in-person), and through a realistic yet bold enrollment plan and by continuing to attract strong, ever-increasing philanthropic and grant-based support.

Initiatives

- 1.1 Continue to stabilize Putney campus residential program enrollment, which will also serve to facilitate predictive analytics and long-term budget planning.
- 1.2 Improve LC financial strength and stability through a multi-year budget process that includes a diversified portfolio of revenue sources and assesses and improves expense management efficiencies and effectiveness.
- 1.3 Assess the current integrated marketing, financial aid, and enrollment plan, to continually improve and enhance marketing/tracking approaches and capabilities, and to increase brand awareness.
- 1.4 Further establish online and hybrid courses, programs, and degree programs and other online services delivered through an integrated organizational support structure to diverse groups (high school, undergraduate, graduate, families, alumni) under the banner LC Online.
- 1.5 Using the basic model of the Bay Area, CA Success Center, assess the feasibility and likely ROI of creating a network of support centers and micro-campuses around the country to provide face-to face and web-based support for neurodiverse learners and a home base for LC recruiters et al.
- 1.6 Through intentional, properly resourced approaches that drive fundraising strategies, increase funding and numbers of donors for the Annual Fund and continue to build capacity and capability to raise significant funds for major campaigns, which support initiatives such as the endowment, scholarships, capital campus improvements, operation/programs, and new strategic initiatives.

Goal 1 Initiatives and Strategies

#	Initiative	Strategies	PC Responsibility
1.1	Continue to stabilize Putney campus residential program enrollment, which will also serve to facilitate predictive analytics and long-term budget planning.		
	1.1.1	More clearly and consistently present our strong value proposition in marketing efforts that clearly differentiates LC from its competitors and competitor programs.	Marketing and Communication
	1.1.2	Update and implement an enrollment management plan that responds to changing national demographics, thereby expanding the existing primary market areas (northeast, middle states, CA), and opening new geographic markets (south, southwest, west beyond CA).	Enrollment Management
	1.1.3	Strengthen and expand influencer groups to create more reliable and robust feeder school program.	Enrollment Management
	1.1.4	Intentionally connect potential feeder programs (STPs, Dual Enrollment, College START) to/for enticing entrance points to LC's traditional track programs.	Enrollment Management
	1.1.5	Continually identify and develop financial supports (scholarships, emergency grants, and discretionary funds) so that a greater number of students may access Landmark offerings (traditional, J-Term, Summer, Internship, Study Abroad, dual enrollment, LC Online, etc.)	Institutional Advancement
	1.1.6	Expand the scope of the Presidential Persistence Scholarship for purposes of increasing retention and persistence to graduation.	Enrollment Management
#	Initiative	Strategies	PC Responsibility
1.2	Improve LC financial strength and stability through a multi-year budget process that includes a diversified portfolio of revenue sources and assesses and improves expense management efficiencies and effectiveness.		
	1.2.1	Determine on campus and online enrollment goals in future fiscal years-3 years forward based on predictive data analysis.	Enrollment Management
	1.2.2	Create and annually review/revise a projected budget template to present revenue goals and expected expenses in a future fiscal year.	Administration and Finance
#	Initiative	Strategies	PC Responsibility
1.3	Assess the current integrated marketing, financial aid, and enrollment plan, to continually improve and enhance marketing/tracking approaches and capabilities, and to increase brand awareness.		
	1.3.1	Review financial reporting/strengthen or replace budget process in Management Reporter for tracking and cost effectiveness of marketing, outreach, and grant reporting.	Administration and Finance
	1.3.2	Strengthen ability to conduct and use market research (trends, demographics, interest, price points) for current and proposed programs and services.	Marketing and Communication

#	Initiative	Strategies	PC Responsibility
1.4	Further establish online and hybrid courses, programs, and degree programs and other online services delivered through an integrated organizational support structure to diverse groups (high school, undergraduate, graduate, families, alumni) under the banner LC Online.		
	1.4.1	Optimize the support resources, structure, and systems to effectively deliver online undergraduate programming	Academic Affairs/ Enrollment Management
	1.4.2	Establish metrics for success for LC Online programs to be used in undergraduate program review process to improve resource allocation and effectiveness.	Academic Affairs
	1.4.3	Explore the feasibility of developing new LC Online opportunities and future programs.	SERI
	1.4.4	Launch and assess effectiveness based on established metrics (1.4.2) College START and 1-2 associate programs.	Academic Affairs
	1.4.5	Explore the feasibility and develop a prioritized plan for expanding programs for matriculated students online (AA/AS – BA/BS – credentials, semester online, degree completion) that includes realistic timelines and resource allocation.	Academic Affairs
	1.4.6	Develop a prioritized plan for offering supplemental non-credit offerings to families, students, and alumni that includes realistic timelines and resource allocation.	SERI
	1.4.7	Optimize the support resources, structure, and systems to effectively deliver online post-graduate programming	SERI / Enrollment Management
	1.4.8	Explore the feasibility of adding additional post-baccalaureate certificate offerings.	SERI
#	Initiative	Strategies	PC Responsibility
1.5	Using the basic model of the Bay Area, CA Success Center, assess the feasibility and likely ROI of creating a network of support centers and micro-campuses around the country to provide face-to face and web-based support for neurodiverse learners and a home base for LC recruiters et al.		
	1.5.1	Conduct a process of discovery for potential sites around the country, starting with SoCal; and create criteria for identifying other micro campuses around the country and specific audiences and needs to be served.	President/ Enrollment Management
	1.5.2	Clearly define micro-campus and student support centers, and services and programs offered at each and build a standardized feasibility/budget/ROI sheet that defines and presents expected outcomes for any new site and operation.	President/ SERI
#	Initiative	Strategies	PC Responsibility
1.6	Through intentional, properly resourced approaches that drive fundraising strategies, increase funding and numbers of donors for the Annual Fund and continue to build capacity and capability to raise significant funds for major campaigns, which support initiatives such as the endowment, scholarships, capital campus improvements, operation/programs, and new strategic initiatives.		
	1.6.1	Complete the Imagine Campaign	Institutional Advancement
	1.6.2	Relaunch Chairperson’s Council	Institutional Advancement
	1.6.3	Continue annual events that raise visibility, increase number of donors, and raise dollars.	Institutional Advancement
	1.6.4	Strengthen and expand an intentional volunteer network that supports families and serves as a recruiting and retention, and fundraising resource by building on the foundation of LARC.	Institutional Advancement

Ensure a Diverse, Equitable, and Inclusive Community

Continue to build an increasingly diverse community of students, faculty, and staff in which everyone feels valued and included, which enhances academic, professional, social, and individual outcomes.

Initiatives

- 2.1 Expand opportunities for students, faculty, and staff from diverse backgrounds to succeed and socially thrive at Landmark College.
- 2.2 Update and work to implement a comprehensive accessibility plan for campus and online resources.
- 2.3 Create and sustain a shared framework for Diversity, Equity, and Inclusion (DEI) that prioritizes ongoing institutional awareness and improvements.

Goal 2 Initiatives and Strategies

#	Initiative	Strategies	PC Responsibility
2.1	Expand opportunities for students, faculty, and staff from diverse backgrounds to succeed and socially thrive at Landmark College.		
	2.1.1	Review and update recruitment and hiring practices to ensure alignment with institutional values, best practices, and all requirements.	Human Resources
	2.1.2	Seek to mirror minoritized faculty & staff representation to align with growing representation in the student body, at all levels of the institution, with emphasis on primary direct supports (advising, counseling, faculty) and in leadership positions.	Human Resources
	2.1.3	Expand peer mentoring programs in both Student Academic Affairs to be inclusive of all students in their first year at Landmark College.	Student Affairs
#	Initiative	Strategies	PC Responsibility
2.2	Update and work to implement a comprehensive accessibility plan for campus and online resources.		
	2.2.1	Prioritize physical accessibility to all buildings and floors in buildings, especially all bathrooms so that our buildings and grounds meet ADA guidelines.	Administration and Finance
	2.2.2	Complete regular accessibility audits and compliance updates of on-campus and online programs, events, website, marketing materials, curriculum and resources including access to policies that impact the student experience (e.g., Student Handbook, Preferred Name Policy, College Catalog, Academic Policies) with recommendations for improvements.	Student Affairs
	2.2.3	Develop standards for ADA accessibility for Landmark College facilities that incorporate design features for new and existing buildings.	Administration and Finance
	2.2.4	Ensure accessible signage in all buildings including at entrances and exits with design features for hearing, seeing, and mobility impaired individuals.	Administration and Finance

#	Initiative	Strategies	PC Responsibility
2.3	Create and sustain a shared framework for Diversity, Equity, and Inclusion (DEI) that prioritizes ongoing institutional awareness and improvements.		
	2.3.1	Assess and address procedures, processes, resources, organizational structures, and use of data to ensure ongoing and intentional decision making around DEI initiatives, roles and responsibilities.	President
	2.3.2	Strengthen integration between the Center for Neurodiversity and the Centers for Diversity and Inclusion to advance a more intersectional understanding of neurodiversity and expand the reach of all the Centers.	Student Affairs
	2.3.3	Intentionally maintain or develop the curriculum such that it requires an opportunity for LC students to focus on equity, social justice, and sexual respect within their first 30 credits earned through the College.	Academic Affairs
	2.3.4	Assess to what extent students are exploring concepts of equity, social justice, and sexual respect within the current curriculum, and more intentionally link those courses to related DEI centers and community initiatives.	Academic Affairs

Deliver to Students an Engaged Learning-Living Experience

Engage students in creative and effective opportunities for wellness development, intellectual growth, career preparation, life-long learning, global citizenship, and community belonging.

Initiatives

- Build on and strengthen the core Landmark College principles and practices and create more opportunities for pedagogical innovation, experiential learning, and student engagement, consistent with student success best practices.
- Continually assess and strengthen support systems for healthy student development in mental, emotional, and physical domains.
- Prioritize a sense of belonging for students by creating a model of engagement through expanded opportunities to build connections and enhanced leadership skills.
- Further establish and expand a comprehensive career readiness program integrated into existing academic support model and curriculum, to scaffold levels of career readiness across the LC experience and beyond.
- Increase options for alternative experiential studies (e.g., faculty/student research, in-term study away, peer mentoring, service learning, etc.) so that all Landmark College students will have the opportunity to participate.

