Charting A Course for
The 2020 Graduate and Beyond

Strategic Plan 2012 - 2018

Approved 10.12.12 (2012-2016)
Extended on 5.1.15 through May 2018
# Table of Contents

A MESSAGE FROM THE PRESIDENT........................................................................................................PAGE 3
INTRODUCTION: THIS IS ALBRIGHT COLLEGE.......................................................................................PAGE 5
MISSION STATEMENT.................................................................................................................................PAGE 7
VISION STATEMENT.................................................................................................................................PAGE 7
VALUES STATEMENT.................................................................................................................................PAGE 7
BACKGROUND ...............................................................................................................................................PAGE 9
STRATEGIC PRIORITIES...............................................................................................................................PAGE 11
  FOSTER ACADEMIC EXCELLENCE ..........................................................................................................PAGE 11
  STRENGTHEN OUR LEARNING COMMUNITY .......................................................................................PAGE 13
  INCREASE DEVELOPMENT AND STEWARDSHIP OF RESOURCES..................................................PAGE 15
  IMPLEMENTATION, ASSESSMENT, AND REVISION ...............................................................................PAGE 18
TRUSTEES OF ALBRIGHT COLLEGE 2011-2012....................................................................................PAGE 19
THE STRATEGIC PLANNING COMMITTEE 2011-2012 ........................................................................PAGE 21
THE ALBRIGHT COLLEGE CABINET 2011-2012....................................................................................PAGE 22
APPENDICES................................................................................................................................................PAGE 24
A Message from the President

This plan is the result of much good work over many months and the engagement of many members of the Albright College community. I am deeply grateful to all who have taken time to offer ideas, suggestions, and thoughtful criticism. I am particularly grateful to the Strategic Planning Committee, led by its co-chairs, Trustee Jack Miller ’82 and Professor Ron Green ’62. The members are listed at the end of the report. Each of them worked with real passion and commitment. We are all in their debt.

In launching this effort, my colleagues on the President’s Advisory Council and I decided to seek the best thinking of a small group of mid-level and junior administrators and some faculty members along with another member of the Board, Mrs. June Maier. The central question we posed for them was to give us their best thinking on how Albright might leverage its considerable assets to better serve our students.

Although much revised, their work is at the heart of this plan. I commend them for their unwavering commitment to our students, particularly their efforts to imagine what our future students would want and need in an Albright education. Their focus has guided us throughout the further development of this plan. Indeed, although not repeated in every goal and initiative, I can confidently say that the entire plan is intended to assure that Albright will better serve our students now and into the foreseeable future.

A strategic plan is not designed to be a precise roadmap. It raises almost as many questions as it answers, but it does chart a course for much work that lies ahead. This plan will provide the framework for the detailed plans, budgets, and assessments of our progress for the next several years. Some elements of this plan are already well underway. As we move forward, other elements of this plan may never come to pass. I am confident, however, that this plan will lead us to a stronger and more secure future—despite the many challenges and uncertainties that we face.

Over the many months that we have worked on this plan, there seems to have been an increase in the voices expressing doubts about the long-term sustainability of our core mission—providing a highly personalized, residential undergraduate education that is rooted in the liberal arts and sciences. Despite these doubts, the foundational assumption of this plan is that a liberal arts education continues to be more useful and practical today than perhaps ever before. In an age of increasingly rapid change and uncertainty, a liberal arts education provides individuals with a set of skills that will serve them well no matter where they ultimately find their vocations.

Accordingly, this plan does not present a vision for radical change. Much of what was in the prior strategic plan has been carried over to this one; a primary aim is to take what we already do well and leverage it to improve the College. Our mission and values remain unchanged; our vision is only fine-tuned. We recognize, however, that we are living in a time of dramatic change and great pressures on our work. Issues of financial sustainability are never far from our thinking. We are also aware that we cannot ignore the dramatic changes that technology is bringing to the way our students learn and think. We are committed to exploring the best ways to respond to and use these challenges as opportunities to achieve our mission.
We have also tried to focus on key existing assets that we can put to more effective use in service of our mission and our students. These include our long-standing commitment to interdisciplinary study, our tradition of collaborative learning and faculty-student research, our Interim Semester in January, our very successful and nationally recognized Accelerated Degree Program for working adults, and our growing investment in a variety of experiential learning opportunities. We believe that we should build on all of these strengths to enhance our distinctiveness and attractiveness in our crowded and busy educational marketplace.

As some have observed, many aspects of this plan cannot be achieved without additional material resources. This is certainly true, and, I believe, is a good thing. “Without vision, the people perish” (Proverb 29:18). If our vision is compelling enough, those who care about Albright will want to invest in that vision.

Before closing, I would like to address a question that arose in conversations with members of our faculty. This concerns the role of the faculty in implementing the plan, particularly its academic dimensions. Although some members of the faculty have participated actively in developing this plan, particularly the three who served on the Strategic Planning Committee, I trust they would be among the first to acknowledge that the faculty has its own processes and procedures for developing the curriculum. I would not presume to short-circuit those norms. The faculty will have ample opportunity to consider the academic dimensions of the plan, and I would be very surprised if any of those proposals come through the faculty without amendments. I would hope the final product will be better and stronger than we could have imagined. I trust that the faculty also will come up with other ideas that have not occurred to us. At the same time, while the faculty will have ample opportunity to carefully review all academic proposals in this plan, these proposals must move forward in a timely fashion. We cannot build a strong future for Albright if we do not develop new programs and respond creatively to changes in our culture and in our students.

In closing I would offer a special word of thanks to our provost, Dr. Andrea Chapdelaine, who has devoted many hours to working with me on developing this plan. She has been an excellent partner in envisioning the future of Albright and working tirelessly to advance our mission. I am also grateful to the other members of the President’s Advisory Council for their many thoughtful contributions: Gina Crance, Greg Eichhorn, Tim McElwee, and Bill Wood. Thanks also to our recent arrivals: Dana German, Chief Technology Officer, and Tom Durso, our new Associate Vice President for College Relations and Marketing. Both of these recent arrivals have brought us valuable experience and a fresh perspective in developing this plan. Dana has been particularly helpful in beginning to chart a stronger future for our use of information technology, and Tom has provided outstanding editorial assistance in polishing and refining the work of many hands as well as beginning to lead us in developing a stronger and clear brand identity. We have also been very ably and helpfully served by Ms. Sharon Danks, a consultant from Tweed-Weber, here in Reading. Finally, I am deeply grateful to my talented and hard-working executive assistant, Kathy Cafoncelli ’99, whose contributions to my work and to the success of this college are too numerous to list.

