Daemen College Strategic Plan 2012

Executive Summary

Daemen College will fulfill its mission and continue to thrive in the coming years by emphasizing intellectual rigor, service in the global community, and professional excellence. To ensure that these ideals are realized, the College will maintain an environment conducive to the individual student’s intellectual, social and cultural development. Based on assessment of our current position and the strategic priorities thereby identified, it is anticipated that the Plan will serve the College for approximately the next five years. The Plan is intentionally flexible, sufficiently broad to allow current thinking to be adapted in a rapidly changing global environment, while acknowledging the budgetary implications of diminishing state and federal support together with public concern over the increasingly high cost of higher education.

The Strategic Plan develops the themes of intellectual rigor, service in the global community, and professional excellence in five broad areas, as follows:

I. Rigorous education for the 21st century

Daemen College will prepare students for 21st century careers and service to the local and global community by offering rigorous academic programs that are aligned with current market demands, that cultivate the liberal arts-based skills and competencies necessary to professional excellence, and that develop the qualities of mind that stimulate the courage to be sophisticated thinkers who are innovative and creative, comfortable with uncertainty, and problem solvers. Objectives include growing recently developed programs such as the Animation and Paralegal Studies majors and Entrepreneurship minor; development of new programs, including but not limited to master degrees in Public Health, Social Work, and Cytotechnology; initiatives to improve student writing across the disciplines; and continued efforts to ensure alignment of the core curriculum (general education) and curricula in the majors.

II. Global competency and service to the global community

Daemen College will foster the global competency of its students and faculty by increasing global content in the curriculum, increasing participation in experiential learning opportunities, and continuing to grow its population of students and faculty from international and other diverse backgrounds. Objectives include increased financial support for study abroad; recruitment and retention of diverse faculty; increased recruitment and retention of international students, including local immigrant and refugee students; and enhancement of the College’s ESL program to serve these students effectively.
III. Persistence to Professional Excellence

Daemen College will continue to improve its rates of student retention and persistence to graduation by using the resources of its Title III grant (retention activities centering on faculty development and student underperformance in gateway courses), enhancing student services, and strengthening career readiness through professional development initiatives. Objectives include maintaining a stable enrollment with focused growth, both within and beyond Western New York; strategic identification and targeting of specific student populations, such as veterans and transfer students; development of Summer Bridge and January intervention programs (Title III activities); and providing enhanced professional development opportunities for students under the auspices of Career Services and the LEADS (student leadership) program.

IV. Campus Facilities, Aesthetics, and Sustainability

Daemen College will provide a sustainable campus environment consonant with intellectual rigor and professional excellence by renovating classrooms, acquiring necessary additional space, and improving campus aesthetics, including landscaping and on/off-campus parking options. Objectives include completion of the Visual & Performing Arts Center; renovation of classrooms and faculty office space in Duns Scotus Hall; classroom technology upgrades; improved landscaping, signage, and campus traffic flow; and development of plans for campus expansion as needed.

V. Fiscal Stability

The College will continue to operate in a financially sound manner that will produce balanced budgets, maintain competitive tuition and fee rates, provide and maintain quality physical plant facilities and equipment, strive for cost efficiencies, and provide sufficient resources for new and current academic programs. Objectives include an annual balanced budget; tuition and fee rates equal to or lower than the national average for private institutions; securing new unrestricted and endowment revenues in the $500,000 to $1 million range annually; and increasing alumni annual fund participation toward or beyond the national average of 13% for like institutions.
Introduction

The mission of Daemen College is to prepare students for life and leadership in an increasingly complex world. Founded on the principle that education should elevate human dignity and foster civic responsibility and compassion, the College seeks to integrate the intellectual qualities acquired through study of the liberal arts with the education necessary for professional accomplishment. This integration which recognizes equal value in liberal studies and professional programs aims at preparing graduates who are dedicated to the health and well-being of both their local and global communities (Mission Statement: Appendix A).

Daemen College will fulfill its mission and continue to thrive in the coming years by emphasizing intellectual rigor, service in the global community, and professional excellence. To ensure that these ideals are realized, the College will maintain an environment conducive to the individual student’s intellectual, social and cultural development. This environment will be sustained and adapted in accordance with an ongoing and fully integrated process of assessment, planning, and budgeting – as both reflected in and directed by this Strategic Plan.

Based on assessment of our current position and the strategic priorities thereby identified, it is anticipated that this Plan will serve our institution for approximately the next five years. The Plan is intentionally nimble, sufficiently broad to allow current thinking to be adapted in a rapidly changing global environment, while acknowledging the budgetary implications of diminishing state and federal support together with public concern over the increasingly high cost of higher education.

Our Strategic Plan develops the themes of intellectual rigor, service in the global community, and professional excellence in five broad areas: Educational Program, Global Competency, Student Persistence, Facilities and Aesthetics, and Fiscal Stability. An encompassing goal is stated for each area, followed by strategic objectives resulting in goal attainment. All sectors of the institution are expected to demonstrate the alignment of their own goals and objectives with this institutional plan, establish key performance indicators [KPIs] to be examined annually during the institutional assessment process, and align their budgetary requests accordingly.