Goal 3 Initiatives and Strategies

#	Initiative	Strategies	PC Responsibility
3.1	Build on and strengthen the core Landmark College principles and practices and create more opportunities for pedagogical innovation, experiential learning, and student engagement, consistent with student success best practices.		
	3.1.1	As part of a shared governance decision making process and in collaboration with LCIRT, codify Landmark College best practices and principles for teaching neurodiverse students that is grounded in current research and understanding of accessibility, usability, and universal design.	Academic Affairs
	3.1.2	Create a three-year faculty orientation, development, and mentoring program to fully integrate new faculty (and adjuncts as appropriate) into the Landmark College model for community participation and student success.	Academic Affairs
	3.1.3	Strengthen collaboration, professional development, and research opportunities between LCIRT and undergraduate faculty to investigate new and different modalities of teaching and pedagogical practices best designed for neurodiverse students who learn differently.	Academic Affairs
	3.1.4	Strengthen support and implement standards for online and hybrid curriculum delivery development for students attending LC on campus and off campus.	Academic Affairs
	3.1.5	Attempt to establish a two-year course rotation that includes intercession and online courses to better meet student planning and retention needs.	Academic Affairs

#	Initiative	Strategies	PC Responsibility
3.2	Continually assess and strengthen support systems for healthy student development in mental, emotional, and physical domains.		
	3.2.1	Commit to a public health approach to mental health in which everyone on campus has a role to play.	Student Affairs
	3.2.2	Create programming that supports and develops practical life skills such as personal finance, menu planning and food preparation, professional communication strategies, and lifestyle organization strategies.	Student Affairs
	3.2.3	Increase workshops and routine programming related to improving mental health and wellness with an emphasis on strategies for coping with mental health challenges, understanding the strengths and limitations of Title IX, sexual respect, substance abuse, gaming addiction, and developing a healthy lifestyle.	Student Affairs
	3.2.4	Develop a wellness-oriented concentration at the associate level.	Academic Affairs
	3.2.5	Improve the aesthetic aspect of the student spaces and residence halls that supports social and educational development.	Student Affairs
	3.2.6	Recognize the benefits and risks associated with pet ownership on campus and refine our policies to grow such program and reduce related risks and challenges to the campus and community.	Student Affairs
#	Initiative	Strategies	PC Responsibility
3.3	Prioritize a sense of belonging for students. Accomplish this by creating a model of engagement through expanded opportunities to build connections and enhance leadership skills.		
	3.3.1	Strengthen student identity and connection to their major academic program through outreach events, presentations, shared communication, and team building opportunities.	Academic Affairs
	3.3.2	Create more opportunities for combining classes through team teaching and/or combined class events and courses to increase interdisciplinary thinking, multiple perspectives on topics, and student interactions.	Academic Affairs
	3.3.3	Intentionally link courses to co-curricular experiences in the first-year courses and in each major.	Academic Affairs
	3.3.4	Develop Student Leadership Programming Opportunities on Campus	Student Affairs
	3.3.5	Assess the feasibility of forming themed living environments and involving the students in creating the themes.	Student Affairs
#	Initiative	Strategies	PC Responsibility
3.4	Further establish and expand a comprehensive career readiness program integrated into existing academic support model and curriculum, to scaffold levels of career readiness across the LC experience and beyond.		
	3.4.1	Establish and assess career competencies as defined by NACE [National Association of Colleges and Employers] that will be scaffolded across the student college experience leading to a potential leadership certificate.	Academic Affairs
	3.4.2	Increase opportunities for students to access meaningful work experiences and leadership roles on and off campus.	Academic Affairs
	3.4.3	Provide supervisor training for on campus student work providers on how to create meaningful opportunities for leadership and growth.	Student Affairs
	3.4.4	Assess and continuously improve the relationship and integration between academic advising (both at the core and upper division level) and career connections services.	Academic Affairs

	3.4.5	Explore the feasibility of offering post-graduate programs for alumni focused on career placement and networking.	Institutional Advancement
	3.4.6	Develop a supportive transition program for LC graduates and alumni who become LC employees to become integrated into the professional community.	Human Resources
#	Initiative	Strategies	PC Responsibility
3.5		Increase options for alternative experiential studies (e.g., faculty/student research, in-term study away, peer mentoring, service learning, etc.) so that all Landmark College students will have the opportunity to participate.	
	3.5.1	Improve the accessibility of alternative experiential studies with scheduling during the semester, funding, scholarship, transportation, and housing.	Academic Affairs
	3.5.2	Assess the strengths and weaknesses of the current academic calendar and schedule structure to best facilitate access to opportunities for pedagogical innovation, experiential learning, student engagement, community building, wellness, and diverse programs and services with recommendations for improvements.	Academic Affairs
	3.5.3	Develop a process to support and promote community service project experiences in partnership with groups from Putney and the surrounding communities that meet best practice standards.	Student Affairs
	3.5.4	Develop a process to better support and promote faculty and LCIRT mentored independent research opportunities for students across disciplines.	Academic Affairs

Optimize College Operations to Improve Students’ Path to Success

Continue to support a professional culture of continuous improvement that focuses on identifying strengths, weaknesses, opportunities, and risks- and take action to ensure future growth and institutional advancement.

Initiatives

- Provide reliable and comprehensive data on student achievement and outcomes to improve program effectiveness, inform recruitment and fundraising; and ensure compliance with federal and regional expectations.
- Evaluate how improvements in technology and physical assets of the campus can support the operations model and facilitate technological and facilities-based approaches to teaching, learning, and community building.
- Ensure professional development, training, and human resources support to continuously strengthen and maintain the human capital required for a professional culture of continuous improvement.
- Clarify, assess, and improve as needed shared governance policies and practices for faculty, staff, students, and the Board of Trustees.

Goal 4 Initiatives and Strategies

#	Initiative	Strategies	PC Responsibility
4.1	Provide reliable and comprehensive data on student achievement and outcomes to improve program effectiveness, inform recruitment and fundraising; and ensure compliance with federal and regional expectations.		
	4.1.1	Develop, and then implement a plan to produce an annual internal and external environmental scan process that sets benchmarks for assessing strategic progress and identifies and assesses mission-driven opportunities and potential risks.	President
	4.1.2	Assess and identify strengths and weaknesses of the current business processes and enterprise data systems (e.g., who is currently collecting data, how are those data used, what systems should be able to share information).	Information Technology
	4.1.3	Based on analysis in 4.1.2, identify a plan to strengthen or replace enterprise data systems that includes timelines, costs, and return on investment.	Information Technology
	4.1.4	Based on 4.1.3, develop (and execute) an implementation and training plan to adopt new and/or revised system(s).	Information Technology
	4.1.5	Strengthen the College’s ability to integrate data-informed decision making into program review aligned with planning and budgeting cycles.	Academic Affairs

#	Initiative	Strategies	PC Responsibility
4.2	Evaluate how improvements in technology and physical assets of the campus can support the operations model and facilitate technological and facilities-based approaches to teaching, learning, and community building.		
	4.2.1	Assess and improve Information technology (IT)/Educational Technology (ET)/Assistive Technology (AT) operational efficiencies and its use in classroom and library settings.	Information Technology
	4.2.2	Develop contingency plans to ensure consistency of instruction in case of systems failure.	Information Technology
	4.2.3	Optimize the use of space in the library to accommodate increased academic support services, library instruction, and accessibility to resources.	Administration and Finance
	4.2.4	Identify areas of campus where wayfinding may be confusing or absent and prioritize for improvements in both access and signage.	Administration and Finance
#	Initiative	Strategies	PC Responsibility
4.3	Ensure professional development, training, and human resources support to continuously strengthen and maintain the human capital required for a professional culture of continuous improvement.		
	4.3.1	Assess institutional data-system training needs to ensure maximal utilization of current technologies and resources (e.g., SharkNet, SharePoint, Student Central, Management Reporter etc.).	Information Technology
	4.3.2	Develop a risk management plan that identifies and plans for the areas of the college that may experience a significant turn over in human resources over the next four years.	Human Resources
	4.3.3	Provide more support to supervisors on best practices for inclusive supervision strategies including training for faculty and staff regarding neurodiversity, other types of disabilities, DEI, and student/employee rights.	Human Resources
	4.3.4	Assess the feasibility of developing pathways for staff that provide opportunities for professional growth and advancement, for example “up-skilling” programs and plans for (new) hires.	Human Resources
	4.3.5	Develop and implement a comprehensive employee wellness framework to ensure that the LC culture models healthy work/life balance.	Human Resources
#	Initiative	Strategies	PC Responsibility
4.4	Clarify, assess, and improve as needed shared governance policies and practices for faculty, staff, students, and the Board of Trustees.		
	4.4.1	Refine methods of whole community communication to strengthen contingency planning, shared governance, and the sense of mutual effort and understanding between faculty, students, staff, and administration.	Marketing and Communications
	4.4.2	Assess the Landmark College system of governance to determine its effectiveness in facilitating the accomplishment of the LC mission and purposes and supports institutional effectiveness and integrity.	Academic Affairs (OIE)
	4.4.3	Assess and improve as needed the methods for consideration of student views and judgments in those matters in which students have a direct and reasonable interest.	Student Affairs
	4.4.4	Continue the collective work of improving shared governance role, responsibilities, practices and policies between the Faculty Senate, Staff Counsel, Student Government Association, and the Administration.	President

Be Recognized for Educational Model and Programming Uniqueness and Leadership, as Well as Advocacy for Neurodivergent Learners.

Increase awareness of Landmark College as a leader in educational research, pedagogical effectiveness, and advocacy for and by neurodivergent students who learn differently.

Initiatives

- Strengthen and expand the voices of neurodivergent people in external-facing initiatives, media, and programs by prioritizing student and alumni voices.
- Strengthen and expand partnerships and trainings that help advocate for and directly facilitate an understanding of neurodiversity in education and the workplace.
- Strengthen and expand professional development offerings for educators and education professionals domestically and internationally as a pathway to recognized leadership and advocacy.

Goal 5 Initiatives and Strategies

#	Initiative #	Strategies	
5.1	Strengthen and expand the voices of neurodivergent people in external-facing initiatives, media, and programs by prioritizing student and alumni voices.		
	5.1.1	Ensure opportunities and funding for students and alumni (i.e., travel, accommodations, meals) to support LC events and presentations at conferences.	Institutional Advancement
	5.1.2	Produce a thought leadership calendar to consistently produce a wide variety of pieces across platforms that can be pitched to external media.	Marketing and Communication
#	Initiative	Strategies	
5.2	Strengthen and expand partnerships and trainings that help advocate for and directly facilitate an understanding of neurodiversity in education and the workplace.		
	5.2.1	Build on the work of Career Connections and LCIRT to develop and enhance mutually beneficial relationships with for-profit and non-profit businesses	SERI
	5.2.2	Engage with state level government officials to encourage educator training in understanding and supporting neurodiverse students	SERI
	5.2.3	Increase and foster relationships with government agencies and elected representatives offering research and program grants through the Grants Office and faculty participation in grant review.	Institutional Advancement
	5.2.4	Strengthen existing and foster new partnerships with national and international neurodiversity and disability organizations.	SERI

#	Initiative	Strategies	
5.3	Strengthen and expand professional development offerings for educators and education professionals domestically and internationally as a pathway to recognized leadership and advocacy.		
	5.3.1	Gain an inventory of existing/past efforts, then develop an outreach implementation plan that identifies important associations, conferences, and meetings and sets goals for LC faculty and staff participation to deliver presentations and professional development opportunities to external audiences.	SERI
	5.3.2	Expand workshop offerings both online and on campus (or on other physical sites associated with LC) for educators and other professionals in the LD field.	SERI
#	Initiative	Strategies	
5.4	Strengthen a culture of effectively conducting and using research as a cornerstone of LC brand.		
	5.4.1	Identify opportunities to expand research and development at LC facilitated through the School of Educational Research and Innovation (SERI).	SERI
	5.4.2	Explore the feasibility of expanding research collaborations between teaching faculty and LCIRT to improve pedagogical practice at LC, increase involvement of students, strengthen potential for external funding, and provide more dissemination possibilities.	Academic Affairs
	5.4.3	Strengthen faculty, staff, and student adherence to professional ethics and practices in research through trainings/workshops.	SERI
	5.4.4	Explore ways to incorporate staff collaboration in non-academic best practice research.	SERI

Strategies, Tactics, Budget, and Priority

Goal : Develop Greater Business Model Capabilities and Strengths

Initiative 1.1

Continue to stabilize Putney campus residential program enrollment, which will also serve to facilitate predictive analytics and long-term budget planning.

