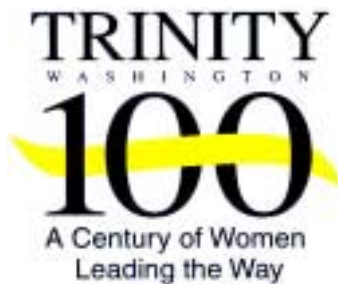


BEYOND TRINITY 2000
Trinity College Strategic Plan

*2000-2005 Adopted by the Trinity College Board of Trustees
 May, 2000*



BEYOND TRINITY 2000:
Trinity College Strategic Plan for the Period 2000-2005

Beyond Trinity 2000 is the strategic plan for Trinity College going into the first decade of the 21st Century. This document builds upon the vision, values, goals and objectives of *Toward Trinity 2000*, the strategic plan that guided Trinity during the decade of the 1990's. Because these two planning documents are contiguous, the current document will not repeat the statements of values and broad strategic goals set forth in *Toward Trinity 2000*. Instead, building on the values and broad goals of the original plan, *Beyond Trinity 2000* now seeks to express the specific strategic steps that Trinity College must take to ensure institutional success, excellence and stability in the rapidly changing and increasingly competitive universe of higher education.

Beyond Trinity 2000 reflects the best aspirations and planning efforts of the Trinity College Community as a result of work in benchmarking and assessment that occurred during the years 1998-2000. Many disparate conversations and work groups have contributed to this document, and their work continues beyond the specific publication.

No planning document is ever finished, and readers should understand that this document is in a continuous state of assessment and revision. The Periodic Review Report that Trinity will submit to the Middle States Commission on Higher Education in 2001 will include a formal assessment of Trinity's progress toward the goals stated in this plan.

Written comments are welcome, and readers may submit written comments to the Office of the President via email (president@trinitydc.edu), fax (202-884-9056) or through regular mail at 125 Michigan Avenue, NE, Washington, D.C. 20017

BEYOND TRINITY 2000**TRINITY COLLEGE****MISSION STATEMENT**

Trinity College is a comprehensive university offering a broad range of educational programs that prepare students across the lifespan for the intellectual, ethical and spiritual dimensions of contemporary work, civic and family life. Trinity's core mission values and characteristics emphasize:

- ◆ *Commitment to the Education of Women* in a particular way through the design and pedagogy of the historic undergraduate women's college, and by advancing principles of equity, justice and honor in the education of women and men in all other programs;
- ◆ *Foundation for Learning in the Liberal Arts* through the curriculum design in all undergraduate degree programs and through emphasis on the knowledge, skills and values of liberal learning in all graduate and professional programs;
- ◆ *Integration of Liberal Learning with Professional Preparation* through applied and experiential learning opportunities in all programs;
- ◆ *Grounding in the mission of the Sisters of Notre Dame de Namur and the Catholic tradition*, welcoming persons of all faiths, in order to achieve the larger purposes of learning in the human search for meaning and fulfillment.

VISION STATEMENT: BEYOND TRINITY 2000

(Note to readers: the purpose of the “vision statement” is to provide a broad, bold context for our plans for the future of Trinity College. This statement reflects intentions and aspirations that may not necessarily be achieved in the near term, but that influence choices made during the planning period. The “vision statement” differs from the “mission statement,” in that the “vision” is what could be, while the “mission” incorporates what truly is and must be. The two statements influence each other to a certain extent, but the vision is necessarily more discursive and descriptive than the precise, concise statement of mission.)

In the first decade of the 21st Century, Trinity College is a multi-dimensional educational institution, a comprehensive university by Carnegie classification and in fact, serving a diverse community of learners in degree and non-degree programs from early childhood to late retirement years.

Trinity’s primary emphasis continues to be the education of undergraduate women for civic and corporate leadership positions, and the weekday undergraduate program in the College of Arts and Sciences continues as the historic single-sex women’s college.

Trinity also now conducts coeducational programs in the School of Education and School of Professional Studies, and these programs meet workforce education needs for students of all ages, with particular emphases on the preparation of teachers, health care professionals, business executives and managers of the new economy.

