

**ITHACA  
COLLEGE  
INSTITUTIONAL  
PLAN**



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Adopted Spring 2001

# Foreword



In the spring of 1997, as I was interviewing for the position as president of Ithaca College, one question kept coming up in my discussions with faculty, staff, students, and alumni: What is your “vision” for Ithaca College? I answered that it would take the collective efforts of those very same faculty, staff, students, and alumni to determine in which direction to steer the College.

Four years later, I am pleased to say that we have together crafted a vision and a plan for Ithaca College that will serve us well in guiding institutional decision making in the coming years. That plan was produced under the auspices of the All-College Planning and Priorities Committee, which sought—and found—remarkably broad-based and active participation by all segments of the campus community. In all, nearly 400 people contributed to the process.

The document itself was two years in the making (see timeline, page 2). Though the length of the process alone is no measure of the thoroughness of the effort, the committee has developed a manuscript that clearly defines the College’s essential priorities and outlines goals, implementation strategies, and key performance indicators for those priorities. The report is aspirational and will help us determine the direction of the College over the next few years.

Underlying the plan are some assumptions that will guide our next steps. These are not goals or priorities, per se, but considerations that will be constants in the way they inform the plan itself:

- fiscal stability and stewardship.
- the continuing importance and role of four-year residential colleges that focus on the development of intellect and character.
- full recognition of the changing world of higher education. The College must become more and more able to articulate the benefits of an Ithaca education.
- sense of community. Initially this was one of the priorities at the retreat. However, we acknowledged that “community” is not a

## **Institutional Planning Process Timeline**

**December 1998**

Presidential appointment of the All-College Planning and Priorities Committee (PPC)

**January 1999**

Planning retreat with 45 individuals: members of the PPC and other faculty, staff, students, and trustees

**February 1999**

Campus-wide roundtable discussions, with over 300 people participating

**March 1999**

Determination of final priorities and establishment of task forces

**May–December 1999**

Meeting of task forces to articulate goals for each priority; development of vision and mission statements

**January 2000**

Draft of proposed plan (vision statement, mission statement, priorities, goals) submitted to president

**February 2000**

Presentation and update of plan and overview of process to board of trustees

**Spring/Summer 2000**

Development of implementation strategies and key performance indicators

**Fall 2000**

Review of final plan and submission to president

**Spring 2001**

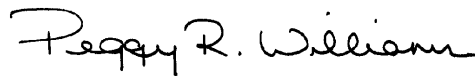
Review of final plan and submission to board of trustees; dissemination of plan to Ithaca College community

priority separate from the work we do and the goals we set, but rather at the heart of and essential to the effectiveness and success of all that we do.

• size. An assumption at the outset was that Ithaca College could anticipate modest growth, not a dramatic change in size or academic focus. Modest growth was discussed within the context of growth that we could accommodate without significant strain on the existing physical plant. This operating reality encouraged us to think about where we could accommodate more students and led, naturally, to discussions about additional study-abroad opportunities, the establishment of College centers in other cities and countries, the use of study-abroad opportunities during underutilized times (the summer and the semester break in January), and a modest increase in graduate programs building upon existing academic strengths.

The report does not answer all of the questions facing Ithaca College in the next few years. Indeed, it even raises new questions. That is to be expected, since an institution's strategic planning process never really stops—otherwise, the institution itself would become static and unyielding to the forces that surround it. For this reason, the All-College Planning and Priorities Committee will continue to serve in an advisory capacity to me and to the College-wide budget committee.

These are challenging and historic times for higher education. I am proud of what we have accomplished to date and look forward in the coming years to working together with the College community to ensure our vision: to make Ithaca “the standard of excellence for residential comprehensive colleges.”



Peggy R. Williams

President

## VISION STATEMENT

Ithaca College strives to become the standard of excellence for residential comprehensive colleges, fostering intellect, creativity, and character in an active, student-centered learning community.

## MISSION STATEMENT

To provide a foundation for a lifetime of learning, Ithaca College is dedicated to fostering intellectual growth, aesthetic appreciation, and character development in our students. The Ithaca College community thrives on the principles that knowledge is acquired through discipline, competence is established when knowledge is tempered by experience, and character is developed when competence is exercised for the benefit of others.

A comprehensive college that since its founding has recognized the value of combining theory and performance, Ithaca provides a rigorous education blending liberal arts and professional programs of study. Our teaching and scholarship are motivated by the need to be informed by, and to contribute to, the world's scientific and humanistic enterprises. Learning at Ithaca extends beyond the classroom to encompass a broad range of residential, professional, and extracurricular opportunities. Our undergraduate and graduate students, faculty, staff, and alumni all contribute to the learning process.

Ithaca College is committed to attracting a diverse body of students, faculty, and staff. All members of the College community are encouraged to achieve excellence in their chosen fields and to share the responsibilities of citizenship and service in the global community.

## ACADEMIC PROGRAM DEVELOPMENT

*Priority: Strengthen the College's academic offerings, including interdisciplinary programs, shared academic experiences, and graduate programs*

# PRIORITIES AND GOALS

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<b>Goal 1:</b>	Create opportunities for shared academic experiences for all Ithaca College undergraduates
<b>Implementation Strategies</b>	<p>Develop first-year courses that emphasize critical thinking and intellectual inquiry and that include elements such as civic responsibility, conflict resolution, teamwork, and problem solving</p> <p>Establish a common protocol for a senior-year capstone experience that includes both experiential and reflective dimensions</p> <p>Encourage or require shared cocurricular experiences, from summer orientation through the first academic year and beyond</p>
<b>Key Performance Indicators</b>	<p>Number of students who have shared academic experiences</p> <p>Assessment of student competencies in critical thinking and intellectual inquiry</p> <p>Number of capstone experiences successfully completed</p> <p>Increased number and kinds of experiential dimensions in capstone and other experiences</p> <p>Student, faculty, and alumni satisfaction with capstone experiences</p> <p>Students' sense of class identity</p> <p>Extent of student awareness of cocurricular academic opportunities</p> <p>Student satisfaction with cocurricular experiences, including summer orientation</p>
<b>Goal 2:</b>	Explore creation and implementation of a core set of courses for all undergraduate students
<b>Implementation Strategies</b>	<p>Through College-wide discussion and decision making, identify core curricular areas from which, depending on the degree program, majors or schools require a certain number</p> <p>Encourage or require students to choose one or more courses from a menu of approved interdisciplinary courses</p> <p>Encourage consideration of the following as possible core areas: introductory science, Western civilization, non-Western civilization, individual and society, multicultural studies/global studies, quantitative/logical reasoning, aesthetics, moral reasoning/ethics, and citizenship</p>
<b>Key Performance Indicators</b>	<p>Number of core curricular offerings</p> <p>Percentage of faculty teaching interdisciplinary courses and students taking such courses</p> <p>Assessment of student achievement in core areas</p> <p>Student, faculty, and alumni satisfaction with interdisciplinary courses</p> <p>Employer satisfaction with student competence in core areas</p>

