CHAPTER SEVEN: MEASURING INSTITUTIONAL EFFECTIVENESS

Characteristics of Excellence:

Through this chapter, Trinity will show compliance with these Middle States standards:

Standard 7: Institutional Assessment
Standard 1: Mission and Strategic Goals
Standard 2: Planning and Resource Allocation
Standard 4: Leadership and Governance
Standard 5: Administration

Since the early 1990's Trinity's strategic plan has served as the basis for virtually all parts of Trinity's work --- administrative organization, budgeting, service delivery, program assessment and new program development. The Board of Trustees and President use the strategic plan as a framework for their ongoing attention to institutional priorities, planning and resource development.   All units at Trinity must have plans to fulfill Trinity's goals.

Consistent with Middle States expectations in Standard 7, as well as Standards 1 and 2, assessment of institutional effectiveness at Trinity takes place throughout the institution at the functional unit level, and the results of these assessments flow to the senior staff and trustees who evaluate them on a continuous basis.   Unit planning ties to strategic goals and includes outcomes assessment.

Because the nature of work varies considerably from function to function, all departments develop their own assessment plans according to their disciplinary standards, and in light of the goals of the strategic plan. Each administrative unit leader understands that promoting the achievement of Trinity's goals for student enrollment, financial stability, program enhancements, quality and service is part of every staff member's responsibility. Because this report must be limited in length, most of the unit assessment reports will be available in the Document Room. This chapter highlights: Board of Trustees, Organization and Management, Human Resources, Technology, and the Trinity Center for Women and Girls in Sports.

Other forms of institutional assessment appear throughout this Self-Study. The chapter immediately following this one, Chapter 8: Institutional Resources, includes significant additional assessment information regarding financial management, fund raising, facilities management and facilities/master planning.

I. BOARD OF TRUSTEES

Trinity's Board of Trustees consists of 17 individuals representing a broad range of professional fields. The By-laws of Trinity govern the work of the Board and the executive management.

Trinity's Charter and By-laws are posted on the website in the "Policies" section. The Board conducted its own self-study in 2005, and the results of that survey are available in the

Document Room and on the website. Minutes of all Board meetings and related materials are available in the President's Office.

1. Board Composition

The 17 current members of the Board include 9 alumnae of Trinity and 6 Sisters of Notre Dame. Two members are 'public' members with no prior Trinity affiliation.

Almost all of the Board members have advanced degrees, and almost all have broad experience on other boards. Consistent with Middle States Standard 4 and good governance practices, while the president is a member of the board, the Board Chair is an independent director. The current Chair is Peggy O'Brien '69, senior vice president at the Corporation for Public Broadcasting.

2. Board Process

The Board meets three times a year in a formal business meeting, with one additional meeting for planning purposes. The Board may meet more often as necessary. The Board Committees meet in-between Board meetings, usually by conference call. Committees include:

Academic Affairs	Institutional Advancement
Audit	Enrollment and Student Interests
Finance and Investments	Nominations

The Audit Committee is composed of independent trustees only, and engages the independent auditors (Grant Thornton).

Student and faculty representatives from each of the three schools participate in the Academic Affairs and Enrollment/Student Interests Committees. These representatives also participate in Board meetings at the invitation of the Chair.

The Board Chair and President discuss and finalize the agenda for each Board meeting, which goes out to Board members at least ten days in advance of each meeting. The planning process at the start of each Board year is an effort to project agenda items out through all of the meetings so that all members will have a sense of the workflow, and also have opportunities to participate in shaping the agenda.

Trinity's progress toward strategic goals invariably shapes the agenda for each meeting. Depending upon the time of year, more Board attention may focus on enrollment growth, new program development, strategic planning or fund raising. As Trinity enters a new capital campaign, the Board has already agreed to focus significantly more time on fund raising capacity.

3. Oversight of President and Management Team

The President reports to the Board, and the Board also oversees the effectiveness of the senior executives for Finance and Academic Affairs, in particular. The executive team and the Board

have enjoyed an excellent, open working relationship that focuses all of the talent together on fulfilling Trinity's goals.