Trinity offers degrees at the associate, baccalaureate and master’s levels; various course series may also lead to certificates in specified fields. Students may also take courses in continuing education and lifelong learning programs that do not result in award of credentials. Students may take courses at Trinity through a variety of course delivery formats, including weekday, evening, weekend, summer, accelerated, online and executive programs.

The most notable characteristics of Trinity evolving into the 21st Century institution include:

◆ *Value-Centered Education*

The historic center of Trinity’s mission, shaped and led by the Sisters of Notre Dame who founded and led the College through the 20th Century, will continue to influence teaching and learning at Trinity for generations to come, expressed through broad emphasis on the Honor System and ethics education in all programs, rigorous attention to the quality of the learning environment as a community of respect for all persons, and ongoing intellectual and spiritual engagement with issues of faith and belief. Trinity’s values are especially clear in its emphasis on diversity, globalism, women’s issues, and the preparation of students for a range of human service professions.

◆ *Diversity*

Trinity's student body grows in diversity as the College becomes known globally for its programs in women's leadership, communication, cultural studies, policy analysis, environmental studies, teaching and school administration, health care administration and nonprofit management, and management for the technological workplace. These programs will offer a variety of credentials and learning formats appropriate for the subject matter and student populations.

◆ *Globalism*

Trinity will increase its academic and institutional emphasis on global concerns, through greater outreach to international students from around the globe, as well as through enlargement and strengthening of programs in international affairs and cultural studies. These programs will have an interdisciplinary emphasis to include languages, history and sociology, politics, economics, religion, environmental and scientific concerns, and intercultural dialogue. Trinity will make greater use of its Washington location to forge new academic ties with the embassies, State Department, and Washington offices of multinational corporations, thus promoting greater student exchange, opportunities for internships and career pathways for students who desire to become professionals in public and private international affairs.

◆ *Mathematics, Science and Technology*

Trinity's curricula will place increasingly strong emphasis on universal proficiency in math, science and technology, which are building blocks of the new economy and global concerns. Trinity will become better known as a model for math/science education for diverse populations, with special emphases for the development of women in math and science at the undergraduate level, particular opportunities for women of color to excel in math and science, and for the development of K-12 teachers in math and science.

All courses and learning formats at Trinity will embrace the appropriate use of technology for teaching, communications and research. Online courses and course components will be part of the Trinity curriculum. Trinity's historic emphasis on the liberal arts in undergraduate education will be enlarged by the College's full embrace of the opportunities presented through technology to teach the liberal arts to diverse populations around the world.

◆ *Center for Excellence in Teaching*

Trinity will also become a model for the preparation of teachers and administrators at all educational levels through the Trinity Center for Excellence in Teaching. This Teaching Center will emphasize the development of Trinity's own faculty as mentors and master teachers, as well as the education of future teachers for schools and colleges in the Washington region and around the nation. The Teaching Center will be a site for innovation in curriculum and pedagogy across grade levels, as well as for research on teaching, learning and school administration.

◆ ***Women's Educational Advancement***

Building on Trinity's historic reputation for advancing women's leadership and education, the 21st Century College will create clear and distinctive focal points for advancing the study and practice of women's leadership, for advocacy for women's continuing educational advancement nationally and internationally, and for celebrating women's achievements in many different fields of endeavor.

The Trinity Center for Women and Leadership will provide opportunities for curricula, research, symposia and continuing education programs on women's advocacy, public policy issues affecting women, women's leadership skills, and other issues affecting and facilitating women's leadership and educational advancement.

The Trinity Center for Women and Girls in Sports, scheduled to open in 2002, will become a national model for the development of academic and athletic programs that promote the good health and leadership abilities of girls and women. Through the Women's Sports Center, Trinity will be able to conduct programs for children in after-school, weekend and summer formats, as well as to provide structured programs for adolescent girls and older women. The Center will also make it possible for Trinity to expand the range of partnerships with national and international corporations who understand the benefits and relationships between women's sports and academic achievements.

◆ ***Lifelong Education Programs***

Recognizing the expanded learning needs for the aging baby boomer population, Trinity will develop new dimensions of the lifelong learning programs, beyond the Elderhostel model, to provide opportunities for persons who wish to continue formal study or enrichment programs into their retirement years.

