

# TRINITY COLLEGE



WASHINGTON

## *TOWARD TRINITY 2000*

*Strategic Plan to Launch  
a New Trinity Century*



*Phase One: 1992 - 1997*

*"The Foundation"*

*Approved by the Trinity College Board of Trustees  
May 8, 1993*



*95·Y·E·A·R·S  
of Women Leading the Way*

OFFICE OF THE PRESIDENT

## CONTENTS

INTRODUCTION.....	1
Mission Statement.....	4
Values.....	6
Themes and Assumptions.....	10
GOAL I: EMPOWERMENT.....	16
GOAL II: FOUNDATIONS IN LIBERAL LEARNING.....	19
GOAL III: COMMUNITY OF FAITH, JUSTICE, HONOR.....	23
GOAL IV: COMMITMENT TO THE EDUCATION OF WOMEN.....	26
GOAL V: DIVERSITY AND COMMUNITY.....	29
GOAL VI: CENTERS OF ACADEMIC DISTINCTION.....	32
GOAL VII: FINANCIAL RESOURCES.....	34
GOAL VIII ENROLLMENT MANAGEMENT.....	35
GOAL IX: ADVANCEMENT.....	39
GOAL X: FACULTY AND STAFF.....	42
GOAL XI: QUALITY OF CAMPUS LIFE.....	45
GOAL XII: FACILITIES EQUAL TO AMBITION.....	49

## PROLOGUE

"The university today is very different from the one twenty-five years ago, or fifty or one hundred or two hundred and fifty years ago, and yet it is not different. It is still a constant conversation between young and old, between students, among faculty; between faculty and students; a conversation between past and present, a conversation the culture has with itself, on behalf of the country. The university lives through all its voices....

"Perhaps it is the sound of all those voices, over centuries overlapping, giving and taking, that is finally the music of civilization, the sound of human beings shaping and sharing, mooring ideals to reality, making the world, for all its pain, work. The university is the place where the seeds of speech first grow and where most of us first began to find a voice....

"Its essence is that give-and-take, that civil conversation in all its innumerable forms. When that conversation, the to-and-fro-of ideas, is stymied or foreclosed or frozen, when the questing for truth is told that it must cease because there is only one Truth and it is Complete, then the institution in its essence is chilled and its life threatened. Of all the threats to the institution, the most dangerous come from within. Not the least among them is the smugness that believes the institution's value is so self-evident that it no longer needs explication, its mission so manifest that is no longer requires definition and articulation...

"Without constant attempts to redefine and reassert publicly their nature and purpose, universities become frozen in internal mythology, in a complacent self-perpetuation. Universities are profoundly conservative institutions, meant to transmit the past, built to remember. When they are not challenged within themselves to justify themselves, to themselves as well as to the society they serve; when they are not held accountable by themselves and are not constantly urged to examine their presuppositions, their processes and acts, they stiffen up and lose their evolving complementarity to other American institutions."

-- A. Bartlett Giamatti, *A Free and Ordered Space:  
The Real World of the University* (1988)

## TOWARD TRINITY 2000

### STRATEGIC PLAN TO LAUNCH A NEW TRINITY CENTURY



#### *INTRODUCTION: THE PURPOSE OF THE STRATEGIC PLAN*

Since 1989, the Trinity College community has worked through a wide variety of meetings to articulate themes, issues, goals and objectives that the College should have on her agenda for the future. The strategic planning process has attempted to capture and reflect the most significant aspects of this dialogue in the following document entitled **Toward Trinity 2000: Strategic Plan to Launch a New Trinity Century**.

A strategic plan is usually a document intended to sketch out broad, visionary goals for the future of the institution. **Toward Trinity 2000** presents such goals in the twelve strategic goal statements. In addition, like most planning documents, this plan also presents operational goals and objectives that address implementation processes.

Like any similar process, while this document attempts to be inclusive, a certain selectivity has also proved necessary in order to achieve some institutional focus. While some readers may find it discursive, others may find that it lacks their specific ideas. The balance between inclusion and selectivity is a balance sought for the health of the larger community, and readers are asked to understand that the planning process itself is also a means to achieve some important communal goals.

No strategic plan worth reading can be considered "done" in the sense of being the final word for the future. Strategic plans that are "done" sit on shelves and collect dust. Creating a strategic plan for the future of a college is a little bit like building a rainbow; we've all seen one, but we don't quite know the stuff of which it is made. Yet, with our present knowledge, we shoulder our paint pots and raise our ladders and reach for the sky. Similarly, with the future of an institution, while we all have visions, and some knowledge of what it may be made of today, our ability to forecast the future is limited by our finite intellect. With that in mind, no one should read this document as a closed book, with no opportunity for addition or improvement.

In fact, **Toward Trinity 2000** invites continual review, discussion, evaluation and improvement. The document is constructed in a way that will require the Board of Trustees to ask for continuing progress reports on the implementation of each section. The entire campus community has a stake in overseeing the manner of implementation, and the evaluation of the plan.

In addition, **Toward Trinity 2000** is deliberately constructed to create new planning cycles. Given the circumstances of the College and the significant needs for revenue generation and facilities development, it became clear early in the planning process that a conventional five-year plan would be inadequate. Instead, **Toward Trinity 2000** in its current form presents the first five-year phase of what will eventually become a twelve-year plan, spanning the period 1992 through 2004. This period of time anticipates planning and executing at least one, and perhaps two, capital campaigns. In addition, this period of time anticipates at least one new building, and substantial renovation of critical existing facilities.

Finally, this first phase of **Toward Trinity 2000** has been developed with the specific timeline of institutional accreditation in mind. With the completion of this document in May 1993, the Trinity community will begin almost immediately the process of institutional self-study leading to full accreditation review in the 1995-1996 academic year. Thus, the cycle of evaluation and planning will continue with clear emphasis on achieving the goals in this plan consistent with accreditation expectations.

## II. TRINITY COLLEGE: MISSION AND VALUES

*\* Statement of Mission \*  
(Adopted in 1985)*

*Trinity College is a Catholic liberal arts college founded in 1897 by the Sisters of Notre Dame de Namur to meet the higher educational needs of women. The Sisters of Notre Dame continue to sponsor the college in keeping with their congregational focus on education and their commitment to action for justice. Throughout its history, Trinity has consistently upheld a commitment to Christian values and life-long learning. Over the years, the college has shown a willingness to meet the changing educational needs of the diverse community it serves on the undergraduate and graduate levels. Trinity strives to provide an atmosphere which promotes intellectual development, scholarship and critical thinking for students of all ages and backgrounds to enable them to meet the challenges of a constantly changing world. Further, Trinity offers women in particular opportunities to experience the responsibilities and rewards of leadership.*

*Recognizing the many roles that women fill in society, the college offers a variety of programs. The undergraduate program, with a strong liberal arts emphasis, provides women with the intellectual foundation and flexibility for personal growth and decision-making whether they wish to start careers or change them, further education or advance professionally. The graduate programs offer men and women the opportunity for advanced professional education, building upon the wide range of competencies these students bring to the college.*

*As a Catholic college, Trinity is committed to providing Catholic students with the opportunity to continue their spiritual growth and to develop a sound intellectual support for their faith. The college welcomes students of all faiths and encourages them to be serious about their beliefs and values. Trinity challenges its students to live their faith by serving others and working for social justice.*



Trinity College in 1993, the year of the adoption of this strategic plan, is a very different institution from the college of 1985, the year in which the above mission statement was adopted. Yet, in ways that are essential, the values expressed in the mission statement continue to be valid and central for the future of Trinity.

Trinity College in the 1990's is undergoing a rapid transformation from a traditional four-year residential Catholic liberal arts college for women, led and staffed primarily by Sisters of Notre Dame, to a largely non-traditional, racially and religiously pluralistic, urban center for the postsecondary education of women. The faculty, administration and

management of the College is increasingly lay, including a substantial diversity of faith traditions.

Even as the characteristics of the College are changing, so, too, is the world for which Trinity prepares her students. Events change once-unassailable facts so fast that on-line databases are quickly replacing books as the primary repositories of knowledge. The computer screen symbolically represents the kind of transformation that also is taking place in the whole nature of undergraduate education, as faculty and institutions are challenged, and strained, to keep pace with the rapidly-changing demands of the workplace and society for the kinds of competencies, knowledge and perspectives that undergraduates should have upon graduation.

However, amid the apparent chaos of knowledge and the gyre of the transforming institution, the center must also hold, bound by the core values that remain central to the definition of the institutional self. For Trinity, those values appear in the mission statement in three words: women, liberal arts, and Catholic.

This strategic plan **Toward Trinity 2000** seeks to prepare Trinity to adapt even more quickly to the rapidly changing world of higher education even as it seeks to enable Trinity to affirm her core values. How can the college achieve both? A broad view of the place of those values in the larger context is essential.