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<b>Goal 3:</b>	Investigate the possibility of a College-wide honors program
<b>Implementation Strategy</b>	Create a task force to study the feasibility and desirability of a College-wide honors program and its relationship to school- or department-based honors programs
<b>Key Performance Indicators</b>	Existence of a College-wide honors program Number of students in a College-wide honors program
<b>Goal 4:</b>	Strengthen and expand graduate study
<b>Implementation Strategies</b>	Identify areas appropriate for new or expanded graduate programs and study the feasibility of developing such programs Explore possibilities for interdisciplinary master's programs among the College's five schools
<b>Key Performance Indicators</b>	External and internal assessment of the quality of graduate programs Number of graduate programs offered (and enrollment) Number of interdisciplinary graduate programs offered (and enrollment)
<b>Goal 5:</b>	Establish an administrative entity to encourage development and promotion of interdisciplinary programs and to supervise interdisciplinary study
<b>Implementation Strategies</b>	Explore possible structures and location for such an entity while studying best practices elsewhere in administration/governance of interdisciplinary programs Study how such an entity might provide incentives for the development of interdisciplinary programs and projects Consider how such an entity might best bring visibility to interdisciplinary programs and promote cooperative efforts among schools and departments
<b>Key Performance Indicators</b>	Existence of an interdisciplinary administrative entity Number of courses and programs incorporating interdisciplinary approaches/methods Number of faculty involved in interdisciplinary programs Extent of cross-disciplinary and inter-school cooperation in interdisciplinary programs
<b>Goal 6:</b>	Implement regular program review for each of the academic programs at the College
<b>Implementation Strategies</b>	Study how program review can further strengthen the excellence of the College's academic offerings by considering best practices elsewhere Establish or improve processes by which all academic programs are reviewed periodically
<b>Key Performance Indicators</b>	Number of programs regularly reviewed Assessment of program improvement resulting from periodic reviews Alumni and employer satisfaction with programs

## DIVERSITY

**Priority:** *Enhance the diversity of students, faculty, and staff and create a supportive environment and programs for the entire College community*

**Goal 1:** Increase the diversity of the Ithaca College population—students, faculty, staff, and trustees—with regard to age, race, gender, ethnicity, sexual orientation, physical ability, and religious belief, and ensure equity in admissions and employee positions

### Implementation Strategies

Expand institutional support of the Offices of the Provost, Affirmative Action, and Human Resources for the development of faculty and staff diversity initiatives and retention programs

Implement competitive compensation packages for faculty and staff to insure Ithaca College is an “employer of choice” with the local, regional, and national markets for African American, Latino, Asian, Native American (ALANA), and other underrepresented populations, with focused attention on reviewing faculty course load in a competitive recruiting environment

Develop a system of accountability through the performance evaluation process for all faculty and staff, and provide rewards for all members of the campus community who encourage, actively support, and participate in diversity goals and initiatives

Use the newly instituted centralized system in the Office of the Provost for review and allocation of all vacant faculty lines to ensure the Center for the Study of Culture, Race, and Ethnicity and the College’s other diversity initiatives are included as beneficiaries

Enhance and expand admission and financial aid initiatives targeted at ALANA and other underrepresented groups, with a particular emphasis on admissions initiatives that establish relationships with high school counselors, community leaders, and professional organizations

Develop and support recruitment efforts directed to lesbian, gay, bisexual, and transgendered (LGBT) students

Provide a summer orientation program, new support programs, and programs of recognition for ALANA and other underrepresented students

Create College-sponsored academic apprenticeship opportunities on and off campus for high school youth from ALANA and other underrepresented groups

Create faculty and administrative/staff search liaison committees that work collaboratively with the provost, affirmative action officer, and the human resources office in assisting all units of the College in initiating and conducting searches

Develop marketing initiatives with the support of ALANA and other underrepresented alumni and current employees with the objective of publicizing employment opportunities and creating a multicultural recruitment base

### Key Performance Indicators

Increased number of ALANA and other underrepresented faculty, staff, and students

Increased number of faculty, staff, and student recruitment/development programs and initiatives

Existence of diversity financial aid and faculty/staff incentive programs

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<b>Goal 2:</b>	<b>Retain faculty, staff, and students from underrepresented groups</b>
<b>Implementation Strategies</b>	<p>Establish formal structures/systems to provide ALANA and other underrepresented faculty, staff, and students the opportunity to come together to network and collaborate both with each other and with members of the local, regional, and national ALANA communities</p> <p>Explore ways for the tenure and promotion processes and guidelines to support the success of ALANA and other underrepresented faculty</p> <p>Establish a mandatory diversity-training program for all academic and nonacademic supervisors that includes a “no tolerance” policy regarding discrimination</p> <p>Provide support for development of diversity initiatives in all divisions and departments at the College and provide for regular opportunities for faculty and staff input regarding issues and concerns related to the initiatives</p> <p>Continue to explore, develop, and implement programming—including ALANA Scholars Program, orientation, and mentoring—specifically geared to ALANA and other underrepresented student populations</p> <p>Connect ALANA faculty, staff, and students to the Ithaca community by both inviting community organizations to participate in College activities and hosting their events on campus; create service learning projects in the community for ALANA students and organizations</p> <p>Incorporate and provide incentives into faculty development program components that develop faculty understanding of intercultural differences and learning styles to improve student learning outcomes, incorporate methods of addressing differences in the classroom, and facilitate incorporation of diversity-related content into curriculum</p> <p>Institute an ALANA “early warning system” for students experiencing academic and social difficulties</p> <p>Continue to explore the establishment of an academic achievement center (for example, for writing, math, tutorial and study skills, learning strategies, collaborative study groups, time management)</p>
<b>Key Performance Indicator</b>	Increased retention of ALANA and other underrepresented faculty, staff, and students

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<b>Goal 3:</b>	<b>Create a campus environment that accepts, reflects, and celebrates diversity</b>
<b>Implementation Strategies</b>	<p>Explore a College-wide diversity requirement, perhaps as part of a common intellectual experience for all students</p> <p>Enhance faculty development by providing opportunities for faculty-guided seminars, development of annotated reading lists and grants, and “brown bag” presentations that address issues of race, culture, ethnicity, and diversity, as well as the cultural dynamics found both in and outside the classroom</p> <p>Sponsor cultural and educational events that focus on diversity issues and incorporate them into the College’s master calendar</p> <p>Annually survey the ALANA, international, and other underrepresented members of the College community to determine the positive and negative variables that affect their level of satisfaction with Ithaca College</p>

Support collaboration among the Office of Multicultural Affairs, the Center for the Study of Culture, Race and Ethnicity, the Diversity Awareness Committee, the Office of First-Year Programs, the Office of the Provost, and the Office of Student Affairs and Campus Life to strengthen planning and diversity programming, including the development of living/learning communities, and programming and activities that facilitate discussions of diversity topics

Ensure that adequate professional expertise and staffing exist to address the experiences and issues presented by ALANA, LGBT, students with disabilities, and other underrepresented student groups

Educate faculty and staff regarding requirements for accommodations for Americans with Disabilities Act–protected members of the campus community and its guests; provide accessibility—programmatic and physical—in compliance with laws and statutes

Ensure that artistic expression from various cultures is reflected in professional and student performances and in the visual environment on campus

**Key Performance Indicators**

Increased faculty, staff, and student participation in College-wide and school-based diversity activities and programs

Increased level of satisfaction of ALANA, international, and other underrepresented groups with their Ithaca College experience

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**Goal 4:** Collaborate with off-campus communities, from nearby metropolitan areas to sites abroad, to advance diversity

**Implementation Strategies**

Continue collaboration with Cornell University, the City of Ithaca, and Tompkins County with respect to developing employment, economic, and social opportunities that raise Ithaca's profile as a community that values diversity and hosts/holds activities that reflect diversity

Develop programming for underrepresented students (K–12) with an academic and recreational component that would draw the students from local, regional, and national targeted areas

Create an Ithaca College Partnership Service Center in the downtown community for job and student recruitment, community service, and collaborative development of entrepreneurial programs with underrepresented groups

