To embody its mission of preparing a “diverse student population for a wide range of professional careers by providing undergraduates with a strong foundation in the liberal arts, graduate students with advanced professional preparation, and all students with a commitment to academic excellence,” Plattsburgh State University should strengthen its traditionally solid liberal arts programs and expand its professional undergraduate and graduate programs and graduate ventures with other universities. Its curriculum should anticipate and respond to marketplace needs, changing demographics, student/parent interest, and SUNY competition. Its programs should be attractively designed and named, and must be adaptable to changing times and needs in order to prevent unnecessary program and faculty cuts. The college should commit itself to programs that have long-term viability and are not tied to narrow faculty specializations, and it should continue its commitment to a vital General Education program, student enrichment, a regional mission within a 150-mile radius of Plattsburgh, and the local community. The curriculum should also facilitate student recruitment, retention, and prompt graduation, and should create the most-optimal match between quality programs and their costs, and the college’s facilities and human resources. A vital curriculum depends on a vital faculty. Competing for and hiring outstanding faculty and staff and supporting their professional growth should be a major college priority.

A long-term, college-wide Academic Planning Committee (APC) is essential for a healthy curriculum. The college should create an academic planning group representing the college’s divisions, largely composed of faculty who are trusted to make nonpartisan decisions for the college as a whole. This body should have or should develop broad expertise in curriculum direction nationwide and should become knowledgeable of the present health of local programs. In anticipating the college’s future curricular opportunities and needs, it should consult with academic units, which have the best expertise in understanding their curriculum; external evaluators; administrators; and representatives of areas that might impact curriculum planning, such as fiscal vitality, recruitment, technology. This body should be proactive and make recommendations, not just respond to crisis situations and requests for academic change from academic units. Whenever possible, the APC should recommend creating new programs and mergers of existing programs that require a minimal shift in financial and personnel allocations. Each year it should update a three-to-five-year academic plan for the college. Its membership should be elected through a campus-wide election for perhaps two-year terms with no limit on the number of terms that can be served and half of the members coming up for election each year.

Ongoing communication between the campus and the Academic Planning Committee will be crucial. An APC website should be set up to receive campus input and to report on all academic planning initiatives, and an electronic newsletter should serve as a campus-wide academic planning forum.
Among the specific suggestions campus members made for academic direction are the following:

Explore five–year combined bachelor’s/M.S.T. and bachelor’s/M.S.Ed. programs as well as graduate and cooperative ventures with other colleges, such as sharing M.B.A. and Computer Science M.S. degrees with Clarkson University.

Develop online undergraduate and graduate courses to expand our academic reach.

Develop new programs in fields like Health Science, Gerontology, Law Enforcement, Athletic Training, and Physical Therapy.

Support interdisciplinary, diversity-oriented, and international studies courses and encourage community-service involvement.

Advertise how concentrations of courses that cross departmental lines can prepare students for careers rather than relying totally on a majors/minors approach.

Reduce the paperwork involved and the barriers erected by bureaucracy in instituting academic changes.

Strategic Planning Committee
Academic Programs Interest Group Conveners:
Robert Ackland (Literacy Education)
Ron Davis (Journalism)
Rich Higgins (Admissions)
Taher Zandi (Psychology)
After a general discussion on enrollment that included what type of student Plattsburgh State University of New York wants to attract, enrollment targets, decrease in scholarship monies, diversity, graduate students, academic programs (including web-based and distance learning programs) and graduation rates, one over riding theme came forth:

There is an ongoing concern that attracting and retaining students is a campus wide issue. Each and every member of the community must be highly ingrained in the success of all elements of the university and the faculty must have access to and interaction with the applicant pool to ensure that we are attracting students who will feel connected and stay at Plattsburgh until graduation. Enrollment and retention are not just the job of the admissions office; rather they are the guiding principle for all who work at SUNY Plattsburgh.