Trinity affirms her mission commitment to the education of women, and this strategic plan seeks to affirm the woman-centered institution in many ways. However, Trinity also acknowledges that the old notion of the women's college as a place of isolation and exclusion must be dispelled forever. A women's college for the year 2000 must be a place of inclusion, engagement and relevance. Women are here not for seclusion and protection, but for empowerment to engage their world. To learn to engage the world, women can and should engage with men in a wide variety of learning opportunities, through internships, work, campus life, and even in academic programs as appropriate. With the proper understanding of the meaning of a women's college for the 21st Century, Trinity College can take a leadership position in promulgating a new image and strength for women's colleges everywhere.

Similarly, as a Catholic college, Trinity affirms the fundamental faith tradition while also welcoming all expressions of faith. To be a Catholic college is not to be a place of isolation, either, but rather a place of genuine support for the ultimate search for meaning and truth.

Finally, with regard to the liberal arts, Trinity continues to embrace the centrality of the tradition of liberal learning as the foundation for all subsequent learning. With the presence of the large and thriving graduate professional studies programs on campus, Trinity has a clear opportunity to develop a model for the integrated link between undergraduate liberal arts and graduate professional studies.

### *The Values Inherent in Liberal Learning at Trinity*

*(The following statement first appeared in the original concept paper "Toward Trinity 2000" that was disseminated to the Trinity community in August 1990. Because the strategic goals borrow heavily from this statement of values, the statement is included here.)*

Liberal education is education for freedom. This is the classic notion of the liberal arts, the freedom of the mind to search and inquire, to reason and make independent judgements informed by a broad base of knowledge.

Today's contemporary view of liberal arts honors this classic ideal with a more urgent sense of the intellectual versatility of liberal education in the latter 20th Century, a world where assumptions change with each new headline. The citizens and leaders we educate today must have the intellectual flexibility to make rapid adjustments in the changing social, economic, political and technological environments of tomorrow.

But even as they learn new skills, enlarge the scope of their global understanding, embrace facts unimagined in their college days, the next century's citizens and leaders must also have some centers to hold, core values enabling them to seize and even to shape the changes around them. In the duality of these goals --- versatility of knowledge and constancy of values --- the liberal arts empowers students to lead good and productive lives.

The undergraduate study of the liberal arts should develop in the student a lifelong habit of cultivating the intellectual strength, versatility and freedom derived from the goals and objectives of liberal study: the ability to think critically about choices and events and debates in contemporary life; to give witness to the meaning of justice in all matters great and small; to relate the lessons of history to ambitions for the future; to write and to speak clearly; to enjoy fine art and great music; to make honest and ethical judgements; to appreciate, indeed, to celebrate the rich diversity of cultures and languages of the nation and world; to understand the fundamental philosophical, political, social, economic and spiritual incentives of both the great movements in society as well as the more humble motivations of each human life; to respect and understand technology and science, and to recognize their limits; to pursue with passion and intelligence those causes that enlarge the meaning of human existence.

The liberally educated person develops an appreciation for the interdependency of knowledge, because the artist must know how to lobby, the politician must understand technological and environmental choices, the historian must grapple with the force of economic analysis, the physicist must have a profound sense of ethics, the theologian needs the compassion of sociology and cultural study, the parent must know how to teach.



Ultimately, the liberally educated person is a free mind, a mind whose power can liberate individuals and nations, a power to change our world and ourselves.

The liberal arts constitute the primary intellectual tradition of Trinity College. Entering the decade of the 1990's, the academic program of Trinity has also been enlarged in recent years to embrace disciplines beyond those traditionally associated with the liberal arts, including education and business.

Certain core values have characterized a Trinity education since the College's founding in 1897. Over the years these values have been enlarged by the College's own intellectual and spiritual growth, reaching new levels of understanding of the mission of Trinity as a College committed to the education of women in the liberal arts, with the spiritual tradition of the Catholic faith and social justice commitment of the Sisters of Notre Dame.

These core values are central to the entire conversation about planning the future of the College. As Trinity moves into the decade of the 1990's and looks to a future in a new century, the core values that have shaped, informed and continue to challenge the College's mission include:

\* Education for Freedom: The values inherent in a Trinity education are ultimately captured and reflected in the values of a liberally educated person, a person educated for freedom. This is the person capable of bold leadership, proud service, deep faith, impeccable honor, intellectual strength and unyielding commitment to achieve the same degree of freedom for other people. These abilities are developed through years of sound intellectual habits introduced at the undergraduate level in a broad-based program of study in the liberal arts conducted in a climate of free academic inquiry and discourse.

\* Education for Leadership: Trinity College teaches with the conviction that Trinity students will accept leadership roles in society, whether as parents and teachers, as community activists and civic leaders, or elected officials and corporate executives. The "leadership view" of subsequent life roles creates an expectation for a student's academic and personal growth during her years at Trinity, with special emphasis on enabling women to assume leadership roles in the larger society.

\* Education for Service: Service is the twin to the role of leadership, an essential theme in the philosophy of a Trinity education and life. Infused with the spiritual perspective of Trinity's identity as a Catholic college, and the commitment of the Sisters of Notre Dame to action for social justice, the service dimension creates an expectation that the knowledge and skills a student develops at Trinity will be used for the benefit of others throughout her life, whether in direct ministry, through advocacy, teaching, effective role modeling and, ultimately, through leadership.

\* Growth in Faith and Spirit: Trinity's identity as a Catholic college reflects the embrace of faith as the light that gives meaning to human existence. The intellectual tradition of Trinity in the liberal arts is enlarged by the intellectual tradition of the Catholic Church, the belief that knowledge is ultimately perfected in faith, and that faith is secured through regular spiritual exercise. While Trinity's particular religious tradition is rooted in the Catholic faith, students and faculty of many religious traditions share Trinity's respect for the centrality of faith in the search for truth.

\* Action for Justice: The College's mission statement calls Trinity to a commitment to action for justice as part of the heritage of the Sisters of Notre Dame de Namur. While this value has been stated in various ways for many years, the College is challenged in the decade of the 1990's to determine and implement specific plans to meet this commitment through both the curriculum and co-curricular program.

\* Commitment to Honor: Along with a life of leadership, service and faith, Trinity teaches with the conviction that honor is not just a possibility but a necessity for community happiness and order. The commitment to honor teaches that, beyond a minimum expectation that lying, cheating and stealing are anathema for the liberally educated person; honor also requires a deep commitment to the welfare and advancement of the community --- thus echoing and completing the themes of leadership and service.

\* Commitment to Women: All of these values of Trinity are bound together in the College's commitment to the education of women. The dignity and great potential of women are themes that underscore all aspects of college life, from the classroom to the playing field. This commitment extends to women of all ages, races, faiths and cultures, from the spectrum of socio-economic conditions and family situations.

\* Commitment to Diversity: Trinity herself is called to mirror the increasingly diverse American culture as well as the international environment in which Trinity students will work. Trinity's historic commitment to the dignity and worth of women leads naturally to a larger commitment to the dignity and worth of all people, and Trinity will continue to make a special commitment to increase the diversity of her faculty and student body in age, race, culture and experience.

\* Education for Global Interdependence: The future citizens and leaders of the world, the students graduating from college in the decade of the 1990's, must take with them into that world a comprehensive understanding of global affairs and the interdependency of nations, along with the tools to function effectively in the global environment. This includes not only a firm grasp of principles of international economics, politics and business (corporations can no longer be taught as purely American domestic creatures), but also appreciation of and facility with other cultures and languages.

\* Commitment to Lifelong Learning: For almost twenty years Trinity has embraced the value of lifelong learning by extending the undergraduate program to students of all ages, and for almost five years (with the introduction of Weekend College) adult students have been the majority population on Trinity's campus. With national demographic trends indicating that, by the year 2000, adults will comprise sixty percent of all undergraduate students in the nation (and most of them will be women), Trinity is in an excellent position to enlarge upon its commitment to the education of students of all ages. This opportunity does not mean simply enlarging enrollments in Weekend College and Continuing Education, but, also exploring new curricula, methods, schedules and formats appropriate for the adult population.

\* Intellectual Rigor in Teaching and Learning: Excellence in the liberal arts tradition demands the cultivation of a sense among students and faculty alike that the search for knowledge never stops, that perfection is yet to be realized. Through the embrace of this value, both teacher and learner accept the necessary vulnerability of openness to testing and evaluation, judgement in the eyes of peers and external reviewers. The vulnerability of testing and evaluation forces the teacher and learner alike to reach deeper and higher toward new planes of knowledge, and thereby to realize the reward of discovery. The value of intellectual rigor at Trinity strengthens the ability to lead and to serve well, devoid of the arrogance that comes from thinking that all knowledge is secured; strengthens faith by continually pushing the edges of intellect; and strengthens honor by refusing to accept facile answers, lazy reasoning, shoddy work products.

\* Commitment to Excellence in Teaching: Trinity has taken historic pride in its distinction as a college where teaching is the primary concern of all faculty. Trinity is challenged to strengthen this commitment in the decade of the 1990's by developing new ways to recognize and reward excellence in teaching, by strengthening the faculty and by continuing to seek a balance between teaching and research in faculty development.