Develop and strengthen Ithaca College scholarship programs that have a service component to ensure that their activities enhance community-based organizations that serve underrepresented populations

Focus greater resources to attract the Native American community to Ithaca College, including establishing site internships, inviting Native American students and elders to campus, and using Native American students and elders to contribute to the Ithaca College curriculum

Work collaboratively with community agencies and organizations in securing funding to establish educational programs to support partnerships with community-based programs

Increase support for the development of Ithaca College community partnerships that enhance the diversity content of our curriculum

Create a resources directory of community experts at the local, regional, and national levels who can complement curricular diversity initiatives

Cosponsor concerts/presentations and other cultural activities in the local and regional communities, in collaboration with Ithaca festivals and other fairs (e.g., Juneteenth, Apple Festival, Latino Heritage), to bring more diversity of cultural expression to the Ithaca community

**Key Performance**

**Indicators**

Increased number of ALANA and other underrepresented students participating in Ithaca College school, weekend, and summer programs

Increased Ithaca College participation hosting/sponsoring cultural events/activities on the campus and in the community

## ENROLLMENT

*Priority: Optimize enrollment in all programs while continuing to build a strong academic profile*

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**Goal 1:** Over the next three to five years, modestly increase student body size in targeted cost-effective programs and review enrollment in less cost-effective ones

**Implementation  
Strategies**

Develop a series of cost-benefit measures to assess the relative costs and contributions of each academic program

Continue to use financial aid as an enrollment leveraging tool

Project/monitor the effects of changing demographics on enrollment and financial aid dependence

Develop community-wide understanding of planned enrollment adjustments

Invest in institutional image development to advance academic profile

Expand alumni participation in student recruitment and retention

Reevaluate articulation agreements

**Key Performance**

**Indicators**

Increase in targeted H&S and business enrollment

Program reviews, including analysis of costs and benefits

Increase in enrollment in Ithaca College programs at off-campus sites

Increase in annualized full-time undergraduate degree credit enrollment

Identification of alumni who will support recruitment, internships, and job placements

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**Goal 2:** Strengthen the academic profile of the student body

**Implementation  
Strategies**

Set specific selectivity and academic profile goals that will advance the institution's image in the collegiate marketplace

Clearly define the mission and role of institutional aid dollars

Pursue expanded funding and outside scholarship support for top-profile students

**Key Performance Indicators**

Increase in selectivity  
Increase in endowment funds for scholarship/grant aid support  
Continued increase in applications for admission  
Continued improvement in average SAT scores and average high school rank

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**Goal 3: Strengthen current recruitment efforts through greater faculty involvement**

**Implementation Strategy**

Support development of academic outreach programs that involve faculty in showcasing the strengths of academic programs to prospective students

**Key Performance Indicator**

Increase in number of faculty engaged in recruitment efforts

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**Goal 4: Increase the College-wide retention rate**

**Implementation Strategies**

Assess the effects of past intervention strategies (e.g., honors program, first-year residence hall) and expand programs that are working well  
Consider ways to improve advising and review the role of the adviser  
Consider creating an academic achievement center for all students  
Continue to invest in programs that address the personal/social/cultural needs of special populations  
Create a balance of housing opportunities consistent with our commitment to a residential environment and supportive of the personal growth and expectations of our students  
Involve students as partners in identifying programming needs associated with recruiting and retaining special populations

**Key Performance Indicators**

Articulation and assessment of performance objectives for special retention strategies  
Strengthening of the advising program  
Increase in specialty housing opportunities  
Reconfiguration of residential opportunities based on student preference and cost studies

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**Goal 5: Increase the diversity of the student body**

**Implementation Strategies**

Continue the comprehensive approach to recruitment  
Expand community involvement in targeted outreach efforts  
Continue to support development of a safe and secure environment that will attract and retain a diverse student population  
Sustain targeted financial aid support  
Develop and maintain communications with alumni abroad to assist with recruitment, study abroad, and job placements

**Key Performance****Indicators**

- Growth in minority enrollment and international student enrollment, to equal or exceed growth in total enrollment
- Development of new programmatic relationships with regional high schools that have significant numbers of college-bound minority students
- Continued improvement in the yield rate on minority acceptances
- Continual improvement in the applicant pool and yield rate for international students

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**Goal 6:** Establish first-rate Web pages for all facets of the College community**Implementation****Strategies**

- Gain general acceptance of the Web as the preeminent institutional publication for communication and dissemination of information
- Continue to enhance the admission home page
- Centralize control of Web-page design/development down to the department level of all units
- Decentralize maintenance of Web pages at the department level
- Create a team of developers that includes designers, programmers, writers, and editors

**Key Performance****Indicators**

- Accepted students' direct Web access to institutional records for updating data, communication, and records management, paying bills, and conducting campus business
- Increase in number of applications processed electronically without the need for data entry
- Campus acceptance of the Web as the preeminent format for institutional publications, recruitment, and conducting of day-to-day communication and institutional business
- Emphasis on Web skills—application, use, and development—in a College-wide employee training and orientation program

## EXPERIENTIAL AND PERFORMANCE-BASED LEARNING

*Priority: Develop curricular and cocurricular programs that encourage or incorporate field-based, experiential, and performance-based learning; collaborative research; and partnerships with educational, professional, and service organizations*

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**Goal 1:** Actively promote student engagement in and out of the classroom and promote student commitment to service and community involvement**Implementation****Strategies**

- Consider incorporating community service into appropriate programming on campus, in the local community, and at newly established overseas centers
- Consider organizing an annual intersession (winter break) community service project involving students and employees
- Make clear to advisers the relationship between student engagement and student retention, and incorporate this recognition into programming for first-year seminars campus-wide

**Key Performance****Indicators**

Number of students involved in community service projects locally and at Ithaca College regional and overseas centers

Incorporation of service into first-year seminars

Incorporation of service into programming for campus learning communities

Expansion of community service day into a yearlong series of service activities involving students, faculty, and staff

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**Goal 2: Actively promote performance-based and experiential learning (PBEL) opportunities****Implementation Strategies**

Identify incentives and mechanisms to strengthen faculty-student collaborative research

Develop a tracking mechanism (e.g., a form), for student completion, to record PBEL activities and to facilitate discussion between student and adviser; consider implementing a student activity screen in the student information system for tracking extracurricular activities

Throughout students' academic careers, incorporate into formal advising an active discussion to encourage each student to plan and engage in PBEL learning, extracurricular activities, and community service

Develop department- or school-level activities records to facilitate faculty-student advising on PBEL plans

**Key Performance****Indicators**

Increase in kinds of collaborative research and incentives to pursue collaborative research

Existence and success of tracking mechanisms

Existence of school and department student activities records, and extent of their use in student advising

Extent of student awareness of PBEL opportunities

Increased student audience for the Whalen Academic Symposium

Decrease in the number of students without campus connections or with feelings of "disengagement"

Increase in numbers of students having internships and volunteer experiences

Development of programming for faculty advisers that includes an emphasis on student engagement and PBEL planning

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**Goal 3: Coordinate the organization, communication, and distribution of information about these opportunities throughout the campus and the community****Implementation Strategies**

Expand the INVOLVED program to accommodate students who may need encouragement and support beyond the freshman year in order to become more fully engaged in the campus community

Designate an office through which PBEL activities will be encouraged; establish a PBEL committee to assist this office

Create a database of available opportunities and expand professional staff support for cultivating off-campus PBEL opportunities

