

CHAPTER 9: *ACHIEVING TRINITY 2010 – STRATEGIC PLANNING*

Characteristics of Excellence:

Through this chapter Trinity will demonstrate fulfillment of these Middle States standards:

Standard 1: Mission and Goals

Standard 2: Planning and Resource Allocation

Through the self-study process, and as this report reflects, Trinity has assessed its mission, fulfillment of strategic, operational and curricular goals, and identified recommendations for action based on that assessment. Such self-knowledge and planning for change is the heart of the accreditation process for Middle States, and Trinity has engaged this process with energy, openness and a large vision for the future.

With the results of the self-study captured not only in this document but also in the myriad reports, recommendations, dialogues and data sets that are the underpinnings of the report, Trinity now concludes the self-study period with the development of the next strategic plan, *Achieving Trinity 2010*.

This final self-study chapter presents the *draft* goals for *Achieving Trinity 2010* in reflection on the work of self-study. Completion and adoption of the final strategic plan document will occur after Trinity receives the report of the visiting team and can incorporate the final reflections of the team and campus community into the plan.

Achieving Trinity 2010 continues the planning thread that began in the early 1990's with *Toward Trinity 2000*, the plan that guided the 1996 self-study. *Beyond Trinity 2000* built upon the earlier plan's statements of vision and values, but with more measurable goals. At the time of the adoption of *Beyond Trinity 2000*, Trinity also adopted a new mission statement, and reorganized into the university structure with three academic schools.

Achieving Trinity 2010 continues the same format and goal titles of *Beyond Trinity 2000*, and builds upon the same statement of mission. Trinity believes that this self-study reveals that Trinity's mission and strategic plan framework is sound, and that dramatic change in that platform would not serve the institution well at this time. Trinity's biggest challenge has been and continues to be to implement an operational plan in all dimensions of the institution's work to ensure fulfillment of the strategic goals. Such implementation requires an even greater focus on the plans, programs, services and techniques required to fulfill the goals.

I. MISSION

Trinity's Mission Statement, adopted in the Year 2000, confirms Trinity's historic commitment to women, to liberal learning and to the Catholic faith tradition while articulating those commitments in new ways for new student populations. The Mission Statement reads:

Trinity Mission Statement*Adopted May 2000*

Trinity 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.

The first sentence of this statement affirms Trinity's commitment to lifelong learning for broad social, personal and economic purposes. The statement of values and characteristics continues Trinity's historic commitments while extending those values in new ways to new populations. Hence, integral to the commitment to the education of women is the commitment to equity and justice, and from that commitment Trinity also believes it appropriate to extend its educational opportunities to men as well as women in various programs. Liberal learning remains the bedrock philosophy of Trinity's intellectual community, but Trinity also acknowledges the necessary relationship between liberal learning and the professional lives of Trinity students and alums. Catholicism, particularly as known through the charism of the Sisters of Notre Dame, infuses and informs Trinity's spiritual and communal life, but with a large openness to the broad community of believers of many faiths.

In Chapter 1, the self-study alludes to moments in the transformation of Trinity's student body when various constituents questioned whether the changes that were occurring were faithful to mission. "You've changed the mission" was a statement often heard in reference to the shift in the demographics and religious profile of the student body. Trinity's firm response was, and continues to be, that mission is not defined by race, income, test scores or denomination of the student. In fact, Trinity was founded because women were denied access to higher education in 1897, and Trinity has continued that original mission with great fervor and success into the 21st century. The students for whom that mission is a reality today are quite different, but the difference in the students only reinforces the importance of the mission in its potential to improve the lives and livelihoods of students.

Trinity has broadened its mission to include men in the Schools of Professional Studies and Education. However, women remain more than 90% of Trinity's total student population.

The most significant economic and strategic question about Trinity's mission is this: is the women's college, the College of Arts and Science, a sustainable model for the future? Or,

should Trinity reconsider how it fulfills its commitment to the education of women? In short, should Trinity abandon the single-gender model in CAS, and could it do so while retaining its mission commitment to women's education in new ways?

To answer the question, as part of self-study, Trinity considered the experience of former women's colleges who went coed, compared to the remaining women's colleges. The data sets for this research are available in the Document Room. In short, Trinity learned through this research that, of 210 former women's colleges that changed status between 1960 and 2005, 91 no longer exist, and 119 still operate as coeducation institutions. Of those 119 coeducational institutions:

- 69% is the *average* female full-time undergrad enrollment;
- 87% of the institutions are *more than* 60% female;
- 47% are *more than* 70% female;
- 78% have *fewer than* 2000 total headcount enrollment.