\* Preparation of the Nation's Future Teachers: For 25 years, Trinity has had a special commitment to the education of elementary and secondary school teachers through the graduate program in education, and, more recently, through the undergraduate program as well. Given the contemporary re-examination of teacher preparation, including calls for a return to the liberal arts as the foundation of teacher preparation, Trinity is in an excellent location to develop an even stronger and more vibrant teacher education model joining the liberal arts and the more traditional teacher education program.

\* Education for Technology: Whether a student majors in art, business, music, philosophy, education, english, history or biochemistry, she will use computers and new communications technologies throughout her life, and she must know how to use them well and successfully. The ability to lead and to serve well will depend increasingly on the ability of citizens and leaders to use the tools of technology.

\* Interdependence with Professional Preparation: Trinity's strong commitments to the liberal arts and to the education of women for leadership create an exciting opportunity for the College to continue to develop model curricula for the interdependent relationship of the liberal arts and professional disciplines in education, counseling, business, communications, human relations and other professional fields. This interdependence recognizes both the importance of the core values of the liberal arts as well as the contemporary expectations of students and their future employers that college graduates choosing to work in certain professional fields will have some fundamental knowledge of the discipline. The Trinity model has the capacity to demonstrate that both liberal arts and professional learning objectives may be achieved in a holistic program without sacrifice to either discipline.



### *III. TOWARD TRINITY 2000: THEMES AND ASSUMPTIONS*

#### A. Themes

In pursuing the planning process since 1989, the Trinity community has included four major themes in considering the development of goals and objectives for all of the major areas of the College's operations, including academic life, student life, public service, financial management and operations, and advancement. Four themes run through all of the goals and objectives in these areas:

Mission: To ensure that the mission identities of Trinity as a liberal arts college, a woman's college, and a Catholic college are fulfilled through all aspects of the College's program and work, along with the fulfillment of the fundamental values derived from the mission: freedom, leadership, service, faith, honor, intellectual rigor, world view, diversity, justice and lifelong learning.

Program: To ensure that the mission identities and fundamental values of Trinity are articulated for all students in whatever academic program they might participate, including the traditional undergraduate program, Weekend College and Continuing Education, and the Graduate Program.

Quality: To seek and establish qualitative and quantitative standards for performance in all aspects of the College's program and work, including both internal and external standards.

Innovation: To stimulate a climate of creativity and entrepreneurship that will enliven the community, enhance the reputation of the College, and open opportunities to increase resources through new funding sources.

These themes are important as Trinity through the planning process grapples with the complexities of mission and market for all of higher education and for women's colleges. These complexities, witnessed by the experience of many other institutions, tell us that to be an excellent small liberal arts college in the highly competitive academic markets of today simply is not sufficient to enable Trinity to attract excellent students and excellent faculty in sufficient numbers to keep the institution viable.

## B. Assumptions

Every planning process derives from a set of assumptions about the institution itself, its mission, its market, its current and future populations of faculty and students, its leadership philosophy, its history, failures as well as successes. The assumptions are both internal, i.e., those that are endemic to the institution itself, as well as external, i.e., those that result from trends and events in the larger world.

### 1. Internal Assumptions

The internal assumptions for 1992-1997 planning include:

(a) that no goals for excellence can be achieved without some interior sense of the need to seek constant improvement, to engage in critical self-evaluation, to seek and to accept the critical evaluation of peers, to develop standards by which individuals and the community can judge excellence;

(b) that a climate of continual evaluation and innovation is essential for the intellectual growth and fiscal strength of the College;

(c) that the mission of Trinity as a Catholic liberal arts college for women continues to give the College its raison d'être, and that the values inherent in this mission continue to be valid and achievable through the College's programs;

(d) that the fundamental assumption of the mission is not static, but rather a clear challenge to Trinity to continue to create new programmatic articulations of the mission beyond the traditional undergraduate base; that increased programmatic diversity will continue to strengthen the College both intellectually and fiscally, and that all current and new articulations of the mission must include specific goals and objectives for diversification in students, faculty and staff;

(e) that a commitment to diversity requires a concomitant commitment by the faculty and administration to change curriculum and programs to meet the needs, expectations and learning styles of new populations of students;

(f) that the mission identity of Trinity as a Catholic college requires the

community, through the planning process, to say what that identity means and how it will be realized in every aspect of life at the College;

(g) that the presence of the Sisters of Notre Dame will be articulated in new ways as the College seeks to illuminate the meaning of its Catholic identity with lay leadership, and open to students, faculty and staff of all faiths;

(h) similarly, that the mission identity of Trinity as a woman's college requires the community, through the planning process, to say what that identity means and how it will be realized in every aspect of College life;

(i) that Trinity's identity as a College committed to the education of women does not mean that women must teach and learn in isolation on the campus, and that the issue of gender should be addressed along with other diversity issues;

(j) that the liberal arts continue as the primary and central intellectual tradition of Trinity, even as professional studies broaden the academic program of the College;

(k) that excellence in teaching continues to be the cornerstone of the Trinity academic experience, and that teaching must be supported by ambitious faculty expectations in research, scholarship and participation in scholarly discourse within and among their respective disciplines;

(l) that in order to maintain and enhance excellence in teaching, the College must make retention of excellent current faculty and recruitment of outstanding new faculty a priority, achievement of which requires implementation of specific objectives related to improvement of faculty salaries and compensation;

(m) that the size and mission of Trinity provide opportunities for the College to create model student life programs for traditional and non-traditional students alike;

(n) that the management and administration of the College must improve the overall quality of College operations by adopting and implementing more sophisticated systems and techniques in financial administration, data management, personnel management, facilities management and auxiliary services;

(o) that the leadership of the College, the Board and President in particular, must lead the way to the development of substantial new non-tuition revenues, including planning and implementing a capital campaign in relation to Trinity's Centennial in 1997.

## 2. External Assumptions

Many external factors influence the College's perception of itself, its market, the

viability of its mission. The principal external assumptions influencing the College's planning process during 1990-1991 include:

(a) that women's colleges will not increase in popularity among traditional-aged students, but neither will the current interest level decline, thus leaving the available prospect pool at about 2% of all college-bound teenagers; however, the decline in population in this age group through 1995 means that fewer real prospects are available, so that, accordingly, Trinity will have to expend even greater resources in pursuit of the full-time traditional market;

(b) that, in spite of the market plateau, distinguished research will continue to support the developmental rationale for women's colleges;

(c) the adult market for higher education will continue to increase toward a projection that, by the year 2000, almost 60% of all students enrolled in colleges and universities will be adults; of that number, the majority will be women;

(d) that increasing numbers of adults in the greater Washington area will consider starting or competing degrees at a private college in the area, if the scheduling is convenient;

(e) that Trinity's Weekend College program will continue to be the major weekend program in the Washington area, but that other local institutions will increase in competitiveness for adult education programs;

(f) that the annual inflation rate will not exceed 5% per year;

(g) that public expectations and regulatory oversight will continue to restrain college tuition and fee growth for the next five years; but that the economic condition of the nation will make the private college choice increasingly difficult for many families unless financial aid is increased significantly;

(h) that the predicted faculty shortage in the liberal arts will materialize, forcing Trinity to adopt more aggressive faculty recruiting tactics;

(i) that Washington will continue to be an attractive college town in spite of local crime problems;

(j) that the study of liberal arts, especially in a small school, will gain in popularity as more educational consumers seek the most versatile investment of their undergraduate dollar;

(k) that no significant external disasters will occur that would make Trinity especially vulnerable, e.g., serious recession, major upheaval in Washington, etc.

(l) that external evaluators (accreditors, auditors) will judge Trinity worthy of their approval;

(m) that the Middle States Association will require a definitive assessment plan as part of the requirements for accreditation;

(n) that the human and fiscal resources that Trinity needs to achieve her goals will be available to the College.