The process of developing this Strategic Plan and the personnel involved are delineated in Appendix B. This Strategic Plan also incorporates elements requested of institutional master plans by the New York State Board of Regents.
I. Rigorous Education for the 21st Century

Goal: Daemen College will prepare students for 21st century careers and service to the local and global community by offering rigorous academic programs that are aligned with current market demands and that develop the liberal arts-based skills and competencies necessary to professional excellence.

A. New Programs

Daemen College will continue its practice of developing new programs that are consonant with institutional mission and that build on institutional strengths. The College will grow its recently initiated baccalaureate programs in Animation, Global and Local Sustainability, and Paralegal Studies, as well as its Entrepreneurship minor targeting majors in the liberal arts and sciences. The College will develop new graduate programs that simultaneously provide the opportunity to market to external constituencies as well as to our undergraduate majors – e.g., a Master of Social Work, a Master of Public Health, and an online EdD for healthcare professionals designed to address the critical shortage of doctorally prepared educators in the health sciences.

The College will maintain and continue to develop mutually beneficial relationships with other institutions of higher education both locally and internationally, e.g., our 1+2+1 Bachelor of Nursing program articulated with Erie Community, Genesee Community, and Trocaire Colleges (in operation), a BS/MS program in Cytotechnology in collaboration with the Roswell Park Institute (in development), and international collaborations with the Beijing University of Chinese Medicine, the National University of Mongolia, and the University of Botswana, among others.

The College will sustain its strong tradition of service, including service to the P-12 community, through our many existing outreach programs, including the Center for Sustainable Communities and Civic Engagement, the Thomas Reynolds Center for Special Education and After School Programs, and our videoconference course offerings to area high schools, as well as the New York State-funded Teacher/Leadership Quality Partnership. The College will cultivate and strengthen relationships with the for-profit as well as non-profit sector and will be alert to mission-compatible opportunities for collaboration. Our partnership with IBC Digital, Inc. to develop an International Center for Excellence in Animation (housing our BFA Animation program) is a recent example of such collaboration.

B. Alignment of Core Curriculum and Program Goals

Core Curriculum assessment initiatives (including focus groups, faculty interviews, and Core and Interdisciplinary Studies committee reports) suggest that Core goals are not yet
communicated as clearly or integrated as widely across the campus as is desirable. Print and web communications will be reviewed and revised as needed for clarity and consistency.

The College will continue to ensure alignment of institutional mission, Core Curriculum, and program goals through current initiatives, including participation in AAC&U’s LEAP Initiative, the CIC-Lumina Degree Qualifications Profile Consortium, Core evaluation sessions, and the development and implementation of core curriculum and program goal alignment. The College will continue these assessment activities in combination with identifying and using a suitable national assessment tool, such as the Collegiate Learning Assessment (CLA).

The College will also review the Core Curriculum in light of the global competency objectives described in area II, below, and make a determination regarding inclusion of a global competency Core Curriculum requirement.

C. Student Writing

A number of writing assessment activities, including an annual faculty assessment day for student writing, have underscored the need for increased writing proficiency among Daemen students. The College has adopted the AAC&U Written Communication and Information Literacy rubrics and revised the syllabus for CMP 101 to include both of these competencies as primary. Resources were allocated for the hiring of two writing specialists - one to serve as Writing Coordinator and another to implement Writing in the Disciplines and Writing Across the Curriculum.

The College will continue to create a “culture of writing” by incorporating writing in as many first year courses as possible and will implement Writing in the Disciplines. The College will increase the number of writing tutors and strengthen the training of peer tutors. Resources of the College’s recently awarded Title III grant will be directed to improving student performance in the gateway course of CMP 101 English Composition.

D. Academic Program Review

Beginning in 2009, the Educational Policy Committee took action to establish a program review process, the necessary groundwork of full enculturation of the institutional assessment process having been achieved. The program review process has been designed as a five-year cycle, with each department’s annual assessment efforts informing program review and with program review informing development of new programs as noted above. Every academic department will have participated in program review by 2016.

E. Online Education

The College has formed a Quality in Distance Education Committee to assess the quality and rigor of online and hybrid/blended courses. An appropriate format for evaluation should be developed, separate and apart from courses delivered traditionally, with evaluation
including examination of the rigor of online course work. Ongoing faculty development opportunities will be offered through the Center for Excellence in Teaching and Learning to promote and sustain rigor in online teaching.

Evidence of Goal Achievement:

- Revenue-producing academic programs with a reputation for high quality and service to the local and global community. [Accountability: Vice President for Academic Affairs]
  
  KPIs:
  
  Stability or modest increases in enrollment in existing professional and liberal arts programs, and continuing support for the Arts and Sciences departments that provide most of the courses in the core curriculum.
  
  Sustain enrollments in academic programs throughout the College in accordance with department-level strategic plans developed by Spring 2013.
  
  Enrollment increase in Animation program from 9 (2011-12 baseline) to 25 new students per year by 2017.
  
  Enrollment increase in Global and Local Sustainability program from 1 (2011-12 baseline) to 15 students by 2017 and enrollment in the minor to 15 by 2017.
  