These data suggest that coeducation alone does not necessarily improve an institution's total enrollment volume. Additionally, Trinity looked at growth indicators for the 51 institutions that constitute the Women's College Coalition. Those indicators are, from 1990 to 2004 (using IPEDS data):

- 76% of the women's colleges grew by an average rate of 21% since 1990;
- 27% grew by more than 50%, including Trinity;
- 65% grew in first-time full-time enrollment;
- 18% was the *average* gain in first-time full-time enrollment;
- 112% was *Trinity's* gain in first-time full-time enrollment.

This data indicates that the women's college model is certainly sustainable and not necessarily at a disadvantage compared to the coed group. Along with this data, other considerations inform Trinity's market position in Washington. As the only woman-centered institution in the region, Trinity has a distinctive market niche that it should continue to claim and affirm perhaps even more robustly. Adult women as well as traditional-aged women in the Washington region seek Trinity out for its strong reputation for producing strong women leaders, and sustaining the women's college at the heart of the enterprise reinforces this reputation.

As a result of this research, Trinity has reaffirmed the women's college model for CAS, as well as its ongoing commitment to women's education and advancement. Trinity believes as well that the contemporary commitment to women's education does not require an isolated, single-gender experience in all programs, but rather, an inclusive model that focuses on learning and leadership development in both single-gender and coeducational classrooms.

II. VISION

Proceeding from mission, Trinity's vision anticipates developing the institution as a mid-sized university (3,000 students) with a distinctive focus on the educational needs of the citizens of the Washington region generally and the District of Columbia in particular. Given the

characteristics of the Washington region, this regional focus is not narrow or parochial; Washington is one of the most international communities in the nation, and has a broad diversity of race, ethnicity, socio-economics, languages, cultures, corporate and civic interests.

In particular, Trinity's vision includes these important principles and values:

- *A Value-Centered Education* infused with the principles of social justice, honor and integrity will continue to characterize Trinity's learning environment and programs;
- *Ensuring Access to Educational Opportunities* will continue to arise from that social justice value center, such that Trinity will continue to develop its curricula and programs in ways that provide opportunities for educational attainment for students who might otherwise not have had such opportunities to succeed academically;
- *Respect for Human Dignity* will continue to characterize Trinity's campus life through honoring the broad diversity of races, ethnicities, cultures, languages, abilities, beliefs and interests of Trinity's student body;
- *Academic Excellence and Rigor* will continue to characterize the expectations and work of the faculty with all student populations, with a clear focus on educational outcomes that can demonstrate the quality and durability of a Trinity education through many different occupations and life circumstances;
- *Women's Leadership Development* will continue to be a distinctive characteristic of all Trinity educational programs;
- *Education for Global Leadership* will continue as Trinity's theme to signify the global perspective that Trinity expects its students and graduates to manifest in order to be true leaders in contemporary communities, corporations, schools and public arenas;
- *Service to Others* will continue as a strong focus of Trinity's programs and leadership development philosophy;
- *Educating Children Well* will continue to be a particular emphasis of a Trinity education, not only in the School of Education but through all programs that lay the foundation for successful teaching, parenting and role modeling for the next generations of citizen leaders.

III. ENVIRONMENTAL SCAN AND ASSUMPTIONS

As part of developing the new strategic plan, Trinity is developing a new statement of internal and external assumptions. Along with that statement, Trinity has conducted an environmental scan with the assistance of George Dehne and Associates. The assumptions and environmental scan report are available in the Document Room.

IV. STRATEGIC GOALS

Arising from the Mission and Vision, Trinity articulates the following strategic goals for *Achieving Trinity 2010*. (Note: At the bottom of each goal is a notation for “Key Performance Indicators” and a reporting timetable.)

► Strategic Goal 1: Enrollment Development

By the Year 2010 Trinity University will enroll 3000 students in *degree programs* as follows:

- 600 undergrad students in the College of Arts and Sciences
- 750 graduate students in the School of Education
- 1,650 students in the School of Professional Studies including:
 - 200 in Associate Degree Programs
 - 200 in Health Professions Programs
 - 800 in general baccalaureate Program
 - 200 in the MBA Program
 - 250 in other graduate programs

The box below indicates the five-year projection for fulfillment of these goals. A more detailed model with specific projections for programs, retention and new student productivity is part of the support documentation for this plan.