#	Strategy	Tactics	Responsibility	Add Budget	Priority
1.1.1	More clearly and consistently present our strong value proposition in marketing efforts that clearly differentiates LC from its competitors and competitor programs.				
	1.1.1.1	Review and revamp online comparison tool	VP Mar/COM	Operation	
	1.1.1.2	Create printed handout to use at all events	VP Mar/COM	Operation	
	1.1.1.3	More consistent use strong value proposition with top of the funnel that differentiates LC in the market.	VP Mar/COM	Operation	
#	Strategy	Tactics	Responsibility	Add Budget	Priority
1.1.2	Update and implement an enrollment management plan that responds to changing national demographics, thereby expanding the existing primary market areas (northeast, middle states, CA), and opening new geographic markets (south, southwest, west beyond CA).				
	1.1.2.1	Update existing competitor and SWOT analyses.	Director of Admissions	Operation	
	1.1.2.2	Incorporate Staff Sales and Promotion Plan into the EM&M Plan, creating professional development options for the Admissions team that creates stronger understanding of LC's profile, builds upon knowledge and ownership of territories, and strengthens overall sales abilities.	VPEM, Director of Admissions, Admissions Counselors	AF \$15K	
	1.1.2.3	Conduct a detailed statistical analysis of the successful LC student and align with demographic data (WICHE - source).	VPEM, Director of Institutional Effectiveness	Operation	
	1.1.2.4	Incorporate demographic and migratory information (WICHE) to inform post COVID analysis and adjust territory engagement as needed.	Director of Admissions	Operation	
	1.1.2.5	Assess effectiveness of admissions criteria and application materials submitted. Implementing a more streamlined approach to the application review process.	Director of Admissions, Director of Institutional Effectiveness and Academics	Operation	
	1.1.2.6	Collaborate with academic department heads to develop activities to attract and enroll students by specific program (building enrollments in low enrolled majors).	Director of Enrollment, Director of Marketing	Possible AF	
	1.1.2.7	Work collaboratively with CDI to promote centers' work and help increase student diversity on campus.	Director of Admissions	Operation	

	1.1.2.8	Implement years 2 & 3 of Canadian/Australian outreach, working with ADV to expand from awareness and lead generation stage to application/enrollment in STPs and degree programs.	VPEM, Associate Director of Admissions, Director of Admissions	AF \$250K	
	1.1.2.9	Identify/Create "Top 20 International Consultant" list from targeted countries that can be used to recommend students and who also understand LC's mission.	VPEM, Associate Director of Admissions, Director of Admissions	Operation	
	1.1.2.10	Determine viability of satellite office in Toronto Canada.	VPEM, Director of Admissions	AF 125K	
#	Strategy	Tactics	Responsibility	Add Budget	Priority
1.1.3	Strengthen and expand influencer groups to create more reliable and robust feeder school program.				
	1.1.3.1	Conduct analysis of therapeutic schools, homeschool organizations, and parent support groups that align with LC's profile and mission.	Senior Director of Enrollment for LC Online and Intersession Programs	Operation	
	1.1.3.2	Develop a yearly online update/training program for strong/active influencers to maintain currency and effectiveness.	Senior Director for Enrollment of LC Online and Intersession Programs	Operation	
	1.1.3.3	Update evaluator referral list.	Director of Admissions	Operation	
	1.1.3.4	Explore regional professional organizations - homeschool organizations, networks, counselor state/regional/national organizations (NACAC, WACAC, etc.).	Admissions counselors	Operation	
	1.1.3.5	Re-evaluate "feeder" and partner schools.	Director of Admissions	Operation	
#	Strategy	Tactics	Responsibility	Add Budget	Priority
1.1.4	Intentionally connect potential feeder programs (STPs, Dual Enrollment, College START) to/for enticing entrance points to LC's traditional track programs.				
	1.1.4.1	Develop shared outreach and potential and "feeder" schools using CRM for lead generation and communication tracking for Dual Enrollment.	Senior Director of Enrollment for LC Online and Intersession Programs/ Director of Admissions	Operation	
	1.1.4.2	Develop the capacity to use consistent application process and CRM to better integrate Dual Enrollment students with Matriculated students' records.	Senior Director of Enrollment for LC Online/ Intersession Programs/ IT, Registrar	May be costs	

#	Strategy	Tactics	Responsibility	Add Budget	Priority
1.1.5	Continually identify and develop financial supports (scholarships, emergency grants, and discretionary funds) so that a greater number of students may access Landmark offerings (traditional, J-Term, Summer, Internship, Study Abroad, dual enrollment, LC Online, etc.)				
	1.1.5.1	Set and reach targets in annual giving and other campaigns specifically focused on scholarships.	President, VPIA, Sr Director IA	Operation	
	1.1.5.2	Identify and pursue grant opportunities specifically focused on providing scholarships.	President, VPIA, Sr Director IA, Dir, Grants & Sponsored Programs	Operation	
	1.1.5.3	Focus Alumni outreach and participating toward growing scholarship opportunities	President, VPIA, Sr Director IA, Alumni Relations	Operation	
	1.1.5.4	Focus Parent and Class gifts on scholarship opportunities.	President, VPIA, Sr Director IA, Alumni Relations	Operation	
#	Strategy	Tactics	Responsibility	Add Budget	Priority
1.1.6	Expand the scope of the Presidential Persistence Scholarship for purposes of increasing retention and persistence to graduation.				
	1.1.6.1	Review Presidential Persistence Scholarship data for purposes of retention, effectiveness, and expansion of eligibility.	Director of FA OIE	Operation	
	1.1.6.2	Assess marketing, recruitment, and retention initiatives, including scholarship and mentoring programs, to more effectively attract and retain minoritized students, including women.	VPEM, VPM, VPAA, VPSA	Operations	
	1.1.6.3	Develop alumni scholarships for short term program matriculation.	Director of FA Senior Director of Enrollment for LC Online and Intersession Programs	AF or Operations (discount rate)	
	1.1.6.4	Create a multi-year budget to expand and address growing number of students enrolling from AA/AS to BA/BS.	Director of FA	Operation	
	1.1.6.5	Work with corporations and organizations who focus on neurodiversity in the workplace to develop scholarships.	Director of FA CND	Operation or Grants	
	1.1.6.6	Explore development of donor-designated pilot program to increase retention in under-enrolled departments/majors.	Director of FA, OIE	Operations	

Goal : Develop Greater Business Model Capabilities and Strengths

Initiative 1.2

Improve LC financial strength and stability through a multi-year budget process that includes a diversified portfolio of revenue sources and assesses and improves expense management efficiencies and effectiveness.

#	Strategy	Tactics	Responsibility	Add Budget	Priority
1.2.1	Determine on campus and online enrollment goals in future fiscal years-3 years forward based on predictive data analysis.				
	1.2.1.1	Develop a predictive data analysis tool that includes historical enrollment data, current and projected demographics (regional/national), and projected programmatic growth.	VPEM, OIE	Operations	
	1.2.1.2	Create multi-year enrollment goals based on models created through 1.2.1.1	VPEM	Operations	
#	Strategy	Tactics	Responsibility	Add Budget	Priority
1.2.2	Create and annually review/revise a projected budget template to present revenue goals and expected expenses in a future fiscal year.				
	1.2.2.1	Determine Revenue Goals for rolling period of future 5 fiscal Years	CFO, Controller, P.C.	Operation	
	1.2.2.2	Create rolling future 5 year Budget Template prior to beginning Budget Development.	CFO, Controller, P.C.	Operation	
	1.2.2.3	Update Revenue Goals for rolling period of future 5 fiscal Years.	CFO, Controller, P.C.	Operation	
	1.2.2.4	Update rolling future 5 year Budget Template prior to beginning Budget Development.	CFO, Controller, P.C.	Operation	

Goal : Develop Greater Business Model Capabilities and Strengths

Initiative 1.3

Assess the current integrated marketing, financial aid, and enrollment plan, to continually improve and enhance marketing/tracking approaches and capabilities, and to increase brand awareness.

#	Strategy	Tactics	Responsibility	Add Budget	Priority
1.3.1	Review financial reporting/strengthen or replace budget process in Management Reporter for tracking and cost effectiveness of marketing, outreach, and grant reporting.				
	1.3.1.1	Evaluate capability of existing Management Reporter application.	CFO, Controller, IT	Operation	
	1.3.1.2	Determine what is needed in an effective budget reporting application.	CFO, Controller, P.C.	Operation	
	1.3.1.3	Determine whether Management Reporter meets the requirements of an effective budget reporting application.	CFO, Controller, P.C.	Operation	
	1.3.1.4	Implement new budget reporting application if needed.	CFO, Controller, IT	AF TBD	
#	Strategy	Tactics	Responsibility	Add Budget	Priority
1.3.2	Strengthen ability to conduct and use market research (trends, demographics, interest, price points) for current and proposed programs and services.				
	1.3.2.1	Continue using research firms such as ADV to analyze market needs			
	1.3.2.2	Network with regional organizations, heads of school, parents, focus groups to understand consumer needs			
	1.3.2.3	Travel and site visits to schools and other potential partner sites			
	1.3.2.4	Conduct a market analysis study for identified regions to determine the area need and demographic that could be served by a micro-campus and/or student support center.			

Goal : Develop Greater Business Model Capabilities and Strengths

Initiative 1.4

Further establish online and hybrid courses, programs, and degree programs and other online services delivered through an integrated organizational support structure to diverse groups (high school, undergraduate, graduate, families, alumni) under the banner LC Online.

#	Strategy	Tactics	Responsibility	Add Budget	Priority
1.4.1	Optimize the support resources, structure, and systems to effectively deliver online undergraduate programming				
	1.4.1.1	Conduct a task analysis of current online practices for dual enrollment to redistribute tasks following purpose for the organization restructure	Enrollment and Academic Directors for Undergraduate LC Online and Intersession Programs	Operation	
	1.4.1.2	Develop a curriculum needs analysis to determine to what extent the current catalog of online courses can be repurposed for degree delivery.	Academic Directors for Undergraduate LC Online and Intersession Programs and Deans	Operation	
	1.4.1.3	Develop an ROI metric to be used to evaluate the ongoing sustainability of outsources curriculum development.	Academic Directors for Undergraduate LC Online and Intersession Programs	Operation	
#	Strategy	Tactics	Responsibility	Add Budget	Priority
1.4.2	Establish metrics for success for LC Online undergraduate programs to be used in program review process to improve resource allocation and effectiveness.				
	1.4.2.1	Form a LC Online evaluation team to determine appropriate, measurable, metrics. (Sustainability, ROI, Expended demographics, accessibility, etc.)	Enrollment Management, Academic Affairs, Student Affairs, OIE	Operation	
	1.4.2.2	Establish benchmarks for each metric and timeline for program review.	Enrollment Management, Academic Affairs, Student Affairs, OIE	Operation	
#	Strategy	Tactics	Responsibility	Add Budget	Priority
1.4.3	Explore the feasibility of developing new LC Online opportunities and future programs.				