  Enrollment increase in Paralegal Studies major from 8 (2011-12 baseline) to 27 in 2017, and an increase in certificate program enrollment from 3 (baseline) to 15 in 2017.
  
  Enrollment increase in Entrepreneurship minor from 4 (2011-12 baseline) to 12 new students per year by 2017, with 50 students per year enrolled in ENTR 201 course.
  
  Program proposal for MSW submitted to New York State Education Department by June 2013; new students enroll within six months of NY State approval, with 30 students enrolled in the two-year program and 30 in the advanced standing program by 2017.
  
  Program proposal for Cytotechnology submitted to New York State Education Department by June 2012; new students enroll within six months of NY State approval. Enrollment increase from 0 (2011-12 baseline) to 3 new students per year by 2017.
  
  (Note: enrollment number is limited by training spaces available at Roswell Park.)
  
  Program proposal for EdD in Health Professions Education submitted to New York State Education Department by January 2013; new students enroll within six months of NY State approval. Enrollment increase from 0 (2011-12 baseline) to 15 by 2017.
  
  Program proposal for MPH submitted to New York State Education Department by January 2013; new students enroll within six months of NY State approval. Enrollment increase from 0 (2011-12 baseline) to 20 by 2017.

- Completed program reviews, with implementation of one or more recommendations. [Accountability: VP, Academic Affairs]
  
  KPI: By 2017, 100% of academic departments will have completed program review process and implemented one or more EPC recommendation.
Articulation of the connection between the mission statement, Core goals, and department goals through the alignment process. [Accountability: VP, Academic Affairs]
KPI: By 2017, 100% of academic departments will have completed the core/department goal alignment process.

Pilot of a national assessment instrument that complements existing internal assessment of Core competencies. [Accountability: VP, Academic Affairs]
KPI: By 2014, pilot completed.

College-wide implementation of Writing in the Disciplines. [Accountability: VP, Academic Affairs]
KPI: By Fall 2013, WID incorporated in a minimum of 10% of first-year courses required in the major. By 2017, every department will have a plan for incorporating WID in the major.

Attainment of Title III Grant goals for student performance in CMP 101. [Accountability: VP, Academic Affairs]
KPI (and Title III Objective): By Spring 2016, a minimum of 55% of freshman who complete CMP 101 will demonstrate skills at the expected level for students who had completed a college composition course (level 2 on rubric).

Increased percentage of students scoring 2 or higher on the writing rubrics in Writing Intensive, and Research & Presentation (R&P) courses. [Accountability: VP, Academic Affairs]
KPIs:
By 2017, a minimum of 25% of WI papers from 100-200 level courses will score at 2 or higher.
By 2017, a minimum of 30% of WI papers from 300-400 level courses will score above 2.
By 2017, a minimum of 55% of R&P papers will be scored above 2.

Assessment mechanism for online and hybrid/blended courses demonstrating intellectual rigor and student achievement. [Accountability: VP, Academic Affairs]
KPIs:
By 2013, online course quality framework designed by Quality of Distance Education Committee and approved by EPC.
By 2017, framework applied to 100% of existing and new online and hybrid courses.

II. Global Competency and Service to the Global Community

Goal: Daemen College will foster the global competency of its students and faculty by increasing global content in the curriculum, increasing participation in experiential learning
opportunities, and continuing to grow its population of students and faculty from international and other diverse backgrounds.

A. Global Engagement and Diversity

NSSE data generally indicate increasing student engagement with diverse others. Faculty survey results reveal that over a third express interest in modifying an existing course or creating a new course to include global content. In addition, 21% of faculty report teaching a course that provides students with direct exposure to diverse cultures within the local and regional community. Between 2007 and 2010, the number of students studying abroad has ranged between 71 and 85 annually, with over 25 countries represented. A recent survey of faculty and staff indicates that 50% of faculty and 24% of administrators and staff have had at least one non-tourist experience abroad.

The College will strive to increase the global engagement of both students and faculty. The College will provide faculty development opportunities, including in-service training, mentoring, and continued faculty exchange with global partners, to increase global content in the curriculum and to increase the number of faculty-led study abroad experiences. The College will increase financial support for students to engage in global courses, internships, clinical experiences, and service learning. The College will continue its efforts to recruit and retain a diverse faculty and staff mirroring the diversity of its students, placing special emphasis on increasing representation of underrepresented faculty.

B. Recruitment and Retention of International Students

The College has continued its commitment to growing its international student population, with 169 international students representing 42 countries enrolled in Fall 2011. The College will identify and implement a viable ESL solution to meet the growing needs of our changing domestic and international student populations, some of whom enter the College without sufficient English language skills. In addition, the College will ensure clear communication with students regarding program length and requirements. The College will conduct more precise assessment of the retention and graduation rates of our international students.