Trinity 2005 – 2010 Enrollment Projections By School					
	2005 (F06)	2006 (F07)	2007 (F08)	2008 (F09)	2009 (F10)
CAS	495	525	550	575	600
SPS	696	805	975	1240	1650
EDU	407	475	550	650	750
GRAND TOTAL ENROLLMENT	1598	1805	2075	2465	3000

By the Year 2010 Trinity will enroll 6,000 students in non-degree *continuing education programs*, including

- 4000 students in EDU Professional Development
- 1500 students in SPS Business Professional Development Programs
- 500 students in general continuing education

In order to achieve these goals, Trinity will create and will update periodically a five-year operational plan with specific annual goals and objectives that specify:

- Strategies for enrollment of new students in each program
- Strategies for retention of continuing students
- Strategies to improve completion rates

Goal 1: Key Performance Indicators:
Reporting Cycle:

Semester-by-Semester Progress Toward Goals Stated
Wkly Enrollment Reports; Final Semester Enrollments; Quarterly Board Reports

► Strategic Goal 2: Financial Performance

Coordinate with Strategic Goal 1 – Enrollment, Trinity has created a five-year financial model with analytical detail on revenues and expenses related to the enrollment goals. This model is a companion document to this strategic plan.

Trinity will use the Critical Financial Monitoring System to benchmark financial performance against these strategic financial goals for Trinity 2010:

<u>Measure</u>	<u>Benchmark</u>
Annual Operating Margin	Greater than 2% (Moody's)
Return on Net Assets	Greater than 8% (Moody's)
Viability Ratio	Greater than 1% (Moody's)
Direct Debt to Total Capitalization	Less than .3
Cushion Ratio	Not less than 4.0 (Bond Covenant)
Debt Service Coverage	Not less than 1.0 (Bond Covenant)
Bad Debt	Not to Exceed 2.5% of Receivables
Receivables Ratio	5% improvement per year
Tuition Dependence	Not greater than 80%

<i>Goal 2: Key Performance Indicators:</i>	Quarterly Progress Toward Goals Stated
<i>Reporting Cycle:</i>	Quarterly Board Reports

► Strategic Goal 3: Program Development

In keeping with the results of self-study and market research, Trinity will develop its curricula and programs to support the goals for enrollment growth as follows:

- *College of Arts and Sciences:*
 - Reform of general education (FLC) content and pedagogy to ensure the knowledge, skills and competencies required for new generations of students and contemporary needs of the workforce;

- Development of a more rigorous focus on demonstrable outcomes of undergraduate education for urban learners as a means of demonstrating Trinity's success and competitive market posture, with a particular emphasis on developing Trinity's reputation for excellence in writing, quantitative skills, information and technological literacy, global perspective and communication abilities;
 - A more distinctive expression of Trinity's commitment to developing women's leadership abilities through the women's college model, with an emphasis on transformational leadership modalities learned through service and applied learning in the co-curriculum, including development of a leadership transcript with learning objectives in student government, community service, athletics, publications and other student co-curricular learning;
 - Development of key programs that can serve as organizing forces for multiple disciplines: Intelligence Studies, Health Professions, Psychology and Human Relations, Business and Economics, Communication;
 - Development of key curricular and co-curricular programs of great interest to specific market segments: Honors Program; Athletics; Women's Leadership;
 - Incorporation of web-enhanced instruction and other new pedagogies that can enhance student learning and improve student success.
- *School of Professional Studies:*
- Development of a more distinctive focus on undergraduate education for adult professional learners, including reform of general education and pedagogy to align learning goals in that curriculum with the totality of the student's learning objectives for professional advancement;
 - Development of a comprehensive network of student services particularly designed for adult learners, with an emphasis on the use of technology to deliver advising and services via web tools and other access points that enhance convenience for the students;
 - Development of key programs that will build enrollments in the professional disciplines and with credentials for working students, including:
 - Nursing and Health Professions
 - Sports-related Academic Programs
 - Information Technology

- Business Administration
 - Associate Degree Programs
 - Master's Programs
- Development of off-site and employer-based programs, including increased programming in southeast Washington at THEARC, establishing locations in downtown Washington, and exploring site potential in Maryland and Virginia.
- *School of Education:*
 - Development of a more distinctive focus on the preparation of teachers leaders for urban school settings;
 - Creation of an online master's degree for teachers, and development of online and web-enhanced capacity for teacher professional development;
 - Further development of the Educational Technology Leadership Institute with a specific focus on developing credentials (certificate and degree) for master teachers in the field of educational technology;
 - With NCATE accreditation, expansion of the market for students in EDU beyond the immediate school systems (DC, Prince Georges, Montgomery County) to recruit teachers and administrators from other jurisdictions;
 - To enhance more regional and national recruiting, development of executive-format summer and weekend programming in select topics to provide convenient formats for target populations.

