TRINITY TOMORROW:
A STRATEGIC PLAN FOR TRINITY UNIVERSITY
FINAL DRAFT

Approved by the Board of Trustees
May 17, 2013

"For the unique challenges of this century, we need to develop new ways of thinking that will prepare our students to leave Trinity as informed citizens who are confident in their abilities to confront today's vexing problems." – Dr. Dennis Ahlburg, President, Trinity University

This strategic plan describes where we want Trinity University to be in the next ten years and how we propose getting there. The plan builds on the many strengths of Trinity and addresses the limitations that make it difficult for the University to achieve its full potential. Although the plan is not a detailed blueprint for the future, its priorities will guide the allocation of existing resources – from faculty lines to operational budgets – as well as the pursuit and allocation of additional ones. Rather than dictating highly specific action steps, this plan invites faculty and staff members to propose structures, mechanisms, and initiatives that will realize these strategic goals.

Our task is sharpening our institutional identity within the familiar framework of our mission, values, and aspirations. The components of an even better university are in place at Trinity, but they currently lack adequate institutional coordination and support. Similarly, the story we tell prospective students lacks focus and, for lack of a better word, buzz. The story seems, if not stale, then generic: a grab bag for everyone instead of an engaging, clear picture. A changing educational and economic landscape only reinforces the case for change.

Overview of Process

In the past two years, four dedicated strategic planning subcommittees offered a number of specific proposals and recommendations to shape Trinity's future.[1] The membership of these committees reflects the full diversity of the Trinity community – current students and distinguished alumni, academics and business leaders, life-long Texans and border-crossing global citizens, artists and scientists, scholars of history and critics of contemporary culture, public servants and entrepreneurs, trustees and parents, and representatives from admissions, athletics, career services, and student affairs. To capture the pulse of the campus, these groups conducted campus surveys, met regularly, read the latest literature on higher education, and visited other campuses including Stanford, Tufts, Northeastern, Tulane, Wellesley, and the University of Richmond, to examine promising practices up close. The subcommittees challenged themselves to ask the hard questions, and from those considered discussions emerged a vision for our shared future that is both coherent and aspirational.

In September 2012, we shared an initial draft of the strategic plan with the campus community. In the weeks that followed, we engaged in numerous discussions with many Trinity groups and reviewed written feedback submitted through our website. We then revised the plan to more

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[1]See committee membership in the supplementary materials.

concretely address constituent concerns and articulate our shared strengths, needs, and priorities. We presented this revised draft of the plan to the Board of Trustees in February 2013. The strategic planning process enabled us to identify four guiding principles for a Trinity education:

1. A Trinity education gives students opportunities to apply, test out, and use what they learn.

2. A Trinity education starts in the classroom but doesn't stay there. It includes work in the community and beyond.

3. A Trinity education educates the whole student and involves the entire campus working in a coordinated way, from professors to coaches and staff.

4. A Trinity education starts when you are an undergraduate but doesn't stop there. We want to inspire in our students a lifetime love of learning, and we want to stay engaged with them as alumni.

This vision is grounded in the recognition that Trinity already does many things very well, in large part because we have always had a wealth of caring, creative, and superbly talented faculty and staff members, alumni, students, and trustees. Our goal is to recognize the achievements that are already in place while envisioning further, coordinated initiatives in certain areas. Part I of the plan describes four strategic objectives that will guide our collective efforts in the next decade.

In order to achieve the four strategic objectives, we must concurrently secure a strategic foundation to ensure that we have the adequate human, financial, physical, and technological resources to be an innovative leader in higher education in the 21st Century. Part II of the plan demonstrates how Trinity will achieve clear alignment between the acquisition and allocation of our resources and demonstrated needs. Four strategic foundations will provide the means to achieve our shared vision. We will provide ongoing updates on our progress toward our goals to members of the Trinity community in the form of interim reports.

STRATEGIC OBJECTIVES

Objective #1: Strengthen Opportunities For Experiential Learning

Objective #2: Foster "Productive Collisions" as a Defining Characteristic of Trinity University

Objective #3: Enhance Students' International Engagement and Awareness

Objective #4: Maximize the Educational and Personal Benefits of a Residential Liberal Arts University

STRATEGIC FOUNDATIONS

Foundation A: Strengthen Market Position and Improve Student Recruitment

Foundation B: Be An Innovative Leader for Excellence in Teaching and Research

Foundation C: Improve Alumni Relations, Engagement, and Giving

Foundation D: Build the Infrastructure to Support the Needs of the 21st Century University

PART I: STRATEGIC OBJECTIVES

Objective #1: Strengthen Opportunities For Experiential Learning

We will build a campus culture in which students, faculty, and staff in all degree programs are challenged to bridge the gap between theory and practice – or, more precisely, between academic inquiry and real-world decision-making. Thus, we will redefine the relevance of a liberal arts education for life within and beyond the academic context through an expansion of partnerships, internships, and service learning in San Antonio, the region, and the world.

Experiential education can promote creativity, independence, a tolerance for ambiguity, and a deepening sense of intellectual mastery, to say nothing of the ethical development that may result when one engages with natural or cultural environments different from one's own. Experiential education expands the site of learning from the campus classroom into the neighborhood, city, and beyond.

➢ **Action Step 1a: Create a Center for Engaged and Experiential Learning.**

The Center for Engaged and Experiential Learning (CEEL) will facilitate faculty and staff partnerships and undergraduate experiential education in all its forms. It will serve as a liaison with various campus offices including Campus & Community Involvement, Academic Affairs, Career Services, Alumni Relations, Risk Management, Study Abroad, the Center for International Citizenship, and community partners. The CEEL will manage program logistics such as off-campus transportation, risk management, and internal and external communications. It will be supplied with a Director, necessary support staff, and guided by a steering committee consisting of faculty and staff members, students, community partners, and alumni. The CEEL will deepen the involvement of our alumni in the intellectual and personal development of current Trinity students in many ways, including cultivating alumni as mentors for internships.

➢ **Action Step 1b: Provide faculty support and development to increase engaged and experiential learning in San Antonio and beyond.**

We will reallocate new and existing support structures (e.g., grants, professional development, term appointments, conference travel, and academic leaves) so that faculty members are encouraged to develop innovative courses or experiential learning course components. Academic Affairs will co-host workshops in the Collaborative for Learning and Teaching for faculty interested in integrating experiential learning pedagogies in their courses. As engaged and experiential learning becomes an increasingly visible element of our campus culture, faculty will be rewarded for their efforts in the context of the promotion and tenure process and the annual performance review process.