The President has continuous communication with the Board Chair, and with individual Trustees as various work items require. Prior to each Board meeting, the President submits a comprehensive, written, confidential report on the state of the university. Board members are free to inquire into any aspect of the institution's operations; President McGuire adheres to a "no surprises" rule through which she attempts to give Trustees a full and complete understanding of the critical issues that Trinity faces in each quarter. The Trustees conduct a formal review of the President on a three-year cycle, concomitant with contract renewal. The Chair conducts this review with a small committee constituted for this purpose, and all records of this process are maintained with the Board minutes.

4. Legal Counsel, Risk Management and Compliance Oversight

Trinity's general counsel is John Leary of the law firm of O'Donoghue & O'Donoghue. From time to time Trinity also engages special counsel for various matters, including zoning issues, various specialized compliance matters, and on rare occasions, litigation. With the guidance of legal counsel and Trinity's insurance carrier (United Educators), Trinity's management team conducts routine review of all policies and risk management practices. Documents concerning these reviews are available in the Document Room, and all policies are posted on the website.

II. ORGANIZATION AND EXECUTIVE MANAGEMENT

Trinity's relatively small size permits a fairly straightforward organizational design. **Chart 7.1** shows Trinity's standard organizational design:
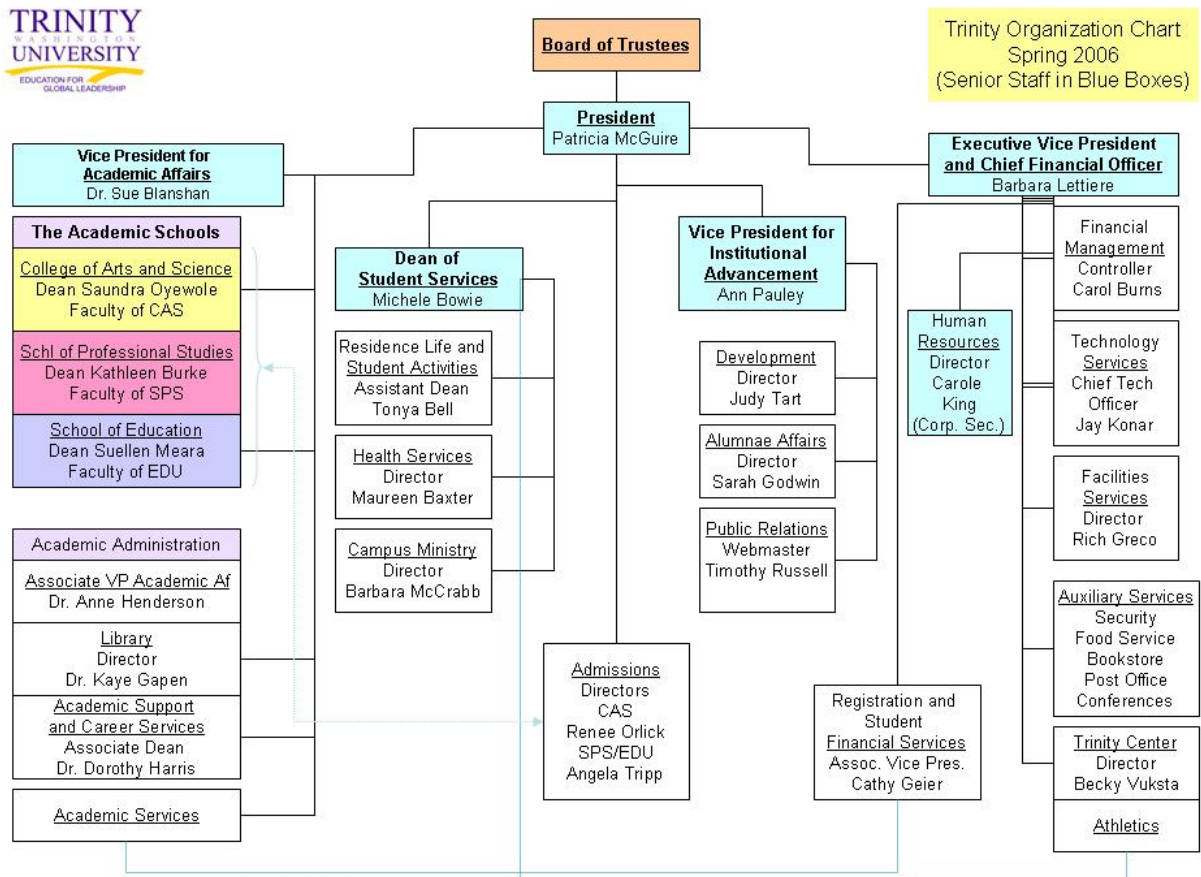
Consistent with Middle States Standard 5 on Administration, Trinity's executive and managerial personnel are appropriately credentialed and participate in decision-making processes appropriate for their areas of responsibility. Trinity's executive management team, known as the Senior Staff (in blue on the org chart above and listed in the front of the Self-Study document) meets biweekly or more often as necessary; members of the team are in frequent communication on a daily basis about all of the issues involved with managing the affairs of Trinity. The Senior Staff meetings focus on a consistent agenda that includes weekly review of enrollment reports, budget and personnel, and progress toward strategic objectives. The Senior Staff is also the primary review group for administrative policy statements. The Senior Staff have at least two major planning retreats every year to focus on issues in strategic planning and progress toward goals. Documents concerning senior staff meetings are available in the Document Room.