Goal 3: Key Performance Indicators:
Reporting Cycle:

Program Speed-to-Market; Achievement of Program Enrollment Goals
 Biweekly Senior Staff and Dean's Reports; Quarterly Board Reports

► **Strategic Goal 4: Technology**

To support enrollment growth and programmatic innovation, and to improve Trinity's ability to manage its data and fiscal resources more effectively, Trinity will maintain a "state of the art" campus technological environment, including:

- To support the curricula and academic programs: increasing the availability and use of new technology in the learning environment to enhance the educational experience, including expansion of online and web-enhanced learning, and further development of Smartrooms and other academic technologies;
- Development of the Library and Information Resource plan with a greater reliance on the use of technological tools for learning and research;

- Improvement and expansion of the Trinity website and web tools to increase communication and inter-activity to support enrollment, advising services, instructional delivery, marketing and communication among all constituencies;
- Maintaining a central depository for all organizational units and continue to enhance the system capabilities for growth and promotion of the institution; sustaining and modernizing the current data center infrastructure to account for the increased demand for information and to ensure data integrity;
- Development of faculty and staff educational opportunities to keep the workforce apace with technological developments.

Goal 4 Key Performance Indicators:
Reporting Cycle:

TBD in Tech Plans: Tech Services, Academic Tech, Library, Website
Monthly Management Reports; Quarterly Board Reports

► Goal 5: Human Resource Development

Consistent with Trinity's enrollment goals and programmatic development expectations, Trinity will develop its human resources to achieve the levels of performance quality in all areas that are necessary for institutional success.

For the Faculty:

- Alignment of the size of the full-time and part-time faculty in each school to the size of enrollments in programs, consistent with disciplinary standards and industry benchmarks for program staffing;
- Continuing improvement in full-time faculty compensation aligned with benchmarks;
- Creation of a compensation plan for adjunct faculty that recognizes and sustains academic talent;
- Development of a more comprehensive faculty development program to provide continuous education in pedagogy, curriculum reform, classroom management techniques, research and scholarship, use of technological tools, and ongoing professional enhancements for the faculty;
- Development of the *Faculty Handbook* policies in relation to contemporary realities for workload, delivery systems, technological innovation and professional development.

For the Staff:

- Continuing development of the staff performance assessment system including production of management data based on assessments that provide targets for staff development and compensation planning;
- Continuing development of the staff professional development programs to improve staff knowledge, skills and competencies in supervision and management, technology and applications, teamwork and project planning, and related skill sets;
- Development of the Wage and Salary Plan to provide greater flexibility in the recognition of staff performance tied to goals;
- Promotion of a climate for innovation and cross-functional teamwork among all administrative departments, and with faculty, to improve Trinity's ability to recruit and retain students successfully.

Goal 5: Key Performance Indicators:
Reporting Cycle:

TBD: Academic Personnel Plan; Staff Development Plan
 Weekly Senior Staff Report; Quarterly Board Report

► **Strategic Goal 6: Management Capacity**

In order to support the growth of programs and services that this plan requires to meet the enrollment and financial goals, Trinity must continue to develop its management capacity in all units to ensure strategic success. Accordingly, Trinity will:

- With the leadership of each academic dean, a plan for the development of academic advising and other services to support each academic unit will specify the additional knowledge, skills and competencies necessary to manage the units successfully in fulfillment of unit performance goals;
- With the leadership of the senior executive staff, every subsidiary division and department will specify in their annual plans the knowledge, skills and competencies necessary to manage each division and department successfully in fulfillment of performance goals;
- Supervisors will receive ongoing education and training in management techniques to improve their ability to focus on achievement of goals and objectives;
- Senior managers and executives will also participate in ongoing education and training to improve their ability to lead the staff and faculty teams to fulfillment of all goals.