➢ **Action Step 1c: Strengthen experiential learning opportunities for all students.**

Our goal is to substantively increase Trinity's overall experiential learning offerings – across all departments and programs – within both major courses and general education offerings. Trinity will become a place where all students have numerous opportunities to learn about themselves and other industries from powerful experiences such as internships, client projects, off-site

travel, independent research, artistic and cultural programming, and volunteerism. In the next ten years, Trinity will seek to improve the quantity and quality of experiential learning in all academic programs by increasing the number of participating faculty, students, and alumni. This will be accomplished by careful planning and with the aid of the support structures named above. In addition, we will strengthen Urban Studies, Environmental Studies, Entrepreneurship, East Asian Studies at Trinity (EAST), and Mexico, The Americas, and Spain (MAS) as signature programs connecting the University to San Antonio, the region, and the world. These interdisciplinary programs provide numerous opportunities for students to gain direct experience working with city government agencies, non-profits, cultural institutions, established businesses and start-ups, and natural areas in South Texas and beyond, including the High Lonesome Ranch in Colorado.

> **Action Step 1d: Support field-based experiences in our graduate programs.**

Trinity's five graduate programs train practitioners for schools, accounting firms, businesses, and hospitals. Continued support will enable Trinity's graduate programs to effectively supervise master's students in appropriate pre-professional placements, including practica, internships, and residencies. Trinity will further support these programs by strengthening their ability to recruit talented students and to provide effective post-graduate planning through enhanced alumni career networks.

> **Action Step 1e: Enhance the visibility of experiential learning on campus and evaluate its effectiveness.**

Courses with a substantial experiential learning component should be clearly marked in the course catalogue, and student learning outcomes associated with experiential learning should be identified on syllabi. By amending the current course evaluation process to include specific questions and feedback regarding engaged and experiential learning, we will be able to continually monitor our success.

> **Action Step 1f: Equip students to demonstrate their achievement in experiential learning.**

Given the significant personal and academic growth that results from participating in experiential learning, we will support our students' ability to articulate how their Trinity education prepared them for post-graduate opportunities. We will develop ways for students to demonstrate their accomplishments to employers and graduate programs through experiential transcripts, micro-credentials, e-portfolios, or other recognizable achievements.

Objective #2: Foster "Productive Collisions" as a Defining Characteristic of Trinity University

Trinity has already begun to envision ways in which an interdisciplinary education marked by productive collisions will encourage our faculty and prepare our students to respond effectively to a complex environment. In order to ask new questions, or to gain fresh insights on enduring questions, we must draw upon a variety of perspectives. Trinity will embrace this approach in all aspects the University – including academic leadership, course offerings, and campus architecture. Our graduates will be conversant with multiple disciplines, prepared to work with people in different fields and from different backgrounds, and able to listen and communicate in writing and in speech.

> ➤ **Action Step 2a: Coordinate the creation of innovative courses for the First-Year Experience and Interdisciplinary Clusters within the proposed curriculum.**

In tandem with the strategic planning process, Trinity faculty have designed and are preparing to vote on a new general education curriculum that emphasizes interdisciplinary learning for all students, including an intensive first-year experience program and course clusters that encourage students to investigate issues of enduring and contemporary significance through a variety of disciplinary lenses. Trinity will build upon its long track record of nurturing interdisciplinary inquiry and collaboration to develop courses for the new curriculum. Representatives from Trinity's interdisciplinary majors and minors will be encouraged to participate.

Our experience has taught us that part of the appeal of interdisciplinarity is its nimbleness. Some of the most successful interdisciplinary endeavors are best understood as short-term, intensive projects that capitalize on a serendipitous overlap of faculty, staff, and student interests. Simply put, sometimes the best way to foster interdisciplinarity is not to create another academic major or minor. As we move toward a Trinity that fully embraces productive collisions as a vibrant component of the curriculum, we must be mindful not to create rigid structures and stifle these sparks. To achieve the potential outlined in the new curriculum, we will encourage faculty to propose additional mechanisms to collaborate with one another in new ways to advance their teaching, research, and intellectual growth (e.g., an interdepartmental office-swapping program, an interdisciplinary lecture series, theme-based writing groups, faculty reading groups, summer travel seminar...).

> ➤ **Action Step 2b: Integrate professional programs with the liberal arts and sciences.**

Faculty members from across the University recently designed a new interdisciplinary minor called Arts, Letters, and Enterprise (ALE) that enables students to combine their interest in the humanities, the arts, or the social sciences with practical, business applications. This distinctive program can be a model for further developing connections between professional education, business education, and the rest of the University.

Trinity's diversity of academic programs has always been a point of institutional distinction, and now, the innovative recombination of these programs has the potential to further set us apart from all other liberal arts colleges in the nation. In order to fulfill this potential by launching new

cross-university educational endeavors, Trinity will host a series of "ideas labs," workshops that include intensive periods of facilitated small group work, multiple opportunities for participants to both give and receive constructive feedback, and opportunities for groups to revise their original proposals in light of iterative, real-time peer review.

> ➤ **Action Step 2c: Incorporate interdisciplinary perspectives in hiring new faculty members.**

Faculty appointments should strengthen key interdisciplinary programs as well as meeting departmental needs. Going forward, we will require interdisciplinary program representation on every tenure-track faculty search committee.

> ➤ **Action Step 2d: Enhance the visibility of interdisciplinary learning on campus and evaluate its effectiveness.**

Under the supervision of the VPFSA, Trinity will develop and publish consistent guidelines for incorporating interdisciplinary team-teaching in faculty members' workload. An explicit policy will enable more students to benefit from unique course offerings that leverage the interests and expertise of our renowned faculty. In addition, Trinity will facilitate other opportunities for faculty members to engage in interdisciplinary work, such as joint appointments, auditing colleagues' courses, or exchanging places with a colleague in another department for a short period of time. Trinity will continue to adopt new strategies to best support interdisciplinary research.