In addition, the following recommendations were made:

**Attracting Students**
- Remain a Tier 3 school but increase recruitment of Tier 2 students
- We need to remain mindful of the marketplace and to work hard at achieving brand strength.
- We must remain mindful of discovering potential and allowing students to Stand Out
- Students we’re attracting now are a right fit – we should continue to pursue that type of student
- Identify students and build relationships with key audiences. Communication should increase between deans and/or department heads and students who have been accepted. These individuals will become anchoring mentors for the student.
- Invest in bringing more accepted students to campus and track the numbers of students accepted to those who matriculate

**Enrollment Targets**
- Formula for size, what is our “best” size – we need to take a serious look at how many students we are able to handle given our current plant facilities and teaching faculty to allow us to avoid unplanned, and therefore unmanageable, growth
- With no substantial state funding for increasing enrollments, we should keep total headcounts about what they are now
- “Reality dictates enrollment” – market place and competition influences our enrollment.
- Manage enrollment through academic programs, some are full, others need students. Direct recruitment efforts to those programs needing students

**Decrease in Scholarship Funds**
- Work to increase scholarships
- Merit scholarships are important to attract higher ability students
Diversity
- Age diversity is just as important as other kinds of diversity
- International and out of state students add immensely to diversity and learning on campus, including emotional intelligence
- Continue with goals for diversity
- Peer diversity (Tier 1, Tier 2 and Tier 3 students helping each other)

Graduate Students
- Additional distance learning and web-based courses
- Develop reputation for graduate studies. We can do this through adding more and stronger graduate programs specifically suited to area needs. These programs add to the perceived quality of the entire institution.
- Orientate returning adult students for graduate programs

Academic Programs:
- Discuss rational plan regarding to web-based courses and distance learning
- Resources for quality programs
- Class sizes smaller
- Not serving population as well as we could be – offer classes needed for students, more sections
- Stellar programs with broad undergraduate program
- Program mix – look at what students want to study and match mix to vision
- We need to take a serious look at our distance learning and on line courses, particularly with regard to the target of these programs. They should not be used for on campus students to supplement when they cannot get into regular courses – but truly be designed and marketed for off campus users. Further, we need to emphasize training in distance teaching.

Graduation Rates:
- Continue doing well with graduation rates, especially when compared to other SUNY schools
- Graduation rates are very important
- Look at impact on graduation rates vs. SAT scores

In summary, the group put forth a fairly solid voice of keeping the College at a manageable enrollment number, keeping Plattsburgh a Tier 3 school but try to attract more Tier 2 students, keeping diversity a priority and having departments look at their enrollments and making more decisions on a departmental level with regards to enrollment targets. In addition, there is a strong need to look at how the past Strategic Planning Committees dealt with enrollment; it takes an entire “village” (or College community) to be responsible for enrollment, which is linked to so many different facets. These factors include facilities, technology, fiscal vitality, student life and academic programs, among others.
Strategic Planning - Facilities Meeting  
February 11, 2004  
Conveners: Bryan Higgins, Kevin O’Neill, Sue Welch

<table>
<thead>
<tr>
<th>Group</th>
<th>Importance</th>
<th>Urgency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staffing</td>
<td>16</td>
<td>15</td>
</tr>
<tr>
<td>Planned Maintenance Upgrades</td>
<td>13</td>
<td>18</td>
</tr>
<tr>
<td>Monetary Funding Issues</td>
<td>12</td>
<td>17</td>
</tr>
<tr>
<td>HVAC Infrastructure Upgrade</td>
<td>11</td>
<td>14</td>
</tr>
<tr>
<td>Space Allocation</td>
<td>11</td>
<td>8</td>
</tr>
<tr>
<td>Academic Facilities</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Communication</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>Environment</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>Athletic and Recreational/ Facilities</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Master Facilities Plan</td>
<td>6</td>
<td>14</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Top Results of Affinity Sort to Surface Issues of Today and in the next 5-10 Years

**Staffing:** Sufficient maintenance staff; Enough manpower to complete PM, projects, maintenance, etc; Staffing levels; Manpower inside & grounds to maintain; Reward system for excellent employees; More staff for maintenance & construction; Work assessment; Training; Building reps.

**Planned Maintenance Upgrades:** Replace walks and roadways; Aging facilities and need for upgrade; Facility schedule maintenance; Certain facilities looking “worn”; Aging resident halls and other building; Positive physical environment (Campus Express is an eyesore); Cabling - data/voice; Reconstruct/redesign Hawkins Pond and surrounding landscape; Telecommunications wireless capability – phone and computer; $$ to upgrade/repair facilities.

**Monetary Funding Issues:** Unexpected expenses; Unfunded mandates; Not enough money for technology in classrooms; Funding; All building air condition upgrade.