The College will enhance recruitment and retention of international students by establishing early linkages between the students and the College, including pre-arrival ESL exposure through distance learning technology and social networking. The College will sustain and grow its international marketing plan, including print, video, and social media materials, and will clarify all academic program requirements with recruiting agencies. The College will build and strengthen new and existing relationships with global partner institutions. The College will provide the necessary resources to strengthen staffing and delivery of its ESL program. The College will ensure that student services, including housing and meal service, meet the needs of international students.
C. Experiential Learning

The College will build upon its existing, mission-centered strengths in service learning and other forms of experiential learning by intentionally increasing opportunities for out-of-classroom experiences that foster global competency and service to the global community, both internationally and locally, e.g., among Buffalo’s large and diverse refugee population. The College will continue to pursue grant and other funding opportunities for the purpose of advancing service learning initiatives.

Evidence of Goal Achievement:

- New courses and revisions of existing courses to enhance global content.  
  [Accountability: VP, Academic Affairs]
  KPIs:
  By 2013, establish course development goals and track fulfillment in annual departmental assessment reports.  
  By 2017, integrate global competency within existing or new Core competency.

- Increase in global service learning, study abroad, and other experiential learning – more opportunities developed and increased student participation.  [Accountability: VP, Academic Affairs]
  KPIs:
  By 2017, the number of Daemen College students participating in local service-learning placements with a global focus, e.g. working with refugee youth and adults, will increase from 50 (2011-2012) to 70 (2016-2017).
  By 2017, the number of global-focused community placements available to Daemen service-learning students will increase from 6 placements (2011-2012) to 9 placements (2016-2017).
  (Note: the increases above will be dependent on institutional support for additional transportation services for Daemen students.)

- Increased recruitment and retention of international students, including local immigrant and refugee students.  [Accountability: Vice President for Enrollment Management and VP, Academic Affairs]
  KPIs:
  Total enrollment of matriculated international students, as indicated in the Open Doors Report (excludes permanent resident aliens and dual citizens), will remain stable through 2017, at the 2011 baseline of 95, despite projected decline in international students in the weekend education program .
  Enrollment of 25-35 new international students (including permanent resident alien, non-resident aliens, dual citizens, and local refugee and immigrant students) at Amherst campus each academic year 2013-17.
  By 2013, create a process for tracking international student retention.
By 2014, establish baseline data and goals for international student retention.

- Student services meeting the diverse needs of international students, including an expanded ESL program. [Accountability: Vice Presidents for Enrollment Management, Student Affairs, and Academic Affairs]
  KPIs:
  
  By 2013, a campus globalization committee, an extension of the “Brazil Group,” using resources of the Institute for International Education (IIE), will develop a plan for meeting the program and service needs of international students.
  By 2017, ESL services will also meet the needs of a growing population of American students who have grown up in families where English was not the language spoken at home.

- Recruitment and retention of a diverse faculty and staff mirroring Daemen’s diverse student population, as specified in the College’s Diversity Plan. [Accountability: President]
  KPI: By Fall 2013, the percentage of minority faculty and administrative staff will match or exceed the mean percentage of peer institutions as reported by the Integrated Postsecondary Education Data System (IPEDS) (per Daemen College Diversity Plan).

### III. Persistence to Professional Excellence

**Goal:** Daemen College will continue to improve its rates of student retention and persistence to graduation by using the resources of its Title III grant (retention activities centering on faculty development and student underperformance in gateway courses), enhancing student services, and strengthening career readiness through professional development initiatives.

**A. Admissions and Enrollment Management**

The College continuously assesses its enrollment mix, particularly in light of the declining demographic of traditional-age students statewide, and will continue to identify and serve student markets both within and beyond the confines of Western New York. The College will maintain its mission-centered commitment to serving educationally and economically disadvantaged students. The College will emphasize its commitment as a veteran-friendly campus by continuing to develop its Center for Veterans and Veteran Family Services. The College will turn increasing attention to the transfer student population, both traditional-age and adult degree-completers. Appropriate academic, support, and social offerings will be provided for specific student populations the College is strategically emphasizing, including veterans and transfer students, as well as continuous opportunities for faculty and staff to learn about diverse cultures (including military) as they are represented on the campus.
The College will continue to pursue the student development objectives of its Diversity Plan to increase enrollment of students underrepresented at Daemen relative to peer institutions and to increase the persistence to graduation of students of diverse backgrounds.

The College will develop coordinated enrollment goals to include NCAA athlete goals in current and expansion sports that support enrollment management recruiting efforts, with coordinated recruiting goals providing for prudent fiscal management, reasonable budget projections, and increased persistence rates.

B. Student Support

Assessments by the Offices of Academic Advisement and Financial Aid as well as NSSE survey data indicate a need for continued improvements in the delivery of student services, particularly in the areas of online registration, the work-study program, and inter-office coordination. Focused attention will also be given to the critical role of faculty advisement in student success. Student service offices will coordinate an evaluation of how their services intersect, with a view to making indicated adjustments and streamlining communication.

Assessments of student performance referenced in the College’s successful Title III grant proposal demonstrated that improved student performance in gateway courses was critical to improving retention and persistence to graduation. Title III resources will provide faculty development in advising and instruction, with emphasis on the use of high impact pedagogies and technology to promote student success in gateway courses in math, science, and writing. In addition Title III retention activities to support students and strengthen college-readiness include a Summer Bridge program (starting 2013), an extended orientation and transition program, and a January Intervention program (piloted 2012). Title III-funded retention activities continue through the 2015-16 academic year.