◆ ***Health Professions Programs***

Building on its traditional strength in medical school preparation, Trinity will develop a stronger profile in programs preparing students for careers in a wider span of the health professions. This emphasis, in both undergraduate and graduate programs, will build relationships with neighboring hospitals and medical facilities to support applied learning in various health professions, including health administration as well as patient care.

◆ ***Initiatives for Children and College Preparation***

Recognizing its role and responsibility to contribute in a significant way to the development of the District of Columbia and its citizens, Trinity will take a more aggressive leadership role in the development of programs and services that support children and families in Washington.

◆ ***Partnerships***

Realizing that the work of the college cannot occur in isolation from the needs and expectations of the larger community, Trinity will work in partnership with organizations whose missions and activities are closely aligned with Trinity's mission and programs to achieve mutual goals.

BEYOND TRINITY 2000

Assumptions for Strategic Planning

Strategic planning reflects certain assumptions about external and internal conditions for the institution. These assumptions are extrapolated from more extensive environmental scanning and data collection activities. From all of the available data and research, Trinity has selected the following external and internal assumptions as the key elements affecting strategic planning:

I. EXTERNAL ASSUMPTIONS

A. Demographics

1. Older and more ethnically diverse populations are seeking postsecondary education. Nearly half of all undergraduates in the Year 2000 are over the age of 25, and this number will increase through the first part of the 21st Century.
2. Women are nearly 60% of the higher education population in the Year 2000, and this number will continue to hold through the first decade of the 21st Century.
3. Baby Boomers are aging and one of their preferred leisure activities will be educational programming for the post-retirement years.
4. The Baby Boom Echo is creating a new demand for two and four year degrees, and this group will drive new enrollments in the 18-23 year old category through the Year 2010.
5. By the Year 2010, 30% of the U.S. population will be African American, Latino and Asian, and these populations will seek to obtain college degrees in greater numbers than before.
6. By 2010, 85-90% of the U.S. population will live in metropolitan (as opposed to rural) areas.
7. The fastest population growth will continue to be in the West and Southwest, and the eastern corridor will continue to lag.

B. Higher Education Generally

1. The retirement of the WWII generation will mean continuing wealth transfers including very large gifts to major universities, thus increasing the gap between the 'have' and 'have not' institutions.
2. Government regulation (federal, state, local) of private as well as public higher education will increase, driven by workforce demands (especially the technology sector) and teacher preparation needs, and also by continuing debate about the cost/price structure of higher ed.

3. Because of cost and workforce education demands, traditional private higher education will continue to lose market share to public universities, including community colleges, and to the rising phenomenon of corporate universities.
4. Proprietary schools, including the new corporate universities, will dominate the information and technology training market, and these schools will begin to invade other markets (e.g., math and science education) now dominated by traditional institutions.
5. Educational consumers will continue to demand streamlined delivery systems to accelerate the pace of degree completion.
6. Online learning will become a standard part of the teaching/learning process, but degrees delivered wholly through online learning will remain as only a small fraction of the total degrees earned.
7. A backlash to online learning will fuel a small subset of traditional colleges (e.g., the St. John's model) that promise "learning from real books and live teachers" as the total experience.
8. Workforce demand will continue to drive the need for significant improvement in math/science/technology education, and scientific literacy will become the norm, rather than the exception, in the general education of all students.
9. Changes in the external demands placed on higher education, particularly driven by workforce demand and public accountability measures enacted in law and policy, will change the structure of the educational workforce, provoking broad national examination of issues affecting faculty hiring, promotion, tenure, workload, compensation and participation in institutional governance.

C. Women's Colleges

1. The sector will continue to shrink among the smaller institutions who do not have other revenue streams.
2. The majority of the women's colleges will reinvent their institutional frameworks to accommodate more diversified programs and revenue streams, developing coeducational programs at all levels while also maintaining a distinctive emphasis on the education of women and continuing at least one or more programs that are exclusively single-sex.
3. As the sector continues to shrink, the more influential institutions will seek special Congressional protection, akin to HBCU's and tribal colleges, in order to secure significant new funds for infrastructure renovations and technology.