With gratitude,

Lex O. McMillan III
President
Introduction: This is Albright College

Founded in 1856, Albright College is an independent residential college that offers a rigorous liberal arts education with an interdisciplinary focus.

The College dates its beginning to the founding of Union Seminary in 1856. The present Albright was formed from a series of mergers of sister institutions of higher learning founded in the 19th century by the Evangelical Association and the United Evangelical Church.

Today we are a multi-faith community that strives to be an accepting place for persons of all faiths, as well as for those who claim no faith tradition at all. Nevertheless, we affirm our relationship with the United Methodist Church and continue to proclaim our commitment to the philosophy of educating the whole individual—mind, body, and spirit.

Our traditions are rooted in the beliefs and values of our German immigrant founders, who understood that education, and not just training, was crucial to success in the young nation. This continues today, with a significant portion of our students (both traditional and adult) being the first in their families to attend college. Despite a small endowment, the College provides institutional aid to more than 90 percent of its students. The average award for the Class of 2015 was nearly $35,500, comprising scholarships, grants, awards, loans, and on-campus work.

Albright’s hallmarks are connecting fields of learning; collaborative teaching and learning; a flexible curriculum that allows students to create an individualized education; and student-faculty collaborative research. The characteristic individualized Albright education is possible because of the extraordinary commitment of a faculty that collaborates across disciplines to create unique opportunities for our students. Even beyond academics, our heritage and character are as a diverse and caring learning community whose members work together to foster each individual’s intellectual and personal growth.

Albright College offers programs leading to the Bachelor of Arts and the Bachelor of Science degrees, as well as strong pre-professional programs and accelerated degree programs, designed for working adults that lead to the Bachelor of Science degree. The College offers a master’s degree program in education leading to the Master of Arts and Master of Science degrees.

In 2011-12, the College has nearly 2,400 students: 1,625 to 1,650 students in traditional undergraduate programs; 630 accelerated degree students; and 75 master’s degree students. With a student/faculty ratio of 13:1, Albright values its character as an intimate and collaborative community. Albright was chosen recently as one of the 25 most artistic colleges in the country by Newsweek, and its diversity—nearly 14 percent African-American and nearly 30 percent non-white—is a strong differentiating point.

At Albright we stress the value of interdisciplinary and integrative education. While many colleges now offer some interdisciplinary studies, crossing academic boundaries and combining disciplines have been Albright traditions for half a century. (In the early 1960s, Albright created the first undergraduate psychobiology program in the nation, as well as the first undergraduate biochemistry program in the region.) We offer
concentrations in 52 areas, and more than half of all students graduate with combined or interdisciplinary concentrations.

Since its founding, Albright has had a significant impact on Berks County, the region, and the nation. Albright graduates are recognized as leaders in science, business, education, government, and the arts. Our science programs have produced well over 1,000 physicians, and the acceptance rate of Albright students into top-rated medical, dental, and veterinary schools is exceptional. Our education and teacher certification programs are among the most demanding in Pennsylvania, with students having an outstanding pass rate on state certification examinations. In addition, Albright students, faculty, and staff make a daily impact on the Reading and Berks County communities through volunteerism, providing more than 17,000 hours annually. The College’s programming reaches an estimated 85,000 members of the community each year.

While holding fast to the traditions that have defined us for a century and a half, we also embrace the challenges of an ever-changing world and new definitions of citizenship in a global society. In the face of greater diversity, new technologies, and global competitiveness, we understand the enduring power and practical value of the liberal arts. The skills, capacities, and adaptability of those who are liberally educated are needed more than ever in our emerging “knowledge economy.”
Mission

Our mission is to inspire and educate the scholar and leader in each student, building on a strong foundation in the liberal arts and sciences and a commitment to the best of human values, fostering a commitment to a lifetime of service and learning.

Vision

We are known and respected for preparing our graduates to be exceptionally successful in navigating an increasingly complex and uncertain world characterized by continuous and dramatic change. We excel in offering an integrative learning experience that synthesizes theory with practice, promotes critical thinking and effective self-expression, and fosters in our students a commitment to a lifetime of service and learning. We challenge our students to cross boundaries and make connections among academic disciplines, campus experiences, and community by offering a rich variety of opportunities for experiential learning both on the campus and beyond. We attract students who have the capacity and the desire to be engaged members of a supportive and caring learning community that is rooted in the liberal arts and sciences, includes a selection of well-integrated professional programs, and is characterized by a strong interdisciplinary and collaborative approach to learning. We seek to educate individuals of integrity who possess intellectual competencies and personal qualities that will enable them to take up positions of leadership and service whatever their chosen fields and thereby add to the richness, diversity, and welfare of our global society. Gratefully recognizing their transformational experiences as Albright students, our graduates will eagerly embrace opportunities to support their alma mater by sharing their time, talents, and treasure.

Values

The values that guide the Albright College community shape both classroom practice and institutional culture. In daily decisions, attitudes, and relationships, the entire community models the values, virtues, and skills that should be practiced by educated, discerning citizens of the world.

For generations, the words and symbols depicted on the official seal of the college have expressed and sustained those guiding values, including the values implicit in the current college mission statement. Imprinted on the seal are the words Veritas et Justitia, accompanied by the symbols of the lamp of knowledge, the open book (next to a stack of books), and the laurel wreath. The open book affirms the value we place on academic freedom, in which all forms of truth may be pursued with rigor, candor, and openness, free from external restrictions but always subject to inspection, criticism, and modification according to the canons of research and reason. The open book, covering the lamp of knowledge, invites each of us to take up the book
personally, light the lamp, and read for ourselves. This lamp of knowledge, with its suggestion of enlightened guidance, thus affirms the value we place on wisdom and understanding as the basis for leadership in life, including leadership in personal, professional, religious, and civic affairs.

A stack of books rests next to the lamp of knowledge, symbolizing the value we place on the interrelationship and interdependency of all forms of knowledge and on the vital contribution that every person, of whatever background or tradition, can make to the learning enterprise.