**Space Allocation**  
Priority; Oversight on facilities usage; Department location; Too much dedicated space; Too much adapted space; Parking; “Private” spaces underutilized; Low utilization of classroom space; Not enough classroom space; While Ward Hall is being renovated, where will the current residents have office and teach?; Lack of storage space on campus; Improve college/campus vehicle entryways; Upgrade campus electrical system; SS to upgrade facilities; Not enough office space; Office space allocation; Additional office space; Space allocation – better efficiency in doing, especially with respect to classes.
<table>
<thead>
<tr>
<th>Project Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Repair/Replace Roofs - Various Buildings</td>
<td>$2,409,000</td>
</tr>
<tr>
<td>Exterior Masonry Repair/Painting - Various Buildings</td>
<td>$472,000</td>
</tr>
<tr>
<td>Rehabilitate Hudson Hall – Phase II</td>
<td>$1,040,000</td>
</tr>
<tr>
<td>Rehabilitate Saranac Hall</td>
<td>$1,228,000</td>
</tr>
<tr>
<td>Elevator Safety/ADA/Code Upgrades - Various Buildings</td>
<td>$1,943,000</td>
</tr>
<tr>
<td>New Elevators/ADA Compliance – Buildings 11, 12, 38</td>
<td>$691,000</td>
</tr>
<tr>
<td>Environmental Compliance – Buildings 20, 27, 31</td>
<td>$78,000</td>
</tr>
<tr>
<td>Replace Cooling Towers/Chillers – Various Buildings</td>
<td>$2,173,000</td>
</tr>
<tr>
<td>Rehabilitate Ward Hall</td>
<td>$1,969,000</td>
</tr>
<tr>
<td>Exterior Site Safety Improvements</td>
<td>$1,476,000</td>
</tr>
<tr>
<td>Renovate Pool for Code Compliance - Building 11</td>
<td>$254,000</td>
</tr>
<tr>
<td>Upgrade Campus Infrastructure</td>
<td>$4,241,000</td>
</tr>
<tr>
<td>Upgrade Emergency Exit Signage Campus-wide</td>
<td>$413,000</td>
</tr>
<tr>
<td>Upgrade Emergency Lighting Campus-wide</td>
<td>$372,000</td>
</tr>
<tr>
<td>ADA Compliance - Various Buildings</td>
<td>$533,000</td>
</tr>
<tr>
<td>Emergency Generators - Buildings 3, 32, 34, 37, 40</td>
<td>$210,000</td>
</tr>
<tr>
<td>Install UPS Systems - Buildings 21, 29, 40</td>
<td>$11,000</td>
</tr>
<tr>
<td>Window Replacement - Various Buildings</td>
<td>$1,689,000</td>
</tr>
<tr>
<td>Field House Rehabilitation</td>
<td>$2,333,000</td>
</tr>
<tr>
<td>Exterior Rehab - Sibley Hall</td>
<td>$530,000</td>
</tr>
<tr>
<td>Upgrade Sibley Hall Mechanical Systems</td>
<td>$1,530,000</td>
</tr>
<tr>
<td>Rehabilitate Kehoe Building Exterior</td>
<td>$493,000</td>
</tr>
<tr>
<td>Rehab/Upgrade Kehoe Building Mechanical Systems</td>
<td>$1,232,000</td>
</tr>
<tr>
<td>Rehabilitate Field House Mechanical Systems</td>
<td>$2,176,000</td>
</tr>
<tr>
<td>Replace Ice Rink Bleachers</td>
<td>$1,159,000</td>
</tr>
<tr>
<td>Campus-wide Projects, Including Renovate/Replace Athletic Fields</td>
<td>$3,620,000</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$34,275,000</strong></td>
</tr>
</tbody>
</table>
FISCAL VITALITY

According to the Merriam-Webster Dictionary, Fiscal Vitality can be defined as Fiscal 1 : of or relating to taxation, public revenues, or public debt <fiscal policy> 2 : of or relating to financial matters Vitality 1 a : the peculiarity distinguishing the living from the nonliving b : capacity to live and develop; also : physical or mental vigor especially when highly developed.

For our purposes, we will define Fiscal Vitality as: The capability to develop financial matters with physical and mental vigor.