Each member of the Senior Staff is responsible for a group of administrative or academic units. The executive is responsible to conduct routine meetings with the staff of those units, and to ensure that the staff are making progress on unit and institutional goals.

The heads of the major subordinate units constitute a larger Management Team (listed in the front of the Self-Study) with the senior staff. The entire Management Team meets on an occasional basis to review large cross-functional issues, to engage in planning and management training.

The senior managers also participate in other key management groups according to functional responsibilities: the Enrollment Management Team for all managers with enrollment responsibilities, the Council of Deans for the academic leadership, and other groups as may need to convene with cross-functional purposes.

III. ASSESSMENT OF HUMAN RESOURCES

Strategic Goal V in Trinity's strategic plan sets forth particular expectations for Human Resources. The Office of Human Resources (HR) is responsible for the coordination and management of many dimensions of human resources development at Trinity.

HR at Trinity is responsible for providing leadership to all of the human resources functions, including aligning HR programs and policies with Trinity's strategic initiatives, and the adoption of best practices in human resources management. The success and effectiveness of the human resource function must begin with a strong understanding of the role of human resources in supporting the university's academic mission, changing demographics and faculty and staff needs and demands. Human resources strategies, programs and policies that address these challenges are necessary. Leadership with the vision to integrate the role and function of Human Resources into the mission and goals of the university is strategic to the success of this area. HR's vision is to create a stimulating success-oriented work culture for all.

The Human Resources Office is responsible for:

- Planning, developing, and implementing a fully integrated Human Resources strategy for the University.

- Providing executive level advice and guidance on the related Human Resources issues.

- Providing quality and effective Human Resources leadership, management and services in the areas of:

  1. Staff Recruitment, Hiring, and Retention
  2. Benefit administration.
  3. Risk management.
  4. Administrative Policy review.
  5. Employee Relations
  6. Wage and Salary Plan
  7. Staff Performance Assessment
  8. Professional Development and Training

Assessment of the programs, processes and systems typically found in higher education addresses the currency of plans and policies, documentation and compliance with applicable laws and regulations, and strategic linkages to Trinity's goals and programs. The assessment also examines the Human Resources function to determine if it meets the mission and strategic needs of Trinity. The assessment also reviews the accuracy and thoroughness of information management in HR.

The results of the HR assessment reveal that:

- Plan documents for salary and program management are in place and reviewed annually;

- Benefit plan documents are available and up-to-date;

- Federal, state and local regulatory reporting are filed consistently;

- Hiring of a recruitment manager reduced open positions by 72 % in 60 days; an added benefit of this initiative is that the hiring process is managed in a more efficient way and the results are higher level candidates and better quality hires;

- Hiring key strategic positions is critical for getting important initiatives in place and functioning.