D. Professional Life and Workforce

1. Retirement of boomers creates huge new product and service markets that will, at the same time, produce acute labor shortages because the rising generations will be insufficient to meet the demand. Health care and leisure services, in particular, will feel the impact of higher demand with fewer workers.
2. Boomers will have to work beyond Age 65 because the population curve cannot serve their retirement needs, and Social Security eligibility will be pushed back to Age 70, perhaps 75.
3. All workers must be technologically proficient. The technology sector will continue to experience a workforce shortage at the upper end of the job chart (e.g., computer scientists) because highly talented students with technological backgrounds will also be sought by the traditional professions, e.g., law, medicine, finance and accounting, publishing and communications.
4. The “knowledge economy” will require increased levels of education for all workers, including clerical, other support and mechanical labor.
5. Outsourcing and value-added partnerships will expand and become a more normalized business model. This will affect worker benefits and retirement.
6. Lifestyle issues will increasingly dominate worker job selection.
7. The average worker will work for at least 45 years and will change jobs as many as 10 times.

E. The Economy Generally

1. The financial markets will return to historic norms as technology sector matures.
2. The on-line economy will continue to grow. Fallout will occur in sectors of the on-line community that have already begun to mature.
3. As the on-line economy matures the divide between the “haves” and “have nots” will deepen.
4. Health costs will continue to drive prices.
5. The global economy will continue to expand and trade barriers will continue to fall.
6. Congress will be pressured to address the social security deficit.

F. The District of Columbia

1. The metropolitan Washington area's status as the nation's leader in technological industries will grow larger.
2. The federal government's workforce will continue to shrink in the city and close-in suburbs.
3. National ennui about politics will generate lower levels of interest in Washington as a place for ambitious young people to come to study politics and law. However, entrepreneurial youth (knowing little of the old federal emphasis) will seek out the Washington area as a place of technological prowess and opportunity.
4. Even though the flight from the city will greatly decline the District will continue to be a divided city, and the economic imbalance in the region will grow more acute, with accompanying deepening of the racial and social divides.
5. However, the Williams administration will encourage business development in DC. This development will expand the downtown section of the city but do little for outlying areas.
6. While Ward 5 (Trinity's ward) will generally remain depressed, redevelopment efforts along the North Capitol Street-- New York Avenue --- Florida Avenue corridors will begin to occur. The most major changes, however, will continue to be far in the future, notably, the development of McMillan Reservoir.
7. Outside the city, the Infocom and Biotech industries in northern Virginia and Maryland will continue to place large demands on colleges and universities to produce a more highly educated workforce more quickly.
8. The demand for more highly educated teachers, especially in math and science, will continue to drive the region. However, there will continue to be an imbalance in the resources available for schools, reflecting the economic imbalance in the region.

G. The Catholic Church:

1. Generational change in the national and worldwide leadership will spawn a climate of change.
2. The implementation of *Ex Corde Ecclesiae* will be delayed because of leadership changes, however, some institutions will take proactive steps to align themselves more clearly with the ECE norms, while others will act to become fully independent of the Church. The largest group will simply continue without action one way or the other.
3. The attractiveness of attending a faith-centered college will continue to increase.
4. The "Century of the Laity" will provide new opportunities for lay leadership in Catholic academic institutions.

II. INTERNAL ASSUMPTIONS

A. The Student Body

1. A remarkable diversity will continue to characterize Trinity's student body, and Trinity will become more proficient in managing the broad range of diversity on campus.
2. The range of ages of students participating in Trinity's programs will be increasingly extensive, from early childhood to late retirement.
3. An increased number of male students will participate in Trinity's programs, both undergraduate and graduate, in the School of Education and the School of Professional Studies.
4. The student body will reflect generally improved economic capacity.
5. More students and a more diverse group of students will place increasingly strong demands on Trinity's infrastructure to provide a range of services beyond traditional classroom instruction.
6. Lifelong learners will seek more opportunities for education, but not necessarily degree programs.
7. Students of all ages, and in all programs, will seek improved campus amenities, including more modern housing. Development of more modern housing will increase the resident population, and the range of resident ages will also expand.
8. Students with children, and possibly married couples, will seek on-campus housing in the future.