This Sub-Committee was charged with determining where we want to be, financially, in the next five to ten years and how we are going to get there. Being fiscally vital means that we have the resources at our disposal and the organization in place, to make strong financial decisions, using the best information possible, to achieve the best return.

The sub-committee on Fiscal Vitality would like to make the following recommendations:

1. Any recommendation made by any of the strategic planning sub-committees should reflect both the Mission and the Vision Statements developed by the college and the Strategic Planning Committee.

2. An open and objective process must be developed where programs are analyzed and assessed so that the institution can determine which programs are contributing to the fiscal vitality and value of the institution.

3. Provide fiscal predictability, by identifying what resources are currently available and what resources will be available in the future, and by using objective 2 to determine where the resources should be used in order to get the best return.

4. Comprehensive integration of Strategic Planning and Budget Process.

5. Establish a stable reserve to help address unexpected opportunities or help mitigate unforeseen crisis. Develop a methodology for maintaining and replenishing the reserve as it is used.

6. Any idea, for change in allocation of resources, should be vetted to determine the short, medium, and long range cost and benefit. Once a decision has been made to change an allocation, assessment should occur at a predetermined period of time to confirm the outcome of the decision.

7. In order for this institution to be fiscally vital, regular and continuous oversight and guidance of the strategic planning and budget processes has to occur, in order to reflect changes that occur in priority or funding.
8. Develop a multi year budget plan that encompasses an “All Funds” budget approach. ie (state, dorm, IFR, CAS, research foundation, Capital Funds, legislative items, college foundation)

9. Create an on-line, real-time financial management reporting system that provides the most up to date income and expenditure information available, as well as, access to historical information. This information should be able to viewed at every level of the organization. ie (account, department, director/dean, VP, or the University as a whole)
Statement on the Scope of the “Student Life” Interest Group: The issues addressed in this document encompass the complete range of experiences that a student has during their tenure at Plattsburgh State. The initial thought was to focus on student experiences “outside the classroom.” However, it became apparent that no other Interest Group covered the “classroom experience.” There might be some overlap with other Interest Groups, specifically Facilities and Technology. Information was gathered at three separate forums – a) a general session for the campus on Friday, February 13 at which 33 students, faculty, and staff attended; b) a meeting with 11 Presidents from the different Residence Hall Councils; and c) a Student Association Senate meeting which had approximately 45 students in attendance. The information gathered has been sorted into several broad categories. Specific recommendations try to capture the spirit and overlapping connections of the issues that were shared at these forums.

The Plattsburgh Experience (for students) – with the objective of student retention and providing quality experiences
* Student/Faculty/Staff engagement – provide structured opportunities/space that facilitates these interactions; create a seamless living learning environment by incorporating the academic experience with student space (go to the students – e.g., residence halls).
* Require an experiential component to each student’s academic program (choices may include: internship/co-op, research with faculty member, study abroad experience, significant leadership experience, significant community service experience, senior project, etc.)
* Create a structured first year experience for new students with the goal for “student success” – learning communities, housing options, coordinated services/experiences, common experiences, coordinated individual support.
* Common experiences for all students – communicate and take pride in our history, as well as establish new traditions that engage both new and returning students (e.g., academic ceremonies that are student oriented – not faculty oriented–students interested in hiring a commencement speaker with name recognition, social activities that bring students together in a safe and appropriate manner, change current programs to entice more student involvement – Homecoming, athletic events).
* Communicate high expectations for students in all aspects of their experiences (e.g., academic excellence, academic honesty, residence hall standards, civility, commitment to service, etc.).
* Recognize, support, and create new efforts in the Art/Music/Theatre programs to enhance the concept of Plattsburgh State being the “Cultural Center” of the larger community. Create new opportunities for students to engage in these efforts (e.g., summer programs)
* Create housing options that meet the needs and interests of the following groups: traditional age students, older students, graduate students, students with similar academic/social interests, married students, etc.
* Respond to student concerns related to daily living (e.g., parking, food service, laundry facilities, bathroom facilities, etc.)
* Enhance/support the Greek Organizations on campus – elevate the profile by actively supporting (faculty, staff, community) these groups/student members.
* Create a “Leadership” minor for students to enroll in that builds off the existing programs being offered in the Center for Greek Affairs and Leadership Development.
* Coordinate course offerings based on demand for seats (i.e., enough courses and seats that meet the needs of our current and incoming students) – work with Registrar, Deans, Dept. Chairs.
* Create new programs and course offerings that meet the interests of current and prospective students. Review current course offerings (especially non-major) to see if they have outlived their usefulness.
* Create a pool of scholarship money that students can apply for once they are here – e.g., for students who get into Honor Societies, for “most improved” students – in terms of g.p.a. increase, etc.
* Hold cost of education (including all fees, room, board, etc.) constant for the four years. Only raise fees/cost for the incoming group of new students.
Student Empowerment/Advocacy on behalf of students
* Create programs/outreach/forums that encourages students to be engaged (at their chosen level), voice their ideas/issues/concerns, create change, etc.
* Be vigilant and creative in keeping students informed and involving them on matters that affect their lives, e.g., fee increases, policy changes, etc.
* Increase political involvement of students - nationally and locally.
* Create/identify a position (faculty or staff) on campus to serve as an advocate/ombudsman for students.