Interdisciplinary courses that emphasize substantive "productive collisions" should be clearly marked in the course catalogue and appropriate student learning outcomes named on the syllabus. By amending the current course evaluation process to include specific questions and feedback on interdisciplinary teaching and learning, we will be able to continually monitor our success. As interdisciplinarity becomes an even more visible element of our campus culture, faculty will be rewarded for their efforts in the context of the promotion and tenure process and the annual performance review process

Objective #3: Enhance Students' International Engagement and Awareness

In an increasingly diverse and interconnected world, students must develop the necessary knowledge and skills to be effective citizens of the world, able to communicate, understand, and do business with non-Americans. Trinity will develop our students' capacities by enabling them to live, work, and study abroad as well as through academic and co-curricular offerings on our San Antonio campus.

> **Action Step 3a: Pursue the creation of faculty-led study abroad programs.**

In recent years, several study abroad programs led by Trinity faculty have provided students distinctive international learning experiences. A particularly exciting example has been a summer program that for the last seven years has enabled Trinity students to spend six weeks in Madrid, studying the economic structure of the European Union, living with host families, touring cultural sites, and completing professional internships with local companies. Trinity faculty members have also piloted additional multi-week study abroad programs in China, Vietnam, and Nicaragua. We recognize that these programs provide added value by allowing our students to work closely with Trinity faculty members in an international setting while taking rigorous classes that align with the goals of the Trinity curriculum. Since students travel and learn together as a cohort, they often bring their experiences back to campus in a meaningful way, weaving these experiences and personal relationships more deeply into their overall Trinity experience. We will explore creating equally rich additional programs by developing appropriate curricular goals, risk management procedures, assessment metrics, and oversight that prioritize academic rigor, student safety, and administrative cost efficiency.

We will find more effective ways to deliver high quality international experiences to a greater number of Trinity students, especially among student populations with historically low participation in study abroad. While we envision an enhanced role for faculty-led study abroad programs (during the academic year, breaks, and during the summer), third-party study abroad programs will remain important to Trinity. The best of these programs provide rigorous instruction, transformative cultural immersion, and academic offerings that are personalized to meet the specific interests and needs of our students. Our goal is to find and achieve the ideal balance of faculty-led and third-party programs for Trinity.

> **Action Step 3b: Create a Center for International Citizenship**.

A Center for International Citizenship will serve as a central home for the campus's international activities, both new and existing. The inviting space will showcase the achievements of current students, faculty, staff, and alumni around the world. In addition to providing office space for International Scholars and Student Services faculty and support staff, the Center will be designed to accommodate the needs of new and existing academic programs and cross-campus initiatives that emphasize international engagement and awareness. Facilities throughout campus will incorporate advanced technology to support teleconferencing, foreign language instruction, and pedagogical innovation. Such a Center will raise the visibility and magnify the impact of Trinity's international efforts.

➢ **Action Step 3c: Develop greater institutional coherence across international initiatives**.

Students' international engagement and awareness can be strengthened not only by sending our students to international destinations away from Trinity; it can also be done very effectively by enrolling a significant population of students from countries outside the US. We have already benefitted greatly from an international presence on our campus. Our domestic students learn from their international peers both inside and outside the classroom. Under the supervision of the VPFSA, Trinity will strengthen the coordination of international student recruitment and support, study abroad, international alumni engagement, and such interdisciplinary academic programs as Mexico, the Americas and Spain (MAS) and East Asian Studies at Trinity (EAST). By leveraging our strengths, we will ensure that our institutional efforts with an international component are mutually reinforcing to produce the greatest gains for Trinity as a whole.

➢ **Action Step 3d: Review the funding and support structure for students participating in third-party study abroad programs.**

Enabling our students to study abroad on programs operated by third-party providers currently comes at a significant financial cost. Trinity will review its financial aid guidelines for students participating in third-party study abroad programs. Our policies must be financially sustainable without reducing the number of participating students. In addition, we will support students who elect to study on a vendor-operated program by providing required pre-departure planning, social and academic support while away from campus, and post-trip assistance to facilitate the student's successful reentry into campus life.

➢ **Action Step 3e: Support the new curriculum with international course offerings.**

The new curriculum proposal describes a new Global Awareness (GA) requirement for all students. If the faculty vote to adopt the proposal, we must provide an education that emphasizes international understanding and engagement, we must staff a variety of course offerings, across the disciplines, representing all regions of the globe (e.g., Europe, Asia, Africa, Central and South America, the Middle East, etc.). Such courses will enable our students to identify and articulate the perspectives and values of diverse people, groups, and cultures both within the United States and beyond its borders. The ability to contribute courses with international perspectives will be considered in future faculty hiring.

Objective #4: Maximize The Educational And Personal Benefits Of A Residential Liberal Arts University

As a residential liberal arts college, our charge is not only to prepare students academically, but also to enable them to lead healthy, productive, and successful lives. It is incumbent upon us to foster a strong sense of wellness in every aspect of their lives – personal, professional, physical, financial, social, and spiritual. We will continue to encourage students to display their passion and talents outside of the classroom. Through concerted efforts that promote integration and campus coherence, we can provide a Trinity education that is larger than the sum of its parts.

We must never forget that college is a profound and challenging time in a student's life. A Trinity education is anchored by powerful touchstone experiences that sharply define a student's identity, sense of self, and lasting relationship with the University. Depending on the student, these experiences might range from moving away from home for the first time, declaring or changing a major, studying abroad, developing new relationships, volunteering in the community, belonging to an athletic team, reaffirming or questioning inherited values, taking control of personal finances, or undertaking a first professional experience in the form of an internship. We know that we will have fulfilled our responsibilities to our students and their families when students have been supported in all aspects of their maturation, growth, and development.

> ➢ **Action Step 4a: Improve undergraduate academic advising and student support.**

The VPFSA will lead an initiative to revamp the advising process to include conversations about students' current and future goals – academic, professional, and personal. While these conversations certainly occur in some advising interactions, they are not as universal as they should be. Effective advising enhances student learning, promotes professional development and a healthy work-life balance, and strengthens student retention.

In addition, the VPFSA will coordinate our varied student support services – which are currently distributed across upper and lower campus – beneath a new initiative called the Student Success Center. The Center will organize forms of academic support, such as peer tutoring and writing assistance, with resources for social support, such as workshops on time management, handling stress, and sustaining healthy interpersonal relationships. By proactively publicizing and coordinating these services, we hope to increase our students' likelihood for success in college and after graduation. These programs are especially vital to our most vulnerable student populations – first-generation college students, non-native English speakers, and students from historically underrepresented minority groups.