C. Professionalism Initiatives

The College will develop student professionalism by including students whenever appropriate in decision-making about campus initiatives, promoting early interaction with the Office of Career Services and such professionalism development opportunities as the LEADS Program, and professionalizing the student work program experience (Federal Work Study and Daemen Work Program). The College’s established philosophy of regarding academic study and career preparation as integrated and contiguous will be strengthened through aggressive development of new internship opportunities and other relationships with business, not-for-profit, and government sectors of the economy to facilitate the competitive career readiness of Daemen students. Professionalization of the student work program – from the application process to employee training to on-the-job performance standards – will replicate “real world” employer expectations.

The College will strengthen its athletic program by transitioning from the National Association of Intercollegiate Athletics (NAIA) to the National Collegiate Athletic Association
(NCAA) Division II. The College will apply to the NCAA in the spring of 2012 and expects to be invited as a member in July. Continued, steady, and planned growth of the athletic department at Daemen College is articulated in the 2011-17 Athletic Department Strategic Plan.

The College will continue to cultivate professional excellence on the part of all candidates for professional licensure, as exemplified by our 100% pass rates in physical therapy and physician assistant, and will implement targeted curricular and student support interventions whenever indicated to strengthen candidates’ performance.

Evidence of Goal Achievement:

- Stable enrollment, focused growth. [Accountability: VP, Enrollment Management]
  KPIs:
  Maintain yield from freshmen applications to enrolled within range of 31.4 to 34% (based on enrollment data from past five years).
  Maintain yield from transfer applications to enrolled within range of 51.3 to 58.7% (based on enrollment data from past five years).
  Increase enrollment 1-2% annually.
  KPI (and TIII Objective): Increase one-two year retention rates to 82% [target percentage by Fall 2016] [Accountability: Executive Director of Title III];
  KPI (and TIII Objective): Increase six-year graduation rates to 54% [target percentage by 2016]; [Accountability: Executive Director, Title III]
  KPI (and TIII Objective): increase persistence to degree completion by underrepresented minority students [target: within 5% of the 6-year benchmark rate of Carnegie peer institutions]; [Accountability: Executive Director, Title III]
  KPI: Develop enrollment goals for student-athletes. [Accountability: VP for Enrollment Management, VP for Student Affairs, President]

- NSSE and other survey results demonstrating increased satisfaction with student services; [Accountability: Vice President for Student Affairs and Executive Director, Title III]
  KPIs:
  By 2013, identify NSSE questions reflecting key areas for increased student satisfaction and establish targeted percentage increases in satisfaction;
  By 2015, achieve targeted increases.

- Formal application process and training provided by Career Services for students working in on-campus jobs; [Accountability: VP, Academic Affairs]
  By 2013, a formal application process that requires the submission of student resumes will be instituted for all student leadership positions (Resident Assistants, Orientation Leaders, et al.)
  By 2017, the formal application process for student workers (work study and Daemen positions) will be implemented in 100% of offices/units that employ students.
By 2017, an enhanced student employee handbook will be developed, approved and implemented by 100% of offices that employ students.

- Growth and enhancement of athletic program. [Accountability: VP for Student Affairs, President]
  KPI: Goals for enrollment of student athletes will be established annually and reviewed regularly by the Athletic Director and Enrollment Management personnel.

**IV. Campus Facilities, Aesthetics, and Sustainability**

**Goal:** Daemen College will provide a sustainable campus environment consonant with intellectual rigor and professional excellence by renovating classrooms, acquiring necessary additional space, and improving campus aesthetics, including landscaping and on/off-campus parking options.

**A. Integration of Information Systems for Efficient Use of Resources**

The Event Management System (EMS) and Ellucian (formerly Datatel) administrative databases will be integrated to allow maximum reporting capability for well-informed, campus-wide decision-making. This integration will enable maximum and strategic use of classrooms, meeting space, and conference facilities. The resultant “big picture” analysis of physical space usage will help us address issues relating to peak hour shortages (e.g., parking) and will foster development of an annual plan to identify and address changing technological and other physical needs. Improved data management capability will also facilitate holistic assessment of campus activities to ensure that co-curricular activities, on balance, are supporting the strategic themes of professional excellence, intellectual rigor, and service in the global community.

**B. Renovation of Existing Space**

Our newest building, the Research and Information Commons (“The RIC”), opened in January 2009. This Gold LEED-certified building integrating library and academic support services in an aesthetically pleasing environment accommodates diverse learning styles and affords state-of-the-art technological capabilities, including an experimental classroom. Total renovation of the former Marian Library into the Center for Visual & Performing Arts will provide an exciting and much-needed new home for our fine arts programs. As part of Daemen’s continued efforts in the area of environmental sustainability, this project is expected to achieve Silver LEED certification. Meanwhile, our new International Center for Excellence in Animation, housing our BFA in Animation, is at home in 15,890 square feet of leased space in the Tri-Main Center, one of several hubs of arts activities in the City of Buffalo.