Plattsburgh State Student Services and Student Related Facilities
* Coordinate greater information sharing between offices so that proper referrals are made to students (e.g., being able to inform students what office takes care of which matters).
* Continue to update and create services that provide greater access and flexibility for the end user (e.g., virtual services, flexible office hours) so that the College meets the demands of all the different groups of students (i.e., adult student, students with child care concerns, under prepared students, etc.)
* Continue to take pride in the care and attention given to individual students - even as we try to increase effectiveness of services we cannot loose site of the importance of human connections.
* Create and provide a comprehensive career development component to every students’ experience. Career development needs to be an ongoing, multi-year (i.e., length of the student’s time here) process that involves advisors, faculty, and the appropriate support services. Provide greater networking with employers to place graduating students in jobs.
* Coordinate comprehensive services/outreach to graduate students (e.g., orientation, activities).
* Coordinate comprehensive services/outreach to International Students.
* Enhance recreation opportunities for all students. Provide appropriate access for non-intercollegiate athletes to facilities. Update existing or create new facilities to provide recreation opportunities (e.g., lighted fields behind Memorial, a climbing wall, indoor tennis, using kayaks in the pool, a skate park, etc.). Expand/enhance opportunities for students through the “Adirondack Experience” program.
* Maintain a campus environment (i.e., facilities and grounds) that fosters a sense of pride in our campus. The following examples were provided: crumbling brickwork in certain buildings, desks and tables in bad repair in classrooms, grass in need of being planted, flower beds needing attention, etc.

Enhanced Role of Faculty/Staff
* Create a comprehensive and on-going orientation and training program for all faculty and staff. This is needed in order to raise awareness of existing and new services/programs (both academic and non-academic) offered to students on campus. This will enhance services delivered and academic advising to students, as well as dispel misperceptions and assumptions that exist within any organization. This should be incorporated into yearly planning days or offered at the beginning of each academic year.
* Utilizing on-going planning and assessment efforts on campus, work toward creating a campus wide agreed-upon level of “quality services” delivered to students. Clear priorities need to be communicated to all personnel who work with students.
* Create and communicate a consistent statement/message that sets a high level of expectation for all around performance when working with students. Provide training to managers and supervisors on the importance of modeling a high level of performance.
* Create and fund both faculty development and staff development programs and opportunities for all personnel with the goals of professional growth and providing better services/experiences for students.
Many themes present themselves when the campus is asked to discuss the future of technology: communication, mobility, environmental concerns, service coordination, improved automation, and alignment with business/educational processes/goals. Communication is by far the broadest theme, expressing great hopes and desires for reengineering processes of consultation, decision-making, and training.

In the future, Plattsburgh State will have an open and vigorous process for researching new technologies and discussing their applications in support of campus goals and objectives. The foundation of this process will be strong and broad-based needs assessment efforts. The process will recruit stakeholder input rather than simply asking for it. It will also keep stakeholders informed and engaged at regular intervals. Particular focus will be given to ensuring that student views are represented.

In addition to solution-based or goal-based discussions of technology, the campus will attend to the social, ethical, and cultural issues concerning how technology transforms the campus. No small part of this will include attention to security, privacy, and personal safety issues. The process for adopting new technologies, or changing delivery methods of existing ones, will include a review that accounts for such organizational changes. This process will also include an assessment of how selection impacts goals of openness and adaptability.