A. Profile of Trinity Personnel

The table below indicates the demographic profile of Trinity's faculty and staff for the last five years:

CHART 7.2: 2001 – 2005 Faculty and Staff Profile (Race/Ethnicity, Gender)										
	2001		2002		2003		2004		2005	
Full-Time Faculty	M	F	M	F	M	F	M	F	M	F
Black, Non -Hispanic	3	6	2	4	3	6	3	5	2	4
Asian/Pacific Islander	2	1	2	1	2	1	2	1	2	
Hispanic	1	3	1	4	1	3	1	6	1	7
White	10	32	8	29	10	32	11	31	11	31
Other				1		1				
Total Faculty	16	42	13	39	16	43	17	43	16	42
Staff										
Black, Non -Hispanic	6	38	8	56	11	42	8	35	6	37
Asian/Pacific Islander	1	3	1	3	2	3	1	4	3	4
Hispanic	11	13	11	3	2	6	5	15	4	11
White	11	36	10	39	12	45	7	41	10	48
Other				1		2				
Total Staff	29	90	30	102	27	98	21	95	23	100
Grand Total Male/Female	45	132	43	141	43	141	38	138	39	142
Grand Total	177		184		184		176		181	

The chart below depicts the overall demographic profile of Trinity's total full-time personnel from 2001 to 2005:

CHART 7.3: Trinity Full-Time Personnel Demographics 2001-2005
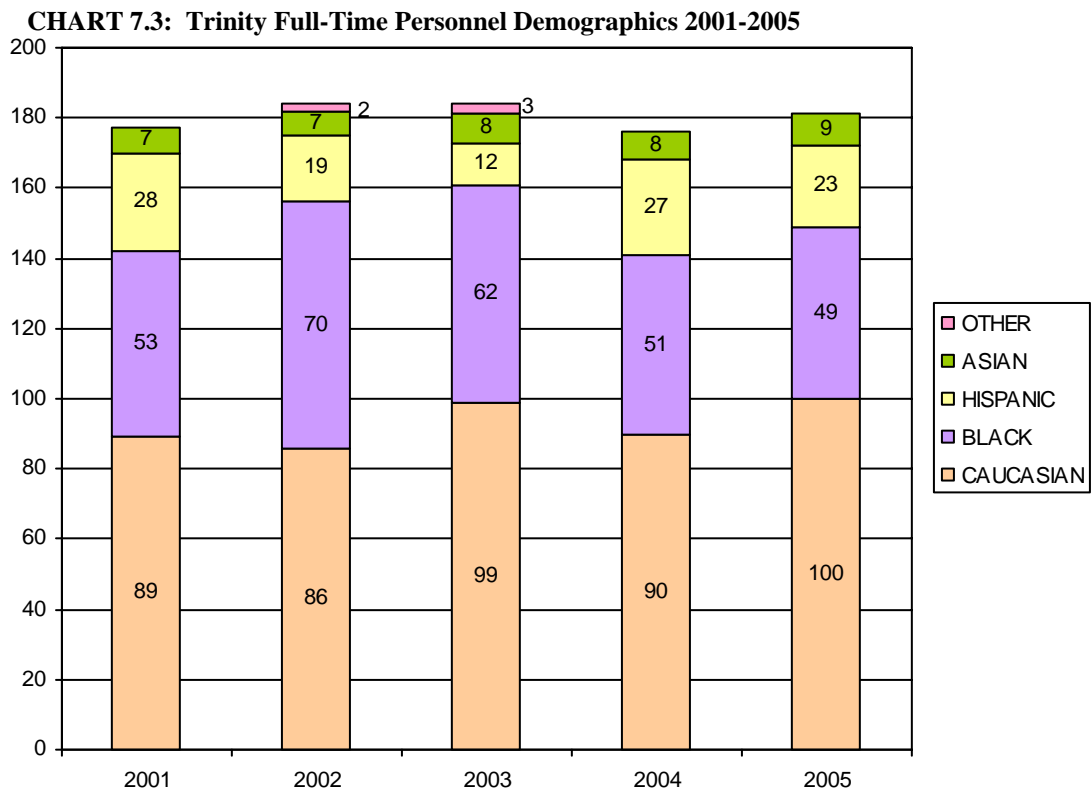
A more detailed report on staff recruitment, hiring and retention is available in the Document Room.