B. Faculty

1. Faculty members in the future will make resources for teaching effectively an even stronger priority.
2. Improved technological tools in all classrooms and instructional environments will be a clear faculty expectation.
3. New faculty, in particular, like the workforce in general, will place increasing emphasis on the importance of lifestyle and quality of the working environment in choosing to make a long-term commitment to Trinity; this emphasis will lead to a desire for more streamlined governance processes to reduce time spent in meetings, increasing opportunities to work with students online from home, and other changes in faculty lifestyle and processes. A menu of options to accommodate faculty life choices will influence workload, wage structure, and choices about the nature of the long-term institutional relationship.

4. Faculty will organize by schools, and governance processes will be reformed on a school-by-school basis, along with adaptations of professional norms according to the general disciplines incorporated into the schools.
5. Faculty compensation plan will evolve according to the norms of the disciplines and professions represented in the various schools.
6. Faculty will place greater emphasis on the need for continuous professional development to master new technological tools.
7. Part-time faculty will require substantially more levels of organization, support, access to resources and attention to the compensation structure.
8. Size of the full-time faculty will grow substantially, reducing the percentage of adjuncts, although the actual number of adjuncts will continue to grow as well.

C. Staff

1. Because of the large external workforce demand in the Washington region, Trinity will experience continuing difficulty in finding experienced, well qualified executive and administrative personnel, driving compensation packages upward.
2. The old ethic rooted in the example of the religious work force that kept the college going through years of depressed salaries and inadequate working environment disappears; the new labor force demands better environment, more amenities, and satisfaction of quality of life issues in order to choose Trinity; at the same time, satisfaction of demands will not necessarily result in greater investment of time and effort.
3. Technological competence must increase, and technology must improve as part of environmental improvement.
4. Old job classifications will disappear (e.g., clerk-typist, secretary) as technology reforms the nature of work and the expectations of various levels of personnel required to get the work done. Increased emphasis on executive assistants with advanced technological skills. Personnel in all categories, including plant and other service personnel, will require increased and continuous training in new technologies.

D. Technology

1. New communications technologies will expand and enhance administrative work flow.
2. New instructional technologies continue to change the definition of “teaching and learning”
3. New informational technologies change the idea of a “library” and research methods
4. Demands for technological spending and staff support grow geometrically; equipment turns over every two years; personnel more frequently.

5. New products will change how Trinity conducts business, resulting in need to change policies.

E. Budget

1. Revenues will be enhanced by off-campus tuition and non-degree programs including certificate programs and contracts.
3. Auxiliary enterprise revenues will increase because of the renovation/addition of residence halls, the modernization of food service facilities, and the additional programming possible in the Campus Center.
4. Expenditures will increase in debt service, deferred maintenance, full-time faculty slots, and technology.
5. Expanded capital fund raising on a continuous basis will be necessary to support future borrowing for plant improvements.

E. Facilities

1. Campus Center moves focus of activity to middle of the campus, away from Main Hall
2. Demand for classroom space grows more acute
3. Renovation of Main Hall and Science Building must begin
4. Deferred maintenance will decrease; but preventative maintenance expenses will be steady-state.

**BEYOND TRINITY 2000:
THE STRATEGIC GOALS STATEMENTS**

- I. ENROLLMENT DEVELOPMENT**
- II. FINANCIAL PERFORMANCE**
- III. PROGRAM DEVELOPMENT**
- IV. TECHNOLOGY**
- V. HUMAN RESOURCE DEVELOPMENT**
- VI. MANAGEMENT CAPACITY**
- VII. INFORMATIONAL AND INTELLECTUAL RESOURCES**
- VIII. SERVICES**
- IX. QUALITY INDICATORS**
- X. FACILITIES**

STRATEGIC GOAL I. ENROLLMENT DEVELOPMENT

By the Year 2005, Trinity College will enroll 2700 students (1700 FTE) in degree programs:

- 700 undergraduate students in the weekday women's college/College of Arts & Sciences
(600 full-time/100 part-time) (500 resident students)
- 700 graduate students in the School of Education
- 200 graduate students in the School of Professional Studies
- 1100 undergraduate students in the School of Professional Studies
(500 WEC, 600 other formats)

By the Year 2005 Trinity College will enroll 6000 students in non-degree programs including:

- Postbaccalaureate Certificate Programs
- Professional Development Programs for Teachers and School Leaders
- Professional Development Programs for Executives and Technology Professionals
- Elderhostel and Retirement Programs
- Pre-College Programs for Secondary School Students
- Continuing Education Enrichment Programs