The phrase “truth and justice” points not only to the value we place on each of these ideals, but also to their mutual connectedness. We affirm that the search for knowledge should not be separated from the search for wise and just solutions in human affairs and in the conservation of the natural world. The combined pursuit of truth and justice means we honor, nurture, and celebrate human diversity in all its forms and call into question whatever negates or endangers the dignity and worth of the human spirit.

The laurel wreath suggests the pride that we have in our tradition of liberal arts and sciences learning and in its enduring importance. It symbolizes our desire that the passion for knowledge, wisdom, skill, and virtue [arête] will serve as the basis for lifelong endeavors and achievements.

Finally, we emphasize that these values historically guided our founding in 1856 by the Evangelical Association (later, the Evangelical United Brethren Church) and continue to connect us today to the principles and ideals of higher education of the United Methodist Church.¹

Background

In May of 2007, the Board of Trustees approved “Fulfilling the Promise: A Strategic Plan for Albright College.” During the lifespan of this plan, the College invested some $65 million in capital projects funded largely through the successful completion of the Crossing Boundaries campaign. The campaign enabled Albright to raise Trustee Hall and renovate the old science building, complete numerous infrastructure projects, enhance the appearance of campus, renovate Merner Pfeiffer Klein Memorial Chapel, complete construction of the Schumo Center for Fitness and Well-Being, approve a Campus Master Plan, and stabilize the College’s financial situation. During this time the College also approved a new general studies curriculum, made major improvements to its information technology infrastructure, modernized classrooms, launched an environmental stewardship and sustainability initiative, and much, much more. At the same time, the global fiscal crisis that began in 2008 forced Albright and all colleges to tighten their budgets and changed, perhaps permanently, the way families make decisions about higher education.

Following this period of success, advancement, and challenge, Dr. McMillan convened a new Strategic Planning Committee composed of a small group of “idea” people representing various areas of the institution. The President charged the Committee with bringing to him and the senior leadership of the College its best thinking on how to leverage the College’s assets to meet the challenges of our changing world and build on the successes of the previous strategic plan. Willingly accepting this challenge, the Committee of twelve moved forward using the following guiding principles: Be creative and transparent; avoid group think; stay true to the mission of Albright College; and keep the final product succinct, clear, and simple.

Focusing on the ideal experience of Albright’s 2020 graduate, the Committee gathered information through research and discussion regarding Albright’s assets, the external marketplace, and the changing dynamics of the higher education landscape. The Committee developed five questions that it presented in focus groups to Albright students, alumni, faculty, the President’s Cabinet, the President’s Advisory Council (PAC), and the Board of Trustees. The questions were:

Ideally . . .

• What is our identity for the 2020 graduate?
• What is our internal community for the 2020 graduate?
• What is our external audience for the 2020 graduate?
• What is our academic programming for the 2020 graduate?
• What is our liberal arts experience for the 2020 graduate?

In addition, a community survey garnered responses from 146 persons, broken down as follows:

• 64 faculty members
• 47 administrators or staff members
• 12 alumni board members
• 23 trustees
Questions asked of respondents were as follows:

- What is most compelling and attractive about Albright College to a potential 2020 Albright graduate?
- What qualities do you most hope a potential 2020 Albright graduate would possess?
- What is most desirable about Albright’s internal community (faculty, administration, staff, etc.) to a potential 2020 Albright graduate?
- What audience do you believe would be most important to improve relationships with by the year 2020?
- What aspects of Albright’s academic programming would be most desirable to a potential 2020 Albright graduate?
- What aspects of Albright’s liberal arts experience do you believe would be most important to a potential 2020 Albright graduate?
- What do you believe is the level of effectiveness of current internal processes (a list of specific processes were provided)?

After the Strategic Planning Committee (SPC) presented a draft plan to the President in the fall of 2011, the President engaged the services of Ms. Sharon Danks of Tweed-Weber, Inc. to assist him in vetting the plan within the College community and revising it for presentation to the Board of Trustees. Ms. Danks facilitated several informal discussions of the draft plan with small groups of interested faculty and with the President’s Cabinet. The President’s Advisory Council, assisted by the College’s Associate Vice President for College Relations and the Chief Technology Officer, then worked closely with the President in developing this document.
Strategic Priorities

In developing and supporting all institutional goals and initiatives, the leadership of the College will be guided by the following strategic priorities:

- Foster Academic Excellence,
- Strengthen Our Learning Community, and
- Increase Development and Stewardship of Resources.

We firmly believe that all of our plans should be submitted to one overarching question: “How do we enhance the educational experience for our students?”

These strategic priorities reflect our recognition of the need for continuous refinement within higher education, in and out of the classroom. This plan is structured to promote constructive change by bolstering areas of strength, rewarding strategic thinking, encouraging collaborative work, and promoting timely and data-driven decision making. Always guided by our mission and our confidence in the enduring value of the liberal arts and sciences, we are also aware of and responsive to the changing needs of our students and the world in which they will live, work, learn, and serve. We must be mindful of the competitive environment in which we operate and develop initiatives that enhance the college’s capacity to respond creatively to changing needs of society while being true to our mission, vision, and values.

Successfully completing these goals and initiatives will result in an improved academic experience for our students; confident, supportive, and more connected alumni with an even greater ability to contribute to their local and global communities; and a greener, healthier, and more sustainable physical environment in which careful stewardship of resources is a priority.

Realizing that all strategic plans are dynamic, a regular and deliberate review will occur to assess progress as well as changes in internal and external circumstances. Updates to this strategic plan will then be made accordingly.

Strategic Priorities | Goals | Initiatives

Foster Academic Excellence

In order to provide a transformational educational experience for all of our students, we focus our resources and energies on assuring that all academic programs are of the highest possible quality; we are committed to excellence in all academic matters, including student learning, faculty scholarship, and campus dialogue. Our academic offerings reflect our mission, are responsive to changing interests of prospective students and the needs of our world, and build on areas of strength and competitive advantage.
Our vision of academic excellence begins with a timeless liberal arts foundation that instills skills that cross disciplines and are vital for responsible and effective citizenship. This vision extends to connecting learning to experiences and communities beyond the classroom. We foster interdisciplinary collaboration and integrative investigation between peoples and disciplines.

Albright supports academic excellence by strategic capital investments essential to a strong learning environment. We also provide support for faculty professional development, teaching resources, academic program development, and scholarship funding, as well as policies and programs that enable faculty members to achieve a rewarding work-life balance. Campus-wide improvements of facilities, classrooms, technology, and laboratories, further demonstrate this commitment.