Trinity faculty and staff are integral to the fulfillment of the strategic goals of the institution. The faculty and staff create and maintain the infrastructure that supports the educational experience and allows students to pursue their intellectual interests. Not unlike the faculty, the staff of Trinity need to be among the finest in their professions. Because Trinity is not a large community, even a small number of staff performing below the optimum performance level needed can have a direct impact on the accomplishment of strategic goals.

Trinity's framework for recruiting, hiring and retaining talent is one of the challenging components of the staffing plan. HR has developed a comprehensive strategic plan for the recruitment and retention of staff.

B. Employee Performance Assessment

A more detailed report on the results of the Employee Performance Assessment Program is available in the Document Room. Trinity instituted the current Performance Assessment Program for staff in 2002. The program requires an annual assessment for all staff in all positions. The plan established core competencies for each position and clear expectations for managers to communicate these competencies from the point of initial hire through the employee's tenure with Trinity.

HR established a SMART approach to the staff performance assessment process. This approach ensures that the assessment program is specific to the needs of each department as well as to the overall strategic goals of Trinity. In addition, performance goals must have measurable standards that are achievable and realistic with specific time lines for delivery. Most importantly, the plan recognizes exceptional performance and identifies areas of improvement for each performance objective.

All staff and supervisors participate in annual training prior to the assessment period in November and December. The results of this training reveal that supervisors are becoming more comfortable with the performance assessment process.

C. Professional Development and Training

Trinity's Professional Development and Training Programs are designed to create, maintain, and enhance the proficiency of skills and knowledge that employees need to perform their current jobs effectively and to meet the future needs of the University.

Trinity realizes that there are many positions within the institution that require on-going training. Therefore, the professional development and training programs for staff have been broadened to include new skills training that will enable staff to meet their changing responsibilities and expectations.

Trinity believes that it is important to offer professional development and training that will increase productivity, and improve the quality of work products. In addition, training improves retention and builds staff loyalty. Other factors include the currency of the work environment, the rapid pace of organizational and technological change, and the growing number of jobs in fields that constantly generate the need for new knowledge and more advanced skills. Advances in learning theory have provided insights into how adults learn, and how training can be organized more effectively for workplace.

Trinity's staff development program objectives are to: provide support for career advancement, so that the University will retain staff who perform well; prepare staff for higher level competencies and responsibilities; enhance the standard of performance of all staff in their current positions; maintain and increase job satisfaction and retention; improve and develop the ability of staff to initiate and respond constructively to change, especially change imposed by external challenges; maintain and improve organizational effectiveness and efficiency and support Trinity's principles of equity.

Human Resources has offered a variety of programs emphasizing staff professional and technical skills and knowledge development, as well as competency-based training in areas such as new staff orientation, leadership and management, supervisory skills, succession planning, communication, interpersonal skills, technology, diversity and multi-cultural issues.

Trinity places particular importance on the role of supervisors in empowering employees to achieve their training goals and expects those in management positions to support and encourage the participation of staff in learning activities as fully as possible within the framework of an effective workplace. Employees are encouraged to seek assistance to develop a personal professional development plan.

Samples of the trainings that have been offered to faculty and staff since 1996 are available on the website and in the Document Room.

Training is facilitated by faculty, staff, and professional trainers. Trinity is strongly committed to a campus environment in which all members of the community are encouraged to pursue opportunities for learning and professional growth and to draw on the institution's own intellectual resources as well as external sources in seeking those opportunities. Such an environment is fundamental to staff morale and retention and to the character of a premier educational institution. (While responsibility lies with the employee to seek appropriate learning activities, it is essential for this to occur within a supportive institutional climate.)