#	Strategy	Tactics	Responsibility	Add Budget	Priority
1.4.4	Launch and assess effectiveness based on established metrics (1.4.2) College START and 2-4 associate programs.				
	1.4.4.1	Develop inventory of courses and a course rotation schedule for dual enrollment and undergraduate degree seeking students online.	Directors Online Programs, Deans	Operation	
	1.4.4.2	Identify and produce courses that need to be developed using the LC online model for AA in General Studies and in Business	Directors Online Programs	AF 35K per course	
	1.4.4.3	Develop a program review process for College START/ Online curriculum.	Directors Online Programs / OIE	Operation	
#	Strategy	Tactics	Responsibility	Add Budget	Priority
1.4.5	Explore the feasibility and develop a prioritized plan for expanding programs for matriculated students online (AA/AS – BA/BS – credentials, semester online, degree completion) that includes realistic timelines and resource allocation.				
	1.4.5.1	Develop clear communication and operations plan for College START	Director Online Programs /Academics & Enrollment / Marketing	Operation	
	1.4.5.2	Develop clear communication and operations plan for AA in General Studies with a Concentration in Career Competency.	Director Online Programs /Academics & Enrollment / Marketing	Operation	
	1.4.5.3	Develop clear communication and operations plan for AA in Business Studies.	Director Online Programs /Academics & Enrollment / Marketing	Operation	
	1.4.5.4	Develop Market Analysis and realistic enrollment goals for College START and retention into online AA degrees.	Director Online Programs /Academics & Enrollment / Marketing	Operation	
	1.4.5.5	Explore the feasibility and ROI opportunity to move additional existing Associate degree(s) online.	Director Online Programs /Academics & Enrollment / Deans	Operation	
	1.4.5.6	Explore the feasibility of offering high risk courses (defined in 3.1.5.3) online/year-round (including culminating experiences).	Director Online Programs , Deans	Operation	

#	Strategy	Tactics	Responsibility	Add Budget	Priority
1.4.6	Develop a prioritized plan for offering supplemental non-credit offerings to families, students, and alumni that includes realistic timelines and resource allocation.				
#	Strategy	Tactics	Responsibility	Add Budget	Priority
1.4.7	Optimize the support resources, structure, and systems to effectively deliver online post-graduate programming				
#	Strategy	Tactics	Responsibility	Add Budget	Priority
1.4.8	Explore the feasibility of adding additional post-baccalaureate certificate offerings.				

Goal : Develop Greater Business Model Capabilities and Strengths

Initiative 1.5

Using the basic model of the Bay Area, CA Success Center, assess the feasibility and likely ROI of creating a network of support centers and micro-campuses around the country to provide face-to face and web-based support for neurodiverse learners and a home base for LC recruiters et al.

#	Strategy	Tactics	Responsibility	Add Budget	Priority
1.5.1	Conduct a process of discovery for potential sites around the country, starting with SoCal; and create criteria for identifying other micro campuses around the country and specific audiences and needs to be served.				
	1.5.1.1	Develop a pilot assessment and market analysis of the Bay Area Success Center, to determine criteria for future success centers			
	1.5.1.2	Explore possible expansion in California (pref. SoCal) using criteria defined in 1.5.1.1 and 1.3.3.4.			
	1.5.1.3	Explore possible expansion in Houston and/or NYC			
#	Strategy	Tactics	Responsibility	Add Budget	Priority
1.5.2	Clearly define micro-campus and student support centers, and services and programs offered at each and build a standardized feasibility/budget/ROI sheet that defines and presents expected outcomes for any new site and operation.				
	1.5.2.1	Clarify Bay Area services and budget structure	President, LCIRT (with support from Student Affairs and Academic Affairs)	Operational	
	1.5.2.2	Establish ability for Landmark College to offer face to face curriculum at success centers in California	President, OIE, SERI, VPAA, Bay Area Success Center	Consultant Operations	
	1.5.2.3	Determine if Bay Area will be a model or if there will be alternative services at other locations	President	Operational	

Goal : Develop Greater Business Model Capabilities and Strengths

Initiative 1.6

Through intentional, properly resourced approaches that drive fundraising strategies, increase funding and numbers of donors for the Annual Fund and continue to build capacity and capability to raise significant funds for major campaigns, which support initiatives such as the endowment, scholarships, capital campus improvements, operation/programs, and new strategic initiatives.

#	Strategy	Tactics	Responsibility	Add Budget	Priority
1.6.1	Complete the Imagine Campaign				
#	Strategy	Tactics	Responsibility	Add Budget	Priority
1.6.2	Relaunch Chairperson's Council				
#	Strategy	Tactics	Responsibility	Add Budget	Priority
1.6.3	Continue annual events that raise visibility, increase number of donors, and raise dollars.				
#	Strategy	Tactics	Responsibility	Add Budget	Priority
1.6.4	Strengthen and expand an intentional volunteer network that supports families and serves as a recruiting and retention, and fundraising resource by building on the foundation of LARC.				
	1.6.4.1	Create an inventory of potential groups in addition to parents who could contribute to this network (e.g., alumni, business partners, current students).	President, VPIA, Sr Director IA, Alumni Relations		
	1.6.4.2	Identify roles, responsibilities, and goals that this network could support across the college.			
	1.6.4.3	Develop a process for coordinating and overseeing the activities of each affinity group within the network.			

Goal: Ensure a Diverse, Equitable, and Inclusive Community

Initiative 2.1

Expand opportunities for students, faculty, and staff from diverse backgrounds to succeed and socially thrive at Landmark College.

#	Strategy	Tactics	Responsibility	Add Budget	Priority
2.1.1	Review and update recruitment and hiring practices to ensure alignment with institutional values, best practices, and all requirements.				
	2.1.2.1	Evaluate existing job description and create job descriptions for new positions that accurately reflect job duties and responsibilities	HR, PC, Directors	Operation	
	2.1.2.2	Aim to diversify search committees	HR, PC, Directors	Operation	
	2.1.2.3	Analyze compensation ranges to ensure offering of competitive wage for open positions	HR, PC, Directors	Operation	
	2.1.2.4	Evaluate benefit package to determine if meeting needs of employees/candidates	HR, PC, Directors	Operation	
#	Strategy	Tactics	Responsibility	Add Budget	Priority
2.1.2	Seek to mirror minoritized faculty & staff representation to align with growing representation in the student body, at all levels of the institution, with emphasis on primary direct supports (advising, counseling, faculty) and in leadership positions.				
	2.1.2.1	Advertise positions in more markets geared to increasing diversity	HR, PC	Operation	
	2.1.2.2	Aim to diversify search committees	HR, PC	Operation	
#	Strategy	Tactics	Responsibility	Add Budget	Priority
2.1.3	Expand peer mentoring programs in both Student and Academic Affairs to be inclusive of all students in their first year at Landmark College.				
	2.1.3.1	Identify needs and competencies of first year students in transition to college that would benefit from a mentoring relationship.	Dean of Students and Assistant VPAA	Operation	
	2.1.3.2	Audit range of existing peer mentoring programs.	Dean of Students and Assistant VPAA	Operation	
	2.1.3.3	Identify gaps in mentoring needs and capacity.	Dean of Students and Assistant VPAA	Operation	
	2.1.3.4	Align current mentoring programs and develop new structures based on gap and needs assessment.	Dean of Students and Assistant VPAA	Operation	
	2.1.3.5	Develop assessment for mentoring programs for FY students.	Dean of Students and Assistant VPAA	Operation	

Goal: Ensure a Diverse, Equitable, and Inclusive Community

Initiative 2.2

Expand opportunities for students, faculty, and staff from diverse backgrounds to succeed and socially thrive at Landmark College.

#	Strategy	Tactics	Responsibility	Add Budget	Priority
2.2.1	Prioritize physical accessibility to all buildings and floors in buildings, especially all bathrooms so that our buildings and grounds meet ADA guidelines.				
	2.2.1.1	Update inventory of physical spaces on campus to confirm or identify accessibility issues.	Facilities, CFO	Operation	
	2.2.1.2	Plan multi-year renovation schedule to address accessibility issues.	President, Facilities, CFO, P.C.	Operation	
	2.2.1.3	Determine cost of specific renovation project a year ahead of planned renovation project.	Facilities, CFO	Operation	
	2.2.1.4	Schedule College Facilities employees or hire outside contractor to complete renovation project.	Facilities, CFO	Additional Funding (AF) TBD	
#	Strategy	Tactics	Responsibility	Add Budget	Priority
2.2.2	Complete regular accessibility audits and compliance updates of on-campus and online programs, events, website, marketing materials, curriculum and resources including access to policies that impact the student experience (e.g., Student Handbook, Preferred Name Policy, College Catalog, Academic Policies) with recommendations for improvements.				
	2.2.2.1	Form an Accessibility & Compliance Committee (ACC) to identify and adopt accessibility and compliance standards.	ACC Formed by VPSA to include designees from AA, LC Online, SERI, Mar/COM	Operation	
	2.2.2.2	Develop an inventory of programs, policies, publications, and procedures relating to access and services for individuals with disabilities identifying any gaps in service.	ACC	Operation	
	2.2.2.3	Determine methodology, responsibility, reporting, and improvement process to ensure programs, policies, publications, and procedures relating to access and services for individuals with disabilities meet LC standards for accessibility and compliance.	ACC	Operation	
#	Strategy	Tactics	Responsibility	Add Budget	Priority
2.2.3	Develop standards for ADA accessibility for Landmark College facilities that incorporate design features for new and existing buildings.				
	2.2.3.1	Consult with professional design consultant to confirm renovation plans and new construction plans meet ADA standards for accessibility.	Facilities, CFO	Additional Funding (AF)	
	2.2.3.2	Create an updated inventory of the physical plant and its areas in need of improvement as related to accessibility	CFO, PC, Facilities	Operation	

#	Strategy	Tactics	Responsibility	Add Budget	Priority
2.2.4	Ensure accessible signage in all buildings including at entrances and exits with design features for hearing, seeing, and mobility impaired individuals.				
	2.2.4.1	Determine which sign system(s) will be used on campus with the assistance of a professional consultant.	President, Facilities, CFO, P.C.	Additional Funding (AF)	
	2.2.4.2	Confirm with professional design consultant proposed sign system(s) meet ADA standards for accessibility.	President, Facilities, CFO	Additional Funding (AF)	
	2.2.4.3	Determine cost of upgrading existing sign system(s) throughout campus.	President, Facilities, CFO	Additional Funding (AF)	
	2.2.4.4	Schedule the upgrade and installation of new sign system(s) throughout campus.	Facilities, CFO	Additional Funding (AF)	

Goal: Ensure a Diverse, Equitable, and Inclusive Community

Initiative 2.3

Create and sustain a shared framework for Diversity, Equity, and Inclusion (DEI) that prioritizes ongoing institutional awareness and improvements.