**Key Performance****Indicators**

Increased numbers of students participating in the INVOLVED program  
 Existence and effectiveness of PBEL committee and office  
 Existence and use of database to promote off-campus PBEL opportunities

**Goal 4:**

Establish additional opportunities for experiential learning in the United States and abroad

**Implementation****Strategies**

Expand the number and variety of opportunities for international study or internships such as those in Los Angeles, Washington, London, and the Caribbean  
 Support students who are economically disadvantaged to facilitate their participation in international, national, and regional experiential learning opportunities  
 Sustain and expand opportunities for collaborative faculty-student research, taking “research” in the broadest sense to include creative and field experiences  
 Consider alternative “packaging” of credit and documentation of achievement so that individual mastery of advanced knowledge or skills gained through experiential learning can be recognized

**Key Performance****Indicators**

Number of Ithaca College experiential programs and centers and number of students using them  
 Number of economically disadvantaged students pursuing experiential learning opportunities  
 Number of students and faculty engaged in collaborative research  
 Existence of nontraditional means of crediting and documenting skills and knowledge that are experientially based  
 Existence of a portion of financial aid to support student participation in international and national experiential learning opportunities

## FACILITIES

**Priority:** *Maintain and enhance the College’s academic, residential, recreational, athletic, and administrative facilities and grounds*

**Goal 1:**

Develop and maintain a facilities master plan consistent with the College’s mission statement

**Implementation****Strategies**

Develop a full information database for all nonresidential facilities as a tool for evaluation of maintenance assignment and utilization  
 Engage planning professionals to develop the master plan in consultation with the Facilities Planning Committee and other appropriate campus representatives  
 Work in conjunction with the campus master plan and the Town of Ithaca on mutual planning issues, including land use, land conservation, and zoning issues

**Key Performance****Indicators**

Completion of the processes of field verification and data entry in order to complete database for nonresidential buildings

Presentation of a formal plan to the campus community, including acceptance by the board of trustees

Completion of a review and planning process with the Town of Ithaca that includes mutually acceptable solutions to land use, conservation, and zoning issues

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<b>Goal 2:</b>	<b>Develop a procedure that ensures compliance with the ADA and 504 legislation and enhances overall accessibility in all facilities</b>
<b>Implementation Strategies</b>	Identify a team of appropriate individuals to survey the campus for feasibility and prioritization of corrective measures  Establish and fund a specific line item in the annual capital budget dedicated to addressing the corrective measures identified
<b>Key Performance Indicator</b>	Periodic verification of progress in accomplishing corrective measures identified by the study group

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<b>Goal 3:</b>	<b>Develop policies and procedures to ensure optimal use of grounds and facilities</b>
<b>Implementation Strategies</b>	Complete nonresidential building database  Evaluate scheduling and assignment policies to ensure the broadest possible use of facilities; as new spaces are planned and existing spaces are redesigned, give a priority to such spaces for all-College purposes at least equal to that for individual departments or programs  Investigate the possibility of establishing an Office of Facilities Management and provide such office with the authority necessary to administer space and grounds utilization on a campus-wide basis
<b>Key Performance Indicators</b>	Improvement in space and grounds utilization  List of items accomplished from the master plan  Grounds and facilities utilization reports prepared by the registrar, academic deans, recreational sports and intramurals, intercollegiate athletics, and physical plant

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<b>Goal 4:</b>	<b>Develop a review process to ensure that teaching, learning, and meeting spaces receive appropriate and timely updates to both electronic equipment and its supporting infrastructure</b>
<b>Implementation Strategy</b>	Integrate initiatives with goals 5, 6, and 7 below as well as goals 1, 6, and 7 in the “Technology” priority section

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<b>Goal 5:</b>	<b>Enhance residence hall offerings</b>
<b>Implementation Strategies</b>	Update and refine the College’s definition of a “residential” college  Offer a variety of flexible housing environments and options to meet varied student needs and interest  Explore the desirability of creating living/learning environments whereby more academic activity occurs in residence halls

Assess the need for “special interest” accommodations such as international programs, smoke-free halls, and quiet halls

Develop a capital expenditure plan that supports the outcomes of our plans for programming, maintenance, upgrade, and quality in the residential environment

**Key Performance Indicators**

Increased student satisfaction with residence life programs as evidenced by student surveys

Measurable changes in occupancy percentages by student class

Measurable progress toward completion of program goals adopted from the implementation strategies listed above

Improvement in the capital expenditure planning process and the use of capital funds

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**Goal 6: Enhance the quality of academic spaces**

**Implementation Strategies**

In conjunction with master plan development, undertake a campus-wide survey of all facility users to determine their needs and level of satisfaction with current facilities

Set as a master plan goal to increase and improve nondedicated, multipurpose spaces; enhance classroom and meeting space for academic purposes

Establish a work group to evaluate the recently completed library task force report as it relates to existing and proposed library facilities

**Key Performance Indicators**

Incorporation of the facilities survey and related priorities into the master plan

Measurable progress in identifying and planning for multipurpose, nondedicated classroom and meeting spaces

Review and possible implementation of the recommendations of the ad hoc library work group

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**Goal 7: Develop a funding plan that addresses the construction, improvement, maintenance, and staffing of facilities**

**Implementation Strategies**

Upon completion of the master plan, develop costing models for each of the major components of the master plan

Consistent with the master plan, develop resource models for fund-raising, potential borrowings, and institutional capital and operating budgets

Undertake fund-raising, borrowing, and budget development in a manner consistent with the institution’s facility priorities and within reasonable fiscal means

Assign every major facility on campus (including residence halls) a space or facility “advocate” responsible for an annual assessment of such space in terms of appearance, condition of furnishings, lighting, window treatments, and specialized equipment needs

**Key Performance Indicators**

Measurable progress in the development of the funding plan

Measurable progress in accomplishing fund-raising, borrowing, and budget implementation to support the master plan priorities

<p><b>Goal 8:</b> <b>Implementation Strategies</b></p>	<p><b>Provide a quality environment that is appropriate to each employee's function</b></p> <p>As part of the facilities survey, ensure the opportunity for comments and requests for corrections and/or improvements in employees' work areas</p> <p>Develop a three- to five-year capital equipment budget to help ensure a steady source of funds for additions, renewals, and replacements of necessary operating equipment for each department</p> <p>Continue to provide funding for the upgrade and replacement of building operating systems as part of the capital budgeting process</p>
<p><b>Key Performance Indicators</b></p>	<p>Incorporation of survey results into the master plan</p> <p>Improved capital budgeting process consistent with needs and available resources</p> <p>Provision of an appropriate level of funding for renewal and replacement of building operating systems</p>
<p><b>Goal 9:</b> <b>Implementation Strategy</b></p>	<p><b>Provide quality indoor and outdoor facilities that enrich students' overall education</b></p> <p>Utilize the master planning process to include not only buildings and equipment but also related issues such as green space, outdoor recreation, relaxation space, parking, and club and organization activity space necessary to provide broad student opportunities within and outside the classroom</p>
<p><b>Key Performance Indicator</b></p>	<p>Measurable success in accomplishing the proposed outcomes from the master plan and the resource planning projects</p>
<p><b>Goal 10:</b> <b>Implementation Strategies</b></p>	<p><b>Foster an awareness of, appreciation of, and respect for our physical environment</b></p> <p>Develop a plan for, and create a constituency-based work group to work with, student organizations, faculty, staff, and appropriate departments in adopting a long-range environmental plan that includes principles by which the institution will carry out its daily activities</p> <p>In conjunction with residential life and the Residence Hall Association, but also through the Student Government Association and other organizations, generate ways to foster an environment of respect by students for College facilities and for the employees who clean and maintain institutional facilities</p>
<p><b>Key Performance Indicators</b></p>	<p>Approval of a plan and process to accomplish the outcomes proposed by the environmental review groups</p> <p>Measurable reduction in staff time spent in repairing vandalized buildings and equipment and picking up trash</p>