#### *IV. THE STRATEGIC GOALS*

Toward Trinity 2000 presents strategic goals in two sections: the Mission Goals, and the Resource Goals. The sections are presented in this manner in order to establish the appropriate relationship between the substance of what Trinity offers, and the resources necessary to support the programs. The goals are as follows:

##### *The Mission Goals*

- I. Empowerment for Life Roles
- II. Foundations in Liberal Learning
- III. A Community of Faith, Justice and Honor
- IV. Commitment to the Education of Women
- V. Diversity and Community
- VI. Centers of Academic Distinction

##### *The Resource Goals (Business Plan)*

- VII. Financial Resources
- VIII. Enrollment Development
- IX. Institutional Advancement
- X. Faculty and Staff Enhancement and Growth
- XI. Quality of Campus Life
- XII. Facilities Equal to Ambition

## ***STRATEGIC GOAL I: EMPOWERMENT FOR LIFE ROLES***

**Through all academic and co-curricular programs, Trinity College empowers her students with the knowledge and skill, spiritual vitality and ethical perspective necessary for constructive citizenship and visionary leadership in all of the their roles as parents and teachers, volunteers and workers, executives and consumers in the families, schools, communities and corporations of the world.**

**Faithful to its mission identities as a College with an intellectual tradition rooted in the liberal arts, a culture and program devoted primarily to the advancement of women, and a community animated by the Gospel message of faith and charity, Trinity emphasizes the responsibility of her graduates to use the privilege and power of education for the benefit of others and succeeding generations.**

### *Comment*

*The first strategic goal establishes the platform for all other strategic goals of Trinity College, both academic and co-curricular. "Empowerment" emphasizes the College's commitment to the preparation of students for self-generated action, and "life roles" emphasizes the College's view of learning as a lifelong endeavor with many applications beyond disciplinary specialization.*

*Whether Trinity women choose specific roles as lawyers or artists or mothers or doctors or wives or scientists or a combination of many of these and others, they will also be citizens of a global village and leaders with the power to shape one child, one household or even nations. To empower such citizens and leaders to be truly effective, Trinity College must equip them not only with objective knowledge and technical skills to apply the knowledge, but even more important, the College must also provide the moral and ethical framework for the exercise of such objective learning in ever-changing dimensions.*

*For the work of such citizens and leaders to have any lasting impact, they must also recognize their responsibility as teachers, bearers of culture instilling values and the capacity for learning in future generations. As a faith-centered College, Trinity firmly believes that the purpose of human existence does not end with the secular, but finds its true meaning in the centrality of God, especially as expressed in the Gospel message as revealed through the teachings of the Catholic faith.*

*This goal embraces all students in all programs of Trinity. In order for the goal to have meaning in the life of each student, the goal challenges the College to develop assessment tools and programs that ensure a thorough knowledge of the capacity, needs and interests of each student.*

## *Operational Goals to Implement Strategic Goal I: 1992 - 1997*

### *Operational Goal One: Empowerment Through Curricula*

The new Trinity College curricula in all programs will embrace as a central theme the empowerment of students through an interdisciplinary and integrative approach to the development of the knowledge, skills and values necessary to achieve the strategic goal.

### *Operational Goal Two: Ethical Empowerment*

As a value-centered college with an intellectual and spiritual foundation in the Catholic tradition, Trinity believes that genuine personal empowerment requires a foundation in ethical and moral behavior. The Trinity College Honor System and commitment to student self-governance will provide a systematic framework within and beyond the formal curricula for the development of student leadership skills, ethical decision-making and commitment to community as central values for empowerment.

### *Operational Goal Three: Integration of Learning Experience*

Co-curricular programs will build upon the goals of the formal curricula to ensure an integrated continuum of learning throughout the student's Trinity experience.

### *Operational Goal Four: New and Enhanced Structures for Learning*

Trinity College is committed to developing new learning structures in curricular and co-curricular life to expand student opportunities and access to learning for leadership and global citizenship. In particular, the new and enhanced structures will provide a clear focus for the acquisition of specific knowledge and skills necessary for leadership, including communication skills, technology, science, economics and public policy development.

### *Operational Goal Five: Lifelong Learning*

In recognition of the fact that full empowerment of persons can only occur as part of a program of lifelong learning and lifelong personal intellectual development, Trinity is committed to providing her graduates with appropriate programs and opportunities to continue to learn and grow beyond graduation and throughout their lives.

*Operational Goal Six: Access to Learning*

As a college for women, founded almost a century ago to provide access to Catholic women who were barred because of their gender from the major Catholic universities, Trinity College exists as a result of a profound respect for the belief that access to learning is essential to empowerment through learning. Therefore, Trinity will ensure that, as an essential function of achieving the primary goal of empowerment, all opportunities to learn are fully accessible to all students, and all students are appropriately supported in seeking to take advantage of those opportunities.

*Operational Goal Seven: Governance for Empowerment*

The governing structures, policies and practices of Trinity College will reflect empowerment of persons and all subsequent strategic goals.

## **STRATEGIC GOAL II: FOUNDATIONS IN LIBERAL LEARNING**

**In order to ensure that the undergraduate curriculum in the liberal arts continues to be the strong foundation for the achievement of all goals in this strategic plan, Trinity will develop the capacity to refresh and renew the undergraduate curriculum on a regular basis. Such a process will include periodic program evaluation as well as ongoing student outcomes assessment. Through this process, Trinity will clarify the College's expectations for the articulation of the core values of liberal learning in all programs. In addition, this process will enable Trinity to demonstrate more effectively the strong relationship between the foundation programs in the liberal arts, and the programs in professional studies.**

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### *Comment*

*This goal specifically addresses Trinity's central intellectual commitment to the liberal arts as the foundation of higher learning. The statement of the goal reflects an understanding of the need for continuing renewal in the College's approach to the liberal arts to ensure that the liberal curriculum truly delivers on its promise to be the platform for all of life's varied endeavors. This goal reflects the intention to promote interdisciplinary teaching and learning and clarifies and strengthens the curricular commitment to the transmittal of those core values that Trinity has identified as manifestations of the College's mission:*

- \* Freedom*
- \* Leadership*
- \* Service*
- \* Growth in Faith and Spirit*
- \* Action for Justice*
- \* Commitment to Honor*
- \* Commitment to Women*
- \* Commitment to Diversity*
- \* Global Interdependence*
- \* Lifelong Learning*
- \* Intellectual Rigor in Teaching and Learning*
- \* Commitment to Excellence in Teaching*
- \* Preparation of the Nation's Teachers*
- \* Technological Competence*
- \* Interdependence with Professional Preparation*

*These values are incorporated into the goals and objectives of the new Trinity Curriculum.*

*Through explicit mention of the expectations of professional life, the goal is also intended to provide a bridge between the liberal arts curriculum and Trinity's programs in professional studies.*

*In order to measure the successful implementation of this goal, the operational plan must provide a clear means for ongoing assessment of student fulfillment of the goals and objectives, incorporating both internal and external standards of excellence through peer review and accreditation agencies.*

## *Operational Goals to Implement Strategic Goal Two: 1992-1997*

### *Operational Goal One: Interdisciplinary Learning*

The new Trinity Curriculum in the Liberal Arts will manifest the interdisciplinary essence of liberal learning in order to ensure the achievement of the strategic goals of the College. The acknowledgement of the interdisciplinary nature of liberal learning will be achieved in both the core program (Foundations for Leadership Curriculum) as well as in the reformulation of major programs to focus on distinctive areas of leadership emphasis: e.g., public policy, science, education, culture, church, and corporate affairs.

### *Operational Goal Two: Value-Centered Learning*

The new Trinity Curriculum in the Liberal Arts will express clear goals, objectives and strategies for teaching and learning about the values that are central to Trinity's implementation of mission.

### *Operational Goal Three: Bridge to Professional Studies*

The new Trinity Curriculum in the Liberal Arts will demonstrate the platform that liberal learning provides for professional studies. At the same time, the new Curricula for Professional Studies at Trinity will embrace a strong commitment to the values of liberal learning as the foundation for professional study.

### *Operational Goal Four: Liberal Arts Access to Underserved Populations*

Trinity will create opportunities for access to learning in the liberal arts to populations not previously served by the liberal arts tradition.

### *Operational Goal Five: Co-Curricular Links*

Co-curricular programs will reflect a purposeful design to support and clarify learning in the liberal arts and connections to Trinity's core values.

#### Operational Goal Six: Periodic Program Evaluation

In order to ensure the continuing renewal and vitality of Trinity's academic programs, every program will be reviewed on a periodic basis according to criteria established by the faculty and approved by the Board, and such criteria will include consideration of the program's relevance to the mission and goals of Trinity College, including both economic and substantive factors.

#### Operational Goal Seven: Student Outcomes Assessment

In order to demonstrate the relationship between the academic goals of Trinity College and student outcomes, the Trinity faculty will develop, with Board approval, a regular program of student outcomes assessment reflecting external standards for assessment strategies.

#### Operational Goal Eight: Incorporation of Collaborative Learning Opportunities

The Trinity College Curriculum will also include an intentional design for students to participate in collaborative learning opportunities outside of the College campus, including but not limited to internships, study abroad, use of the Consortium, and other appropriate collaborative opportunities.