**Expand and strengthen academic programs**

- Support exploration of new programs that are mission-driven but responsive to future students’ interests and professional aspirations. Examples include interdisciplinary concentrations in digital media, health-related sciences, health-care administration, and global/international studies, as well as select master's degree programs such as health psychology and arts administration.
- Explore feasibility of expanding ADP and master’s offerings both geographically and programmatically, as well as synergies between these two programs and the traditional day program.
- Study means of developing a more effective use of our Interim (January) Term, including mandatory participation by all students in one or more experiential learning opportunities offered during this term; consideration of optimal course types, experiential learning opportunities, and better integration into faculty workload; and enhancement of offerings consistent with other educational priorities (service learning/experiential learning/study abroad, etc.).
- Explore opportunities to advance our mission and strategy through collaboration with other colleges and universities.
- Implement, support, and assess the revised general studies curriculum.
- Seek accreditation of the business program through the Accreditation Council of Business Schools and Programs (ACBSP)
- Assure consistent standards of academic rigor in all interdisciplinary options.
- Explore technology for alternative modes of teaching and learning and reward faculty innovation.
- Assure all students meet a standard of information literacy.
- Remove impediments to effective communication of our academic programs. E.g., change the term “concentrations” to “majors.”
- Continue to develop a culture of assessment and implement a comprehensive and rigorous assessment of student learning.

**Support the faculty**

Strengthen the overall quality of faculty work and improve job satisfaction by providing greater opportunities for teaching development and continuing commitment to faculty compensation. Develop plan for faculty
work that optimally supports faculty responsibilities in teaching, service, and scholarship while also facilitating a rewarding career and work-life balance.

**Enhance the learning environment**

- Acquire resources for complete renovation of the library to serve the entire Albright community more effectively as a contemporary learning commons.
- Strengthen academic programs, student experiential learning, and community engagement by converting Rockland Professional Center to provide space for Economics/Business, Accounting, and Political Science; for the Accelerated Degree Program; and for the Center for Excellence in Local Government; and to establish a new Center for Civic and Global Engagement.
- Provide improved and expanded spaces for academic programs in humanities, , and social sciences by renovating Teel and Masters Halls)
- Invest in enhancing classrooms and instructional technology, while providing adequate support and recognition for faculty who invest their time in learning and applying new technologies to their teaching.

**Strengthen Our Learning Community**

As a residential, liberal arts college, we believe that an essential dimension of our commitment to academic excellence, dynamic leadership, and service to others is community-based learning that seeks to better our city, our region, and our world. We know that our most successful students are those who become deeply immersed not only in their studies but also in a variety of experiences and relationships beyond the classrooms. Albright’s deliberate, distinctive engagement with our neighbors locally and our alumni worldwide encourages our students to be responsible citizens who are well-rounded, confident, open-minded, and adaptable to change. The College is committed to providing a wide range of such experiences and opportunities to support and enrich the total educational experience, as well as the programs, facilities, and technologies to make them happen.

These enriching experiences include a robust intercollegiate athletic program that is guided by the principles and values of the NCAA Division III as well as the philosophy shared by the Middle Atlantic Conference (MAC), with which the College is affiliated. A rich array of arts programming and numerous additional extracurricular and co-curricular opportunities, including more than 60 student-run clubs and organizations, as well as a nationally recognized student theater program, allow for considerable learning and leadership development beyond the classroom. Our affiliation with the United Methodist Church reflects our commitment to service, justice, compassion, and renewal of society.

**Enhance experiential learning opportunities**

- Enhance support for the Experiential Learning and Career Development Center (ELCDC) to provide increased programmatic and financial opportunities for internships, study abroad, and
service learning experiences as well as career planning services for traditional and ADP students.

- Explore feasibility of an experiential learning requirement for all students.
- Support increased collaboration between faculty and students by better curricular integration of experiential learning.
- Develop and execute plans for a Center for Civic and Global Engagement, which would be a collaborative partnership among academic departments, ELCDC, and the Center for Excellence in Local Government.
- Develop a global/international academic studies program and increase campus globalization through other means.
- Expand partnership with 13th and Union Elementary School, enabling service learning opportunities for our students across all disciplines while also investing strategically and beneficially in our surrounding neighborhood.
- Integrate the Shirk program with the curriculum to facilitate enhanced civic leadership development.
- Support and enhance extracurricular volunteer services and alternative spring-break programs.

Enhance the campus environment

- Improve student services by creating a Student Services Center in Selwyn Hall, comprising Financial Aid, Student Accounts, and Registrar’s Offices.
- Enhance intercollegiate athletics by building a new outdoor track and field facility.
- Improve quality and quantity of residential housing options for our students.
- Enhance residential learning experience as venue for learning and leadership development by offering affinity-based housing options.
- Enhance support for campus safety initiatives.
- Strengthen dining services and other facilities in pursuit of a more comprehensive and fulfilling 24/7 living-learning environment.

Support student development and model civic engagement

- Develop a long-term plan to ensure student academic support structures can meet growing needs of students.
- Assess, enhance, and redefine extracurricular and co-curricular activities to create better opportunities for leadership development and student engagement.
- Continue to advocate for, support, and celebrate campus diversity initiatives.
- Develop a “culture of giving” to foster in our students a lifelong appreciation of what it means to be an engaged and philanthropic citizen.
- Expand efforts to connect our current students with alumni for the purpose of providing educational enrichment, greater internship offerings, and professional networking opportunities.
- Provide institutional leadership for the Wyomissing Foundation’s “Village of College Heights” initiative.
**Increase Development and Stewardship of Resources**

Effective and efficient management incorporates defined responsibilities, accountability, and timely decision making, resulting in successful implementation of ideas and needed change. The process of balancing interests, time, and talents of all provides strong leadership opportunities and supports a dynamic campus.

Acquiring and managing critical resources necessary to meet future challenges require investment and discipline, as well as cooperation and support across all constituencies. Albright’s resource management is grounded in responsible stewardship of assets that the College holds in trust for the next generation and for the benefit of the larger society that we serve. This requires us to balance mission and markets, past and present, continuity and change. Although we cannot ignore the constant blur of change that defines our lives, neither can we lightly abandon the experience of tested methods and values to the latest fads that fade almost before we can fully digest their alleged virtues. Striking the correct balance is always one of the defining challenges of our work.