Goal 6: Key Performance Indicators:
Reporting Cycle:

Unit Plans; Senior Management Plan
 Biweekly Senior Staff; Quarterly Board

► Strategic Goal 7: Intellectual and Informational Resources

As a community of scholars with an emphasis on teaching, Trinity must pay close attention to the ongoing climate for intellectual productivity and leadership in disciplinary and professional arenas for both faculty and staff. The “teaching college” paradigm that Trinity cherishes should manifest itself in a broad variety of scholarly and professional activities that will enhance Trinity’s reputation while also contributing to the knowledge base --- at Trinity and in higher education generally --- in all fields, and particularly with regard to the education of students who mirror Trinity’s profile. Trinity has the potential to make significant contributions to programmatic and pedagogical models throughout education at all levels. In this way, Trinity produces as well as uses intellectual resources.

Accordingly, Trinity will increase its attention to scholarly and professional productivity in these ways:

- Using web-based tools, and on a voluntary contribution basis, establishment of a clearinghouse for faculty and staff access to the scholarly and professional development work of colleagues, including works in progress as well as completed materials;
- Creation of a more distinctive focus on the importance of active contributions to the knowledge base, including establishment of appropriate symbols to recognize and reward exemplars --- prizes and awards, dinners and luncheons, lectures and displays, all focused on ideas, papers, projects, publications and contributions of Trinity faculty and staff;
- Identification of specific incentives to improve intellectual productivity, including grants, professional development funds, compensation recognition, and other forms of tangible recognition.

Along with promoting the development of intellectual resources broadly, Trinity will also enhance institutional focus on the development of the informational resources necessary to support the teaching and learning enterprise. This focus will occur in tandem with the development of the University Academic Center described in Goal 10.

- With the leadership of the Librarian and Vice President for Academic Affairs, Trinity will establish an annual operational plan for the acquisition, maintenance and use of library and informational resources, and general collection development;
- With the leadership of the Librarian, Vice President and President, Trinity will develop a strategic plan for the development of the Library and its resources that reflects the best thinking of contemporary academic libraries, and this plan will guide the development of the University Academic Center’s library and information resource components.

Goal 7: Key Performance Indicators:
Reporting Cycle:

Publications and Substantive Participation in External Professional Groups
Continuous on web; Semester Summary; Annual Report

► **Strategic Goal 8: Service to Students and the Community**

In fulfillment of Trinity's mission to educate students across the lifespan, Trinity will continue to develop innovative educational services and programs for students enrolled at Trinity as well as for citizens of the larger Washington community, including:

- Through the program in Community Based Learning (CBL) as well as through the service programs sponsored by Campus Ministry, Trinity will extend its educational and service talent to children, families and adults in neighborhoods, schools, civic organizations and other locations in the District of Columbia and the Washington Region. Trinity will develop a specific annual plan with measurable goals for institutional outreach through the CBL and Campus Ministry programs;
- Through the Trinity Center for Women and Girls in Sports, Trinity will continue to offer wellness, fitness, recreational, educational and athletics programs and services to the larger Washington community as well as to the campus community; the annual plan for the Trinity Center includes measurable goals for these services;
- For the campus community, Trinity will create annual plans with measurable goals for service delivery and effectiveness, and customer satisfaction, in these areas for all schools and programs:
 - Academic Advising
 - Learning Skills support
 - Career Services
 - Disability Support Services
 - Health Services
 - Campus Ministry
 - Residence Life
 - Student Government
 - Student Activities
 - Student Financial Services
 - Registration Services
 - Food Service
 - Bookstore
 - Facilities Services
 - Complaint Management

Goal 8: Key Performance Indicators:
Reporting Cycle:

TBD According to Unit Plans
 Weekly Senior Staff; Annual Report; Board Quarterly

► **Strategic Goal 9: Quality, Outcomes and Key Performance Indicators**

The quality of Trinity's performance is a significant factor contributing to the achievement of enrollment and financial goals. Hence, establishing goals for quality performance, stated as measurable outcomes, become an important part of institutional assessment.

Each of the previous eight goals includes a box at the bottom to identify Key Performance Indicators, which are overall targets by which quality performance can be measured. The boxes also indicate a timetable for reports to different groups on progress toward the goal. Consistent reporting of results on a regular timetable will enhance Trinity's ability to focus on improving outcomes.

Beyond the specific unit-by-unit and goal-by-goal statements of outcomes and key performance indicators, Trinity will also establish overall institutional plans and quality goals in these areas:

- Creation of a nationally-recognized First Year Program for the successful development of first year students who present preparatory challenges at entrance;
- Establishment of a model program for student learning outcomes assessment that links general education and major program goals effectively;
- Development of an Enrollment Management model that focuses on improving retention and completion rates through sophisticated analysis of and programming for factors that promote retention and completion and those that cause attrition and delays in the educational timetable;
- Implementation of a longitudinal assessment system that is able to track alumnae/i outcomes over time and link those outcomes to specific curricular goals;
- Creation of a service response system for all departments that improves Trinity's reputation among all constituencies for the quality, timeliness and effectiveness of service delivery;
- Promotion of a more vigorous public image for Trinity through more effective use of media to report the accomplishments of faculty, students, staff and alumnae.