### **STRATEGIC GOAL III: A COMMUNITY OF FAITH, JUSTICE AND HONOR**

**With the power of the College's mission in the Catholic faith and the congregational commitment of the Sisters of Notre Dame de Namur to action for social justice, Trinity College believes that its educational programs find their ultimate meaning and animation in the community that gives witness to active faith through frequent opportunities for spiritual development in prayer and worship, as well as through a community-wide climate of generosity of spirit and compassionate ministry to those in need. These attributes find support and illumination in the curricular emphasis on Catholic and religious intellectual tradition, in the central place of Campus Ministry in the community, in the commitment to community service to persons in need, and in the community-wide commitment to the deeply ethical principles expressed in the Honor System.**

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#### Comment

*Trinity seeks to affirm and enlarge her commitment as a Catholic college in ways that also embrace the large presence of persons of other faiths within the Trinity community. As a starting point and foundation for all faith-related action, Trinity's curriculum emphasizes study in the Catholic intellectual tradition, and other religious traditions. Such study provides the necessary framework for more profound faith exploration, as well as for the tangible extension of the faith commitment through public action for social justice.*

*Trinity is heir to the tradition of the Sisters of Notre Dame de Namur who make their faith commitment manifest through their service to others and the pursuit of social justice, in keeping with the Gospel teachings and the teachings of the Church. Persons of many faiths express similar commitments to service and action for social justice, and through Trinity's active program of community service, Trinity seeks to ensure that students of all faiths are able to develop their faiths through personal commitment to service.*

*Opportunities for worship in the Catholic community on campus are frequent, and the nature of Trinity's numerous traditions reflects a close bond between expressions of faith and the celebration of tradition. Trinity seeks to enlarge the opportunities for worship, and the traditional celebrations, to include worship for persons of many different faiths. Because Trinity is fundamentally a Catholic college, the community commitment to the Honor System should be a vibrant expression of shared morality that reaches beyond mere secular good taste to a realization that an ethical life is a manifestation of the divine. The concept of personal integrity expressed in the Honor System can only find meaning in the individual's relationship to the community and its members. The individual expresses that relationship through an agreement to accept and live by community norms. The community commitment to the individual is to ensure that those norms do not unnecessarily constrain individual freedom and dignity.*

## *Operational Goals to Implement Strategic Goal Three: 1992-1997*

### *Operational Goal One: A Faith-Centered Campus*

Trinity seeks to engender a faith-centered campus environment through ensuring that all faculty, staff and students have frequent opportunities to learn about the faith-centered nature of the College as a stimulus to develop their own belief systems, to enlarge spirituality through prayer, meditation and worship, and to develop an active sense of respect for principles of religious freedom and expression. For the Catholic community on campus, this goal includes, in particular, opportunities to deepen faith through participation in daily liturgies and other expressions of Catholic faith and worship.

### *Operational Goal Two: Catholic and Religious Intellectual Tradition*

The Trinity curriculum will provide the foundation of knowledge in the Catholic and other religious intellectual tradition necessary to enlarge individual faith commitment and to illuminate actions for social justice.

### *Operational Goal Three: Living Faith through Action for Social Justice*

Reflecting the teachings of the Catholic Church and other religions, especially those who share in the Judaeo-Christian heritage, members of the Trinity community will have opportunities to demonstrate their faith commitment through participation in programs of community service and action for social justice.

### *Operational Goal Four: Women and Faith*

In reflection upon Trinity's mission as a woman-centered College, Trinity takes special interest in the development of women as spiritual and faith-centered beings, with the ability to express their faith commitment actively in all aspects of their lives. Through curricular and co-curricular opportunities, Trinity will enable students to explore the many roles and issues involving women, religion and faith in contemporary life.

### *Operational Goal Five: Religious Freedom and Diversity*

Persons of all faiths on campus will have opportunities to express their faiths in worship, as well as to study and express their religious traditions. Trinity is committed to principles of religious freedom and freedom of expression for persons of all faiths.

***Operational Goal Six: Faith Commitment and Ethical Living***

Faculty, staff and students will work together to develop appropriate programs to explore the relationship between the Honor System and the development of their faith commitment.

#### STRATEGIC GOAL IV: COMMITMENT TO THE EDUCATION OF WOMEN

Through all curricula and programs, Trinity will enlarge its place as a model for woman-centered education and scholarship, supporting innovative and even pioneering methods and formats for the education of women of all ages, and through developing a research capacity especially on issues surrounding women, work and families.

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##### Comment

*Trinity's identity as a college for women is central to the life of the College. This identity is chosen for the contemporary Trinity, not out of nostalgic desire for the college as it once was, but out of the firm conviction that women today continue to experience a lack of access to all dimensions of higher education, an access found in a woman's college.*

*The Sisters of Notre Dame de Namur founded Trinity in 1897 because women could not gain physical access to the major Catholic universities of the day. The early manuscripts of correspondence about the founding of Trinity affirm the historic conviction of the Founders that women were not only as capable as men intellectually, but that they also possessed the absolute right to pursue a higher education as part of their moral and spiritual development.*

*Today, Trinity continues as a college whose central belief is that the life of God in each person commands respect for the dignity and potential of each human being. Trinity offers its special mission to women, because women continue to suffer barriers to learning and personal advancement. While access to institutions of higher education today seems readily available to most women, in reality many women continue to find that their educational needs go unmet. The reasons for the continuing barriers include the "chilly climate" of classrooms and campuses that insult the dignity of women, or the more subtle forms of discrimination that fail to recognize different learning styles, or outright sexual harassment and intimidation, or the more mundane barriers of time schedules and work and family demands that cannot wait for a woman to tend to her own needs first.*

*As a woman-centered College, Trinity is devoted to removing those barriers that inhibit the educational attainment of women. Trinity's faculty continue to develop new pedagogies in keeping with new learning about women's ways of knowing, and instructional styles are intended to unlock each student's potential. The woman-centered campus environment enables each student to develop her personal and leadership talents to the greatest extent possible. For women who balance the competing priorities of family, work and other life needs, the Weekend College and Continuing Education programs are devoted to empowering women to achieve their educational goals while managing other priorities.*

*Trinity's Foundation Curriculum includes a goal for a focus on gender, because Trinity's*

*faculty believes that women educated in a woman-centered environment should take from this learning experience not only a more confident sense of self, but also a more complete understanding of developmental, intellectual, social and spiritual issues for men as well as women, so that Trinity's graduates can bring those new levels of understanding to bear on finding solutions to the critical gender issues in contemporary society.*

## *Operational Goals to Implement Strategic Goal Four: 1992-1997*

### *Operational Goal One: Policies and Practices to Empower Women*

Trinity will articulate and promulgate policies and practices that are consciously supportive of the needs and expectations of all women on campus, and thereby, also ensure a supportive environment for all persons in the Trinity community.

### *Operational Goal Two: Curricula and Pedagogy*

The Trinity curricula and pedagogies will consciously reflect the centrality of the College's woman-centered mission in both single-sex and coeducational learning environments.

### *Operational Goal Three: Co-Curricular Programs to Enhance Women*

Co-curricular programs and activities will enhance and enlarge the College's woman-centered commitment.

### *Operational Goal Four: Leadership Development for Women*

In recognition of the special opportunities for leadership development afforded in the woman's college setting, Trinity College will develop a special program for leadership development for women.

### *Operational Goal Five: A Research Center for Women*

Trinity will take advantage of its position in the nation's capital, and as the leading Catholic college for women, to develop its research capacity on issues involving the lifespan development of women (e.g., work, family, children, gender roles, gender communication, legislation, elder care, leadership, poverty, etc.).

### **STRATEGIC GOAL V: DIVERSITY AND COMMUNITY**

**Consistent with the College's mission commitment to action for social justice, Trinity will enlarge the ability of the campus community to embrace the racial, cultural, age and religious diversity of the campus community, including strengthening the affirmation of goals for diversity in admissions, financial aid and hiring policies and practices, and extending through all academic, student life and administrative programs and practices.**

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#### Comment

*Trinity College in the 1990's reflects the reality of the increasingly pluralistic nation and Washington area community. The pluralism of the campus is likely to increase with national trends well into the new century. This goal recognizes that increasing diversity, with all of its educational, cultural and ethical implications, is not simply a minor demographic fact, but, indeed, a commitment arising from the College's mission statement.*

*In 1992, Trinity's total student body of 1100 students is approximately two-thirds adult and commuter, one-third minority, and increasingly religiously pluralistic. This profile represents a dramatic change from the profile that Trinity presented in the late 1960's as a residential, four-year liberal arts college, overwhelmingly white, Catholic and perceived to be "elite" in economic and social terms.*

*The strategic goal reflects the intention to make intentional changes in Trinity's programs, practices and policies, and thereby to influence changes in the College's culture, in order to manage the increased pluralism of the campus in a purposeful way related to the educational goals of the College.*

*Operational Goals to Implement Strategic Goal Five: 1992-1997*

*Operational Goal One: A Philosophy of Inclusion*

Trinity College will articulate a fundamental institutional philosophy of inclusion and acceptance of all persons who meet the College's entrance requirements, embracing a spectrum of race, belief, culture, age and experiential background as integral to the fulfillment of the educational and mission goals of the College. This goal challenges Trinity to live its special mission identities as a Catholic college, and as a women's college, in ways that are not elitist but inclusive, not isolated but fully engaged with other persons.

*Operational Goal Two: Planning Curricula for Demographic Developments*

So that plans for Trinity's future will rest on firm assumptions about growth and change in the demographic profile of student populations, Trinity's processes for developing new curricula and programs will include assumptions informed by demographic and socio/cultural projections for the national population in the 21st Century.

*Operational Goal Three: Curricular Design for Diversity*

Trinity's new curricula and pedagogies will reflect an intentional design to educate all students to understand and work successfully within a context of diverse cultures, beliefs, communication styles, life experiences and learning capacities.

*Operational Goal Four: Pluralism in the Campus Community*

Co-curricular and student life programs will provide appropriate opportunities for students, faculty and staff, to explore and strengthen the meaning and method of building and sustaining a pluralistic community.