We seek opportunities for more cost-effectively providing quality services to students, faculty, and staff. We are committed to continuous improvement in our outreach and advancement efforts with a primary focus on alumni and student engagement, and we actively seek to increase philanthropic support, contain costs, and generate new sources of revenue.

**Human Resources**

We are committed to being good stewards of our human resources by offering our faculty and staff opportunities for development and professional advancement; by being respectful of their time; by effectively communicating institutional plans and priorities; and by recognizing and engaging them as valued partners in the operation and success of the College. Critical to our success is a continuing commitment to diversity and identifying creative ways to enhance it among faculty and staff.

Responsible human resource stewardship includes effective systems of leadership and governance that are rooted in the college’s mission and responsive to a changing world. Collaborative engagement of individuals for strategic thinking and planning enables the College to adjust to a competitive environment and to remain respectful of the academic/collegiate community. Institutional decision making is rooted in a deep awareness of the public trust and a shared commitment to respecting and engaging all members of the community.

- Improve understanding of employee satisfaction and develop methods to improve morale.
- Continue efforts to assure competitive compensation for all faculty and administrative and support staff.
- Empower all employees to offer suggestions for improvement, to make decisions for the good of the College, and to prioritize service.
- Recognize and reward collaboration across divisions and departments.
- Enhance resources for faculty and staff development and programs to foster rewarding work/life balance.
• Support faculty efforts to improve the shared governance system.
• Increase diversity of faculty, administration, and staff.
• Establish a set of metrics based on nationally recognized best practices for alumni engagement and work with the alumni association leadership to develop a plan for continued improvement.

Financial Resources
Albright’s financial resource plan includes opportunities to build capacity by leveraging assets through innovation and creativity. We seek opportunities to strengthen and grow financial and physical resources through strategic investment. We build capacity by providing financial tools, data, and relevant information to enhance understanding of priorities and to enable effective goal setting, performance management by staff, and responsible board governance and oversight.

• Maintain and continuously update the five-year financial plan and annual operating plans to ensure alignment with and achievement of this strategic plan. Identify and pursue new markets and new sources of revenue consistent with our mission (e.g. ADP, grad program, lacrosse, summer conferences, etc.).
• Continuously evaluate and improve the budget planning process of the College, integrating all constituencies to support long- and short-term goals.
• Achieve the priority goals of the campus master plan, as determined by the Board of Trustees.
• Continuously evaluate and update our enrollment management plan and ensure enrollment goals are being met.
• Successfully complete a comprehensive fund-raising campaign to address highest priority capital projects, increase endowment for academic program support and financial aid, and grow The Fund for Albright.
• Evaluate and continue to strengthen student retention initiatives.
• Establish appropriate goals for increasing the endowment over time through a prudent investment strategy and additional gifts (e.g., grow 50% to $75 million by 2017).
• Explore uses of technology and capacity of existing facilities to further enhance revenues.

Physical Resources
Taken together, the physical facilities of the College are the single largest material asset under our stewardship. Although we have inherited a physical plant with millions of dollars in deferred maintenance, we are also adding new facilities that demand care and upkeep. We are committed to implementing the new master plan in prudent and manageable steps that reflect its academic and living-learning priorities. We are also committed to a carefully planned program of facilities maintenance and renewal by annually addressing those deferred maintenance needs that are judged to be of the highest priority based on health and safety needs, architectural accessibility, environmental stewardship and sustainability, and considerations of aesthetics and creature comfort.
• Complete priority capital projects to enhance the living/learning environment: Library renovation, Rockland, track and field, enhanced classroom/faculty office spaces, and the south campus portion of the master plan, including renovations to Masters and Teel Halls.
• Develop and implement plans for renovation of student housing and addition of more capacity.
• Acquire adjacent properties for future/potential use and divest other properties as appropriate.
• Continue work of sustainability initiatives with goals to be determined annually.
• Seek LEED certification or other appropriate environmental standards for all new construction and renovation.

Brand/Marketing Resources
We are focused on supporting a strong integrated and compelling brand identity. In a crowded and noisy marketplace, Albright must tell its story and promote its distinctive mission, vision, and values with clarity and consistency. We must use all available tools to convey our message, and we must secure the support of all who can be allies in sharing that message—beginning most obviously with faculty, staff, and students, but also extending to alumni, parents of current and former students, friends in the community, and others.

Our message must be rooted with absolute integrity in who we are and what we do well and then must be repeated by all who are charged with conveying it. We must devote appropriate resources to this task and be committed to continually refreshing and renewing our story as new media emerge.

• Establish and leverage an integrated and compelling brand with a strategic communications plan that supports all brand efforts.
• Improve the perception of Albright’s academic rigor through its brand identity by celebrating our foundation in the liberal arts, noteworthy academic programs, and distinctive interdisciplinary curriculum.
• Continue to develop summer academic camps for middle school students in areas of strength and explore other programs to enhance brand awareness and consideration of Albright for college choice in the local community.
• Partner with local high schools/community colleges around targeted academic programs (e.g., environmental studies, arts, Holocaust Resource Center), ACRE (pre-college undergraduate research experiences for underrepresented students), and other assets that we can leverage to increase the number of students with strong academic potential, especially underrepresented groups, to attend Albright.
• Change terms used to refer to concentrations (also noted in academic excellence).

Information/Data Resources
We support the effective campus-wide use of technology, information, and data in order to increase efficiencies across all functions. Institutional goals that reflect community conversations and are supported by accessible and relevant data and resources guide us. We embrace the value of data and will strive to create
and enhance processes for data stewardship and collection and to invest in the tools necessary to transform data into actions.

- Implement newly established data stewardship and information security policies.
- Improve data management, reporting, and analytical capabilities to promote enhanced organizational effectiveness and efficiency and to better inform management decision making and assessment.