#	Strategy	Tactics	Responsibility	Add Budget	Priority
2.3.1	Assess and address procedures, processes, resources, organizational structures, and use of data to ensure ongoing and intentional decision making around DEI initiatives, roles, and responsibilities.				
	2.3.1.1	Define indicators of success for DEI work and collect benchmarked data	DEI, OIE, President	Operations	
#	Strategy	Tactics	Responsibility	Add Budget	Priority
2.3.2	Strengthen integration between the Center for Neurodiversity and the Centers for Diversity and Inclusion to advance a more intersectional understanding of neurodiversity and expand the reach of all the Centers.				
	2.3.2.1	Integrate CND & CDI leadership into the DEI steering group and the CND steering.	Dean of Students, Academic Coordinator for DEI, Co-Directors of the Center for Neurodiversity	Operations	
	2.3.2.2	Identify specific events, programming, and publications that intentionally link the CDI and CND (e.g. Day of Intersectionality)	Dean of Students, Academic Coordinator for DEI, Co-Directors of the Center for Neurodiversity	Operations	
#	Strategy	Tactics	Responsibility	Add Budget	Priority
2.3.3	Intentionally maintain or develop the curriculum such that it requires an opportunity for LC students to focus on equity, social justice, and sexual respect within their first 30 credits earned through the College.				
	2.3.3.1	Assess to what extent students focus on equity, social justice, and sexual respect within their first 30 credits earned through the College.	DEI Coordinators	Operations	
	2.3.3.2	Develop curricular modifications based on the analysis in 2.3.3.1	DEI Academic Coordinator	Operations	
	2.3.3.3	Create mini-grant program to intentionally provide resources for any activity that enhances DEI within the first year of a students LC learning experience (e.g. library acquisitions, engaged learning opportunities, curricular innovation)	DEI Academic Coordinator	Operations (AF)	

#	Strategy	Tactics	Responsibility	Add Budget	Priority
2.3.4	Assess to what extent students are exploring concepts of equity, social justice, and sexual respect within the current curriculum, and more intentionally link those courses to related DEI centers and community initiatives.				
	2.3.4.1	Develop a three-year curricular review, design, enhancement cycle of DEI and intersectionality in the curriculum.	DEI Academic Coordinator, OIE	Operations	
	2.3.4.2	Build a cohort (Fellowship?) of DEI champions as thought leaders/mentors across the curriculum/whole education approach (e.g. advisors/faculty/social pragmatics/library)	DEI Academic Coordinator, Deans	Operations	
	2.3.4.3	Provide professional development, outreach opportunities, credential building and other incentives to those interested in becoming DEI Fellows.	DEI Academic Coordinator	Operations (AF)	
	2.3.4.4	Develop and support campus-wide DEI Series (speakers, films, workshops, innovation slams) with explicit tie-in to curriculum	DEI Academic and Student Affairs Coordinators		

Goal: Deliver to Students an Engaged Learning-Living Experience

Initiative 3.1

Build on and strengthen the core Landmark College principles and practices and create more opportunities for pedagogical innovation, experiential learning, and student engagement, consistent with student success best practices.

#	Strategy	Tactics	Responsibility	Add Budget	Priority
3.1.1	As part of a shared governance decision making process and in collaboration with LCIRT, codify Landmark College best practices and principles for teaching neurodiverse students that is grounded in current research and understanding of accessibility, usability, and universal design.				
	3.1.1.1	Convene a “best practices” team with membership from LCIRT, faculty, and professional academic staff to explore the research that aligns with teaching neurodiverse students.	Dean Education, SERI, Faculty Fellows	Operations	
	3.1.1.2	Establish a student focus groups to provide feedback on learning approaches that are helpful and assess whether this approach should be a routine effort.	Dean of Education, Faculty Fellows, CND	Operations	
	3.1.1.3	Collaborate with stakeholders in IT, LCIRT, and AA to explore and test our accessibility and usability in technology platforms, web experiences, and learning environments.	LC Online Director(s), SERI, LC Online Fellows	Operations (AF)	
	3.1.1.4	Assess the understanding and current implementation of universal design for learning approaches in academic departments.	Dean Education, SERI, Faculty Fellows		
#	Strategy	Tactics	Responsibility	Add Budget	Priority
3.1.2	Create a three-year faculty orientation, development, and mentoring program to fully integrate new faculty (and adjuncts as appropriate) into the Landmark College model for community participation and student success.				
	3.1.2.1	Establish an Academic Year calendar that highlights and defines important institutional and operational milestones, and related pedagogical approaches to provide just in time training opportunities.	Dean Education, Registrar, Faculty Fellows	Operations	
	3.1.2.2	Develop a series of modules (in collaboration with LCIRT) focused on understanding learning profiles and approaches that support positive student outcomes.	LC Online Director(s), Dean Education, SERI, LC Online Fellows	Operations	
	3.1.2.3	Identify opportunities for adjuncts to take part in orientation offerings that support their teaching and understanding of institutional practices.	Deans, LC Online Director(s), SERI, LC Online Fellows	Operations (AF)	
	3.1.2.4	Develop an annual assessment review of new faculty orientation and use findings to continuously improve faculty onboarding	Deans, OIE		
	3.1.2.5	Develop a job description for the role of faculty mentor in the faculty onboarding process.	Deans and Department Chairs		

#	Strategy	Tactics	Responsibility	Add Budget	Priority
3.1.3	Strengthen collaboration, professional development, and research opportunities between LCIRT and undergraduate faculty to investigate new and different modalities of teaching and pedagogical practices best designed for neurodiverse students who learn differently.				
	3.1.3.1	Establish LCIRT Fellowship program for LC faculty to sponsor and support discipline teaching/learning scholarship.	SERI, Deans, Chair Ped Committee	AF 3X5K per year	
	3.1.3.2	Form an interdisciplinary LCIRT Fellows advisory board to guide the research agenda for developing evidence-informed strategies to augment our teaching and pedagogical practices.	SERI VP, LCIRT Dean, School Deans, Fellows	Operations	
	3.1.3.3	Ensure representation from the Fellows Board on the faculty pedagogy committee.	SEC, Chair of Ped Committee, Fellows Board	Operations	
	3.1.3.4	Develop a white paper series on Landmark College research collaboration best practices and disseminating the findings in the form of professional development opportunities for faculty and staff.	Fellows Advisory Board	Operations	
#	Strategy	Tactics	Responsibility	Add Budget	Priority
3.1.4	Strengthen support and implement standards for online and hybrid undergraduate curriculum delivery development for students attending LC on campus and off campus.				
	3.1.4.1	Establish an LC Online teaching certification process based on Quality Matters and LC research.	Directors UG LC Online and Intersession	Operations	
	3.1.4.2	Establish an LC Online Fellowship program that includes teaching overload, professional development and opportunities for scholarship.	Directors UG LC Online and Intersession, Deans	Operations 10K per	
	3.1.4.3	Assess the current undergraduate online curriculum development and renewal process with recommendations for improvements as needed.	Directors UG LC Online and Intersession	Operations	
	3.1.4.4	Create a forum for sharing ideas, tools, and suggestions to use technology to improve the teaching/learning process.	Academic Affairs, LCIRT, Pedagogy Committee	Operations	

#	Strategy	Tactics	Responsibility	Add Budget	Priority
3.1.5	Attempt to establish a two-year course rotation that includes intersession and online courses to better meet student planning and retention needs.				
	3.1.5.1	Ensure all major requirements are stable by locking in curriculum during the five years between program reviews.	Deans	Operations	
	3.1.5.2	Define parameters that indicate a course is high risk in a major.	Registrar and Academic Council	Operations	
	3.1.5.3	Identify high risk courses in each major to ensure that these courses are offered more than once an Academic Year.	Registrar and OIE	Operations	
	3.1.5.4	Develop criteria for special topic rationales.	Deans and Academic Council	Operations	
	3.1.5.5	Analyze course offerings over the last three years to identify consistent patterns of offerings.	Registrar and OIE	Operations	
	3.1.5.6	Make two-year course rotation available to faculty, students, and advisors.	Registrar and Deans	Operations	

Goal: Deliver to Students an Engaged Learning-Living Experience

Initiative 3.2

Continually assess and strengthen support systems for healthy student development in mental, emotional, and physical domains.

#	Strategy	Tactics	Responsibility	Add Budget	Priority
3.2.1	Commit to a public health approach to mental health in which everyone on campus has a role to play.				
	3.2.1.1	Use the completed JED Certification process to develop regular, ongoing programming, communications, trainings, and resources to students, employees, and families.	Director of Counseling, Health & wellness	Operations	
	3.2.1.2	Intentionally link new wellness concentration with ongoing educational and supportive programs for the entire community that focuses on the intersection of academic performance and mental health, suicide prevention, and substance use.	Director of Counseling, Health & wellness, Dean of Students, Dean for the School of Professional Studies and Science	Operations	
#	Strategy	Tactics	Responsibility	Add Budget	Priority
3.2.2	Create independent lifestyle workshops to develop skills such as personal finance, menu planning and food preparation, professional communication strategies, and lifestyle organization strategies.				
	3.2.2.1	Form a Practical Life Skills Team to coordinate and assess programming in this area.	Directors of TaC, Social Pragmatics, Career Connections, Alumni	Operations	
	3.2.2.2	Identify, assess, and promote collectively current programs that meet these criteria done through TaC, Career Connections, Social Pragmatics, and Alumni Affairs.	Practical Life Skills Team	Operations	
	3.2.2.3	Identify gaps in programming needs and capacity based on 3.2.2.2 assessment process.	Practical Life Skills Team	Operations	
	3.2.2.4	Improve existing program and proposed additional programming based on assessment recommendations.	Practical Life Skills Team	Operations	
#	Strategy	Tactics	Responsibility	Add Budget	Priority
3.2.3	Increase workshops and routine programming related to improving mental health and wellness with an emphasis on strategies for coping with mental health challenges, understanding the strengths and limitations of Title IX, sexual respect, substance abuse, gaming addiction, and developing a healthy lifestyle.				
	3.2.4.1	Form a Healthy Minds programming team	Director of Health, Counselling, and Wellness	Operations	
	3.2.4.2	see 3.2.1.1	0	Operations	
	3.2.4.3	Re-Start the Green-Dot Bystander Intervention program	Director of Health, Counselling, and Wellness	Operations	

#	Strategy	Tactics	Responsibility	Add Budget	Priority
3.2.4	Develop a wellness-oriented concentration at the associate level.				
	3.2.4.1	Select a team of campus-based subject matter experts (faculty and staff) to explore the design and feasibility of a concentration [or similar credential] focused on "[d]evelop[ing] an understanding of how physical, social, intellectual, spiritual, emotional, and occupational wellness affect learning and contribute to personal and community well-being." Consider the integration of curricular, co-curricular, and internship opportunities.	STEM Department Chair (or designee)	Operations	
	3.2.4.2	Submit a concentration (or similar credential) to the Curriculum Committee by Fall 2023.	STEM Department Chair (or designee)	Operations	
#	Strategy	Tactics	Responsibility	Add Budget	Priority
3.2.5	Improve the aesthetic aspect of the student spaces and residence halls that supports social and educational development.				
	3.2.5.1	Intentionally involve students, faculty, and staff with interests in the area of design and creative use of space to assess current spaces across campus for their capacity to provide engaging social, educational, and programmatic opportunities.	Dean of Students and Director of Facilities with selected team	Operations	
	3.2.5.2	Intentionally include creative, inspirational, upbeat interior design in residence halls (artwork, wall colors, chalk walls, living plant walls, etc.)	Dean of Students and Director of Facilities with selected team	Operations	
	3.2.5.3	Identify spaces across campus that are being used (or can be used) as maker spaces and more effectively promote their use and purpose.	Dean of Students and Director of Facilities with selected team	Operations	
	3.2.5.4	Create multi-year plan for operation and space improvement.	Dean of Students and Director of Facilities with selected team	Operations	

#	Strategy	Tactics	Responsibility	Add Budget	Priority
3.2.6	Recognize the benefits and risks associated with pet ownership on campus and refine our policies to grow such program and reduce related risks and challenges to the campus and community.				
	3.2.7.1	Review the range of programmatic and accommodation areas that provide for the presence of animals on campus (service animals, therapy animals, emotional support animals) to determine current and projected capacity.	VPSA and the Therapy Dog Team	Operations	
	3.2.7.2	Assess current policy related to 3 areas above and provide recommendations for improvement where needed.	VPSA and the Therapy Dog Team	Operations	
	3.2.7.3	Identify facility and budgetary requirements related to recommended improvements and implement where feasible.	VPSA and the Therapy Dog Team	Operations	

Goal: Deliver to Students an Engaged Learning-Living Experience

Initiative 3.3

Prioritize a sense of belonging for students. Accomplish this by creating a model of engagement through expanded opportunities to build connections and enhance leadership skills.