> ➢ **Action Step 4b: Sustain intercollegiate athletics as a nationally recognized NCAA Division III program committed to academic and competitive excellence.**

Our excellent coaches and competitive athletic teams are a vital and important element of our campus culture. 58% of students participate in recreational sports or intercollegiate athletics, and 29% of all recruited students are student-athletes. Not only do athletic programs benefit student recruitment, retention, and alumni engagement, data show that Division III student-athletes on

average have significantly better time-management skills and more "leadership potential" than non-athletes. We will ensure that recruiting student-athletes remains a priority and that while at Trinity, student athletes receive ongoing support to balance their academic, athletic, and social commitments. We will investigate the sufficiency of the Bell Center and other facilities to ensure that we possess adequate campus resources to support student needs.

➢ **Action Step 4c: Improve the coordination of curricular and co-curricular activities.**

Despite our small size, Trinity has become a complex and busy place. The richness of the cultural opportunities – lectures, musical and artistic performances, extra-curricular activities, and athletic events – is a benefit and also a challenge. We simply cannot take full advantage of these opportunities because there are so many. As a result, attendance at events is often lower than hoped. At the same time, our academic expectations have proliferated, putting increased demands on faculty and student time. Too often, we end up competing for time, space, and resources instead of investing wisely in the *best* opportunities. We will urge senior administrators to coordinate the campus events calendar and to develop mechanisms to assess the quality and impact of these events. By providing centralized leadership, we aim to strategically allocate resources that increase event attendance and achieve greater impact. We have asked staff from Academic and Student Affairs to consider developing an activity time block in the class schedule and a plan for integrating visiting lecturers and performances into students' course work.

➢ **Action Step 4d: Expand existing and pilot new programs to improve student success, career exploration, and holistic wellness.**

Beneath the auspices of the Student Success Center, the VPFSA will oversee a variety of wellness activities and personal growth opportunities for all students at various milestones in their academic career. Topics might include opportunities to learn about the self, personal finance, or strategies to promote mental and physical health. First-year students will be encouraged to think broadly about their goals through "reflection seminars," modeled on similar programs offered at Stanford and Harvard. Upper-class students in a greater number of academic programs will consider their post-graduate options through alumni panel discussions and guest speakers highlighting the broad applicability of majors in different professional sectors. As needed, we will develop other programs or workshops to address expressed student interests. In the service of holistic student development, whenever possible, wellness programs should be devised and carried out by faculty and staff partnerships.

➢ **Action Step 4e: Sustain opportunities for students to explore their spiritual beliefs and practices.**

In its commitment to excellence, Trinity University is not only concerned with intellectual development, but also with moral and spiritual growth. The integration of body, mind, and spirit to achieve a wholeness in human life is fundamental to the well-being of the individual and to the very nature of the University itself. Recognizing these truths, the University strives to create an atmosphere in which basic civility and decency are expected, mutual respect and open communication are fostered, and spiritual growth is encouraged.

PART II: STRATEGIC FOUNDATIONS

Strategic Foundation A: Strengthen Market Position and Improve Student Recruitment

Trinity will undertake a series of coordinated action steps designed to increase the total number of applicants, to increase selectivity, and achieve a sustainable enrollment model.

➢ **Action Step A1: Explore opportunities for and develop new recruitment markets in Texas as well as out of state.**

Increased regional competition has made achieving the same enrollment goals more difficult every year. In Texas, unlike other parts of the country, liberal arts colleges compete for students not only with each other, but with state universities – most notably, the University of Texas and Texas A&M – with excellent academic reputations, national followings, and lower costs. In addition, the rapidly growing K-12 population of Texas has caught the attention of out-of-state universities and colleges. Texas has moved from being a leading state in not exporting students to a prized recruitment area for resident recruiters from out-of-state universities. If we are to increase applications and selectivity, we must invest more resources into developing key Texas (Houston and perhaps other cities) and out-of-state markets (potentially California, Chicago, the mid-Atlantic region, and the Northeast). Proposed recruitment activities include fall and spring high school visits, college fairs, interviews, receptions, high school counselor breakfasts, and independent counselor luncheons.

➢ **Action Step A2: Focus recruitment efforts on high school juniors.**

Junior recruitment is critical if we are to increase applications and grow our Early Decision pool. Academically strong students, and often those with financial means, craft their initial prospective college list by the end of their junior year. Trinity's competitors offer robust programs that target juniors in the spring; many also have regional representatives that allow for earlier recruitment. To make Trinity a strong option, we need to be competitive by making junior recruitment a priority, by: (1) traveling to key markets in the spring, conducting high school visits, participating in feeder schools' case studies, participating in college fairs, and offering interviews to juniors; (2) adding regional representatives in several primary markets; (3) encouraging juniors to attend tailored campus visit programs at Trinity each spring; (4) utilizing our alumni and parent networks to encourage prospective students to make Trinity their top choice.

➢ **Action Step A3: Initiate a state-of-the-art visit program for key influencers on student's collegiate search and decision, such as families, high school counselors, and teachers.**

We must expand our campus visit program to include families and professionals who are instrumental in a student's college choice. Additional events for admitted students and their families increases opportunities to disseminate information. Our goal is to increase the profile and visibility of Trinity by hosting events such as a San Antonio college fair and an annual high school counselor visit program for local, out-of-state, independent, and overseas counselors. At many schools, teachers exercise even more influence on college choice than counselors.

Therefore, we will leverage Trinity's academic strengths and expand opportunities for high school teachers to visit campus and engage in professional development workshops (e.g., a symposium for science teachers in the Center for Sciences and Innovation).

> ➢ **Action Step A4: Construct a new Welcome Center and formal entrance on upper campus.**

Trinity is currently soliciting design proposals to position a formal upper campus entrance that will provide a strong first impression for prospective students and their families, members of the San Antonio community, and returning alumni. A clearly defined entrance at the heart of the campus and a new Welcome Center will greatly enhance our new and returning visitors' experience including better implementation and facilitation of the visits of prospective students.

> ➢ **Action Step A5: Refine financial aid policies and practices.**

Like many colleges and universities, Trinity has witnessed several worrisome trends that center on families' inability – or unwillingness – to pay the cost of higher education. According to multiple indicators, the students we admit today have greater demonstrated financial need than in past generations. Even those parents who can pay more for their children's education balk at the discounted price, asking the University to match scholarship offers from other schools or refusing to take on loans in an uncertain economy. Financial aid plays a significant role in not only attracting, but also retaining students.