*Operational Goal Five: Re-inventing Tradition for a Diverse Community*

The ritual and tradition that are sources of constancy and identity within the changing college community will grow stronger and more vibrant with the conscious embrace of the commitment to include all persons as an integral part of the life symbolized and celebrated by the activity or ceremony.



*Operational Goal Six: Policies and Practices to Sustain Diversity*

Administrative policies, procedures and practices will manifest Trinity's commitment to sustain and enlarge diverse student, faculty and staff populations; and in particular, the personnel policies and practices of the College will reflect the diversity commitment.

*Operational Goal Seven: Engagement with Washington Neighborhoods*

An important manifestation of the commitment to diversity is the willingness of the Trinity community to engage in a meaningful way with persons outside of the Trinity community. This commitment starts with the immediate Trinity neighborhood in Edgewood, LeDroit Park, Brookland and Michigan Park.

## **STRATEGIC GOAL VI: CENTERS OF ACADEMIC DISTINCTION**

**In order to develop a reputation for excellence in select fields, and in order to extend the learning opportunities inherent in the Trinity Curriculum to students, scholars and the community through a variety of formats (including pre-college programs, symposia, special courses and internships, and research opportunities), Trinity will establish centers of academic distinction in select fields, including:**

**New List:**

- \* The Trinity Center for Women in Public Policy**
- \* The Clare Boothe Luce Center for Women in Mathematics and Natural Sciences**
- \* Center for Urban Education**
- \* Institute for Lay Leadership in the Church**

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**Comment**

*The establishment of certain substantive centers will enable Trinity to develop a "market niche" for expertise in particular subjects, and will also provide strong forums for gatherings of scholars, policymakers and others. Such opportunities will facilitate the growth and development of Trinity's substantive reputation, and will also heighten the general visibility of the College.*

*Operational Goals to Implement Strategic Goal Six: 1992 - 1997*

*Operational Goal One: Trinity Center for Women in Public Policy*

In order to enhance and expand Trinity's reputation for teaching and scholarship in the area of national public policy, Trinity will establish a center with a public policy focus. This Center will provide an umbrella organization for curricular and co-curricular opportunities for Trinity students, faculty and alumnae. In addition, this center will provide opportunities to introduce Trinity to new external audiences, including women in executive leadership positions in government and the private sector, students and faculty from other colleges, and high school teachers and students. The Trinity Center will provide an opportunity for students, faculty and all participants to focus on the interdependent nature of the disciplines of economics, politics, sociology and psychology in light of broad public issues such as health care reform, environmental protection, international trade, third world development, public education, and similar issues.

*Operational Goal Two: Luce Center for Mathematics and Natural Sciences*

With the incentive already provided through the bequest of Clare Boothe Luce, the creation of the Luce Center will enable Trinity to put a distinctive stamp on the mathematics and natural science programs of the College. The Luce Center will provide a more focused means to market Trinity's programs, to attract faculty and lecturers, and to promote Trinity's reputation for teaching undergraduate women in mathematics and science.

*Operational Goal Three: Center for Urban Education*

In recognition of Trinity's historic commitment to teacher preparation, and especially teachers in the urban environment, Trinity will develop the Center for Urban Education to provide teacher preparation, colloquia, scholarship and public educational opportunities on issues surrounding elementary and secondary education in the urban setting.

*Operational Goal Four: Institute for Lay Leadership in the Church*

With the 'era of the laity' increasingly vital to the Catholic Church, Trinity will establish an Institute for Lay Leadership to provide opportunities for research, teaching and training for the wide variety of roles that lay women will assume in the Church.

**STRATEGIC GOAL VII: FINANCIAL RESOURCES**  
(The Business Plan)

The Business Plan for Trinity (encompassed in the strategic goals that address resource needs) will ensure that the resources necessary to accomplish the mission goals of the strategic plan are available and sufficient. The Business Plan encompasses all revenue streams, and those revenues support the other resource goals addressed in the business plan: human resources, facilities and quality of life. Through the Business Plan, Trinity will articulate fundable projects and priorities, plan and implement fund raising programs including capital campaigns, and develop tuition and non-tuition sources of revenue sufficient to provide the fiscal resources necessary not only for general institutional health but also to support the ambition and entrepreneurship inherent in the vision for the future of Trinity. In particular, the strategic goals and operational goals and objectives will include plans and programs designed to achieve these goals for fiscal health:

**ENROLLMENT TARGETS: BY 1997:**

<i>Undergraduate Weekday</i>	500
<i>Weekend College</i>	1,000
<i>Graduate Programs</i>	500
<i>Total FTE Enrollment</i>	1200-1400

**FUND RAISING TARGETS: BY 1997:**

- \* *Annual Fund to \$1,000,000 (10% of Budget)*
- \* *Centennial Campaign Complete; Second Century Fund Planned*
- \* *Public Grants and Contracts to 10% of budget*
- \* *Corporate and Foundation Support to \$200,000 Annually*

**ENDOWMENT TARGETS:**

*Scholarship Endowment Income to \$600,000*  
*Faculty Endowment of \$2,000,000 established*  
*Funds Functioning as Endowment to \$2,000,000*

**CURRENT FUND TARGETS:**

- \* *Annual Surplus at a minimum of \$100,000*

## ***STRATEGIC GOAL VIII: ENROLLMENT MANAGEMENT***

Trinity's enrollment management program will enable the College to achieve the strategic goals for mission and for financial resources through a carefully designed marketing plan to recruit and enroll high quality students, in all programs, in sufficient number to sustain academic excellence; to maximize opportunities for transfer and articulation; to develop new programs, on-campus and off-campus, to attract new student audiences; to improve retention rates through effective academic advising and counseling; to provide adequate financial assistance for students at all levels; and to assess student outcomes as demonstrable evidence of the effectiveness of Trinity's educational program. Through all of these activities, Trinity will be able to reach the fiscal targets for enrollment development, as indicated in Strategic Goal VII: Fiscal Resources, including:

*BY 1997:*

- \* Full-Time Undergraduate "Traditional" .....from 250 to 500*
- \* Continuing Education Weekday .....from 75 to 150*
- \* Weekend College .....from 525 to 1,000*
- \* Graduate Programs .....from 250 to 500*
- \* Non-degree Programs (Workshops).....from @ 2,000 to @4,000*

### Comment

*Enrollment development is the heart of the business plan portion of the strategic plan. With tuition revenues contributing more than 60% of all college revenues, and with large resource needs for personnel, plant and academic materials, the need to enlarge the tuition revenue base cannot be overstated.*

*The strategic goal for fiscal resources identifies numerical targets for enrollment development, and these are also stated clearly in the enrollment management goal. However, it is important to understand that increased enrollments are a product of a complex constellation of activities known as "enrollment management." The principal activities in this constellation are marketing, recruiting, admission, financial aid, academic advising, counseling, retention, assessment and program development. This goal in the strategic plan addresses each one of*

*these activities, for each major academic unit and program.*

*In order for the enrollment management program to be effective in all of its parts, the staff leadership, organization and delivery systems must be managed and directed in a coherent manner. Accordingly, the first operational goal in this section speaks to the organization and management of marketing, recruiting and admission staff functions, in order to provide the appropriate basis for further development of the operational plan.*

## ***Operational Goals to Implement Strategic Goal VIII: 1992-1997***

### ***Operational Goal One: Formal Design for Enrollment Management***

Trinity will organize all marketing, recruiting, admission and related functions into a single coherent unit, the "Enrollment Management Team," organized under a single staff leader, with sub-parts serving special constituencies, in order to ensure a coherent plan, image and direction for enrollment development.

### ***Operational Goal Two: Marketing and Recruiting Plan***

The Enrollment Management Team will create a unified marketing plan for Trinity, and a correlative plan for student recruiting in each individual program, to increase applications from increasingly well qualified students. This planning process will include clear benchmarks for the collection and analysis of external and internal data regarding present and future student populations, as well as longitudinal data tracking the effectiveness of recruiting strategies over time. The enrollment management plan will include specific components to address longitudinal enrollment increases required in the strategic plan, including the traditional undergraduate program; weekday continuing education; Weekend College; the graduate programs; the non-degree programs.

### ***Operational Goal Three: Admission, Advising and Counseling***

A unified program of admission, academic advising and counseling (personal and lifespan career development) will provide a more effective means for Trinity to complete the enrollment process for recruited students, thus increasing yield in the applicant pool.

### ***Operational Goal Four: Transfer and Articulation***

Trinity will increase opportunities for students to transfer into the College, including developing a specific component of the marketing and recruiting plan related to transfer, and the negotiation of articulation agreements with a range of community colleges, in order to facilitate the transfer of credit and enrollment of transfer students.

### ***Operational Goal Five: Student Financial Aid***

As part of a more aggressive enrollment management program, Trinity will increase available financial aid resources, and strengthen financial aid administration.

***Operational Goal Six: Retention and Outcomes Assessment***

Trinity will develop an affirmative retention program for all student populations. In addition, a formal program of student outcomes assessment will strengthen retention and all aspects of enrollment management.