**Implementation, Assessment, and Revision**

In an effort to achieve an integration of planning, budget, and assessment, we will develop divisional and departmental operational plans that will articulate the procedures and timelines by which each of these initiatives will be achieved. Also included will be the person(s) responsible for execution of the steps needed to achieve each initiative. Strategic indicators to assess the extent to which each initiative has been attained will be developed, and the strategic plan will be reviewed for progress and updated on a regular basis.
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<th>Name</th>
<th>Title</th>
<th>Organization</th>
<th>Home City, State</th>
</tr>
</thead>
<tbody>
<tr>
<td>John T. Baily ’65</td>
<td>President (retired)</td>
<td>Swiss Re Capital Partners</td>
<td>Farmington, CT</td>
</tr>
<tr>
<td>Robert J. Beall, Ph.D. ’65</td>
<td>President &amp; CEO</td>
<td>Cystic Fibrosis Foundation</td>
<td>Bethesda, MD</td>
</tr>
<tr>
<td>Robert A. Bittenbender ’63</td>
<td>Secretary of the Budget (retired)</td>
<td>Commonwealth of Pennsylvania</td>
<td>Mechanicsburg, PA</td>
</tr>
<tr>
<td>Joan Develin Coley, Ph.D. ’66</td>
<td>President Emerita (retired)</td>
<td>McDaniel College</td>
<td>Westminster, MD</td>
</tr>
<tr>
<td>Terrence R. Curtin ’90</td>
<td>Vice President &amp; CFO</td>
<td>TE Connectivity</td>
<td>Lititz, PA</td>
</tr>
<tr>
<td>Nanette F. Cutrona ’74</td>
<td>Civic Leader</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Richard A. Ehst ’68</td>
<td>President &amp; COO</td>
<td>Customers Bank</td>
<td>Wyomissing, PA</td>
</tr>
<tr>
<td>Kathleen J. Grant, M.D. ’72</td>
<td>Surgeon (retired)</td>
<td>Three Rivers Cardiac, Inc.</td>
<td>Reading, PA</td>
</tr>
<tr>
<td>Jeffrey W. Griffiths ’73</td>
<td>President &amp; CEO (retired)</td>
<td>Lumber Liquidators, Inc.</td>
<td>Lansdale, PA</td>
</tr>
<tr>
<td>Kathleen C. Hittner, M.D. ’69</td>
<td>Senior Vice President</td>
<td>Community Health Lifespan</td>
<td>Warwick, RI</td>
</tr>
<tr>
<td>Brent J. Hurley ’01</td>
<td>Entrepreneur</td>
<td></td>
<td>San Francisco, CA</td>
</tr>
<tr>
<td>Robin M. Hynicka ’75</td>
<td>Senior Pastor</td>
<td>Arch Street United Methodist Church</td>
<td>Philadelphia, PA</td>
</tr>
<tr>
<td>Jeffrey J. Joyce ’83</td>
<td>Partner &amp; Chief Financial Officer</td>
<td>Booth Creek Management Corp</td>
<td>Marietta, GA</td>
</tr>
<tr>
<td>Christ G. Kraras ’69</td>
<td>President &amp; CEO</td>
<td>White Star Travel Center</td>
<td>Wyomissing, PA</td>
</tr>
<tr>
<td>June T. Maier ’76</td>
<td>Building &amp; Design Consultant,</td>
<td>IDS</td>
<td>Reading, PA</td>
</tr>
<tr>
<td>Lorina L. Marshall-Blake</td>
<td>President</td>
<td>Independence Blue Cross Foundation</td>
<td>Philadelphia, PA</td>
</tr>
<tr>
<td>John P. McAllister ’94</td>
<td>Founding Partner</td>
<td>McAllister &amp; Quinn LLC</td>
<td>Washington, DC</td>
</tr>
<tr>
<td>Lex O. McMillan III, Ph.D.</td>
<td>President</td>
<td>Albright College</td>
<td>Reading, PA</td>
</tr>
<tr>
<td>Ross D. Miller, Esq. ’83</td>
<td>President and CEO</td>
<td>Hanover Fire and Casualty Insurance</td>
<td>Lafayette Hill, PA</td>
</tr>
<tr>
<td>Name</td>
<td>Position</td>
<td>Company</td>
<td>Location</td>
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</tr>
<tr>
<td>W. C. Jack Miller '82</td>
<td>V.P., Business Development/HR</td>
<td>JRS Architect, P.C.</td>
<td>Glenville, PA</td>
</tr>
<tr>
<td>David A. Mink '68</td>
<td>Chairman</td>
<td>The Mink Companies</td>
<td>Bonita Springs, FL</td>
</tr>
<tr>
<td>George E. Minnich '71</td>
<td>Chief Financial Officer (retired)</td>
<td>ITT Industries, Inc.</td>
<td>Norwalk, CT</td>
</tr>
<tr>
<td>P. Sue Perrotty '75</td>
<td>Chairman</td>
<td>KnowledgeFlow, Inc.</td>
<td>Reading, PA</td>
</tr>
<tr>
<td>Charles J. Phillips, Esq. '80</td>
<td>Lawyer</td>
<td>Leisawitz Heller, PC</td>
<td>Reading, PA</td>
</tr>
<tr>
<td>Jeffrey T. Rigg, CPA '79</td>
<td>Chief Financial Officer</td>
<td>CIGNA International</td>
<td>Newark, DE</td>
</tr>
<tr>
<td>Karen A. Rightmire '69</td>
<td>Executive Director</td>
<td>Wyomissing Foundation</td>
<td>Reading, PA</td>
</tr>
<tr>
<td>John K. Roessner III '61</td>
<td>President</td>
<td>EJB Real Estate Associates, Ltd.</td>
<td>West Harwich, MA</td>
</tr>
<tr>
<td>John D. Scholl '69</td>
<td>Owner</td>
<td>Berkco Properties</td>
<td>Mohnton, PA</td>
</tr>
<tr>
<td>Sherry K. Sidhu</td>
<td>Civic Leader</td>
<td></td>
<td>Mohnton, PA</td>
</tr>
<tr>
<td>Ivan L. Torres, Ed.D.</td>
<td>President</td>
<td>Pronto! Financial Services</td>
<td>Wyomissing, PA</td>
</tr>
<tr>
<td>John P. Weidenhammer</td>
<td>President &amp; Founder</td>
<td>Weidenhammer</td>
<td>Reading, PA</td>
</tr>
<tr>
<td>Scott R. Wolfe, CPA '79</td>
<td>President</td>
<td>St. Luke's Warren Hospital</td>
<td>Sinking Spring, PA</td>
</tr>
<tr>
<td>Douglas N. Yocom</td>
<td>President &amp; CEO</td>
<td>Precision Medical Products, Inc.</td>
<td>Douglassville, PA</td>
</tr>
<tr>
<td>Jay A. Yoder, CFA '81</td>
<td>Partner</td>
<td>Altius Associates Ltd.</td>
<td>Reidsville, NC</td>
</tr>
</tbody>
</table>
# The Strategic Planning Committee – 2011-2012