The College must now turn its attention to maximizing use of classroom space on the main campus by configuring this space to complement and support contemporary pedagogies.
Assessment of instructional space reveals considerable need, particularly in Duns Scotus Hall, for reconfiguration and upgrade of classrooms and faculty offices. Identified needs include more space for larger groups (approx. 70 people), better room darkening capability for optimal viewing of projected material, flexible furniture to accommodate multiple teaching and learning styles as well as co-curricular activities, and refurbishing of cramped faculty office space to facilitate student-faculty interaction in an atmosphere of professionalism and comfort.

Improvements of athletic facilities are needed to address more effectively the health and wellness needs of the campus community as well as to meet the expectations of the NCAA, to which Daemen will be submitting an application in 2012.

Exterior landscaping requires overhaul to improve traffic and pedestrian flow, to evaluate parking areas with a view to both utility and campus aesthetics, to enhance signage for clearer way finding, and to create aesthetically pleasing central gathering places for instruction and recreation.

C. Expansion Opportunities

The College must continue to expand its sense of “campus” to include sites other than the main Amherst property. Current additional sites include the aforementioned leased space in Buffalo’s Tri-Main Center, as well as instructional sites in Brooklyn, NY and Lakewood, NJ (in partnership with TTI-Testing and Training International) and Manhattan (in partnership with IAA-International Academic Alliance). The College also arranges with Collegiate Village, Inc. for off-site resident student housing. Purchase of the adjacent YMCA facility is pending. A land acquisition plan will also be developed.

D. Environmental Sustainability

In recent years, the College has undertaken many major environmental sustainability projects including: incorporating LEED certification criteria into major building construction projects; installation of geo-exchange HVAC technology in the Visual & Performing Arts Building; electricity contracts that require 50 % of power from renewable sources; replacement of inefficient boilers in Duns Scotus Hall; replacement of water-cooled refrigeration units in the Wick Center kitchen with high efficiency air-cooled units to reduce water usage; lighting upgrades in the Athletic Facility and other campus buildings; energy audits; and participation in the Billion Dollar Green Challenge sponsored by the Rockefeller Philanthropy Advisors.

However, a scan of environmental sustainability practices on campus reveals there is room for additional improvement on several fronts, including recycling, printing, energy usage, and local food sourcing. The College will establish and continue further reduction of energy use and generation of waste. The College will use the resources of its Center for Sustainable Communities and Civic Engagement and its recently launched major in Global and Local Sustainability to leverage faculty and staff expertise and to promote greater student involvement in sustainability efforts.
Evidence of Goal Achievement:

- Completion of classroom and faculty office renovations in Duns Scotus Hall.
  [Accountability: Vice Presidents for Business Affairs and Academic Affairs]
  KPIs:
  
  Duns Scotus space renovation plan completed by December 2012.
  Duns Scotus classroom and office renovations completed by end of 2013-14 fiscal year.

- Completion of external improvements: landscaping, signage, and traffic flow.
  [Accountability: VP, Business Affairs]
  KPIs:
  
  Plan for external improvements developed by end of 2012-13 fiscal year.
  External improvements identified in plan completed by end of 2016-2017.

- Integration of EMS and Ellucian (Datatel) information systems. [Accountability: VP, Business Affairs]
  KPI: EMS and Ellucian (Datatel) integration completed by end of 2013-14 fiscal year.

- Energy saving capital initiatives and waste reduction initiatives completed.
  [Accountability: VP, Business Affairs]
  KPIs:
  
  Canavan Hall boiler replacement completed by end of 2013-14 fiscal year.
  Canavan Hall window replacement completed by end of 2014-15 fiscal year.
  Wick kitchen boiler replacement completed by end of 2014-15 fiscal year.
  Revised food service contract signed by 2013 to increase recycling, introduce biodegradable products, and increase use of locally sourced foods.

- Amherst campus expansion plans developed. [Accountability: VP, Business Affairs]
  KPIs:
  
  Plan for re-use of the YMCA property developed by 2013-14 fiscal year.
  Plan for main campus land acquisition developed by 2016-17 fiscal year.

- Establish a Sustainability Committee (faculty, students and staff) to recommend projects for energy reductions, recycling, waste reduction, funding allocations from the Billion Dollar Green Challenge Fund, and other sustainability projects. [Accountability: VP, Business Affairs]
V. Fiscal Stability

**Goal:** The College will continue to operate in a financially sound manner that will produce balanced budgets, maintain competitive tuition and fee rates, provide and maintain quality physical plant facilities and equipment, strive for cost efficiencies, and provide sufficient resources for new and current academic programs.

A. Student Support and Enrollment Management

The College will strive to provide quality educational programs at an affordable cost by continuing to identify and serve student markets both within and beyond the confines of Western New York. The College will continue to seek creative partnerships with other institutions of higher education, educational consultants both domestically and abroad, and private industry. The College will prioritize the availability of financial assistance to enable more students to study abroad.

B. Faculty and Staff Support

Budget priorities will include the opportunity to keep salaries competitive in order to recruit and retain quality employees who will work effectively with students, as well as the capability for work force expansion as program development occurs. The budget will prioritize professional development activities and other necessary expenditures in support of specific strategic plan priorities, including new course and program development, necessary consultant services, assessment expenses, and global engagement expenditures, including travel.