STRATEGIC GOAL II. FINANCIAL PERFORMANCE

By the Year 2005, Trinity College will reach these benchmarks for fiscal performance:

1. 20% enlargement of the budget capacity using Fiscal Year 2000 as the baseline
(In FY2000 dollars, the increase would be \$4 million, creating a budget of \$24 million on current enrollment. In 2005 dollars, the increase would be approximately \$9 million with a FTE increase of 500, using the enrollments stated in Goal 1, for a total approximate budget of \$33 million).
2. 80% target for tuition-dependency (FY2000 is 90%)
3. 35% rate of tuition discount for full-time institutional aid (FY2000 is 50%) for 75% of students (FY2000 is 90%).
4. 3% of revenues from endowment income (FY00=1%)
5. 40% of expenditures for instruction and academic support (FY00=35%)
6. 10% of budget from annual gifts and grants
7. \$1 million special annual gift income to support capital needs and infrastructure
8. \$25 million campaign launched for endowment and facilities

STRATEGIC GOAL III. PROGRAM DEVELOPMENT

In order to meet the goals for enrollment and financial development, Trinity College will develop new academic and co-curricular programs, or restructure and enlarge current programmatic capacity, in those subject areas where significant new enrollments (benchmarked through program planning specified in the implementation plan), significant new grant support, or broad and sustainable impact on other strategic goals can result from program initiatives. These initiatives will occur within and among the College of Arts & Sciences, School of Education, School of Professional Studies, Co-Curricular Programs, and such other organizational units as may be appropriate for program development and delivery. External partnerships will also be part of some of these programmatic initiatives.

Trinity will implement program development objectives in a broad variety of program delivery formats, including on campus and in classrooms, off-site and online, during the weekday, evenings, weekends, summers and in intensive/executive formats.

Program Development and Delivery Systems	
PROGRAM	DELIVERY SYSTEMS/CREDENTIALS
COLLEGE OF ARTS & SCIENCE	
1. Liberal Studies Programs	ON CAMPUS
2. Religious Studies and Lay Ministry Programs	SOME ONLINE
3. Mathematics, Science and Technology	SOME EXECUTIVE FORMAT
a. General Education	SUMMER INTENSIVE
b. Environmental Science and Studies	
c. Biology/Biotechnology	
d. Computers and Information Science	
e. Engineering	
4. Communications and Public Relations	BACCALAUREATE DEGREE
5. Psychology, Counseling, Child Development	
6. Economics, Business, Government and Politics	MASTERS - LIBERAL STUDIES
7. International Affairs, Politics, Business, Language/Cultur	
SCHOOL OF EDUCATION	
1. Summer Institutes for Teachers in Math/Science, Technology, Literacy	ON CAMPUS OFF-CAMPUS
2. Math/Science Education Concentration	
3. Citizenship Education Modules	ACCELERATED
4. Gender Equity Education mods	
5. Catholic Schools Leadership Institute	MASTER'S
6. Instructional Technology Program	CERTIFICATION
SCHOOL OF PROFESSIONAL STUDIES	
1. Information Technology and Technology Management	ON CAMPUS
2. Non-profit Management Programs	OFF-CAMPUS
3. Graduate Business Administration	ONLINE
4. Health Administration Program	EXECUTIVE FORMATS AA, BA, BS, CERTIFICATE
CO-CURRICULAR PROGRAMS	
1. Women's Leadership Development	ON CAMPUS
2. Service Learning Program	CERTIFICATES
3. Ministry and Spirituality	
4. Publications	
5. Performance	
6. Athletics, Recreation, Fitness, Wellness	
ENRICHMENT PROGRAMS	
1. Elderhostel and Retirement Programs	ON CAMPUS
2. Continuing Education for Enrichment Programs	OFF CAMPUS - NATIONWIDE SITES
3. Alumnae/i Enrichment Programs	ONLINE

STRATEGIC GOAL IV: TECHNOLOGY

Trinity College will maintain a “state of the art” campus technological environment with appropriate equipment, training and implementation of technologies in all phases of the college’s life, including

- Academic technologies, both informational and instructional (See separate document “Academic Technology Plan”)
- Enrollment Management, including student information management, advising, course planning and scheduling, and related areas
- Administrative databases and functionality
- Communications, on campus and external, including alumnae network
- Marketing
- General work and productivity environment