In this changing climate, Trinity must adapt its financial aid policies accordingly. By adopting a new institutional methodology, derived from the CSS Profile rather than the FAFSA's federal methodology, we will be able to more accurately assess students' eligibility for institutional need-based aid. We also intend to (1) update technological software systems to accommodate Institutional Methodology and more effectively manage student records; (2) expand the Walton Loan program to provide a low-interest, institutional loan option for parents; (3) enroll in the Yellow Ribbon Program to best support students who currently qualify for benefits through Veterans Affairs; and (4) make a more compelling argument about the enduring value of the investment of a Trinity education.

> ➢ **Action Step A6: Capitalize on strategic marketing and new technologies in the admissions process.**

Admissions recruitment must be complemented and supported by strategic marketing and cutting-edge technology. Trinity will take advantage of new and emerging technologies in attracting and recruiting prospective students, including our website, streaming video, social networking, and emerging new technologies. We recognize the role that technology plays in all stages of the admissions process and the influence it wields over a student's first impression and continued relationship with the University. Strategic marketing will enable Trinity to direct messaging to best address our target recruiting pool of students.

Strategic Foundation B: Be An Innovative Leader for Excellence in Teaching and Research

The measure of Trinity's academic quality is largely determined by the productivity of our scholars and the effectiveness of classroom instruction. Since the 1980s, Trinity has certainly benefitted from a steady rise in the quality and productivity of our faculty. Active scholarship is the most powerful way that faculty members remain engaged with their fields, contribute new findings, inform their teaching, and gain professional recognition for themselves and the University. Excellence in research brings renown that can only strengthen Trinity's international reputation and remains a valued pursuit that we must build upon and encourage.

➢ **Action Step B1: Promote the creation and dissemination of new knowledge through faculty research.**

In order to ensure the continued productivity of our scholars, we must protect the allocation of targeted resources including summer research stipends, faculty travel funds for research and conferences, and paid academic leaves for tenured faculty. As we move forward, we must ensure that these support programs keep pace with the ever-increasing costs of conducting world-class scholarly work. Trinity will retain high expectations for research to be upheld through a rigorous promotion and tenure review process and annual performance reviews. Trinity will maintain state-of-the-art research facilities, including high-tech instrumentation and equipment, in the arts and sciences. In addition, we will develop objective measures to compare Trinity's research expectations and faculty productivity with peer and aspirant schools.

➢ **Action Step B2: Sustain Coates Library as a critical intellectual resource for the campus.**

As one of the leading private libraries in the Southwestern United States, Trinity's Coates Library is a nationally-recognized leader in connecting students and faculty with traditional and contemporary information resources. The Vice President for Information Resources, Communications and Marketing will oversee efforts to maintain Coates Library as a forward-looking Learning Commons – a vibrant, shared resource for all members of our academic community. Recognizing the speed at which information can be accessed online, Trinity will devote the necessary human and technological resources to ensure that faculty, students, and other users will find what they need quickly and easily using the Library's web site and our physical collections. Trinity will continue to pioneer new forms of digital scholarship through the Digital Commons platform.

➢ **Action Step B3: Expand student involvement in faculty research.**

In recent years, there has been a rise in faculty scholarship that directly involves students. On the most recent faculty survey, 67% of faculty responded that they "worked with undergraduates on a research project." Not only does this arrangement allow faculty to advance their research agendas, it provides Trinity students a distinctive advantage as they consider their post-graduate options. Much of this has occurred through a robust summer research program in the sciences, though a growing number of non-science majors have participated in the McNair Scholars program and the pilot phase of the Murchison Student Fellowships. In the coming years, we will continue to encourage faculty in the arts and humanities to involve their students in their

scholarship and the active creation of new knowledge through activities enabled by a $600,000 grant from The Andrew W. Mellon Foundation. Our objective is to see a greater number of students from a greater number of academic programs participate in faculty research.

> ➢ **Action Step B4: Encourage pedagogical innovation.**

In its first year of operation, the recently launched Collaborative for Learning and Teaching has already provided physical space and a context to promote pedagogical innovation among the Trinity faculty. The Collaborative is the primary site for faculty members to talk about their teaching and to engage in peer-to-peer professional development to support student learning. By hosting workshops, awarding course design grants, and promoting the cross-fertilization of ideas across the disciplines, the Collaborative is poised to significantly contribute to the quality of teaching and learning on campus in the years to come.

The AT&T Center for Learning and Technology (CLT) will support and integrate multimedia resources for the Trinity community. CLT staff members will engage with faculty in various academic programs to understand pedagogical goals and the role that technology should play as campus facilities are continually upgraded and new spaces are designed. In collaboration with faculty librarians, CLT staff will provide training and support to faculty who use smart classrooms and other forms of technology in their teaching.

> ➢ **Action Step B5: Enhance program assessment for all University divisions and academic and co-curricular programs.**

Periodic program reviews are a helpful mechanism to ensure the health of all academic and co-curricular programs. Such reviews require programs to define their goals and provide evidence of their success. The involvement of an independent reviewer, whether from outside or inside the University, will provide a broader context for the self-review as well as support for resources needed by a disciplinary or interdisciplinary program. In addition to the written reports submitted annually, we will allocate additional resources to conduct periodic in-depth reviews on an appropriate cycle to ensure that all programs are evaluated regularly under these enhanced guidelines. Our intention is to incorporate the results from such reviews in future decision making.

> ➢ **Action Step B6: Expand support for faculty to pursue external funding for teaching and research.**

External awards are a prestigious and valuable acknowledgement of a faculty member's intellectual achievements and promise. Trinity will establish a culture in which faculty members from all disciplines take the initiative to compete for funding from institutions, foundations, consortia, and governmental agencies. To this end, in the form of workshops and customized consultations, Trinity will provide guidance, information, and technical assistance to all members of our community interested in seeking external funding. Trinity will assist in identifying and cultivating sources for external funding, preparing and submitting effective proposals, and ensuring that all external grant applications are submitted in accordance with the guidelines, policies, and procedures established by both the University and the funding source.

Strategic Foundation C: Improve Alumni Relations, Engagement, and Giving

By nurturing relationships with our current and future alumni, we will be assured that students, faculty, and staff continue to benefit from the professional expertise, passion for lifelong learning, and generosity that have always distinguished Trinity alumni. Alumni represent our greatest underutilized resource at a time when their engagement with the University and support has never been more critical.