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>W.C. Jack Miller ’82</td>
<td>Co-Chair</td>
<td><a href="mailto:wcjm@jrsarchitect.com">wcjm@jrsarchitect.com</a></td>
</tr>
<tr>
<td>Mickey W. Baines</td>
<td>Former Director of Accelerated Degree Programs</td>
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<tr>
<td>Megan Bermudez ’06</td>
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<tr>
<td>Christopher H. Boehm</td>
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<tr>
<td>Teresa Gilliams, Ph.D.</td>
<td>Associate Professor of English</td>
<td><a href="mailto:tgilliams@alb.edu">tgilliams@alb.edu</a></td>
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<tr>
<td>Jason Hoerr ’08</td>
<td>Network and Computer Support Manager</td>
<td><a href="mailto:jhoerr@alb.edu">jhoerr@alb.edu</a></td>
</tr>
<tr>
<td>Ronald G. Green, Ph.D. ’62</td>
<td>Co-Chair</td>
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</tr>
<tr>
<td>Jack N. LaFayette</td>
<td>Asst. Dir. of Institutional Research</td>
<td><a href="mailto:jla@alb.edu">jla@alb.edu</a></td>
</tr>
<tr>
<td>June T. Maier ’76</td>
<td>Trustee</td>
<td><a href="mailto:jmaier@ptd.net">jmaier@ptd.net</a></td>
</tr>
<tr>
<td>Devon B. Mason, Ph.D.</td>
<td>Associate Professor of Physics</td>
<td><a href="mailto:dmason@alb.edu">dmason@alb.edu</a></td>
</tr>
<tr>
<td>Bradley A. Smith ’06</td>
<td>Director of Student Activities</td>
<td><a href="mailto:bsmith@alb.edu">bsmith@alb.edu</a></td>
</tr>
<tr>
<td>Timothy J. Steinrock, SPHR</td>
<td>Associates Vice President &amp; Director of Human Resources</td>
<td><a href="mailto:tsteinrock@alb.edu">tsteinrock@alb.edu</a></td>
</tr>
</tbody>
</table>
# The Albright College Cabinet 2011-2012

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provost &amp; Vice President for Academic Affairs</td>
<td>Andrea E. Chapdelaine, Ph.D.</td>
</tr>
<tr>
<td>Vice President for Administrative &amp; Financial Services</td>
<td>William W. Wood, M.B.A.</td>
</tr>
<tr>
<td>Vice President for Advancement</td>
<td>Timothy A. McElwee, Ph.D.</td>
</tr>
<tr>
<td>Vice President for Enrollment Management &amp; Dean of Admission</td>
<td>Gregory E. Eichhorn, M.B.A.</td>
</tr>
<tr>
<td>Vice President for Student Affairs &amp; Dean of Students</td>
<td>Gina Crance, Ed.D.</td>
</tr>
<tr>
<td>Co-Athletic Directors</td>
<td>Richard E. Ferry and Janice J. Luck '96</td>
</tr>
<tr>
<td>Chaplain</td>
<td>Rev. Paul E. Clark '73</td>
</tr>
<tr>
<td>Registrar</td>
<td>David C. Ballaban</td>
</tr>
<tr>
<td>Chair of the Faculty</td>
<td>Barbara M. Fahy, Ph.D.</td>
</tr>
<tr>
<td>Dean of Adult and Professional Studies</td>
<td>Andra M. Basu, Ph.D.</td>
</tr>
<tr>
<td>Coordinator of the Graduate Program</td>
<td>Joseph S. Yarworth, Ph.D.</td>
</tr>
<tr>
<td>Dean of Undergraduate Studies</td>
<td>Joseph M. Thomas, Ph.D.</td>
</tr>
<tr>
<td>Chief Technology Officer</td>
<td>Dana B. German, M.B.A.</td>
</tr>
<tr>
<td>Associate Vice President of College Relations &amp; Marketing</td>
<td>Thomas W. Durso</td>
</tr>
<tr>
<td>Associate Vice President &amp; Controller</td>
<td>Rick W. Melcher '85</td>
</tr>
<tr>
<td>Associate Vice President for Development</td>
<td>John T. Short, J.D.</td>
</tr>
<tr>
<td>Associate Vice President &amp; Director of Human Resources</td>
<td>Timothy J. Steinrock, SPHR</td>
</tr>
<tr>
<td>Assistant VP for Enrollment Mgmt &amp; Director of Admission</td>
<td>Christopher H. Boehm, M.P.A.</td>
</tr>
<tr>
<td>Assistant Dean of Students &amp; Director of the Gable Health Center</td>
<td>Samantha Wesner, MSN, CRNP, RNC</td>
</tr>
<tr>
<td>Assistant Dean of Students &amp; Director of the Academic Learning Center</td>
<td>Erin Evans</td>
</tr>
<tr>
<td>Assistant Dean of Students &amp; Director of Community Standards</td>
<td>Amanda Hanincik, M.S. '00</td>
</tr>
<tr>
<td>Executive Assistant to the President</td>
<td>Kathy L. Cafoncelli '99</td>
</tr>
<tr>
<td>Position</td>
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<tr>
<td>Director of the Albright Early Learning Center</td>
<td>Laura B. Heckart, M ’12</td>
</tr>
<tr>
<td>Director of Alumni Relations</td>
<td>Megan Bermudez ’06</td>
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<tr>
<td>Director of Career Development</td>
<td>Karen V. Evans, M.L.D.</td>
</tr>
<tr>
<td>Director of Experiential Learning</td>
<td>Kimberly Justeson</td>
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<tr>
<td>Director of Center for Excellence in Local Government</td>
<td>John P. Kramer</td>
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<tr>
<td>Director of The Center for the Arts</td>
<td>David M. Tanner</td>
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<tr>
<td>Director of Conferences</td>
<td>Lois Kubinak, CCEP</td>
</tr>
<tr>
<td>Director of Counseling</td>
<td>Brenda J. Ingram-Wallace, Ph.D.</td>
</tr>
<tr>
<td>Director of Facilities Services &amp; Operations</td>
<td>Kevin M. Gaffney</td>
</tr>
<tr>
<td>Director of Financial Aid</td>
<td>Chris K. Hanlon</td>
</tr>
<tr>
<td>General Manager of Dining Services</td>
<td>Kristina Coble</td>
</tr>
<tr>
<td>Director of Food Services</td>
<td>Stephen M. Amore</td>
</tr>
<tr>
<td>Director of Library Services</td>
<td>Rosemary L. Deegan</td>
</tr>
<tr>
<td>Director of Institutional Research</td>
<td>Jack LaFayette</td>
</tr>
<tr>
<td>Director of Public Safety &amp; Security</td>
<td>Thomas G. McDaniels</td>
</tr>
<tr>
<td>Director of Student Activities</td>
<td>Bradley A. Smith ’06</td>
</tr>
<tr>
<td>Director of the Schumo Center</td>
<td>Alison Burke</td>
</tr>
<tr>
<td>Director of Enterprise Applications</td>
<td>Gena Howard</td>
</tr>
<tr>
<td>Director of Core Technologies &amp; Client Services</td>
<td>Jason U. Hoerr ’08</td>
</tr>
<tr>
<td>Interim Director of Accelerated Degree Programs</td>
<td>Kevin J. Ezzell ’03</td>
</tr>
<tr>
<td>Interim Director of Residential Life</td>
<td>Rebecca A. Morrow</td>
</tr>
<tr>
<td>Coordinator of the Writing Center</td>
<td>Rachel L. Liberatore</td>
</tr>
<tr>
<td>Manager of the Bookstore</td>
<td>Coreen McCafferty</td>
</tr>
<tr>
<td>SGA President</td>
<td>Sophia Schuster ’12</td>
</tr>
</tbody>
</table>
**SWOT Analysis**