C. Physical Plant and Equipment

Budgetary priorities will include the interior and exterior campus renovations described in section IV. In addition, the College will maintain its commitment to providing the instructional and supporting technology requisite to intellectually rigorous education and professional preparation.

D. Revenue

As a tuition-dependent institution, the College will increase revenue through increasing student retention and persistence to graduation. In addition, the College will add to its endowment and continue its expansion of targeted private sector corporate and foundation grant and sponsorship activity. With growing participation from multiple campus offices for a number of college initiatives, a representative oversight committee will be developed, beginning in 2012-2013, to identify resources and manage proposal submission and activity. With the founding of the Sr. M. Angela Canavan Legacy Society in 2010, future gift
commitments to the college have grown: the College will continue expansion of Legacy opportunities and add gift vehicles (e.g., charitable gift annuity) to the menu of future gift options. With donor trends favoring restricted, identified projects, the College will identify, cultivate, solicit and secure restricted annual and endowment gifts that are budget relieving. The College will continue to grow overall alumni annual fund participation (combined restricted and unrestricted giving). The College will continue to support faculty and staff who pursue and secure external funding for research and academic initiatives in alignment with the College’s mission and strategic plan. The College will also continue its commitment to enhancing and strengthening government relations in support of the mission and strategic initiatives of the College and to identifying new potential funding opportunities for Daemen College among the Federal Executive Branch agencies, the U.S. Congress, State grant agencies and the State legislature in Albany.

Evidence of Goal Achievement:

- Annual balanced budget. [Accountability: VP, Business Affairs]
  KPI: Each May/September, 2012-17, the Cabinet will present a preliminary /definitive Balanced Budget to the Board of Trustees in which operating expenses will be equal to projected operating revenues. At the end of fiscal years ending in 2013-17, actual revenues should meet or exceed actual operating expenses.

- Annual Independent Audit Reports. [Accountability: VP, Business Affairs]
  KPI: Each September (2012-17), the College should receive audit reports from an independent certified public accounting firm, with an opinion indicating that the financial statements present fairly the financial position of the college.

- Financial ratios and federal compliance to indicate fiscal stability. [Accountability: VP, Business Affairs]
  KPIs:
  Each September (2012-17), the College Composite Financial Index (CFI) range should be greater than 3.0.
  The College will be in compliance with Bond Covenants and US Dept. of Education Ratio Methodology to Demonstrate Financial Responsibility annually 2012-17.

- Tuition and fee rates. [Accountability: VP, Business Affairs]
  KPIs:
  Sufficient tuition and fee rates to produce annual balanced budgets (2012-17).
  Maintain annual (2012-17) tuition and fee rates equal to or lower than the national average for private institutions (per College Board Report).

- Strengthen donor relations and increase giving. [Accountability: Vice President for External Relations]
KPIs:
Add 3-5 Canavan Society members per year from 2012 baseline of 18 members.
Constitute oversight committee by Fall 2012.
Secure restricted and endowment revenues in the $500,000 to $1 million range per year.
Increase alumni annual fund participation from 2011-12 baseline of 11% toward and beyond the national average of 13% for like institutions (based on most recent Council for Aid to Education survey of Voluntary Support of Education).
Appendix A: Mission Statement of Daemen College

The mission of Daemen College is to prepare students for life and leadership in an increasingly complex world. Founded on the principle that education should elevate human dignity and foster civic responsibility and compassion, the College seeks to integrate the intellectual qualities acquired through study of the liberal arts with the education necessary for professional accomplishment. This integration which recognizes equal value in liberal studies and professional programs aims at preparing graduates who are dedicated to the health and well-being of both their local and global communities.

With a Daemen education, students will acquire the skill to solve problems creatively and think critically. They will be comfortable with diversity and will recognize the importance of a global perspective. They will be able to work with others and be invigorated by environments that present challenges and demand innovation. Daemen students are expected to be active participants in their own education and informed citizens who understand that learning is a life-long journey.

At the heart of Daemen’s integrated learning experience is the relationship that can develop between the College’s faculty and its students. Daemen prides itself on maintaining a student-centered atmosphere and a close professional and collaborative association among all members of the College community. Assisted by a supportive faculty, Daemen students are encouraged to pursue goals beyond their initial expectations, to respond to academic challenges, and to develop habits of mind that enrich their lives and their community.
Appendix B: Strategic Planning Process and Committee

The Strategic Planning Process

The Strategic Planning Steering Committee was appointed in December 2010 and met regularly during the 2011 calendar year. A Vision Statement was articulated: *Daemen College will continue to thrive by preparing students for professional excellence, intellectual rigor, and service in the global community.* The Steering Committee organized its work under two subcommittees – Student Success and Finance – chaired by the Vice Presidents for Academic Affairs and Business Affairs, respectively. Members of these subcommittees established smaller working groups focused on specific themes (e.g., intellectual rigor, fiscal stability), inviting other members of the campus community to participate in developing strategic recommendations. Representative liaisons between the Student Success and Finance subcommittees ensured ongoing communication and integrated planning.