#	Strategy	Tactics	Responsibility	Add Budget	Priority
3.3.1	Strengthen student identity and connection to their major academic program through outreach events, presentations, shared communication, and team building opportunities.				
	3.3.1.1	Establish interdisciplinary program teams who will serve as the advisors and mentors in the programs.	Deans	Operations	
	3.3.1.2	Ensure that every member of the program team has a shared understanding of the major's purpose and identity.	Deans	Operations	
	3.3.1.3	Develop co-curricular connections (activities, groups) linked to each major.	Dean, Program Team	Operations	
	3.3.1.4	Establish and promote a program calendar of events for each major.	Dean, Program Team	Operations	
	3.3.1.5	Establish a symbolic item, drawn from the major's unifying purpose, for each major that students receive upon declaring the major.	Dean, Program Team	Operations	
#	Strategy	Tactics	Responsibility	Add Budget	Priority
3.3.2	Create more opportunities for combining classes through team teaching and/or combined class events and courses to increase interdisciplinary thinking, multiple perspectives on topics, and student interactions.				
	3.3.2.1	Explore feasibility of cross-listing courses in the catalog.	Registrar	Operations	
	3.3.2.2	Establish process and expectations for holding dual appointments departments.	Academic Council	Operations	
	3.3.2.3	See 3.3.1.1		Operations	
	3.3.2.4	Develop sustainable incentives and expectations for combining classes either into larger sections, linked curriculum, or shared events.	Deans	Operations	
#	Strategy	Tactics	Responsibility	Add Budget	Priority
3.3.3	Intentionally link courses to co-curricular experiences in the first-year courses and in each major.				
	3.3.3.1	See 3.3.1.3		Operations	
	3.3.3.2	Develop a co-curricular connection with Perspectives in Learning, open to all students.	Core Education	Operations	
	3.3.3.3	Develop a co-curricular connection with Introduction to Communication open to all students.	Professional Studies	Operations	
	3.3.3.4	More intentionally link Humanities and Social Science foundation curriculum with the work of the Centers for DEI.	Liberal Studies	Operations	

#	Strategy	Tactics	Responsibility	Add Budget	Priority
3.3.4	Develop Student Leadership Programming Opportunities on Campus				
	3.3.4.1	Identify all current student leadership roles and positions on campus.	Dean of Students and Dean for the School of Professional Studies and Science	Operations	
	3.3.4.2	Assess to what extent existing leadership competencies are being incorporated in each role/position and modify as needed.	Dean of Students and Dean for the School of Professional Studies and Science	Operations	
	3.3.4.3	Incorporate intentional mentoring and leadership development of emerging student leaders to provide a continuity of resources.	Dean of Students and Dean for the School of Professional Studies and Science	Operations	
	3.3.4.4	Provide inclusive communication training to all student Resident Assistants to help them improve group communication across diverse communities of students.	Dean of Students and Dean for the School of Professional Studies and Science	Operations	
#	Strategy	Tactics	Responsibility	Add Budget	Priority
3.3.5	Assess the feasibility of forming themed living environments and involving the students in creating the themes.				
	3.3.5.1	Develop criteria student involvement in themed housing implementation based on best practices.	Assistant Dean & Director of Residential Life	Operations	
	3.3.5.2	Provide a feasibility report for implementing and sustaining themed housing opportunities at Landmark College.	Assistant Dean & Director of Residential Life	Operations	

Goal: Deliver to Students an Engaged Learning-Living Experience

Initiative 3.4

Further establish and expand a comprehensive career readiness program integrated into existing academic support model and curriculum, to scaffold levels of career readiness across the LC experience and beyond.

#	Strategy	Tactics	Responsibility	Add Budget	Priority
3.4.1	Establish and assess career competencies as defined by NACE [National Association of Colleges and Employers] that will be scaffolded across the student college experience leading to a potential leadership certificate.				
	3.4.1.1	Create a curriculum map that integrates NACE competencies in academic offerings that is developmentally appropriate and supports the appropriate integration of career and college goals.	Director Career Connections, Academic Council	Operations	
	3.4.1.2	Explore ways in which the career competency concentration can serve as a foundation for a leadership certificate.	Dean School of Education	Operations	
	3.4.1.3	Map specific on and off campus internship and alternative study opportunities that directly connect to career opportunities for each major.	Director Career Connections, Academic Council	Operations	
	3.4.1.4	Define a scaffolded and developmental career readiness trajectory that is situated in curriculum and co-curriculum opportunities.	School of Education	Operations	
	3.4.1.5	Create a career pathway planning tool to help advisor to facilitate student opportunities to engage in career readiness.	School of Education	Operations	
#	Strategy	Tactics	Responsibility	Add Budget	Priority
3.4.2	Increase opportunities for students to access meaningful work experiences and leadership roles on and off campus.				
	3.4.2.1	See 3.4.1.3		Operations	
	3.4.2.2	Identify and broadly disseminate specific on and off campus work experiences available to students.	Director Career Connections	Operations	
	3.4.2.3	Develop a task and gap analysis to identify areas where students should be given opportunities to work.	Directors of Human Resources, Student Activities, and Career Connections	Operations	

#	Strategy	Tactics	Responsibility	Add Budget	Priority
3.4.3	Provide supervisor training for on campus student work providers on how to create meaningful opportunities for leadership and growth.				
	3.4.3.1	Assess current student employee onboarding and supervision processes for both student employees and interns (recruitment, training, evaluation, recognition) with recommendations for improvements.	Directors of Human Resources, Student Activities, and Career Connections	Operations	
	3.4.3.2	Develop easily accessible training and resources for supervisors of student employees based on areas for improvement.	Directors of Human Resources, Student Activities, and Career Connections	Operations	
	3.4.3.3	Develop employee recognition program for exemplar supervisors.	Directors of Human Resources, Student Activities, and Career Connections	Operations	
#	Strategy	Tactics	Responsibility	Add Budget	Priority
3.4.4	Assess and continuously improve the relationship and integration between academic advising (both at the core and upper division level) and career connections services.				
	3.4.4.1	Establish key points in the semester for review of students moving from core to faculty advising in collaboration with the registrar and the department chairs/program coordinators.	Dir of Academic Support and Advising, Registrar, Academic Council	Operations	
	3.4.4.2	Create systems for core advisors and faculty advisors to share student information and goals that will encourage seamless transitions for students.	Dir of Academic Support and Advising, Registrar, Academic Council	Operations	
	3.4.4.3	See 3.4.1.4 and 3.4.1.5		Operations	
#	Strategy	Tactics	Responsibility	Add Budget	Priority
3.4.5	Explore the feasibility of offering post-graduate programs for alumni focused on career placement and networking.				
	3.4.5.1		Alumni		
	3.4.5.2				
#	Strategy	Tactics	Responsibility	Add Budget	Priority
3.4.6	Develop a supportive transition program for LC graduates and alumni who become LC employees to become integrated into the professional community.				
	3.4.6.1	Formalize LC graduate assistantship program	HR, PC, Career Connections, Alumni Relations	Additional Funding (AF) TBD	
	3.4.6.2	Create an additional new employee orientation geared towards LC grads to provide additional guidance/information	HR, PC, Career Connections, Alumni Relations	Operation	

Goal: Deliver to Students an Engaged Learning-Living Experience

Initiative 3.5

Increase options for alternative experiential studies (e.g., faculty/student research, in-term study away, peer mentoring, service learning, etc.) so that all Landmark College students will have the opportunity to participate.

#	Strategy	Tactics	Responsibility	Add Budget	Priority
3.5.1	Improve the accessibility of alternative experiential studies with scheduling during the semester, funding, scholarship, transportation, and housing.				
	3.5.1.1	Explore the feasibility of (and need for) a scholarship program for students to participate in alternative experience opportunities.	LC Online Co-Directors and Enrollment Management	Operations	
	3.5.1.2	Continue to explore the option of offering travel enriched courses during the fall and spring semesters (Long weekends/spring/Thanksgiving break)	LC Online Co-Directors and Academic Council	Operations	
	3.5.1.3	Build out a semester away program combining online courses with an internship offered during a traditional 15-week semester.	LC Online Co-Directors and Career Connections	Operations	
	3.5.1.4	As part of 3.3.1.3, establish student research/programming assistants (similar to internships) to support co-curricular programming and faculty research in the major.	Academic Council, Career Connections	Operations	
#	Strategy	Tactics	Responsibility	Add Budget	Priority
3.5.2	Assess the strengths and weaknesses of the current academic calendar and schedule structure to best facilitate access to opportunities for pedagogical innovation, experiential learning, student engagement, community building, wellness, and diverse programs and services with recommendations for improvements.				
	3.5.2.1	Develop effective metrics for assessing the academic calendar and year-round schedule structure.	OIE, Academic Council	Operations	
	3.5.2.2	Explore the feasibility and appropriate guidelines to add block courses (5-6 weeks) that start halfway through the semester.	Academic Council and Registrar	Operations	

#	Strategy	Tactics	Responsibility	Add Budget	Priority
3.5.3	Develop a process to support and promote community service project experiences in partnership with groups from Putney and the surrounding communities that meet best practice standards.				
	3.5.3.1	Develop an inventory of programs, policies, procedures, and promotion relating to service-learning programs and projects facilitated by LC.	Dean of Students, Academic Coordinator for DEI, Co-Directors of the Center for Neurodiversity, and Director of Student Activities.	Operations	
	3.5.3.2	Assess current activities based on best practices with recommendation for improvements.	Dean of Students, Academic Coordinator for DEI, Co-Directors of the Center for Neurodiversity, and Director of Student Activities.	Operations	
	3.5.3.3	Determine local and regional opportunities to expand service-learning programs and projects.	Dean of Students, Academic Coordinator for DEI, Co-Directors of the Center for Neurodiversity, and Director of Student Activities and Library Director.	Operations	
	3.5.3.4	Identify connections between local and regional opportunities, student groups/interest, and academic programming.	Dean of Students, Academic Coordinator for DEI, Co-Directors of the Center for Neurodiversity, and Director of Student Activities and Library Director.	Operations	
#	Strategy	Tactics	Responsibility	Add Budget	Priority
3.5.4	Develop a process to better support and promote faculty and LCIRT mentored independent research opportunities for students across disciplines.				
	3.5.4.1	See 3.5.1.4			
	3.5.4.2	Develop a job description template for faculty/staff to use when requesting a research assistant.	Director of Career Connections, LCIRT, Academic Council		
	3.5.4.3	As part of 3.1.2.2, include module on best practices for working with neurodivergent research assistants.	Deans, LCIRT		

Goal: Optimize College Operations to Improve Students’ Path to Success

Initiative 4.1

Provide reliable and comprehensive data on student achievement and outcomes to improve program effectiveness, inform recruitment and fundraising; and ensure compliance with federal and regional expectations.