➢ **Action Step C1: Strengthen the connection between Trinity alumni and the University.**

Our goal is for all alumni to develop a powerful emotional connection to Trinity – recognizing that this valued relationship will strengthen and change over time. To achieve this, we must take proactive steps to foster mutually beneficial relationships between alumni and the University. We will regularly connect with our alumni, celebrate their accomplishments and milestones, and encourage their continued personal and professional growth after graduation. We will provide opportunities for alumni to participate in Trinity-related activities both on campus and in their own communities. By empowering our alumni to participate, lead, and take ownership of the future direction of the University, we will be assured that Trinity's fundamental character endures.

Trinity will provide alumni with enhanced lifetime learning opportunities and timely updates from campus. New technologies will allow us to reach more alumni than ever before, especially those living outside of San Antonio, using videoconferencing, electronic newsletters, topical Webinars hosted by faculty, virtual career counseling, online streaming of campus events and lectures, and other approaches as they emerge. We will connect with alumni in person by increasing the number of young alumni events and establishing alumni chapters in areas where there is alumni interest and support.

Our alumni form an influential network that is uniquely and persuasively capable of enhancing the University's reputation in the marketplace and in the minds of prospective students. We look to our alumni to play a more prominent role in facilitating current students' post-college transition, through networking or sponsoring an internship. Alumni can help us recruit and retain the best and brightest future students through volunteering at college fairs, corresponding with prospective students, and hosting receptions.

➢ **Action Step C2: Develop a culture of student and young alumni engagement.**

Today's students are tomorrow's alumni. In order to positively impact a long-term relationship with the University, we must educate current Trinity students and young alumni on the collective impact of their involvement and the gifts that they make to the University. We will build a culture of stable support by encouraging current students to begin giving while still on campus with the assitance of faculty, staff, and the Student Ambassadors program. Alumni can model what it means to be engaged with one's *alma mater* by setting a visible example to current students – through their real and virtual participation. For example, we will involve current

students in conversations about the importance of giving and personal participation at Alumni Weekend events.

> ➢ **Action Step C3: Refine professional practices to meet the personal preferences of alumni and donors.**

During the next decade, the main priority of the Division of Alumni Relations and Development will be to increase both the percentage of alumni giving and total University giving. In addition, the Division will increase the percentage and degree of alumni support. Both are critical to the future of the institution. Trinity will improve overall giving to approximate levels at peer institutions by raising donor awareness concerning the needs of the institution, broadening the base of support, and improving the donor experience.

Trinity will create opportunities for existing and new donors to support specific initiatives that are most important to them, be it an academic program, artistic or cultural offering, athletic team, or financial aid fund. Development staff will personally request greater commitments from individuals and will provide more opportunities for donors to meet with staff on a personal level to discuss their philanthropic plans. As a matter of professional practice, Development staff will customize and improve the overall donor experience using targeted marketing, revamped social media campaigns, and intuitive web-based tools to make online gifts. We will ensure that the Division of Alumni Relations and Development is appropriately staffed to provide attentive, personalized support to a diverse portfolio of donors, prospects, and professional sectors. We will implement a performance metrics plan for all Gift Officers to ensure accountability.

> ➢ **Action Step C4: Increased planned giving and program visibility.**

Another way that Trinity will increase overall donor investment is measured by the total commitment and number of planned gifts. The Office of Planned Giving provides information about charitable gift planning and opportunities to trustees, alumni, staff, professional advisors, and friends of the University using personal presentations, print media, and electronic media. Funds generated through planned gifts are devoted to current funding needs as well as capital projects and endowments.

Strategic Foundation D: Build the Infrastructure to Support the Needs of the 21st Century University

During the two years of the strategic planning process, we engaged in numerous candid conversations with members of the Trinity community. One theme that vividly emerged from these discussions and electronic surveys is that all groups – faculty, staff, students, alumni, and trustees – perceive opportunities for greater institutional coordination. On campus, faculty and staff recounted examples of administrative inefficiency, redundancy, and increasing bureaucratization that make it increasingly time consuming and difficult to accomplish routine tasks. When talking to alumni and community partners, we repeatedly heard that lack of a central organization or inadequate web-based tools makes it difficult to access the resources of the institution. We need both long-term planning and regular reviews to help us determine the most efficient and effective use of all human and financial resources.

We know that our continued success is directly secured by our robust financial health. We endeavor to enact the action steps outlined in this strategic plan and to leave our institution finally stronger than it is now.

> ➤ **Action Step D1: Improve Trinity's web site and electronic document management.**

A user-friendly and up-to-date Trinity web site is essential. Prospective students begin their college searches online and we must ensure that a student's first impression of Trinity is positive. On campus, faculty, staff, and students rely on University web sites to fulfill their daily responsibilities. Trinity's web site must be regularly updated to provide accurate information regarding our academic and co-curricular programs. Maintaining such a web presence demands internal coherence and coordination.

Trinity has made strides to conduct business efficiently in an increasingly "paperless" way. We will continue to transition to streamlined yet effective oversight systems, such as an online document management system or a coordinated database that enables offices and divisions across campus to share and access information using industry-identified best practices. Trinity is committed to collaboratively developing new pathways and expectations for sharing information across departments, divisions, and offices to combat isolation and compartmentalization.

> ➤ **Action Step D2**: **Develop a Facilities Master Plan and maintain our campus infrastructure.**

Within the next year, Trinity will develop its first Facilities Master Plan to ensure that future building projects are consistent with the vision and design principles of founding architect O'Neil Ford, the values of a Trinity education, changing campus needs, environmental sustainability, and the strategic objectives outlined in this plan. The Vice President for Finance and Administration will develop this plan in consultation with Facilities Services, Financial Services, Academic Affairs, Conference Services, and Residential Life. Faculty and students with expertise in architecture, ecology, and urban planning should also be consulted. The plan should entail major building projects and the costs associated with deferred maintenance for the

next ten years. Upon completion, the plan will be presented to the Board of Trustees for approval.

> ➢ **Action Step D3: Develop an Information Technology Master Plan.**

Trinity has long recognized the central role that information technology plays in higher education. We understand that living in an age characterized by rapid and profound technological advancement requires sufficient investment of resources including frequent hardware and software upgrades, continued training and support, and administrative flexibility to adjust to ever changing user behaviors and trends. We also realize that technologies must serve multiple audiences with multiple needs and it is imperative to make collaborative decisions, when possible, coordinating the needs of many offices with multipurpose tools.