In the winter of 2006 a Professional Development and Training survey will be used to determined how the current Professional Development and Training Program is meeting the needs of the institution. This survey will also provide information for new training programs and future needs of the institution and staff.

The results from the survey will be used as focal point for revitalizing the Professional Development and Training program. The goals are to improve the quality, delivery and focus. Strategic elements will be added to create a more robust program that contains a monthly

training calendar outlining various workshops that will strengthen staff in their technical, professional and policy knowledge and understanding.

In the fall of 2005 Trinity partnered with Wellness Works, the Greater Washington Board of Trade's free regional, business-led fitness campaign that encourages employees to participate in 30 minutes of physical activity, five days a week for six weeks.

D. Wage and Salary Plan

Trinity's Wage and Salary Plan was created to establish policy governing the design and maintenance of staff position designations; to standardize classification models; to attract and retain qualified employees; to provide incentive for performance; to reward performance on the basis of results achieved; and to ensure equitable compensation.

Trinity participates in numerous national, regional and local salary and benefit surveys in order to establish and maintain competitive salary levels within the marketplace. Trinity's marketplace reflects our recruiting demographics and is defined as local for non exempt staff, local/regional for entry to mid level exempt staff and regional/national for director level and above. Trinity researches data from general industry and higher education in establishing and maintaining competitive salary levels. Neighboring institutions that are larger in size and employee base must be included because of close proximity. These institutions affect our ability to recruit and hire a talented and quality workforce.

In order to attract and retain talented staff, Trinity must be vigilant to ensure that the university's wages and benefits are competitive with other employers. Each position at Trinity has a natural "market" that can be used for this comparison, which is defined as the market from which Trinity recruits for that particular position. Trinity is committed to making market adjustments to remain competitive.

E. Employee Handbook and Institutional Policies

Consistent with the expectations of Middle States Standard 6 for Integrity, including the fair and impartial practices in hiring, evaluation and dismissal of employees, Trinity maintains an *Employee Handbook* that states professional expectations and norms for all staff, that spells out hiring procedures, benefits, grievance processes and related policies and practices. Additionally, from time to time Trinity issues additional policy statements and procedural guidelines for personnel, and these are all publicly available on Trinity's website in the "Policies" section.

IV. TECHNOLOGY SERVICES

Trinity's technology direction is organized around certain core activities: teaching, learning, student life, research and administrative support.   The use of technology for each of these areas depends on a solid technology infrastructure with appropriate support services. Over the next three to five years, faculty and staff will demand more sophisticated technologies to handle their responsibilities. Students, faculty, and staff will come to Trinity with higher expectations of information technology. These factors place greater demand on Trinity's capabilities and resources.

Trinity's technology direction is consistent with the objectives of the Strategic Plan:

1. Maintain and enhance Information Technology Accessibility
2. Provide Technology Enhanced Education
3. Improve Business Operations

In 2003, Trinity spent about $466K for information technology. In 2004, this amount reached $789K and remained at this level for 2005.   This increase from 2003 was the result of the purchase of the new administrative computing software (SCT PowerCampus) and the complete upgrade of the infrastructure as explained below.

A. Maintain and Enhance Information Technology Accessibility

Technology provides opportunities to access information, to enhance communication, to facilitate collaboration and to use tools that can improve how courses are taught, students learn and business is conducted. The challenge is to make technology accessible to everyone in the college community and to select easy to use technology services that can have the greatest benefit to the campus.   Key elements of this challenge are assured access, reliable infrastructure, a systematic replacement strategy and technology standards. The following parts of this section describe the tactical plans that have been implemented over the last three years to address these issues.

Trinity underwent a full Novell to Microsoft migration for all faculty, staff and students, NDS to AD for all user accounts and all other hosted applications on Novell to Microsoft platforms. This migration took about 16 months to complete. At no time was any data lost through the migration, nor any extensive downtime periods experienced. Future plans will continue to integrate into AD as the authoritative source of accounts and will continue to serve as the single sign-on source.