#	Strategy	Tactics	Responsibility	Add Budget	Priority
4.1.1	Develop, and then implement a plan to produce an annual internal and external environmental scan process that sets benchmarks for assessing strategic progress and identifies and assesses mission-driven opportunities and potential risks.				
	4.1.1.1	Select domains to be benchmarked/annually scanned and assemble stakeholder groups for each.	President, OIE	Operations	
	4.1.1.2	Determine type of comparison to be established; peer, aspirational, competitor, or “predetermined” (region, Carnegie group, state, etc.).	President, OIE (Others as needed)	Operations	
	4.1.1.3	Identify data source and create/select a comparison group (per domain).	OIE	Operations	
	4.1.1.4	Compile benchmark statistics & historical trends and review annually.	OIE	Operations	
	4.1.1.5	Modify comparison list and/or statistics in light of utility and stakeholder buy-in.	OIE	Operations	
#	Strategy	Tactics	Responsibility	Add Budget	Priority
4.1.2	Assess and identify strengths and weaknesses of the current business processes and enterprise data systems (e.g., who is currently collecting data, how are those data used, what systems should be able to share information).				
	4.1.2.1	Define the scope of the assessment: Which business processes and/or applications need assessment and why? Which offices will participate?	IT Steering Committee	Operations	
	4.1.2.2	Identify potential risks associated with changing the targeted business processes and/or systems by: Identifying, or creating, documentation outlining the targeted business processes and/or applications to show what other business processes and/or applications are interconnected.		Operations	
	4.1.2.3	Identify other risks or success factors such as ensuring that the college has the capacity to provide adequate resources to the assessment, potential implementations or changes that may come out of said assessment and resources for managing those changes.		Operations	
	4.1.2.4	Document business processes and the applications used to support them, document pain points		Operations	
	4.1.2.5	Review above to ensure that we are embarking on a path that will lead to success. (Know what we want to do, why we want to do it and have the resources to support its success.)		Operations	
	4.1.2.6	Identify, and hire, an outside impartial group to manage the assessment and provide recommendations for any replacement.	Director of IT	AF TBD	

#	Strategy	Tactics	Responsibility	Add Budget	Priority
4.1.3	Based on analysis in 4.1.2, identify a plan to strengthen or replace enterprise data systems that includes timelines, costs, and return on investment.				
		Review and assess outcomes of 4.1.2 before moving forward			
#	Strategy	Tactics	Responsibility	Add Budget	Priority
4.1.4	Based on 4.1.3, develop (and execute) an implementation and training plan to adopt new and/or revised system(s).				
		Review and assess outcomes of 4.1.3 before moving forward			
#	Strategy	Tactics	Responsibility	Add Budget	Priority
4.1.5	Strengthen the College’s ability to integrate data-informed decision making into academic program review aligned with planning and budgeting cycles.				
	4.1.5.1	Establish and promote the use of Landmark College Fact Book maintained by the OIE.	OIE		
	4.1.5.2	More intentionally create opportunities for Faculty teams to present findings and solutions developed through the program review and assessment process.	Deans		
	4.1.5.3	Develop a program review guidebook and template linked to budget and assessment cycles.	OIE		

Goal: Optimize College Operations to Improve Students’ Path to Success

Initiative 4.2

Evaluate how improvements in technology and physical assets of the campus can support the operations model and facilitate technological and facilities-based approaches to teaching, learning, and community building.

#	Strategy	Tactics	Responsibility	Add Budget	Priority
4.2.1	Assess and improve Information technology (IT)/Educational Technology (ET)/Assistive Technology (AT) operational efficiencies and its use in classroom and library settings.				
	4.2.1.1	Inventory technical equipment in common and academic spaces annually.	Director of IT Academic Leadership		
	4.2.1.2	Review technology requirements with Academic Administration annually	Director of IT Academic Leadership		
	4.2.1.3	Create a replacement cycle to manage technology upgrades in common and academic spaces.	Director of IT		
	4.2.1.4	Review assistive technology tools to support academic programs. Upgrade/replace as appropriate.	Director of IT, Assistant VPAA		
	4.2.1.5	Provide annual update on the availability of new educational technology solutions.	Director of IT, VP SERI, Deans		
#	Strategy	Tactics	Responsibility	Add Budget	Priority
4.2.2	Develop contingency plans to ensure consistency of instruction/operations in case of systems failure.				
	4.2.2.1	Build a redundant Internet service to campus in case of a failure at the primary demarcation point in the library. Phase I bringing a redundant connection to the administrative, large dorms, campus safety, and admissions is expected to be complete by the end of fiscal year 2023. Phase two with a redundant server room is expected to be completed by the end of fiscal year 2024.	Network Services	AF TBD	
	4.2.2.2	Develop a risk management plan to outline potential ransomware incidents. Plan to include multiple back up locations and timing to rebuild based on different scenarios and systems effected.	Network Services	Operation	
	4.2.2.3	Develop a risk management plan to manage different length disruption in Canvas LMS.	Directors LC Online, SERI, and IT	Operation	
	4.2.2.4	Develop a risk management plan by division to determine other institutional vulnerabilities.	Director of IT	Operation	

#	Strategy	Tactics	Responsibility	Add Budget	Priority
4.2.3	Optimize the use of space in the library to accommodate increased academic support services, library instruction, and accessibility to resources.				
	4.2.3.1	Consult with professional design consultant to determine best use of space in Library to support increased academic support services, library instruction, and full accessibility.	President, Facilities, CFO, Academic Affairs, Library Staff	Additional Funding (AF)	
	4.2.3.2	Determine cost to implement renovation of Library.	President, Facilities, CFO	Additional Funding (AF)	
	4.2.3.3	Plan renovation of Library without interruption in library services.	President, Facilities, CFO, Academic Affairs, Library Staff	Additional Funding (AF)	
	4.2.3.4	Renovate Library.	President, Facilities, CFO	Additional Funding (AF)	
#	Strategy	Tactics	Responsibility	Add Budget	Priority
4.2.4	Identify areas of campus where wayfinding may be confusing or absent and prioritize for improvements in both access and signage.				
	4.2.4.1	Identify areas of campus where signage is inadequate or confusing.	President, Facilities, CFO, P.C., Student Affairs	Operation Budget (O)	
	4.2.4.2	Include any additional signs needed in general campus sign upgrade. See Strategy 2.2.4.	President, Facilities, CFO	Additional Funding (AF)	

Goal: Optimize College Operations to Improve Students’ Path to Success

Initiative 4.3

Ensure professional development, training, and human resources support to continuously strengthen and maintain the human capital required for a professional culture of continuous improvement.

#	Strategy	Tactics	Responsibility	Add Budget	Priority
4.3.1	Assess institutional data-system training needs to ensure maximal utilization of current technologies and resources (e.g., SharkNet, SharePoint, Student Central, Management Reporter etc.).				
	4.3.1.1	Review individual department training materials available to all department employees to ensure availability, access, and currency.	Human Resources, Director of IT, and Ed Tech Services	Operations	
	4.3.1.2	Centralize all documentation for easier access.	Ed Tech Services	Operations	
#	Strategy	Tactics	Responsibility	Add Budget	Priority
4.3.2	Develop a risk management plan that identifies and plans for the areas of the college that may experience a significant turn over in human resources over the next four years.				
	4.3.2.1	Evaluate current staffing to estimate upcoming retirements to prepare for recruitment and/or reorganizations	HR, PC, Directors	Operation Budget (O)	
	4.3.2.2	Create succession plans	0	Operation Budget (O)	
	4.3.2.3	Promote within the department/division/LC community	0	Operation Budget (O)	
	4.3.2.4	Upskill and reskill current workforce to create on-the-job learning opportunities	0	Operation Budget (O)	
#	Strategy	Tactics	Responsibility	Add Budget	Priority
4.3.3	Provide more support to supervisors on best practices for inclusive supervision strategies including training for faculty and staff regarding neurodiversity, other types of disabilities, DEI, and student/employee rights.				
	4.3.3.1	See Strategy 3.4.3			
	4.3.3.2	See Tactic 2.3.4.3			
#	Strategy	Tactics	Responsibility	Add Budget	Priority
4.3.4	Assess the feasibility of developing pathways for staff that provide opportunities for professional growth and advancement, for example “up-skilling” programs and plans for (new) hires.				
	4.3.4.1	Ensure that each department has a succession plan that provides opportunities for professional growth and advancement.	HR, PC	Operation	
#	Strategy	Tactics	Responsibility	Add Budget	Priority
4.3.5	Develop and implement a comprehensive employee wellness framework to ensure that the LC culture models healthy work/life balance.				
	4.3.5.1	Reconvene the Wellness Committee and integrate them with the work described in 3.2.1.2 for all employees.	HR, PC, Staff Council	Operation	
	4.3.5.2	Assess to what extent the benefit package and offerings are meeting the wellness needs of employees.	HR, PC, OIE	Operation	
	4.3.5.3	Access to what extent wellness resources available through benefit broker are being used.	HR, OIE		

Goal: Optimize College Operations to Improve Students' Path to Success

Initiative 4.4

Clarify, assess, and improve as needed shared governance policies and practices for faculty, staff, students, and the Board of Trustees.