Planners followed a template that posed these questions: (i) Where are we today? (ii) Where do we want to go? (iii) What will be our tactics? (iv) What resources will we need? and (v) How will we know when we get there? These questions necessarily evoked assessment-based responses as well as integrated consideration of required resources.

Several strong and intersecting themes emerged clearly as a result of this process: these are reflected in the text of the Strategic Plan. During the annual assessment process, every academic and administrative unit is required to address explicitly how its goals and objectives are contributing to attainment of Strategic Plan goals and objectives, including progress on any Strategic Plan KPIs within the unit’s purview. Cabinet-level review provides annual assessment of overall progress toward Strategic Plan goals and the capability to identify and address any specific areas for improvement, with the Vice President for Academic Affairs providing a status report to the College community.

Subcommittee and working group reports and associated assessment data, the foundation of this Strategic Plan, are furnished to all appropriate sectors of the institution for their information and continued use in securing the College’s forward movement toward an environment of increasing *professional excellence, intellectual rigor, and service in the global community.*
Members of the Strategic Plan Steering Committee (SC) and work groups

Martin J. Anisman, President (through May 2011), Chair
Edwin G. Clausen, President (from June 2011), Chair
Sara Alexanderson, Director of Residence Life (SC)
Mitchell Altman-Cosgrove, Student
Mike Andrei, Director of College Relations
Lisa Arida, Assistant Controller
Jim Bachratty, Director, Classroom Technology Services
Ellen Banks, Professor and Chair, Psychology Dept., Faculty Senate President (2010-11) (SC)
Dennis Barraclough, Professor of Art
Robert Beiswanger, Vice President for Business Affairs (SC)
Michael Brogan, Vice President for Academic Affairs (SC)
Patricia Brown, Vice President for Enrollment Management (SC)
Dave Cristantello, Vice President for External Relations (SC)
Nicole DeStefano-Stone, Assistant Director of Admissions (international students)
Kelly Duran, Executive Director, Academic Computing Services
Melissa Fiori, Chair, Modern Languages Dept. and Associate Professor of Spanish
Greg Ford, Associate Professor and Chair, Physical Therapy Dept. (SC)
John Frederick, Assistant Professor and Program Director, M.S. Executive Leadership and Change
Jon Good, Assistant Professor of Biology
Sherrie Gustas, Executive Director, Office of President and Board of Trustees (SC)
Sharon Held, Associate Professor of Physical Therapy
Rebecca Hess, Student
Intisar Hibschweiler, Professor and Chair, Math. Dept., and Core Curriculum Director
Lauren Jaeger, Director of Annual Giving and Alumni Relations
Theresa Joyce, Associate Registrar
Linda Koller, Director of Marketing (SC)
Linda Kuechler, Professor and Chair, Accounting and Management Information Systems
Mike Looker, Controller (SC)
Chris Malik, Director of Student Activities
Richanne C. Mankey, Vice President for Student Affairs (SC)
Susan Marchione, Coordinator of Service Learning
Margaret Mazzone, Assistant Professor of Physical Therapy
Maureen Millane, Director, Career Services
Denise Mills, Associate Professor of Spanish (SC)
Kelly Monkelbaan, Director of Enrollment Research
Darrell Moore, Director, Computer Support Services
Robert Morace, Professor and Chair, English Dept., CIS Chair (SC)
Bill Morris, Athletic Director (SC)
Doris Murphy, Executive Director, Office of Academic Affairs
Bridget Niland, Assistant Professor of Business Administration, Educational Policy Comm. Chair (2011-12) (SC)
Dan Nilsson, Director of Housing & Special Initiatives
Cheryl Nosek, Assoc. Professor of Nursing, Educational Policy Committee Chair (2010-11)
Ann Robinson, Executive Director, Global Programs Office
Jeff Pagano, Director of Financial Aid
Joe Sankoh, Associate Professor of Political Science
Ron Schenk, Dean, Division of Health & Human Services and Assoc. Prof., Physical Therapy (SC)
Gregg Shutts, Associate Professor and Chair, Physician Assistant Studies
George Siefert, Associate Professor of Sociology & Social Work
Donald Silveri, Head Men’s Basketball Coach, Athletic Director (2010-11) (SC)
Laura Sommer, Chair, Visual & Performing Arts Dept. and Assoc. Professor of Art History (SC)
Mimi Steadman, Executive Director, Center for Excellence in Teaching and Learning (SC)
Frank X. Sweitzer, Director of Physical Plant
Kevin Telford, Dean, Division of Arts & Sciences and Associate Professor of French (SC)
Blake Thurman, Executive Director, Retention Activities, Title III Grant
Laurie Walsh, Associate Prof. & Chair, History & Government, Faculty Senate President (2011-12) (SC)
Matt Ward, Associate Professor of Chemistry and Honors Program Director
Margene Weiss, Director, Conference & Events Office (SC)
Frank Williams, Dean of Admissions (SC)
Andrew Wise, Associate Professor of History
Brenda Young, Assoc. Professor of Biology and Director of Global & Local Sustainability Program