## QUALITY OF STUDENT LIFE

**Priority:** *Enhance our students' educational experience and help ensure their success through the development of comprehensive residential, cocurricular, and campus life programs and support systems*

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<b>Goal 1:</b>	Identify, acknowledge, address, and support the needs of underrepresented student populations (e.g., international students, students of color, LGBT [lesbian, gay, bisexual, or transgendered] students, transfer students, graduate students, and students with disabilities)
<b>Implementation Strategies</b>	<p>Establish a diverse student advisory committee that provides a forum for smaller student populations to voice their specific needs and concerns</p> <p>Reevaluate the College's student housing and dining options, with consideration for the interests and needs of multicultural and international student populations</p> <p>Code the "quality of life" survey to examine differences among groups</p> <p>Revise the mission statement of the Offices of Residential Life and Judicial Affairs to include a multicultural focus on residential education</p> <p>Offer programs on multicultural issues at least once a semester in each residence hall area</p> <p>Develop academic and social support systems that focus on the unique characteristics of the various student groups</p> <p>Educate the College community to foster a more comfortable, open, and inclusive learning environment</p> <p>Provide additional administrative support and physical space for underrepresented student groups</p> <p>Create a staffing and space plan for the Office of Multicultural Affairs and a multicultural student lounge to encourage cross-cultural interactions and understanding</p>
<b>Key Performance Indicators</b>	<p>Existence of student advisory committee</p> <p>Establishment of Dining Services multicultural menus and themes, especially in conjunction with multicultural forums</p> <p>Revised mission statement in Offices of Residential Life and Judicial Affairs</p> <p>Number of programs on multicultural issues in residence halls</p> <p>Existence of staffing and space plan for the Office of Multicultural Affairs and a multicultural student lounge</p>
<b>Goal 2:</b>	Enhance campus residential life to position the College as a national model for living/learning environments
<b>Implementation Strategies</b>	<p>Improve residential facilities by focusing on safety, comfort, attractiveness, competitiveness, and programming</p> <p>Consider accelerating residence hall/apartment renovation program to complete a cycle every 10 years</p>

Consider implementation of a card access system for residence halls

Assess student interest in smoke-free residence halls and in expansion of substance-free housing

Consider the addition of large-scale meeting space in residence halls

Evaluate success of current special-interest housing programs and study best practices in building new learning communities

Expand the first-year residence hall program

Consider redesigning/building residence hall facilities that encourage students to progress developmentally through a variety of housing options

Assess students' interest in and needs for more flexible dining options

Assess the College's competitiveness regarding resident assistants' compensation and benefits

**Key Performance Indicators**

Number of residence halls made more attractive/comfortable, safer, and more responsive to student preferences

Expansion of first-year residence hall programs, special-interest housing, and learning communities

Improved overhead lighting in residence halls

Increased variety of housing options

**Goal 3: Promote an academic culture where all students feel respected by their faculty and peers, empowered to inquire and act, and challenged by themselves and others**

**Implementation Strategies**

Establish a task force to assess the academic services, culture, and activities of each of the College's five schools

Develop and offer programs in understanding cultural and learning-style differences for faculty, staff, and students

Clearly define the role and expectations of academic advisers and explore ways to support advisers (e.g., seminars, use of mentors)

**Key Performance Indicators**

Existence of task force to assess academic services, culture, and activities

Number of programs on cultural and learning-style differences for faculty, staff, and students

Enhanced advising system

**Goal 4: Foster a sense of unity and tradition throughout the campus**

**Implementation Strategies**

Create outlets for the development of traditions, Ithaca College spirit, and pride in being a member of the College community

Provide all-College campus activities that promote interaction among faculty, staff, and students

Educate and challenge the administration, faculty, staff, and students to recognize that each is integral to the life of the College

**Key Performance****Indicators**

Existence of task force on traditions, spirit, and pride

Increased number of events that promote College-wide unity and inclusiveness

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**Goal 5:** Acknowledge and value the importance of cocurricular activities in our students' educational experience

**Implementation****Strategies**

Facilitate collaboration among intercollegiate athletics, recreational sports, and other student clubs and organizations (e.g., by examining administrative reporting relationships)

Develop ample indoor and outdoor space for activities of intercollegiate teams, recreational sports, and other student clubs and organizations

Develop faculty, staff, and administration respect and support for students' academic and cocurricular endeavors

Encourage and support student involvement in community service

Develop and provide support for strategies to discourage the use of alcohol as a focus of student socialization

**Key Performance****Indicators**

Increased collaboration among intercollegiate athletics, recreational sports, and other student clubs and organizations

Increased indoor and outdoor space for student activities

Existence of task force to assess issues of collaboration and conflict experienced by faculty, staff, and administrators over students' academic and cocurricular involvement

Number of students involved in community service

Decreased use of alcohol as a focus of student socialization

## QUALITY OF WORK LIFE

*Priority: Ensure that Ithaca College is seen as a first-choice employer*

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**Goal 1:** Ensure that all employees have balanced workloads appropriate to their job descriptions

**Implementation****Strategies**

Conduct a study to provide an objective analysis of the perceived problems of over- and under-utilized employees

Evaluate staff workloads in each department

Analyze the results of the Associated New American Colleges workload project to see if it produces models for other departments

Review faculty workload, recognizing that "workload" is not restricted to number of courses taught and includes such matters as credit-hour productivity

Study the feasibility of a 21-hour teaching load maximum for full-time professorial faculty within the context of broad definitions of workload

Encourage and recognize employees who expand their competencies or in other ways improve department efficiency

Study the option of differential contracts for faculty based on interests, talents, and need, as well as alternative educational delivery systems in relation to workload

Investigate best practices and models at peer institutions

**Key Performance Indicators**

Employee satisfaction, as measured on periodic attitude surveys

Positive feedback via focus groups

Positive assessment from supervisory staff

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**Goal 2: Ensure that managers have appropriate autonomy, responsibility, and accountability**

**Implementation Strategies**

Facilitate sharing of information and access to a common body of knowledge, which is essential to creating a common institutional purpose

Create regularly updated department/school plans that are based on the institution's strategic plan

Continue to promote the positive aspects of change and provide for a more inclusive decision-making process

Make regular performance review sessions an institutional expectation and use this process to outline expectations and ensure accountability of decisions

Request vice presidents and deans to regularly solicit feedback from managers/directors and discuss progress at President's Council and Administrative Assembly meetings

Study the relationship between curricular mission and staffing responsibilities of department chairs and the difficulties in creating long-term strategic plans given the lack of budget autonomy

Review administrative structures, including reporting relationships, and study best practices at peer institutions

Institute or expand training programs for new and continuing managers/chairs

**Key Performance Indicators**

Accomplishment of expectations set in performance review process

Managers' satisfaction as measured on periodic attitude surveys

Increased attendance at management training sessions/programs

Existence of department/school plans

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**Goal 3: Create an environment of openness, communication, trust, and respect between supervisors and employees**

**Implementation Strategies**

Promote trust and respect as characteristics common to preferred workplaces

Communicate the College's commitment to this objective in new supervisor orientation and development programs