Within the next year, Trinity will develop its first Information Technology Master Plan to govern the responsible stewardship and acquisition of hardware, software, and networks and in the next ten years. The Vice President for Information Resources, Communications and Marketing will develop this plan in consultation with the Faculty Senate, Information Technology Services, the Registrar, Admissions and Financial Aid, Alumni Giving and Engagement, Financial Services, Academic Affairs, Risk Management, the Library, University Communications, the Center for Engaged and Experiential Learning, the Collaborative for Teaching and Learning, and the Center for International Citizenship. The plan should entail major technological infrastructure projects and anticipated maintenance costs for the next ten years. This plan should prioritize ongoing, regular technology training for all members of the Trinity community. Upon completion, the plan will be presented to the Board of Trustees for approval.

> ➢ **Action Step D4: Conduct an audit to determine the effectiveness of the current administrative structure.**

In the next year, the University will conduct a thorough administrative audit to determine if the current administrative structure best satisfies current and anticipated needs. The findings of the audit will enable Trinity to: (1) consider consolidating existing offices beneath new titles; (2) explore budgetary and staff reallocation to maximize effectiveness; and (3) address future and unmet needs. We will also consider the role of disciplinary groups in advising the VPFSA on matters such as evaluation of faculty, budget preparations, and the allocation of faculty lines and other resources. Trinity should engage in regular and transparent administrative audits to ensure that leadership structures are attuned to the changing needs of the University.

> ➢ **Action Step D5: Develop an integrated marketing plan.**

In the next twelve to eighteen months, Trinity will develop and enact an integrated marketing plan for admissions, fundraising, and alumni relations. As an institution, we must effectively communicate all that we have achieved as a result of the *Trinity Tomorrow* strategic planning process, including the possibility of a new general education curriculum for students. Our goal is to leverage all institutional communications to efficiently disseminate information to target audiences. Messaging should be consistent across platforms – including the web, social media, online video, alumni newsletters, and the alumni magazine – and emphasize the four strategic

objectives described in Part I of this plan. An integrated marketing plan will use data to ensure that our coordinated efforts are properly calibrated to achieve desired results with prospective students and alumni donors.

> ➢ **Action Step D6: Develop a new generation of faculty, staff, student, and alumni leaders.**

In order to ensure Trinity's long-term, sustained success, we must promote leadership development among our current faculty and staff members. This will be accomplished by University Vice Presidents leading an initiative to improve training for their respective divisions, to mentor emerging leaders and make available continuing education opportunities, among other possibilities. These opportunities will enable faculty members and Trinity employees to perform their duties more effectively and with greater confidence. We will also nurture the next generation of campus leaders by investing in ourselves. Opportunities for continued promotion and growth improve Trinity's ability to retain talented colleagues, resulting in higher employee satisfaction, greater institutional and programmatic continuity, and possible cost savings. Through the division of Student Affairs, we will enact similar programs to ensure that all Trinity students have opportunities to hone their leadership skills both inside and outside of the classroom. By cultivating alumni leadership, Trinity will continue to benefit from the trusted counsel of our most important external advisors.

> ➢ **Action Step D7: Pursue partnerships with other institutions, including universities, businesses, non-profit organizations, and cultural institutions.**

Trinity will investigate new partnerships to expand opportunities for faculty and students. In particular, we will pursue partnerships that eliminate programmatic redundancy and offer new sources of revenue. Local partnerships enable Trinity to strengthen ties to the San Antonio community and beyond. One example of our recent work in this area has been a successful collaboration between Trinity University Press, the San Antonio Museum of Art (SAMA), and the San Antonio Library Foundation to launch the Arte Kids series, a collection of bilingual children's books in Spanish and English.

> ➢ **Action Step D8: Remain poised for the unexpected.**

The President will form a 21st Century Challenge Committee in order to shepherd the vision of this plan through an uncertain future and unforeseen challenges. The Committee will develop Trinity's strategic response to emerging risks and opportunities that arise during the implementation phase of the Trinity Tomorrow plan.

Supplementary
Materials

Mission, Values, Vision, and Objectives approved by the Board of Trustees at their meeting, May 13, 2011 as a foundation for the University-wide strategic planning process.

Mission

[**A Mission Statement** defines the organization's purpose and primary objectives. Its prime function is to define the key measure or measures of the organization's success – and its prime audience is the leadership team and those internal constituents, including alumni, students, faculty, staff, donors, and Trustees. A mission statement is a statement of the entity's reason for being. Often the statement will include verbiage that makes a pledge to deliver a superior product or service on a consistent basis.]

Mission
Trinity University is a transformational liberal arts and sciences institution [to be clarified]. As a primarily residential undergraduate university with selected pre-professional and professional programs, it introduces students to new ways of thinking, growing, and being, while creating and nurturing a diverse community that values multiple ways of understanding the world. Trinity University takes pride in being a catalyst for growth, for its students and all members of the Trinity community.

Trinity University's Values

[**Values** are never-changing "tenets" of an organization, which drive behavior, guide decision making, and shape the culture of institution.]

Values
Discovery, Excellence, Impact, The Individual, Community

Discovery
The discovery of new knowledge and the reinterpretation of previously discovered knowledge develop an understanding of the world beyond the borders of campus. Striving to understand the world and ourselves, we never stop learning. Building on what's already known, the Trinity community works together to create new knowledge. Trinity helps students discover their passions and chart their course. We work with each other in continually uncovering new ways to think, to create, to teach, to learn, and to grow.

Excellence
Trinity is a place that sets the highest standards and continually reinforces them. The environment inspires the best from students, faculty, and staff and Trinity does not settle for less. Whatever the university sets out to do, it always acts with complete integrity. From curriculum, to research, to creative output, to Trinity's impact on the world, it consistently strives to achieve the highest standards of liberal arts education.

Impact
Trinity works to develop a transformative experience for its students, enabling time spent at Trinity to be especially influential in their lives. As a university, we shape what's next—from the surrounding community to the rest of the world. Trinity empowers a new community of thinkers, creators, and doers—preparing our students to make a tangible, positive difference wherever they go.

The Individual
At Trinity, each and every person matters—every student, every alumnus, every staff and faculty member. Every individual is treated with thoughtful care and compassion. Trinity respects and nurtures each person's unique talents, spiritual growth, skills, passions and potential. The university fosters an environment open to individual spiritual discovery, understanding, and growth. Whatever we set out to do, we always act with the highest level of integrity by cultivating individual strengths, with the result that the whole is much stronger.

