FROM THE PRESIDENT

“Daemen’s Drive to National Distinction: Strategic Plan 2015 to 2020 will serve as a blueprint for Daemen College’s continued recognition as a true college of national distinction.”

July, 2018

Dear Friend of Daemen College,

I am pleased to present to you Daemen’s Drive to National Distinction: Strategic Plan 2015 to 2020. This plan represents the work of the entire Daemen community, and it outlines the College’s systematic plan to rise to new levels of excellence.

In recent years, Daemen College has received substantial national recognition. The Carnegie Foundation for the Advancement of Teaching selected Daemen as one of only 240 institutions nationwide to receive its prestigious Community Engagement Classification.

For the 10th consecutive year, Daemen has been selected as a national College of Distinction in recognition of the institution’s excellence in undergraduate higher education and innovative learning experiences offered to students. The college has also earned new special field of study distinctions in business, education, and nursing in honor of its expert blending of the liberal arts with professional programming.

In addition, Daemen has for the ninth consecutive year been chosen by Victory Media as a Military Friendly School, making it one of the best colleges in the country for veterans to receive a college education. And for the second consecutive year, Daemen has been ranked nationally in the prestigious Wall Street Journal/Times Higher Education College Rankings, which focus on student success and learning.

Daemen has continued its leadership in premier academic offerings with the addition of robust graduate programs in applied behavior analysis, public health, social work, and cytotechnology. The college has also established new educational collaborations with several key partners, including Lincoln Memorial University, SUNY Erie Community College, D’Youville College, University at Buffalo, and the Charter School of Inquiry.

In athletics, Daemen’s transition to NCAA Division II has been a major step for the college. As the only DII institution in the Buffalo-Niagara region, Daemen is providing student-athletes an exceptional opportunity to compete at a higher level while upholding the college’s commitment to academic excellence in the classroom.

Other recent major initiatives have included the establishment of Daemen’s Center for Allied and Unified Sport and Exercise (CAUSE), the Daemen College Rescue Squad, and an interactive esports program that fields a team for national competition. Beyond this, Daemen has expanded upon its broad selection of service learning and community engagement opportunities throughout the Buffalo Niagara region and internationally.

Moving forward, Daemen’s Drive to National Distinction: Strategic Plan 2015 to 2020 will serve as a blueprint for the college’s continued national recognition as an institution of academic excellence.
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.
MISSION

The mission of Daemen College is to prepare students for life and leadership in an increasingly diverse and complex world by integrating the intellectual qualities acquired through the liberal arts with the preparation necessary for professional achievement.

VALUES

The faculty, staff, and students of the Daemen College Community value
- a diversity of ideas, backgrounds, and beliefs
- a student centered atmosphere
- holistic/experiential learning
- advanced information literacy
- rigorous critical thinking and creative problem solving
- effective communication skills
- keen moral and ethical discernment
- acute affective awareness
- informed civic engagement
- an understanding of the role of context
- intellectual rigor
- local and global responsibility
- professional preparation

VISION

Daemen College will continue to thrive by preparing students for professional excellence, intellectual rigor, and service in the global community. As a college of national distinction, Daemen will continue to
- Attract first-rate faculty and staff as one of the nation’s best colleges to work for
- Create a state-of-the-art living and learning environment
- Provide an excellent innovative education in a sustainable, supportive learning environment
- Become a national model for high quality, affordable undergraduate and graduate education
- Become a national leader in blended curriculum
- Become a national leader in scholarship and research
- Become one of the region’s premier NCAA Division II athletics programs
EXPANDED MISSION STATEMENT

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 professional excellence, intellectual rigor, and service in the global community. 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.

Originally drafted in 2012 and intended to serve the institution for approximately five years, the Plan was extended from 2017 to 2020 in keeping with the Drive to National Distinction comprehensive campaign initiative. The Plan was and 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 professional excellence, intellectual rigor, and service in the global community 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.
Daemen College is a private, nonsectarian, co-educational, comprehensive college in Amherst, New York. Its attractive suburban location offers convenient access to the cultural amenities of metropolitan Buffalo and the scenic outdoor recreation areas of Western New York, the Niagara Frontier, and the Great Lakes. In addition, the College is near Canada, with cosmopolitan Toronto in easy driving distance.