Ensure that supervisors practice an "open door" approach to employee relations and provide employees with access to the Office of Human Resources (HR) to resolve job-related concerns

Ensure that there are clearly defined avenues for faculty and staff to present job-related concerns and adequate means to reach appropriate closure

Adapt performance review process to obtain multi-source feedback

**Key Performance Indicators**

Participation statistics for management/supervisory programs

Positive multi-source feedback, obtained through the performance review process, on campus environment

Employee satisfaction with progress, as measured on periodic attitude surveys

Volume of employee relations cases handled by HR, complaints to outside agencies (e.g., state human rights office), and litigation

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**Goal 4:** Increase family and “life-friendly” programs, such as opportunities for flexible working conditions, child care, and elder care

**Implementation Strategies**

Encourage supervisors to support employee requests to utilize existing policies such as flexible working hours, leave of absence, tuition remission, and other life-friendly programs

Explore incorporating into existing policy a greater variety of work schedules and arrangements, including compressed work weeks, job sharing, part-time/part-year positions, and telecommuting

Monitor best practices in life-friendly programs

Enhance campus wellness activities for employees and continue to support efforts to redirect focus of our medical plan to wellness and preventive activities

Explore the feasibility of programs or other ways to support the child care needs of employees

Explore the feasibility of an adoption-leave policy

Identify grant opportunities or state funding for child, elder care, or other life-friendly initiatives

Continue to sponsor sessions on elder care issues and community resources

Use multi-source feedback performance review process to assess how supervisors are meeting this objective and to ensure accountability

Revisit providing basic health services at the Hammond Health Center for employees

Explore the cash award and tuition remission benefits program or private arrangements with selected institutions for faculty and staff whose children attend another college

**Key Performance Indicators**

Employee satisfaction with progress, as measured on periodic attitude surveys

Positive multi-source feedback

Information obtained by HR staff in new employee orientation and at exit interviews

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**Goal 5:** Enhance employee recognition programs

**Implementation Strategies**

Continue to hold an annual recognition celebration luncheon event for faculty and staff

Continue to promote the IC Choice Awards program and publicly recognize the recipients

Continue to promote the faculty recognition awards program

Include employee recognition and employee relations in each manager’s performance review when setting the expectations for our managers at all levels

**Key Performance****Indicators**

Feedback from supervisors and employees  
Number of nominations for recognized awards  
Employee satisfaction with progress, as measured on periodic employee attitude surveys  
Participation in the recognition celebration luncheon and other recognition events

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**Goal 6:** Enhance opportunities for employee development

**Implementation****Strategies**

Ensure that each vice president, dean, and manager/supervisor sees staff development as a significant component of his/her responsibilities

Through the performance review programs for employees and supervisors, stress the importance of including staff development and growth as part of the objectives for each employee; assess whether individual goals have been achieved

Expand content of and increase participation in orientation program

Encourage continuation and expansion of staff development opportunities

Utilize new program and position within HR to coordinate expansion of employee, supervisory, and leadership development opportunities

Ensure that supervisors support employee participation in existing staff development programs as well as in new ones

Encourage academic department chairs and administrative supervisors to participate in management development programs

Improve communication of staff development programs through online calendar and registration

Recognize the significant staff development opportunities provided through employee tuition and travel/conference opportunities

Investigate possibility of sabbatical leaves for administrators

**Key Performance****Indicators**

Number of employees participating in staff development programs  
Summary of staff development program evaluations  
Employee satisfaction with progress, as measured on periodic attitude surveys  
Accomplishment of expectations set through performance review process

## RESOURCE DEVELOPMENT

**Priority:** *Enable the College to become less tuition-dependent and reliant on debt by increasing financial resources from public, private, and entrepreneurial sources*

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**Goal 1:** From the strategic planning process and long-term facilities plan, determine where we are going as an institution, identify ongoing needs of schools and departments, and determine the needs that could be met through a campaign or enhanced fund-raising initiatives

**Implementation  
Strategies**

Begin planning for a College-wide comprehensive campaign  
Complete an assessment and feasibility study that determines the College's ability to conduct a significant campaign  
Secure a few very significant lead gifts (nucleus fund) to obtain 40–50 percent of campaign goal

**Key Performance  
Indicators**

Number of lead gifts  
Number of high-level volunteers (including trustees)  
Infrastructure in place: resources (people and programs), systems, trained staff, prospect rating

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**Goal 2:** Independent of a campaign, maximize financial support from private and public sources to strengthen the College's academic and administrative programs

**Implementation  
Strategies**

Recruit and train trustees to become more actively involved in fund-raising activities  
Expand the role of volunteers in all aspects of fund-raising  
Analyze giving patterns and use market segmentation to send effective messages to appropriate constituencies  
Increase personal solicitation to obtain more President's Associates members  
Continue to identify new prospects for major gift initiatives  
Market planned giving aggressively  
Develop a strong case for unrestricted giving, determine the audience to which unrestricted giving is most attractive, and market aggressively to this audience  
Through focus groups, surveys, and/or discussions with the Young Alumni Task Force, identify, within schools and departments, projects that would attract gifts from younger alumni  
Conduct a marketing study to determine the interests of, and most effective messages for, alumni from various decades and aggressively market giving opportunities appropriately to these segments  
Use outside firm to provide a comprehensive analysis of our fund-raising data over 10 years to determine trends, dollars, and donors  
Raise these dollars in the most cost-effective way possible  
Increase sources of public funding through such initiatives as interdisciplinary research centers, technology in the humanities, and other institutional priorities

**Key Performance  
Indicators**

Number of donors and dollars by giving level, source, and purpose  
Increased alumni giving, in both number of donors and amount of money  
Progress of comparable institutions  
Number of realized bequests  
Number of volunteers involved in identification, cultivation, and solicitation  
Cost of fund-raising  
Total number and amount of grants  
Participation of others in development office efforts

<b>Goal 3:</b>	Strengthen understanding of the College’s mission and future direction by its internal and external constituencies to increase support in all programs
<b>Implementation Strategies</b>	<p>Continue the central marketing committee to analyze, plan, and implement strategies for promoting the College’s image and values consistent with its mission</p> <p>Conduct an all-campus marketing study that would address the marketing of academic programs as well as the College as an institution</p>
<b>Key Performance Indicators</b>	<p>Enrollment statistics</p> <p>Number of donors and dollars raised annually</p> <p>Number of volunteers involved in fund-raising</p> <p>Attendance at on- and off-campus programs</p> <p>“Hits” on the College’s website</p>
<b>Goal 4:</b>	Systematically work towards creating a culture of giving by providing inspiration and focus for students, faculty, staff, alumni, and parents in all aspects of resource development
<b>Implementation Strategies</b>	<p>From the highest levels of the College, clearly articulate a mission and vision for resource development and the institution’s broad-based commitment to fund-raising</p> <p>Form a faculty task force to help the Office of Institutional Advancement with its work</p> <p>Educate the College’s internal and external constituencies on the importance of philanthropy</p> <p>Disseminate relevant information about goals and outcomes of institutional advancement to both internal and external audiences</p> <p>Develop campus-wide initiatives that might include activities or themes that rally internal support and look towards the future</p> <p>Starting with their first year on campus, educate students in the importance of giving and involve them in activities of service and philanthropy</p> <p>Identify the vehicles that foster involvement on the part of faculty, staff, students, parents, and volunteers, including presentations and publications</p> <p>Establish an environment of gratitude through appropriate acts of recognition and appreciation at every opportunity and at every level of the College</p> <p>Provide incentives for faculty and staff to be involved in fund-raising from all sources, public and private</p> <p>Explore new fund-raising models of allocating private funds that build a reward system for schools and departments to become involved in fund-raising</p>
<b>Key Performance Indicators</b>	<p>Senior class gift participation</p> <p>Number of faculty and staff involved in advancement activities</p> <p>Number of faculty and staff donors</p> <p>Number of alumni and parent donors</p> <p>Amount of positive feedback</p>