Careful consideration was given to ensure that all upgraded applications support a full browser interface, whether natively in the application or via the Citrix NFuse portal. This step ensures the complete and successful launch of web portal technology for all of the University's hosted applications to students, staff and faculty. Trinity's goals of scalability, accessibility and security can be further recognized through Trinity's continued efforts on this track.

The more complete Technology Report in the Document Room provides extensive detail on the upgrades to Trinity's application and server infrastructure.

Trinity is expanding its wireless "hotspots" on campus to allow open Internet access from Trinity's coffee shop/deli tables, computer labs, common meeting areas on Campus, student lounges and courtyards for Trinity's students and faculty. Authenticated access would also be available for faculty and staff requiring wireless access to the administrative network for access to shared files, applications, etc. Wireless access to email is further enhanced by Trinity's growing Blackberry population, as full support for email and calendaring are supported for faculty and staff.

Future plans include an update to Trinity's student lounges with "collaboration areas" that include couches and tables with laptops to access the Internet, and adding a professional "copy center" facility to Trinity's computer laboratories. Students will be able to not only make copies, but also have access to presentation binding machines and other equipment that will allow them to create professional presentations and papers for their coursework, thus enabling them to develop necessary workplace skills.

In summary, Trinity migrated the infrastructure to industry standard devices and technology allowing for the most universally adaptable system by today's standards. Trinity has adopted a standards based approach (hardware, software, processes, etc) that saves time and expense in deploying and supporting the computing environment. While project focus may change, Trinity has positioned itself to be highly adaptive and capable of layering new technologies and services on its current infrastructure.

B. Provide Technology Enhanced Education

Trinity's Academic Computing Center (ACC) supports students and faculty in lab rooms and class rooms. Trinity supports several PC and MacIntosh lab facilities and/or classrooms that allow faculty to teach in technology-enabled rooms and students to access computers and software for assignments and research. There are also several "common" PCs available around campus to allow students to access email, grades/transcripts and the Internet.

The ACC's mission is to assist and instruct students and faculty in using the technology available on campus. Having a group that is ensures instructors' software and other needs are met in the classroom prior to scheduled instruction relieves instructors of anxiety related to the facilities and allows them to focus on course content and their students.

There are currently 12 Smartrooms on campus, and they have been well received by the faculty and students. These rooms promote the use of multimedia and computer based resources in the classroom. Trinity will continue to use the Smart Rooms as the "model" classroom for instruction. In addition, Trinity's Smartrooms will also be updated to include a push button panel for simple navigation of the equipment in the room (DVD's, VCR, PC, etc.).

Trinity's strategy is to work with technology vendors and continue to solicit grant money to assist in the funding of better equipment (i.e., hardware/software) and technology for Trinity's student lab facilities and Trinity's classrooms.

In addition, Trinity has decided upon and implemented the BlackBoard platform of online, distance learning. Currently, to support Trinity's MBA program, Trinity is developing and offering two online courses in Organizational Management. Future plans include developing more online courses, but also allowing instructors of traditional classroom based courses to utilize the BlackBoard facility to "web enhance" their courses with easily available supplemental materials (i.e., class notes, articles, etc).

C. Improve College Business Operations

Trinity recently completed the migration from Trinity's legacy campus administrative system (AIMS CAMPUS) to SCT's PowerCampus system and associated applications, including: (1) SCT's PowerCampus application for Academic records, Advancement, Billing, Admissions and HR; (2) Microsoft Great Plains with FRx reporting as the financial application component of the student records system system; and (3) CollegeBoard's PowerFAIDS as the financial aid application of the system. Having these separate, but fully integrated and open architecture products, has opened up many capabilities within the Admissions, Registration, Financial Aid and Business modules, and improved their ability to provide a broader range of services with greater efficiency.

New features such as emailing reminder and award notices, scheduled call back actions and greater self service via the web portal, will enable Trinity to deliver a higher quality experience to its students, faculty and staff. Routine tasks of registration, transcript review and grade submission are greatly simplified in this new system. The SRS is hosted on a Citrix platform, thus making it easily maintainable, and highly accessible, both on and off campus.