#	Strategy	Tactics	Responsibility	Add Budget	Priority
4.4.1	Refine methods of whole community communication to strengthen contingency planning, shared governance, and the sense of mutual effort and understanding between faculty, students, staff, and administration.				
	4.4.1.1	Develop a task force or subcommittee that communicates within each designated group		Operation	
	4.4.1.2	Designate representatives from each group		Operation	
	4.4.1.3	Determine the most effective means of communication collegewide		Operation	
#	Strategy	Tactics	Responsibility	Add Budget	Priority
4.4.2	Assess the Landmark College system of governance to determine its effectiveness in facilitating the accomplishment of the LC mission and purposes and supports institutional effectiveness and integrity.				
	4.4.2.1	Develop a proposal and framework for assessing the strength of the LC system of governance with initial results to be included in the 2026 self-study.	President, OIE, PC	Operation	
	4.4.2.2	Academic Affairs and Faculty Senate Leadership work collaboratively to map decision making levels of authority/shared authority.	VPAA, SEC, Deans	Operation	
	4.4.2.3	Develop multiple methods to communicate academic decision making process to stakeholders.	VPAA, SEC, Deans	Operation	
#	Strategy	Tactics	Responsibility	Add Budget	Priority
4.4.3	Assess and improve as needed the methods for consideration of student views and judgments in those matters in which students have a direct and reasonable interest.				
	4.4.3.1	Assess to what extent students are aware of and participate in formal opportunities provided for student voice and perspectives on campus (SGA, CDI, Residential Life, etc.).	Dean of Students and Director OIE	Operation	
	4.4.3.2	Identify informal opportunities for student perspective and assess to what extent students take advantage of these forums.	Dean of Students and Director OIE		
	4.4.3.3	Assess to what extent students are participating and/or paying attention to the student mediated forums on campus (Voices, Radio Station, TV Station, Voices Online)	Dean of Students, Dean PS/S and Director of OIE		
	4.4.3.4	Determine to what extent students value course evaluations as opportunities to express their point of view.	Director of OIE		
	4.4.3.5	Determine how student voice has been solicited in those decisions that have a direct impact on student life.	VPSA and VPAA		

#	Strategy	Tactics	Responsibility	Add Budget	Priority
4.4.4	Continue the collective work of improving shared governance role, responsibilities, practices and policies between the Faculty Senate, Staff Counsel, Student Government Association, and the Administration.				
	4.4.4.1	Continue direct involvement of the President in Staff council, SEC, Faculty Senate.	Dean of Students and Director OIE	Operation	
	4.4.4.2	Student Affairs to facilitate the role of SGA to participate in Shared Governance with the BOT, President's Council, and decision-making process.	Dean of Students and Director OIE		
	4.4.4.3	For Faculty Senate See tactics 4.4.2.2-4.4.2.3			
	4.4.4.4	Continue existing Assessment process of Trustee Effectiveness	Director of OIE		

Goal: Be Recognized for Educational Model and Programming Uniqueness and Leadership, as Well as Advocacy for Neurodivergent Learners.

Initiative 5.1

Strengthen and expand the voices of neurodivergent people in external-facing initiatives, media, and programs by prioritizing student and alumni voices.

#	Strategy	Tactics	Responsibility	Add Budget	Priority
5.1.1	Ensure opportunities and funding for students and alumni (i.e., travel, accommodations, meals) to support LC events and presentations at conferences.				
	5.1.1.1	Explore grant opportunities in tandem with campus stakeholders	Dir, Grants & Sponsored Programs, CND	Operation	
#	Strategy	Tactics	Responsibility	Add Budget	Priority
5.1.2	Produce a thought leadership calendar to consistently produce a wide variety of pieces across platforms that can be pitched to external media.				
	5.1.2.1	Network with LCIRT/SERI, faculty, Center for Neurodiversity and others to produce ideas	MAR/COM, SERI, CND	Operation	
	5.1.2.2	Develop a list of potential thought leaders and topics to be addressed	MAR/COM, SERI, CND	Operation	
	5.1.2.3	Devise a communication calendar coinciding with milestones (e.g. Neurodiversity Awareness Month)	MAR/COM, SERI, CND	Operation	

Goal: Be Recognized for Educational Model and Programming Uniqueness and Leadership, as Well as Advocacy for Neurodivergent Learners.

Initiative 5.2

Strengthen and expand partnerships and trainings that help advocate for and directly facilitate an understanding of neurodiversity in education and the workplace.

#	Strategy	Tactics	Responsibility	Add Budget	Priority
5.2.1	Build on the work of Career Connections and LCIRT to develop and enhance mutually beneficial relationships with for-profit and non-profit businesses.				
	5.2.1.1	Develop a business partnership plan that identify specific areas of partner growth to best meet student interests across diverse business sectors and sets partnership growth goals across the next four years.	Career Connections, LCIRT	Operation	
	5.2.1.2	Increase outreach and professional development training opportunities to corporate entities.	LCIRT, Marketing	AF	
	5.2.1.3	Increase opportunities for students to network with diverse corporations, business, and non-profit agencies both on campus and online.	Career Connections, LCIRT, Deans	Operation	
#	Strategy	Tactics	Responsibility	Add Budget	Priority
5.2.2	Engage with state level government officials to encourage educator training in understanding and supporting neurodiverse students.				
	5.2.2.1	Investigate and identify contacts at Vermont Agency of Education who coordinate licensure, teacher training, and professional development for teachers.	LCIRT	Operational	
	5.2.2.2	Contact and try to set up meetings with Vermont Agency of Education representative regarding professional development and certificate program.	LCIRT	Operational	
	5.2.2.3	Invite Vermont Agency of Education representatives to a meeting at Landmark College to discuss professional development and the certificate program.	LCIRT	AF	
#	Strategy	Tactics	Responsibility	Add Budget	Priority
5.2.3	Increase and foster relationships with government agencies and elected representatives offering research and program grants through the Grants Office and faculty participation in grant review.				
	5.2.3.1	Identify and develop contacts/channels of communication within the various agencies	Dir, Grants & Sponsored Programs	Operational	
	5.2.3.2	Identify shared goals and outcomes of interest to government agencies and elected representatives.	Dir, Grants & Sponsored Programs	Operational	
	5.2.3.3	Explore grant opportunities in tandem with campus stakeholders	Dir, Grants & Sponsored Programs	AF	

#	Strategy	Tactics	Responsibility	Add Budget	Priority
5.2.4	Strengthen existing and foster new partnerships with national and international neurodiversity and disability organizations.				
	5.2.4.1	Increase faculty and staff attendance and active participation in professional conferences and associations related to neurodiversity and disability (e.g., LDA, CEC, AHEAD).	LCIRT	AF	
	5.2.4.2	Investigate professional organizations at the international level that are related to neurodiversity and disability and examine benefits of college engagement.	LCIRT Director of Library	Operation	
	5.2.4.3	Reach out to schedule meetings with disability and neurodiversity organizations to discuss potential opportunities for collaboration.	Center for Neurodiversity/LCIRT	Operation	

Goal: Be Recognized for Educational Model and Programming Uniqueness and Leadership, as Well as Advocacy for Neurodivergent Learners.

Initiative 5.3

Strengthen and expand professional development offerings for educators and education professionals domestically and internationally as a pathway to recognized leadership and advocacy.

#	Strategy	Tactics	Responsibility	Add Budget	Priority
5.3.1	Gain an inventory of existing/past efforts, then develop an outreach implementation plan that identifies important associations, conferences, and meetings and sets goals for LC faculty and staff participation to deliver presentations and professional development opportunities to external audiences.				
	5.3.1.1	Convene a cross-division team to develop a listing of key conferences that LC has attended and should attend annually to deliver professional development and training. Most critical conferences should be noted.	Marketing and Communications	Operational	
	5.3.1.2	Purchase and manage institutional memberships with each critical professional organization identified in 5.3.1.1.	Marketing and Communications	AF \$5K	
	5.3.1.3	Establish clear and measurable goals related to offering professional development and training at conferences (e.g., number of presentations, what departments are taking lead, budget needed, etc.)	Marketing and Communications/LCIRT	Operation	
#	Strategy	Tactics	Responsibility	Add Budget	Priority
5.3.2	Expand workshop offerings both online and on campus (or on other physical sites associated with LC) for educators and other professionals in the LD field.				
	5.3.2.1	Explore feasibility and potential ROI of offering in-person workshops (e.g., Summer Institute, Winter Institute, multi-day PD, etc.) in the Bay Area in association with the Success Center.	Success Center LCIRT	Operation	
	5.3.2.2	Increase the number of online, non-credit professional development workshops.	LCIRT	AF \$6K	
#	Strategy	Tactics	Responsibility	Add Budget	Priority
5.3.3	Conduct market analysis and appropriately expand and promote the post-baccalaureate online certificate program specializations.				
	5.3.2.1				
#	Strategy	Tactics	Responsibility	Add Budget	Priority
5.4.1	Identify opportunities to expand research and development at LC facilitated through the School of Educational Research and Innovation (SERI).				
	5.4.1.1	See Tactics 3.1.3.1.			
	5.4.1.2	Hire an additional LCIRT research staff member to conduct innovative research.	LCIRT	AF \$95K	
	5.4.1.3	Hire a research evaluator to support faculty and staff research and grants.	LCIRT	AF \$95K	

#	Strategy	Tactics	Responsibility	Add Budget	Priority
5.4.2	Explore the feasibility of expanding research collaborations between teaching faculty and LCIRT to improve pedagogical practice at LC, increase involvement of students, strengthen potential for external funding, and provide more dissemination possibilities.				
	5.4.2.1	Establish a shared research agenda between LCIRT and faculty interested in the scholarship of teaching and learning. (See also 3.1.3.1)	LCIRT, Research Fellows, Deans		
	5.4.2.2	Collaborate with the Center for Neurodiversity, faculty and students on inquiry driven research.	LCIRT and CND		
	5.4.2.3	Include competitive options for faculty and staff to earn post graduate certificates tuition free in support of common research.	LCIRT		
#	Strategy	Tactics	Responsibility	Add Budget	Priority
5.4.3	Strengthen faculty, staff, and student adherence to professional ethics and practices in research through trainings/workshops.				
	5.4.3.1	Compile a listing and obtain copies of research ethics associated with the professions of each division (e.g., faculty, student affairs, research, enrollment management, etc.).	SERI / Director of Library Services	Operation	
	5.4.3.2	Develop and coordinate presentation on research ethics for disability and higher education for the LC community.	LCIRT	Operation	
	5.4.3.3	Publicize availability of CITI course training.	IRB/LCIRT	Operation	
	5.4.3.4	Develop and disseminate statements regarding the security and dissemination aspects of research.	IRB/LCIRT	Operation	
	5.4.3.5	Provide guidance to faculty related to the ethics of classroom-based data collection that is not for dissemination.	IRB/Academic Affairs	Operation	
	5.4.3.6	Develop materials for college and public dissemination related to neurodiversity and research ethics.	IRB/Center for Neurodiversity/LCIRT	Operation	
	5.4.3.7	Develop and disseminate statements to outline and strengthen the ethical responsibilities of faculty and staff to use and attribute resources of others.	Faculty Senate and Staff Council	Operation	
	5.4.3.8	Develop learning guides that support faculty and staff in properly attributing intellectual property with the correct creative commons.	Library	Operation	

#	Strategy	Tactics	Responsibility	Add Budget	Priority
5.4.4	Explore ways to incorporate staff collaboration in non-academic best practice research.				
	5.4.4.1	Identify non-academic practices at LC that should be researched and assessed.	LCIRT/Student Affairs/Enrollment Management	Operation	
	5.4.4.2	Collaborate with Grants Office to identify and pursue funding sources to research non-academic best practices.	Grants/Student Affairs/Enrollment Management/LCIRT	Operation	
	5.4.4.3	Examine existing Institutional Effectiveness research initiatives that can serve as foundation for formal research studies.	LCIRT/Student Affairs/Enrollment Management/Institutional Effectiveness	Operation	
	5.4.4.4	Convene a cross-discipline team to examine how LCIRT may collaborate with other departments (e.g., Institutional Effectiveness, Student Affairs, on research).	LCIRT	Operation	
	5.4.4.5	Compile and maintain listing and descriptions of new non-academic practices grounded in research.	Student Affairs	Operation	