***Operational Goal Seven: Program Development***

Through the activities of the Enrollment Management Team, Trinity will receive frequent and current data with regard to market trends and student interests, and this data will provide part of the basis for the development of new academic programs.



## STRATEGIC GOAL IX: ADVANCEMENT

**The advancement program of Trinity College will embrace and promulgate all of the goals and objectives of Trinity 2000 in order to ensure that all Trinity constituencies affirm these goals, to enable Trinity to attract new constituencies, and to develop Trinity's capacity to attract the increased financial support and external recognition necessary to achieve these goals.**

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### Comment

*Aggressive institutional advancement is a sine qua non of the success of this strategic plan, and ultimately, of the success of Trinity College. Without a more vibrant public affirmation of the worth, value and necessity of Trinity College, Trinity will never be able to generate the resources necessary to achieve these goals. The resources generated by a successful advancement program are not just financial, although those are crucial and must be central. However, for a College that aspires to excellence and a continuing value in the large social dialogue about the future of the nation and world, the affirmation of reputation is essential.*

*A successful advancement program will raise the visibility of the College in all markets, will stimulate all constituencies to speak affirmatively of the College, and among the alumnae of the College in particular; will build new leadership for the future; will engender the development of new markets for student recruitment, while strengthening old markets; and will lay the foundation for significantly increased financial support.*

*The successful advancement program achieves these goals by, first and foremost, articulating and promulgating a strong, vibrant and clear image of the College, and by leading all constituencies to affirm the College in one voice. The "one voice" approach is crucial to the successful achievement of the goals of the advancement program.*

*With one voice, the successful advancement program then organizes staff and volunteer leadership to execute specific tasks designed to achieve better publicity, broader public relations, larger enrollments, and significantly increased voluntary financial support. These tasks are usually part of a large design for a capital campaign and related programs.*

*Finally, the successful advancement program is also the spiritual and tangible fuel to stimulate faculty and students to continue to work together to achieve the mission goals of the strategic plan. With large public affirmation for the College, the faculty and students will be inspired to reach even farther to achieve the goals of the strategic plan. Hence, the advancement goal also promotes a kind of dialogue between and among leadership and community that promotes constant planning, priority-setting, and regeneration of energy and spirit for the future of Trinity.*

## *Operational Goals to Implement Strategic Goal IX: 1992-1997*

### *Operational Goal One: Affirmation of Trinity With One Voice*

The primary goal of the advancement program of Trinity College will be to enable all constituencies of the College to affirm and promote the mission, goals and objectives of Trinity with one voice. This goal will be achieved through the unification of staff structures in the Advancement Team, coordination of all communications and publications, development of an institutional case statement, and implementation of a comprehensive design for volunteer leadership structures.

### *Operational Goal Two: The Advancement Team*

In order to achieve the successful management of the advancement, plan, all staff positions related to advancement will be organized into a the Advancement Team, coherent, functional unit that places a premium on staff leadership to achieve the goal of "one voice". Staff in that unit will be guided by contemporary professional standards and practices for fund raising, public relations, alumnae and advancement programs, including measurable standards for productivity and demonstrable results.

### *Operational Goal Three: Leadership Development*

Trinity will design and implement a plan to identify, recruit and develop new generations of College leadership in all constituencies, including trustees, regents, alumnae, parents, students and faculty, and such plans will be consistent with the College's mission goals and methodologies for leadership development.

### *Operational Goal Four: Alumnae Programs and Services*

Because Trinity believes that her educational mission is lifelong, as reflected in the mission goals of this strategic plan, and because the lifelong bond to the College has special significance for the relationship of the alumnae constituency to the College, the development of a professional plan for alumnae programs and services is an integral part of the advancement plan for Trinity College.

### *Operational Goal Five: Visibility and Publicity*

Trinity's program in public relations will increase the visibility of the College among all constituencies, will introduce the College to new constituencies, will nurture and cultivate the image of Trinity in all markets, and will develop strategies to increase the external recognition of the reputation of Trinity as an innovative leader in the postsecondary education of women. Such strategies will include promotion of the various centers of academic distinction.

***Operational Goal Six: Development and Capital Campaign***

In recognition of the fact that the keystone of the entire strategic plan is the College's ability to generate new financial resources to achieve her goals, the capstone of the advancement plan is the development plan for Trinity College. The development plan will include components for revenue generation in current operations (unrestricted annual fund and restricted gifts), endowment and plant funds. The central focus of the advancement plan will be the planning and execution of the capital campaign strategy necessary to achieve the short- and long-range resource goals of Trinity College.

**Operational Goal Seven: Corporate Relations Program**

In recognition of the increased importance of a strong corporate relations program in developing financial and programmatic support for the College, Trinity will develop a corporate relations program that will include increased corporate presence on boards and advisory groups, corporate sponsorships, and educational services, as well as more traditional fund raising approaches.

***Operational Goal Eight: Government and Community Relations Program***

Trinity will establish a government and community relations program to strengthen its bonds with the city of Washington and the metropolitan Washington area, to enhance neighborhood awareness of the College and thus to facilitate enrollment development, and to develop opportunities for federal and local governmental support.

***Operational Goal Nine: Planning and Priorities***

The advancement plan for Trinity will stimulate a continuous process of strategic and operational planning, leading to the continuous identification of projects and priorities for development.

**STRATEGIC GOAL X: FACULTY AND STAFF ENHANCEMENT AND GROWTH**

**In order to ensure excellence in the academic staff of the future, the president and trustees, faculty and administration will work together to ensure a comprehensive plan for faculty compensation, hiring, promotion, professional development, and all other dimensions of nurturing and sustaining an excellent faculty.**

**Similarly, Trinity College will also develop a plan for the nurturing and growth of all personnel, recognizing that care of Trinity's human resources is the most important means by which the mission will be accomplished.**

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Comment

*The business of higher education is the life of the mind, and this mission can only be accomplished through human labor. While all of the resource goals are important, the quality and effectiveness of Trinity's human resources are essential to ensuring the future of the College.*

*This strategic goal will require the continuation of the faculty compensation plan initiated by the Board of Trustees in 1990, with further development of goals and objectives for faculty compensation, professional development, retirement policies, and related goals.*

*With regard to staff, through this strategic goal the staff of Trinity, with the leadership of the Human Resources Department, will begin to establish contemporary standards for performance, a wage and salary plan that is modern, fair and equitable, and staff development programs that will ensure that Trinity's staff has the knowledge and competencies necessary to support the College in the implementation of this strategic plan.*

## *Operational Goals to Achieve Goal Ten: 1992 - 1997*

### *Operational Goal One: Faculty Development*

In order to achieve all of the curricular and instructional goals implied in this plan, Trinity will develop clear expectations for faculty development, including a young faculty enhancement program, an ongoing evaluation program, portfolios, pre-tenure preparation, post-tenure development, and other programs designed to enhance faculty expertise in their substantive disciplines as well as in new pedagogies.

### *Operational Goal Two: Faculty Personnel Policies*

The personnel policies affecting faculty, as stated in the Faculty Handbook and including policies related to contracts, promotion and tenure, workload, and faculty rights and responsibilities, will be reformulated and applied in light of the expectations inherent in this strategic plan.

### *Operational Goal Three: Faculty Compensation*

Trinity College will continue to implement a faculty compensation plan that ensures the College's ability to recruit, retain and reward faculty equal to the ambition of the College's mission and strategic plan.

### *Operational Goal Four: Faculty Recruiting*

In order to ensure a continuing replenishment of faculty talent sufficient to meet the College's goals, Trinity will develop a plan for faculty recruiting that reflects strategies to attract faculty who can contribute significantly to the achievement of Trinity's mission and goals.

### *Operational Goal Five: Adjunct Faculty*

Recognizing the large and diverse talent pool that exists in the greater Washington area, Trinity will develop a more formal program for recruiting, orienting and evaluating part-time and adjunct faculty.

### *Operational Goal Six: Human Resource Development*

In recognition of the vital role that the staff plays in sustaining the mission of Trinity, the College will develop a Human Resources Department capable of delivering the policies and programs required to build the Trinity workforce of the future.

***Operational Goal Seven: Personnel Policies***

Trinity will develop personnel policies appropriate for the College's needs and capable of developing the college workforce to support the strategic plan. Such policies will include a wage and salary plan, staff evaluation program, staff training program, hiring and orientation, and such other policies as may be appropriate.

***Operational Goal Eight: Affirmative Action***

In all faculty and staff hiring, Trinity College respects principles of equal opportunity and seeks to achieve the goals stated in the College's Affirmative Action Plan.