Community
At Trinity, the sense of community permeates students from the moment they step on campus, to long after they have left. Trinity is connected to other relevant communities worldwide, sustaining groups of people who will engage, attract, serve, inspire, and influence.

Vision

[**A Vision Statement** is about what the entity hopes to become. The vision statement provides the direction for the entity, while not inhibiting the development of the strategy that will allow the entity to reach the vision.]

Vision
Trinity University will define the new liberal arts experience.

Objectives

1. Trinity University will create a leading edge liberal arts and sciences curriculum to define the new liberal arts, integrating professional and pre-professional programs, striving for excellence in faculty research, and enabling productive collisions among different disciplines.

2. Trinity University will integrate the student experience inside and outside the classroom.

3. Trinity University will build on existing efforts to create global engagement and awareness.

4. Trinity University will maximize the unique urban and regional location of San Antonio to enhance the student experience.

STRATEGIC PLANNING COMMITTEE
2010 - 2012

Co-Chairs
Walter Huntley, Jr. '71 '73, chairman of the Board of Trustees
Michael Fischer, vice president for faculty and student affairs
Nancy Mills, professor, chemistry

Members
Dennis Ahlburg, president
Mark Detterick, vice president for fiscal affairs
James Dicke II '68, trustee
Robert Huesca, professor, communication / international studies
John Huston, professor, economics
Lisa Jasinski, special projects coordinator, academic affairs
Thomas Jenkins, associate professor, classical studies
Kelly Johnston '13, student
Peter Kelly-Zion, professor, engineering science
Katherine Wood Klinger '72, trustee
Steven Mach '92, trustee
Stephen Manning '12, student
David Mansen '76, president, Trinity alumni association
Rick Roberts, assistant vice president for university advancement
Fred Rodriguez, registrar
Claudia Stokes, associate professor, English
David Tuttle, dean of students
Charles White, vice president for information resources

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STRATEGIC PLANNING SUBCOMMITTEES
ACADEMIC YEAR 2011-12
*denotes subcommittee co-chair

</div>

Interdisciplinarity
Kevin Culver '14, student
Jim Dicke II '68, trustee
Thomas Jenkins, associate professor, classical studies
Anne Jumonville, assistant professor, library
Jonathan King, associate professor, biology
Kimberely Phillips, associate professor, neuroscience
Geary Reamy '70, alumnus
Fred Rodriguez, Registrar
Claudia Stokes*, associate professor, English
Ana Unruh Cohen '96, alumna
Liz Ward, associate professor, art
Katherine Wood Klinger* '72, trustee

Co-Curricular and Bridge Activities
Sharon Bell, trustee
Miles Cortez '91, trustee
Kaela Dickens '12, student
Howard Griffin '96, alumnus
Brian Hirsch, director, career services
Peter Kelly-Zion, professor, engineering science
Bob King, director, athletics
Steve Mach* '92, trustee
Dave Mansen* '76, president, Trinity alumni association
Raphael Moffett, director, campus and community involvement
Ronald Nirenberg '99, general manager, KRTU
Diane Persellin, professor, music

Internationalization
Nupur Agrawal '14, student
Edwin Blanton, coordinator, community service & engagement
Stephen Field, professor, modern languages and literatures
Leslie Hollingsworth '88, alumna
Rob Huesca*, professor, communication / international programs
Oliver Lee* '93, trustee
Eric Maloof, director, admissions
Michael Neidorff '65, trustee
Alyson Rose-Wood '03, alumna
Bladimir Ruiz, associate professor, modern languages and literatures
Deli Yang, professor, business administration

Engagement with the Community and Region
Shari Albright '83 '86, professor, education
Atunga Anassi '13, student
Phyllis Browning*, trustee
Christine Drennon, associate professor, sociology / urban studies
Dirk Elmendorf '97, alumnus
Doug Hawthorne '69, trustee
Walter Huntley, Jr. '71 '73, trustee
John Huston*, professor, economics
Sharon Jones-Schweitzer '75, assistant vice president, university communications
Mark Larson '97 '98 '02, alumnus
Arturo Madrid, professor, modern languages and literatures
Ben Newhouse '99, associate director, campus and community involvement
Manuel Paelez-Prada '97, alumnus
Mary Stefl, professor, health care administration

STRATEGIC PLANNING WORKING GROUPS
SUMMER 2011

Interdisciplinarity
Jane Childers, associate professor, psychology
Kimberley Phillips, associate professor, neuroscience
Kate Ritson, professor, art
Jennifer Steele, associate professor, physics
Heather Sullivan, professor, modern languages and literatures

Co-Curricular and Bridge Activities
Tucker Gibson, professor, political science
Jennifer Henderson, associate professor, communication
Paul Myers, professor, computer science
Tim O'Sullivan, associate professor, classical studies
Linda Specht, associate professor, business administration

Internationalization
Donald Clark, professor, history
Nancy Ericksen, assistant director, international programs
Eric Maloof, director, international admissions
Inessa Stepanenko, assistant director, international programs
Deli Yang, professor, business administration

Engagement with the Community and Region
Shari Albright '83 '86, professor, education
Christine Drennon, associate professor, sociology / urban studies
Carl Leafstedt, professor, music
Arturo Madrid, professor, modern languages and literatures
Rita Urquijo-Ruiz, associate professor, modern languages and literatures

Trinity University
Strategic Planning Timeline
2010-2013

Event	2010 Spring	2010 Fall	2011 Spring	2011 Summer	2011 Fall	2012 Spring	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall
1. Initial research and planning	▓										
2. Trinity Tomorrow committee assembled, initial meetings		▓									
3. Open meetings, presentations with constituents		▓									
4. Mission, Vision, Values, and Objectives approved by trustees			▓								
5. Strategic planning working groups assemble additional research				▓							
6. Strategic planning subcommittees appointed to make specific recommendations					▓						
7. Faculty begin curricular review and draft curricular alternatives					▓						
8. Initial strategic plan drafted							▓				
9. Curricular proposal revised							▓				
10. Draft strategic plan shared with trustees, alumni, and campus community for comment								▓			
11. Curricular proposal shared with faculty for comment								▓			
12. Curricular proposal revised (as necessary)								October			
13. Faculty vote on new curriculum (tentative)								December			
14. Strategic plan revised (as necessary)								▓			
15. Strategic plan presented to Board of Trustees for vote (tentative)									February		
16. Implementation begins for strategic plan and curricular revision (tentative)										▓	▓ ➔

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