STRATEGIC GOAL V: HUMAN RESOURCE DEVELOPMENT

Consistent with the goals for enrollments, programmatic development and technological expectations, Trinity will hire, train, compensate, assess, support and retain faculty and staff at the levels (size, qualifications) necessary to meet the institutional goals, including:

- 100 full-time faculty members by the Year 2005
- Reduction in ratio of part-time-to-full-time faculty according to appropriate benchmarks for numbers of students served in each program
- Staff size deployed in departments according to professional analysis of the appropriate ratios for the size of the student body (need to benchmark)
- Compensation plan for both faculty and staff within appropriate cohort medians
- Incentive compensation plans implemented
- Annual assessment system for all personnel
- Routine programs for training and professional development for all personnel

STRATEGIC GOAL VI: INSTITUTIONAL MANAGEMENT CAPACITY

Trinity's institutional management design and capacity will be appropriate for the size and scope of the enterprise. Meeting this goal includes:

- a) Hiring deans and such other personnel as are necessary to implement the three-school model;
- b) Development of institutional organizational and functionality charts that reflect contemporary professional standards for management design and capacity
- c) Reformulation of management and governance processes consistent with the size and scope of the institution
- d) Identification and implementation of technologies appropriate to achieve the goal.

STRATEGIC GOAL VII: INFORMATIONAL AND INTELLECTUAL RESOURCES

Trinity will develop the reservoir of resident informational, cultural and intellectual resources necessary both to support and enhance the learning and research needs of the academic and co-curricular programs, as well as to contribute to the development of fields of knowledge and professional expertise externally. Such resources include:

- a) Library Development
- b) Faculty Development, Research, Publication and Leadership in the Disciplines and in curriculum/pedagogical development
- c) Student Research and Publication
- d) Staff Professional Development and Leadership in External Professional Groups
- e) Custodianship and use of assets in art and music, eg, art collection and gallery, musical instruments and resident musicians, performance opportunities

STRATEGIC GOAL VIII: SERVICES

Trinity will develop all services for students, personnel, alumnae and the larger community according to contemporary methodologies and standards for service delivery, with particular emphasis on these services:

- a) “One Stop Shopping” for all student populations to access essential advising and support services
- b) Specialized academic and learning skills support advising according to student levels and academic programs
- c) Career services programs, including alumnae career network
- d) Online registration
- e) Innovative programs in residence
- f) Athletics, recreation and wellness for all campus populations and for community-based populations according to needs and capacity
- g) Service partnerships with community organizations, e.g., Girl Scouts, D.C. Scores, D.C. Schools, etc.
- h) Health services
- i) Child development center
- j) Campus Ministry

STRATEGIC GOAL IX: QUALITY INDICATORS

In addition to goals stated throughout this plan and individual benchmarks for performance in various departments and programs, Trinity will meet or exceed these comprehensive institutional quality indicators, chosen according to national benchmarks, by the Year 2005:

- a) 10% minimum annual growth in FTE enrollment
- b) 90% first to second year retention rate (full-time students)
- c) 80% of full-time undergraduates graduate within six years
- d) 60% of applicants to full-time undergraduate program are accepted
- e) 50% of accepted applicants matriculate
- f) 50% of alumnae participate in the annual fund (participation rate)
- g) \$400 average annual gift
- h) \$25 million endowment
- i) An investment-grade bond rating

(Additional research and benchmarking efforts during the next five years will establish other quality indicators for specific programs and to measure overall institutional performance.)

GOAL X: FACILITIES

By the Year 2005, Trinity's facilities will be developed, renovated, or maintained as follows:

- a) Campus Center will be complete and open
- b) Alumnae Hall renovation will be complete
- c) Science Building renovation/expansion will be underway
- d) Residential Renovations and New Residential Construction underway
- e) Classroom technological upgrades will be in their second generation
- f) Library upgrades underway
- g) All chillers replaced
- h) New roads and landscaping
- i) Building access/security systems fully electronic
- j) Main Hall North Wing renovation in the planning process
- k) Main Hall full renovation scheduled
- l) SND Housing renewal underway
- m) New Campus Master Plan will be ready for zoning presentation.