Outcomes assessment and business/educational process alignment assessment will also be part of the process of introducing or changing technology on campus. The campus will be able to answer questions about how specific technological elements move the campus forward or support mission, goals, and objectives. As part of this alignment, the campus will regularly assess the allocation of technology resources to ensure that appropriate resources are in place to support both the educational and business operations of the campus.

These processes will be complemented and supported by an environment that encourages open communication and leverages technology to support it. The campus will train staff in the proper ways to use technology to communicate. It will have tested and agreed upon best practices that will allow users to make informed choices about the best way to communicate their messages, receive feedback, and promote discussion. It will also use technology to manage the process of official communication to ensure that one can be reasonably sure important messages arrive at their destination. This will afford decision-makers and planners a means of soliciting input that is reliable and that will prevent lagging due to lack of feedback.

Training will have a very strong role in all of this. While “how-to” courses will still have their place, training will also be concerned with larger issues of technology use. The campus will be significantly focused on aligning training with business/educational goals, while also helping to ask broader questions about what the uses of technology mean to our community. Courses will seek to move attendees from usage to “thinking” with technology. Crucial to this, will be leadership that values training to the degree that it is coordinated across campus and available and accessible to all constituent groups – faculty, staff, and students.

The campus will value mobility as much as it does communication and training. In fact, mobile infrastructure will be an important enabler of communication, training, and other processes. Wireless access, both in terms of phone service and computer networks, will be a given. The campus will have a means of tailoring the delivery of messages, data, and information to individual choices: cell phone, computer, PDA, etc. To do this, it will need to have a convenient way for users to select the delivery method and most importantly, content that makes them care about being “connected” to the campus.
Mobile storage plays an important role as well. No matter where our community members are in the world, they will be able to use a variety of devices to retrieve and store data and access services. Well-designed and supported server systems and authentication/authorization systems will ensure that their access is reliable and secure. Careful attention to the integration of devices is necessary to bring this vision about.

The campus understands that mobility is more than a question of geography – it is also a question of time. The campus will have staff and systems in place to support access and service after the traditional 8-4:30, Monday-Friday business hours. The concept also extends to on-campus facilities. One will not have to find a wireless signal – all buildings will be covered. One will also not need to carry a notebook or PDA with them everywhere – each building will have a complement of open access computers for quick access. One will also not have to go looking for a smart classroom – all classrooms will be “smart.”

As both a component of the mobile environment and a direction unto itself, the Web will play an increasingly important role in the campus’ future. Many business applications, including asset management, bill payment, and funds transfer, will be regularly conducted via a Web interface. Many, perhaps all, official forms will be available over the web. Official documents, reports, and other content will be easy to access and easy to post on the web. Servers and software that drive the Web will ensure that content is automatically and transparently formatted such that it can be accessed by a variety of devices: phones, PDA, etc.

The mobile environment also requires that the campus adapt its technology funding and distribution models. Desktop distribution and lifecycle maintenance will continue, but with options for the use of mobile devices: notebook, palmtops, tablet PCs, PDAs, and phones. The campus will have a process that assesses the needs of the individual, aligns them with institutional goals and objectives, and selects the connectivity solution that will be the best fit.

It will also be sure to take good care of its network as nothing will move without strong support for this backbone. As with other elements, this central feature will also accommodate a variety of devices, and remain open and adaptable to new uses.

As the campus grows in technology use, it will be mindful of the environmental consequences of such growth. It will also make it a priority to use various technologies to keep Plattsburgh as “green” as possible. As with other technologies, the campus will have an ongoing process for researching and selecting technologies that manage energy better, make more efficient use of it, and reduce waste. Energy management system upgrades will be in place. Research into alternative energy resources and renewable energy possibilities will continue to be a regular part of operations. The campus will recognize that having the most environmentally friendly systems as possible (HVAC, heat, light, waste processing, recycling) is a significant strategic advantage.

Finally, the campus will not be an island in its strategic use of technology. It will regularly assess its success in forging strategic alliances with local business and community groups. Examples currently exist with the current broadband initiative that the campus is part of and at other campuses, such as Morrisville’s alliance with Nextel. Such alliances will extend the reach of the campus, establish it as a leader in technology, and return dividends of improved service to our students and other campus community members.