## ***STRATEGIC GOAL XI: QUALITY OF CAMPUS LIFE***

**In order to ensure the most effective environment for the implementation of all goals in this strategic plan, Trinity will establish standards and systems to ensure quality performance and stimulate innovation in all campus services and operations.**

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### *Comment*

*The quality and effectiveness of campus services ranging from the information system to the bookstore to security and plant management are essential components of a thriving College. Without standards for campus operations, the ability of the College to meet the goals of the strategic plan will be dramatically hindered.*

*While such goals are always important, the presence of increasingly large numbers of part-time, adult, commuter students on campus creates a significantly higher "demand" level for high quality services delivered in a highly responsive manner. The ability of the College to meet the needs of new student populations is a critical factor in ensuring (or defeating) Trinity's ability to recruit and retain significant numbers of new adult and graduate students.*

*While this goal does not require a formal "total quality management" approach, TQM or a similar system should be an essential part of beginning to establish benchmarks for performance.*

*The operational services that are encompassed by this goal include:*

*\* Academic and Student Life Services:*

- a) Learning Skills Support*
- b) Writing Center*
- c) Math Center*
- d) International Students and ESL*
- e) Career Services*
- f) Student Health Services*
- g) Athletic Program*

*\* Child Care Services for Students and Staff Children*

*\* Registrar and Student Information Management*

*\* Business Office and Student Accounts*

\* *Campus-wide Computers and Information Management*

- a) *Total Information Management System*
- b) *Institutional Research*
- c) *Phones and Communications*
- d) *Audio/Visual Services*

\* *Physical Plant*

- a) *Custodial and Grounds*
- b) *Mechanical*
- c) *Structural*
- d) *Environmental*

\* *Food Service*

\* *Security*

\* *Housing*

\* *Schedules, Office Hours and Culture to Accommodate Students*



## *Operational Goals to Achieve Goal Eleven: 1992 - 1997*

### *Operational Goal One: Information Systems and Technology*

Trinity will develop a master plan for information systems and technology, including all administrative computing and telephones, student and alumnae records, accounting and personnel functions, and other appropriate systems. This plan will include detailed forecasts for hardware and software acquisitions, network capacity, and external communications and databases.

### *Operational Goal Two: Instructional Technology*

Trinity will make the acquisition of appropriate instructional technologies a high priority in fund raising and budgeting. These technologies include expansion and upgrade of the Academic Computer Center and satellite computer centers; installation of 'smart classroom' technologies in a select group of classrooms; installation of faculty computers and appropriate data links through INTERNET and other external sources; improvement in audio/visual equipment and delivery systems; and such other technologies as may be developed for academic support.

### *Operational Goal Three: Library*

The Trinity College Library will develop a plan for library enhancement, including the acquisition and delivery of new information technologies, creation of an on-line card catalog, expansion of library services beyond the main library building, and collection development.

### *Operational Goal Four: Institutional Research and Student Record Management*

Trinity will consolidate all institutional research and student data management functions under a single manager, and a plan will be developed to create a permanent I.R. function and an enhanced program for student data management.

### *Operational Goal Five: Center for Advising and Counseling*

A Center for Advising and Counseling will be created in a central location, and this center will include all counseling and advising functions for all students. The plan for the management of this center will be integrally linked to the plan for the development of a comprehensive student data management system.

***Operational Goal Six: Other Academic and Student Life Support Services***

As a companion program to the Center for Academic Advising and Counseling, Trinity will also create a more integrated program to deliver related academic and student life support services, including the ESL Program, the Writing Center, the Math Tutorial Program, the Learning Skills Support Program, Student Health Services, and related programs.

***Operational Goal Seven: Athletics and Fitness Programs***

Trinity will develop the athletic program to provide more attractive opportunities for all students, and this program will work more closely with the enrollment development offices. In addition, Trinity will develop a larger capacity to deliver fitness programs for the entire campus community.

***Operational Goal Eight: Residence Halls***

The program for residence life will be developed to provide more options in the type of student experiences available, i.e., program-specific floors, more independent living for older students, more structured programs for freshmen, and similar approaches.

***Operational Goal Nine: Quality of Operations***

All operational programs of Trinity will develop goals and evaluation methods reflecting standards of quality for customer service.

## **STRATEGIC GOAL XII: FACILITIES EQUAL TO AMBITION**

**Trinity will provide facilities of a quality equal to the academic and intellectual ambitions of the College, including, in the first phase through 1995, the development of a comprehensive campus plan for facilities development through the year 2010.**

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### Comment

*Modern, well-equipped and comfortable facilities, appropriately designed to support the goals of the academic and co-curricular programs, and able to accommodate all student populations, are vital to the effectiveness and success of any college program. Facilities provide the tangible expression of the College's sense of place in the modern world, since facilities speak to the needs and expectations of consumers, both students and teachers. As such, facilities are crucial to the recruitment and retention of both students and faculty.*

*"Facilities" used in this sense includes not only buildings and grounds, but also computers and technology, laboratories and studios, art collections, furnishings, equipment and other capital assets.*

*Trinity's historic buildings tie the campus community together with a profound sense of history and tradition, and their design and function speak eloquently to the values of the community: the massive embrace of all students, faculty and staff in Main Hall; the communal living and dining experience of Alumnae; the faith center of Notre Dame Chapel; the ordered rationality of the design of the Science Building; the quiet scholarly tone of the Sheehan Library; the close-knit residential floors and wings of Cuvilly and Kerby, discouraging isolation and promoting community.*

*Preservation and restoration of the oldest of these buildings becomes more acute as they approach the end of their first centuries. For all of the buildings, future designs to ensure habitability, effective and efficient use, are crucial to ensure that the plant does not diminish in asset value or useful value to the campus community.*

*Even while acknowledging the need to preserve the asset base, however, this strategic goal also acknowledges Trinity's acute need to develop new space to accommodate learning and living needs and expectations for the new century. Chief among these learning and living needs is the need for appropriate recreational space for all members of the campus community.*

*These major building needs, for preservation and new development, require the formulation of a campus master plan to put the building program on a reasonable schedule for at least*

*the next 10-15 years. The campus master plan must also speak to the utility and service of Trinity's buildings and grounds in relation to the neighborhood of Northeast Washington, and the greater Washington community.*

*Beyond building needs, the strategic plan for facilities must also include plans for technological growth, including computerization and communications technology.*

*Technological growth also relates directly to the need to develop laboratories, art and music studios, the library and classrooms in order to equip and support them for technological developments in instructional methods.*

*Finally, the goal for facilities development also requires attention to preservation and development of other tangible assets of the College, most notably, the Art Collection, the Archives, and other tangible assets.*

## *Operational Goals to Achieve Strategic Goal Twelve: 1992 - 1997*

### *Operational Goal One: Campus Master Plan*

A campus master plan will be developed, to determine the long-range physical needs of Trinity's campus, based upon appropriate data collection and the goals of this strategic plan, and appropriate for the requirements and regulations of the District of Columbia.

### *Operational Goal Two: Design and Execution of a Student Center*

The Campus Master Plan will include, as one of its principal goals, the design and execution of a Student Center appropriate to meet the athletic, recreational and service needs of projected campus populations through at least the middle of the 21st Century.

### *Operational Goal Three: Deferred Maintenance*

As an operational companion to the Campus Master Plan, Trinity will also develop a plant maintenance plan to address current deferred maintenance issues, and to provide adequate guidelines to reduce or eliminate future deferred maintenance.

### *Operational Goal Four: Historic Preservation and Renovation*

Historic preservation and appropriate historic renovation of Main Hall, Alumnae Hall and Notre Dame Chapel will be addressed as part of the facilities development plan.

### *Operational Goal Five: Residence Facilities*

Strategies for determining the future use and design of Cuvilly and Kerby Halls are a major component of the Campus Master Plan. The plan must include designs for upgrade of residence facilities, or conversion of residence facilities to alternative use. Any plan for conversion to alternative use should also include a plan to replace lost revenue if the new use is not income-producing.

***Operational Goal Six: Office Space***

The Campus Master Plan and companion operational plan for facilities development will address the need for upgraded faculty office space, and expanded administrative space to accommodate new student services and populations.

***Operational Goal Seven: Computerization and Information Management***

All Trinity faculty, staff and students will have appropriate and sufficient access to computer facilities and support by the year 2000. Trinity will design and execute a plan for campus computerization that will address issues of computer availability, use and capacity throughout the campus. This plan will include the administrative plan for campus-wide information management.

***Operational Goal Eight: Communications Technology***

The plan for computerization will include the design for telephones, data transfer, and future capacities for telecommunications and technological adaptation.

***Operational Goal Nine: Laboratories, Studios, Classrooms***

The plan for computers and technology will include support for academic computing and technical instrumentation needs in laboratories, studios and classrooms.

***Operational Goal Ten: Library***

The Trinity College Library will be fully automated and accessible throughout the campus by the year 1997.

***Operational Goal Eleven: Art Collection and Fine Arts Facilities***

Trinity will develop a plan for the restoration and conservation of the college art collection, including acquisitions and deaccessions. In addition, the facilities development plan will include plans to upgrade and expand the Fine Arts wing of Main Hall, including O'Connor Art Gallery, O'Connor Auditorium, and the Music and Art Building.

***Operational Goal Twelve: Archives***

Approaching the end of Trinity's first century, the need for permanent attention to archival records and materials is acute. Such materials are part of the asset base of the College, and the facilities plan will also include appropriate provisions for space and accommodation of the Archives.