**STRENGTHS**

**Diversity**
- Demonstrated diversity among students, faculty, and staff with respect to race, nationality, faith, socioeconomic background, emotional makeup, style, and interests.
- Consistently strong student support of and respect for diversity among peers, according to National Survey of Student Engagement.

**Academics/programs**
- Academic rigor and program diversity.
- Programmatic innovation and development, with at least one new concentration introduced annually for the past several years.
- National recognition of superior graduation rates in adult programs.
- National recognition of strength and diversity of curricular and co-curricular arts programming.

**Strong leadership**
- Employee and student confidence in current leadership.
- Engaged and philanthropic trustees who are committed to best practices.
- Functional and collegial leadership team that has a strong, individual commitment to Albright.

**Student life/experience**
- Higher quality of student life, RAs and student leadership, leading to a more comprehensive and fulfilling student experience.
- Increased efforts to understand and address the emotional, financial and developmental needs of students.
- Active engagement by a significant portion of students in the overall school experience and residential environment.
- Nearly 70 recognized student organizations offering involvement in the arts, athletics, theatre and other varied interests.
- Success in developing and transforming students, who come to us and leave as different people.
**Increased faculty/faculty support**

- One hundred new faculty members hired over the past six to seven years.
- Seamless integration of new faculty into the Albright community.
- Increased faculty support, including a successful bid for the Alfred P. Sloan Grant for Faculty Career Flexibility, an increase in faculty development funding, and implementation of flexible work-life policies.

**Increased financial stability**

- Financial stability achieved while also investing in significant capital projects.
- Forward-looking financial plan developed and instituted.
- We have maintained strong enrollment results that are competitive in the marketplace during a challenging time in today's economic environment.

**Positive campus environment**

- Warm, caring, engaging environment, fostered by a high standard for and periodic training in service excellence.
- Increased faculty satisfaction (up 30% in the last three years).

**Campus/facility improvements**

- Dramatic improvement in campus appearance over the last decade.
- Maintenance of facilities achieved alongside reduction of carbon footprint.
- Renovation and expansion of Science Center.
- Modernization of many classrooms.

**Business/community relations**

- Enhanced community relations and external connections locally, regionally, and statewide.
- Extensive travel by development officers.
- Award-winning publications that help present the College in the best possible light.

**Compensation and benefits**

- Fair and competitive employee benefits package.
- Increased training and professional development opportunities.

**Safety/security**

- Low number of judicial incidents.
- Limited vandalism on campus.
WEAKNESSES

**Constrained financial/operational resources**
- Relatively high debt level.
- Slowly growing operating budget.
- Enlarged student body served by limited staff.
- Relatively small endowment.
- Small or no increases in compensation for three years.

**Information technology**
- Subpar IT system, database, software and tech support.
- Website deficiencies.
- Lack of technological innovation in education or extra-curricular activities.

**Low levels of alumni engagement/support**
- Low alumni financial support and low average alumni gifts.
- Disenchantment of alumni from the 1990s.
- Low awareness among today’s students about the need for philanthropy.

**Inconsistent communication/feedback**
- Lack of clear, timely, and consistent internal communication.
- Lack of responsiveness to internal innovation and prudent recommendations.

**Dependence on financial aid**
- High discounts and overdependence on financial aid as a recruiting tool.

**Brand messaging/cohesion**
- Lack of consolidation, coordination and cohesion in brand messaging.
- Lack of clarity with respect to marketing non-traditional programs.
- Failure to engage faculty as brand ambassadors.

**Deferred maintenance/outdated facilities**
- Needed renovation of several facilities on campus (e.g. chapel, alumni office, IT facilities, residence halls, etc.).
**Location**

- Reading's reputation for crime and poverty.
- Land-locked campus with limited room for expansion.
- Unattractive, industrial approach from Pricetown Road/Route 12 exit.

**Resistance to change**

- Faculty intransigence and weak self-governance and leadership.
- Cultural conservatism.
- Poor reward structure for innovation.
- Difficulty of rallying around common goals to advance the College.
- Resistance and even hostility to changing educational technology.

**OPPORTUNITIES**

- Legitimate academic storyline to tell better.
- Increased demand for adult education.
- Geographically expansive donor base yet to be tapped fully.
- New geographic areas for expanded programs.
- Reading’s under-told strengths.
- Young alumni and student body primed for immersion in a culture of philanthropy.
- Potential for excitement and increased support generated by the Campus Master Plan.
- The ongoing comprehensive fundraising campaign.

**THREATS**

- A weak economy.
- Competition from lower-priced institutions.
- Changing perception of value of liberal arts/increased vocationalism.
- Increased federal intrusion/regulation.
- Impact of technology on traditional modes of education.