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<b>Goal 5:</b>	Define program objectives for, and increase revenue from, the Division of Continuing Education and Summer Sessions
<b>Implementation Strategies</b>	<p>Develop a five-year plan to enhance existing programs and initiate others that extend summer academic offerings</p> <p>Strengthen the income potential of continuing education programs by developing incentive systems to encourage faculty members and academic units to create and staff programs that lie within the College's areas of competence</p> <p>Expand for-credit undergraduate and graduate offerings during summer and break periods and at off-campus locations</p> <p>Encourage and coordinate internally sponsored conferences and special programs and actively promote the use/rental of College facilities by external groups that offer events consistent with the College's educational and service mission</p> <p>Promote the College as a center for lifelong learning through on-campus and Internet programs</p>
<b>Key Performance Indicators</b>	<p>Revenue generated by continuing education programs</p> <p>Increased opportunities</p>

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<b>Goal 6:</b>	Explore other sources of revenue
<b>Implementation Strategies</b>	<p>Continue to provide services that generate revenues</p> <p>Identify corporate sponsorship opportunities</p> <p>Explore institution of user fees</p>
<b>Key Performance Indicator</b>	Additional revenue to support College budget

## TECHNOLOGY

**Priority:** *Ensure that Ithaca College is a recognized innovator in blending contemporary technology with educational techniques and administrative support practices*

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<b>Goal 1:</b>	Establish an acceptable minimum standard for computing and communications equipment in classrooms, labs, and work areas
<b>Implementation Strategies</b>	<p>Continue performance monitoring and capacity planning for central systems and servers</p> <p>Continue designation of minimum configuration requirements for desktop computing systems</p> <p>Coordinate the minimum standard goal with goals 6 and 7 concerning creation of a process for evaluation and renewal of technology and for development of budget models supporting equipment maintenance and upgrades</p>

**Key Performance Indicators**

- Frequency of dissemination of information on minimum standards for central systems server and desktop technology
- Successful conclusion and implementation of studies concerning establishment of minimum standards for computing and communication

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**Goal 2:** Identify a baseline set of computer skills for students, faculty, and staff

**Implementation Strategies**

- Establish three separate groups to discuss, define, and evaluate the baseline set of computer skills for students, faculty, and staff
- Coordinate a timetable to implement the recommendations of the three work groups
- Identify, provide, and evaluate appropriate training and remediation activities for each of the three groups

**Key Performance Indicators**

- Success in achieving minimum skills in each of the three groups
- Increased percentage of faculty, staff, and students recruited with minimum competency already achieved
- Establishment of proficiency outcome expectations over time for each group
- Increased number of training sessions offered and number of participants served

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**Goal 3:** Fully utilize Web technology to fundamentally change the way Ithaca College provides administrative support services

**Implementation Strategies**

- Fully implement the Degree Navigator Web-based degree audit and registration system
- Expand use of existing campus-wide e-mail system as a major communications tool
- Achieve timetable for installation and implementation of the Oracle Corporation's public-sector financial and human resources application packages
- Continue expansion of Web-based admission initiatives, including advertising, information, and application
- Continue development of Web-based services associated with student information and institutional advancement systems

**Key Performance Indicators**

- Increased use of the online system during the student advising process
- Increased use of online degree auditing and student self-service
- Increased use of online registration for all students
- Expanded prospective-student access to College websites, measured through number of inquiries and number of applications
- Progress in administrative systems self-service, resulting in higher utilization of online services such as purchase orders, travel expense reports, human resources information and data changes, and alumni and development services

<b>Goal 4:</b>	Address the need for instructional design, advice, consulting, and assistance
<b>Implementation Strategies</b>	<p>Assign the groups that are studying the minimum required computer skills for faculty to consider appropriate needs in the area of instructional design advice</p> <p>Determine how each school will implement the minimum computer skills requirement for faculty</p> <p>Determine what instructional design advice, consulting, and assistance already exist and what would be needed to provide service for expanded applications</p> <p>Explore the use of consultants to advise the College concerning instructional technology support</p> <p>Evaluate and propose a plan for expansion of the Center for Educational Technology based on the findings of the minimum standard work groups and the review of instructional technology support needs</p> <p>Evaluate the move of the manager of instructional graphics services from instructional resources to Academic Computing and Client Services (ACCS) as it relates to providing additional instructional technology support to faculty</p>
<b>Key Performance Indicators</b>	<p>Progress toward achievement of appropriate skill levels</p> <p>Increase in the percentage of faculty utilizing some form of technology in their instructional efforts</p> <p>Existence of a plan by each school for progression to the minimum school standard</p> <p>Expansion of the Center for Educational Technology in response to changing needs for instructional technology support</p>
<b>Goal 5:</b>	Explore models for coordinating support between the Office of Information Technology and other units in order to blend technology skills with expertise in area disciplines
<b>Implementation Strategies</b>	<p>Investigate the feasibility and cost-effectiveness of different models for providing technical support to academic areas</p> <p>Solicit faculty, staff, and/or administrators to participate in work groups, committees, or other forums to assist the Office of Information Technology (OIT) in the evaluation, coordination, and/or implementation of this goal</p> <p>Gather information from each of the administrative units about existing technology policy and decision making</p> <p>Enhance and formalize the informal relationships already established between ACCS personnel and technology contacts in each of the administrative units</p> <p>Develop a liaison program with administrative and, if appropriate, academic areas in which a lead person from each area would be identified in order to enhance communication and coordination for mutually important technology issues</p> <p>Utilize existing systems managers in administrative units to enhance user knowledge of given applications</p>
<b>Key Performance Indicators</b>	<p>Establishment of a formal liaison program with OIT</p> <p>Formation of work groups or committees to assist OIT in the establishment of an effective technology support model</p>

Evaluation of the current status of existing technology policy and decision making in each of the administrative units

Measurable increase in level of service, proficiency with common productivity products, and rate of adoption of new technology applications

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<b>Goal 6:</b>	<b>Establish an ongoing process to periodically reevaluate and renew technology equipment, implementation, and training</b>
<b>Implementation Strategies</b>	Investigate outsourcing a complete inventory of equipment in order to establish a baseline for regular replacement cycles Utilize the equipment inventory to determine a renewal baseline for budgeting purposes Establish a training protocol for all new equipment
<b>Key Performance Indicators</b>	Successful conclusion and implementation of studies concerning the evaluation and renewal of technology Identification of a budget process to support both evaluation and renewal of technology and training in its use

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<b>Goal 7:</b>	<b>Examine the current budget process and explore new models for maintaining and updating computing and communications technology</b>
<b>Implementation Strategies</b>	Evaluate the effectiveness of the current budget process for technology in each administrative unit Determine the reevaluation process for renewal of computing technology for each administrative unit
<b>Key Performance Indicators</b>	Determination of effectiveness of, or satisfaction with, current budget process Adoption of a consistent policy for budgeting technology renewal in each administrative unit