D. Telecommunications

Trinity's telecommunications infrastructure has also been given a facelift utilizing existing equipment. Trinity's Avaya Definity switch received upgraded software, along with LAN board and VoIP capabilities. This will enable us to make phone service available where traditional phone cabling was not planned originally, where cabling is degrading to affect quality of service, or in areas that are wireless accessible.

The university's voice mail system was also upgraded to add more disk space, and web enabled message and fax retrieval. Messages and faxes can now be played and managed via a web browser from anywhere on a PC connected to the Internet. Trinity's voicemail system is also fully integrated into MS Outlook, enabling users to manage email and voice mail from one place.

Technology is a strategic factor in driving Trinity's success. Much has been accomplished over the last five years to ensure that Trinity's students, faculty and staff have access to the applications and equipment that make the jobs of teaching, learning and administration more cost-effective.

V. THE TRINITY CENTER FOR WOMEN AND GIRLS IN SPORTS

A more complete file on the Trinity Center --- its creation, construction, fund raising, partners and programs --- is in the Document Room.

The Trinity Center for Women and Girls in Sports is a $20 million state-of-the-art athletic, recreational and educational complex located in the heart of Trinity's campus. The Center opened in February 2003. The facility serves as the host of Trinity's six NCAA athletic teams, summer day camps and community fitness center.

Construction of the Trinity Center followed Trinity's strategic planning process in the early 1990's. A campus master plan was part of the process, and a market study accompanied the master plan. The market study indicated that without athletic and recreational facilities, Trinity would have even more difficulty recruiting and retaining a traditional-aged student population, particularly residential students.

However, Trinity had to develop a more creative approach to providing athletic facilities for its student body.   The concept for the Trinity Center as a major auxiliary enterprise emerged from discussions with local sports and entertainment business leaders, the Women's Sports Foundation, and research into the potential for significant additional auxiliary activities on campus with venues of the size the Trinity Center provides. From the start, the business model required the Trinity Center to pay for most of its own operations without encumbering tuition revenues. In fact, Trinity students are able to use the Trinity Center at no additional cost to them. Trinity financed the construction with a $19.3 million bond issue, and the successful $12 million Centennial Campaign underwrites debt service.

In addition to supporting Trinity's intercollegiate sports program (soccer, tennis, basketball, volleyball, softball and lacrosse) the Trinity Center also serves as a community fitness center. Residents of the local neighborhood, Brookland, and other surrounding communities have the ability to join the Center and utilize all of its venues. The Trinity Center also offers summer camps for children and venues for year-round sports, recreation and conferencing activities for outside organizations. All of these uses give Trinity significant visibility in the Washington region, particularly among organizations serving girls, and this is an added benefit in student recruiting.

CONCLUSION AND RECOMMENDATIONS

 Given the complexity of Trinity's transformation and the large need for acquiring talent and resources on a sustained basis:

- The Board of Trustees will continue to focus on developing the capacity of its members to provide the visionary leadership and fund raising support necessary to help Trinity to meet its goals;

- The Board will also continue to implement its oversight responsibilities through annual and quarterly reviews of the major strategic planning and assessment reports indicated in this self-study and in the strategic plan (Chapter 10);

- The President and senior executive team will continue to emphasize management and staff focus on planning and assessment related to strategic goals;

- An even more intense focus on developing effective Human Resources across all functions at Trinity is essential to ensuring that Trinity has the talent it needs for the next phase of the institution's life.

Regarding Technology, while Trinity has made significant strides since the last Middle States report in bringing the campus IT capacity into the modern age, the competitive challenges of higher education require continuing focus on technological improvements in all functions. Based on the needs of the campus community and aware of external competitive challenges, Trinity will take these steps to ensure technology proficiency:

- Trinity will continue to offer web-based access to all systems and it will expand web portal initiatives;

- Trinity will expand wireless hotspots to allow open Internet access throughout the campus;

- Trinity will update and expand the number of Smartrooms;

- Trinity will further develop and implement a technology refreshment policy and program to ensure that all campus users are provided the most efficient equipment consistent with their work requirements;

- Trinity will ensure that technology is available to support the cross-functional information and service requirements of enrollment management.