Goal 9: Key Performance Indicators:
Reporting Cycle:

Establishment of Goals and External Benchmarks for Performance
Monthly in Senior Staff Meeting; Quarterly Board; Annual Summary

► **Strategic Goal 10: Facilities and Campaign Planning**

By the Year 2010 Trinity will realize these facilities goals:

- Construction of the University Academic Center will be underway and nearing completion. This facility will include:
 - New classrooms and instructional spaces
 - Renovated/New Library and Information Resources space;
 - Common areas, study and group rooms, performance space;
 - Pervasive Technology;
 - New/renovated Science facilities
- Construction of new/renovated residential facilities will be underway;
- Facilities upgrades for fire and life safety purposes will be continuous;
- Improvements in Main Hall infrastructure will be continuous;
- Completion of the Alumnae Hall Campus Center Project will be on the drawing board.

In order to achieve the University Academic Center and other facilities goals, Trinity will plan a major capital campaign to raise no less than \$50 million in support of facilities projects during the period 2007 – 2012.

Goal 10: Key Performance Indicators:
Reporting Cycle:

Facilities Timetable TBD; Campaign Plan TBD
Monthly Facilities Reports; Master Plan Filing; Quarterly Board

Comparing *Achieving Trinity 2010* with *Beyond Trinity 2000*

A report will be available in the Document Room with more analysis of Trinity's performance against the specific goals of *Beyond Trinity 2000* and showing a side-by-side comparison of those goals with *Achieving Trinity 2010* outlined above. The framework of both plans is the same, with some small changes in titles of some goals. The goals themselves have been restated as indicated in the text above. Moreover, the new plan calls for more regular reporting with more measurable performance indicators, and this will ensure even closer attention to fulfillment of the goals on a sustained basis.

Approaching Trinity 2010: Conclusion of the Self-Study

So much has already been said in this document that the conclusion will be quite brief. The peer review process of accreditation is a wonderful opportunity for an institution to examine its achievements and challenges closely, and then to invite colleagues from other institutions to test that review according to the accreditation standards, and to make suggestions and recommendations for improvement.

Trinity has embraced this self-study process with enthusiasm and a genuine desire to learn how to grow and flourish for many years to come. Of necessity, this self-study addresses the considerable challenges that Trinity faces, which are not unlike challenges that confront other relatively small, under-resourced institutions serving populations of great need. But nothing in this self-study should be construed as doubt on Trinity's part in the university's ability to continue to thrive for the sake of its students. Trinity is quite realistic about its challenges, and quite confident in its ability to meet them effectively.

Trinity is proud of the myriad ways in which the university and its many constituencies have engaged the transformation of the last two decades. The students have challenged faculty and staff to increasingly high levels of creative teaching and service to the new populations. The faculty and staff have responded with a zeal that is remarkable in higher education today. These women and men from many diverse backgrounds, including many religious backgrounds, have joined together with the fervor of Trinity's founders to pursue a mission that is rare, difficult, complicated and extremely challenging each day. They are successful because, in spite of the stresses and occasional conflicts of the days, they believe deeply in the essential goodness of this work in teaching students who desire to learn so very much.

In 1897, when SND Provincial Leader in Boston Sr. Julia McGroarty was doubting whether Trinity could ever surmount the poverty and conflict of its founding to become a real college serving women who had been denied access to higher education, her "woman on the scene" in Washington Sr. Mary Euphrasia Taylor wrote her an extraordinary letter, part admonishment of her superior, part cheerleading manifesto, part testament of blind faith in the enterprise. Of Trinity she wrote, "The project is so grand.... the incentives so great... *We shall succeed.*" And so they did, those courageous women of 1897. Nearly 110 years later, Trinity still knows those occasional moments of poverty and the conflict that can arise when those who do not share the mission sometimes misunderstand what Trinity is doing. But above all else, Trinity has retained the Founders' great vision and conviction in the worth of this enterprise. *We Shall Succeed* is the daily pledge of each person at Trinity each day.

Trinity is grateful to colleagues at Middle States and on the visiting team for reading this report. We welcome your advice and insights as we continue our quest to achieve *Trinity 2010*.