The College was established in 1947 as Rosary Hill College by the Sisters of St. Francis of Penance and Christian Charity, whose foundress was Magdalene Daemen, a Dutch woman dedicated to working with the poor. Her faith and courage have inspired many to give themselves to the service of others. The College has been accredited by the Middle States Commission on Higher Education since 1956. Institutional accreditation was last reaffirmed in 2016. Originally a liberal arts college for women, the College became co-educational in 1971, extending its commitment to academic excellence to the education of both men and women. In 1976, the College became independent and nonsectarian, changing its name to Daemen College. In 1992, New York State amended the college’s charter, authorizing the award of graduate level degrees as well as baccalaureate degrees.

Committed to an academic atmosphere that leads to open inquiry and debate, Daemen has achieved a creative balance between programs providing career preparation and education in the liberal arts. Programs in the major and the competency-based core curriculum encourage students to expand their horizons beyond the classroom through internships, service-learning, clinical and field experiences, collaborative research with faculty, and study abroad. The Core Curriculum is designed to develop students’ skills and competencies in seven areas that will benefit them personally and professionally throughout their lives.
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.

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.

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

**STRATEGY ONE**  Rigorous Education for the 21st Century

**STRATEGY TWO**  Global Competency and Service to the Global Community

**STRATEGY THREE**  Persistence to Professional Excellence

**STRATEGY FOUR**  Campus Facilities, Aesthetics, and Sustainability

**STRATEGY FIVE**  Fiscal Stability
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 and a Master of Public Health.

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 and Genesee Community Colleges, and a BS/MS program in Cytotechnology in collaboration with the Roswell Park Institute.

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 and the Thomas Reynolds Center for Special Education and After School Programs, 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.

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 Core 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 Title III grant have been 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.
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. At the time of development of the Strategic Plan in 2012, faculty survey results revealed 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 reported teaching a course that provides students with direct exposure to diverse cultures within the local and regional community. Between 2014 and 2015, the number of students studying abroad ranged between 90 and 97 annually.

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 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.
Recognizing the need for a diverse campus and our goal for global representation in our student body, a coordinator has been hired for international recruitment and partnerships, and collaborations exist with Athletics to increase international enrollment and with several specific majors to develop territory in Canada.

**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.
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.
STRATEGY THREE

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 provided 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 supported students and strengthened college-readiness through a Summer Bridge program, an extended orientation and transition program, and a January Intervention program. 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 has strengthened its athletic program by transitioning from the National Association of Intercollegiate Athletics (NAIA) to the National Collegiate Athletic Association (NCAA) Division II. Continued, steady, and planned growth of the athletic department at Daemen College has been 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.
RESEARCH & INFORMATION COMMONS — ENVIRONMENTALLY SUSTAINABLE ARCHITECTURE
STRATEGY FOUR

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 have been integrated to allow maximum reporting capability for well-informed, campus-wide decision-making. This integration enables 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

The College now has two Gold LEED-certified buildings: the Research and Information Commons (“The RIC”), opened in January 2009, and the former renovated as the Gacioch Family Center for the Visual & Performing Arts.

The College must continue to maximize use of classroom space on the main campus by configuring this space to complement and support contemporary pedagogies, progress on which has made been since 2012. Identified needs have included 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, including the opening of the Academic and Wellness Center in 2016, are ongoing to address more effectively the health and wellness needs of the campus community as well as to meet the expectations of the NCAA.

Exterior landscaping has been overhauled 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 instructional sites in Brooklyn, NY and Lakewood, NJ (in partnership with TTI-Testing and Training International. The College also arranges with Collegiate Village, Inc. for off-site resident student housing. A land acquisition plan has also been 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 continuous 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.
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 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.
DAEMEN’S DRIVE TO NATIONAL DISTINCTION: STRATEGIC PLAN 2015 – 2020

Daemen College is an Equal Employment Opportunity and Affirmative Action employer.

*Abbreviated Version