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<b>Goal 8:</b>	<b>Identify, recognize, and appropriately compensate individuals involved in technology development activities</b>
<b>Implementation Strategies</b>	Maintain the recently completed wage and salary review of information technology positions Continue to develop incentives, development opportunities, and compensation strategies that will attract and retain competent information technology personnel Explore including the use of technology in the education process as one form of scholarship under the tenure and promotion guidelines
<b>Key Performance Indicators</b>	Timely recruitment of faculty and staff members for critical information technology positions Establishment and monitoring of appropriate turnover rates for both faculty and staff in key information technology positions Adoption of appropriate faculty and staff reward systems for technology development activities

# ALL-COLLEGE PLANNING AND PRIORITIES COMMITTEE

Jim Malek, Provost and Vice President  
for Academic Affairs, Chair  
Michael McGreevey, Executive Assistant  
to the President, Assistant to the Chair  
Sharon Runge, Former Executive Assistant  
to the President  
Judy Dresser, Executive Assistant to the Provost,  
Staff Support

Mary Bentley, Assistant Professor,  
Health Promotion and Human Movement  
Ellen Bonaguro, Interim Assistant Dean,  
Humanities and Sciences  
John Bradac, Director, Career Services  
Carl Butterfield, Associate Professor, Accounting  
Mark Darling, Engineering and Auxiliary  
Services, Physical Plant  
Gretchen DeBolt, Assistant Director,  
Alumni Relations  
Howard Erlich, Dean, Humanities and Sciences  
Adam Forbes, Former Assistant Director, Career  
Services  
John Hochheimer, Associate Professor,  
Television-Radio  
Kyle Johnson '00, Sport Management  
Heinz Koch, Professor, Chemistry  
Michael Lindberg, Associate Director,  
Intercollegiate Athletics  
Marian MacCurdy, Associate Professor, Writing  
Steve Mauk, Professor, School of Music  
Diane Nocerino '01, Clinical Science/  
Physical Therapy  
Kristina Pervi '02, Applied Economics  
Nancy Pringle, Vice President and  
College Counsel  
Tanya Saunders, Assistant Provost for  
Special Programs  
Carl Sgrecci, Vice President and Treasurer  
Nick Tarant '01, Corporate Communication  
Lillian Tavelli, Manager, Traffic Bureau  
Daniel Tillapaugh '01, Music  
Marina Todd, Director, College Relations  
Bob Ullrich, Dean, School of Business

## TASK FORCES

### Academic Program Development

**Chairs:** Howard Erlich, Heinz Koch  
John Bonaguro, Assistant Dean, Health Sciences  
and Human Performance  
Garry Brodhead, Associate Provost and Dean, Graduate Studies  
Hugh Egan, Associate Professor, English, and Director, Humanities  
and Sciences Honors Program  
Mark Fonder, Associate Professor and Chair, Music  
Kinsuk Maitra, Assistant Professor, Occupational Therapy  
Katie Mason '00, Performance/Music Education  
Hormoz Movassaghi, Associate Professor, Business Administration  
Jim Rothenberg, Associate Professor and Chair, Sociology  
Amy Selco, Assistant to the Director, Admission  
Thomas Swensen, Assistant Professor, Exercise and Sport Sciences  
Hans VanDerSchaaf '01, Planned Studies

### Diversity

**Chairs:** Mary Bentley, John Hochheimer, Kyle Johnson  
Bridget Bower, College Archivist, Library  
Stephanie Cooper '02, Planned Studies  
Devin Dams-O'Connor '02, Corporate Communication  
Michele Gunkelman, Residence Director, Residential Life  
Bruce Henderson, Associate Professor and Chair,  
Speech Communication  
Linda Heyne, Assistant Professor, Therapeutic Recreation  
and Leisure Services  
Kathleen Hinkley, Clinical Assistant Professor, Physical Therapy  
Rich Miller, Dean, Health Sciences and Human Performance  
Michael Powell, Assistant College Counsel  
and Affirmative Action Officer  
Bill Russell, Associate Dean, Humanities and Sciences  
Diana Ryan, Assistant Professor, Organizational Communication,  
Learning, and Design  
David Spano, Director, Counseling Services  
Teresa Zawacki, Assistant to the Director, Admission

### Enrollment

**Chairs:** Mark Darling, Steve Mauk  
Katie Bartasevich '01, Television-Radio  
Larry Chambers, Director, Financial Aid  
Kim Dunnick, Professor, Music  
John Galt, Director, Budget  
Catherine Gordon, Associate Professor and Director,  
Occupational Therapy  
Larry Metzger, Dean, Enrollment Planning  
Kim Miczak '01, Clinical Science/Physical Therapy  
Michael Nordquist '02, Politics/German  
Anne Ryan, Development Associate for Communications,  
Development  
Michael Taves, Director, Academic Computing and Client Services  
Gerard Turbide, Associate Director, Admission  
George Valesente, Professional Staff/Coach, Intercollegiate Athletics

## Experiential and Performance-Based Learning

**Chairs:** John Bradac, Tanya Saunders  
Susan Allen-Gil, Assistant Professor, Biology  
Don Beachler, Assistant Professor, Politics  
Martin Berlinrood, Associate Dean, Humanities and Sciences  
Rob Bluey '01, Journalism  
Lee Byron, Associate Professor and Chair, Theater Arts  
Paul Hamill, Director, Academic Funding and Sponsored Programs  
Barbara Hansen, Clinical Assistant Professor and Fieldwork Coordinator, Occupational Therapy  
Ari Kissiloff, Assistant Professor, Organizational Communication, Learning, and Design  
Megan Lintott '01, Telecommunications Management  
Deborah Martin, Assistant Professor, Music  
Kim Milling, Director, Continuing Education and Summer Sessions  
Dani Novak, Associate Professor, Mathematics and Computer Science

## Facilities

**Chairs:** Carl Butterfield, Diane Nocerino  
Tom Bohn, Dean, Roy H. Park School of Communications  
Peg Dillingham, Benefits Specialist, Human Resources  
Bruce Hatch, Director, Physical Plant  
Beth Hulbert, Lead Facilities Attendant, Facilities Services  
Michael Lindberg, Associate Director, Intercollegiate Athletics  
Marty Nichols, Professional Staff/Coach, Intercollegiate Athletics  
Bonnie Prunty, Acting Director, Residential Life  
Tom Salm, Vice President, Business and Administrative Affairs  
Eric Schoenfeld '00, Television-Radio  
Charles Spencer, Professor, Physics  
Elizabeth Wavle, Assistant Director, Library  
David Weil, Associate Director, Academic Computing and Client Services

## Quality of Student Life

**Chairs:** Nancy Pringle, Nick Tarant  
Judith Andrew, Music Assistant, Library  
Howard Axelrod, Residence Director, Residential Life  
Brad Buchanan, Manager, Recreational Sports Programs  
Christine Cecconi, Clinical Assistant Professor/Clinic Director, Speech-Language Pathology and Audiology  
Mary Humenay, Catholic Chaplain  
Diane Long, Assistant Professor, Occupational Therapy  
Jack Oblak, Vice President, Student Affairs and Campus Life  
Deb Pallozzi, Professional Staff/Coach, Intercollegiate Athletics  
Alexis Straat '01, Speech Communication  
Daniel Tillapaugh '01, Music  
Héctor Vélez-Guadalupe, Associate Professor, Sociology

## Quality of Work Life

**Chairs:** Gretchen DeBolt, Marian MacCurdy, Carl Sgrecci  
Terry Beckley, Outreach Program Coordinator, Gerontology Institute  
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G. Cole Gruberth, Research Analyst, Institutional Research  
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