Cedar Crest College is a liberal arts college for women dedicated to the education of the next generation of leaders.

Cedar Crest College educates the whole student, preparing women for life in a global community.
Given Cedar Crest’s prestigious history and significant institutional accomplishments, one could imagine it being challenging to chart a course for the next few years. But as we thought strategically these past 17 months, our calling became clear. We have been charged with ensuring that Cedar Crest College is here for another 150 years, serving as a model of a 21st century women’s college. This means balancing all of those elements that have been essential to making the College exceptional, while anticipating those which the future will demand in order to sustain that level of excellence and achieve even greater heights.
In these pages you will find our acceptance of this charge and our ambitious plan to secure our future
as a distinctive women’s college dedicated to the education of the next generation of leaders. We, the faculty, staff, students, alumnae, friends, and our Board of Trustees, began refashioning our mission statement many months ago. The new statement, clearly focused on educating women leaders, was an affirmation of our core mission and distinguished history, and a lodestar for envisioning our future.

The strategic plan reframes Cedar Crest as a place dedicated to cultivating and promoting women’s leadership, integrating this commitment seamlessly into the academic program and student life. This vision requires that we abandon traditional definitions and seek to provide a distinctive educational experience to those of all age groups and beyond our geographic area. We are equally convinced that we must cultivate our students’ ability to think globally and behave ethically, and our plan responds to this call. In pursuit of our ambitious strategic goals, this vibrant community of scholars will have a profound impact on our community – locally, nationally, and globally. Simply put, we plan to enhance the world in which we live, one Cedar Crest student at a time.

In this strategic plan, we commit our energies to five broad principles that define the College’s areas of strength, and to twenty-two initiatives created by faculty, staff and students in areas ripe for expansion and newly created avenues that fit squarely within our core mission and values. These innovations will ensure that Cedar Crest continues to distinguish itself from its peers, and are just ambitious enough to provide the nervous energy necessary to achieve something substantial. We are under no illusions that our efforts will be without challenge; thus our planning document is a flexible one, allowing us to be responsive to those challenges while still adhering to the plan’s goals.

In a few short years Cedar Crest College will celebrate its sesquicentennial. As we work towards our 150th year, we do so with the intent of building a stronger, more profound community, one prepared for the dynamism of the higher education landscape in the next century. We approach this work knowing that our success is dependent upon gathering old and new partners alike who wish to imagine our future. This plan presents the pathway forward. We hope that you will join us.

Carmen Twillie Ambar
13th President, Cedar Crest College,

BACKGROUND AND CONTEXT

From its humble beginnings as Allentown Female College to its prestigious status on Forbes list of Top Ten Women’s Colleges, Cedar Crest has always been at the forefront of women’s education. The College’s success at educating women has meant different things at various points in our history: in 1867, imparting a college education equivalent to programs accessible to men while also preparing students for roles as wives and mothers; later, balancing the liberal arts with the nation’s need for wartime workers, including trained medical technologists and nurses; in the 1960’s and 1970’s, providing a forum for the study and discussion of the gender inequality issues raised by the women’s movement; and, with the dawn of the age of technology, equipping students for success in emerging career areas.

Cedar Crest has successfully served the ever-shifting needs of six generations of leaders. Throughout the decades, Cedar Crest College has remained an independent, comprehensive, liberal arts college for women. This commitment to women’s education has not wavered. In the second decade of this new millennium it is evident that Cedar Crest continues to be called to educate women leaders for a new era. More than ever, our call is to be the model of a 21st century women’s college.

Never has our task been more challenging. The roles women are expected to fill are more demanding
than ever, influenced by complex social, political, economic, and cultural issues, powerful global technologies, and difficult personal and professional decisions.

Cedar Crest is uniquely positioned to meet this challenge. Our academic program is characterized by a rich and full array of educational choices, unique learning experiences, and opportunities to interact and collaborate with world class faculty scholars who are committed teachers. Our professional staff is dedicated to the formation of students, creating an environment that cultivates learning and development outside of the classroom. Cedar Crest’s student body is talented and engaged, with a strong sense of community. Our alumnae live our shared values off campus while remaining tied to and supportive of their alma mater.

These groups provide countless examples of successful leaders in astonishingly diverse roles worldwide. They inspire us to rededicate the College to educating the next generation of leaders with renewed energy and commitment.

It is in this context that we present the Strategic Plan for Cedar Crest College.

EXECUTIVE SUMMARY

The Heart of the Plan: The Cedar Crest College Mission

Cedar Crest, at this critical point in its history, has refined its mission to focus clearly on the important work of women’s leadership:

Cedar Crest College is a liberal arts college for women dedicated to the education of the next generation of leaders.
Cedar Crest College educates the whole student, preparing women for life in a global community.

This mission serves as the anchor for our Strategic Plan. Beginning this year and into the next decade, the College will rededicate itself to education for leadership through

• New academic programs in leadership development
• New initiatives to strengthen current academic programs, preparing students to lead in their field of study
• New co-curricular and residence life initiatives that increase student engagement in leadership activities
• New opportunities for students to strengthen their leadership abilities by broadening their college experience beyond the campus

Context for the Plan: The Liberal Arts

Of the many initiatives in the Strategic Plan the most important are those relating to the academic program. Cedar Crest is a vibrant community where distinguished faculty and intellectually gifted students collaborate in transformational learning experiences. The centrality of teaching and learning constantly motivates us to reexamine our curriculum and increase its relevancy to the student and her future. It
is noteworthy that, although the College’s academic program has evolved to meet the demands of six generations of women, its dedication to liberal arts education has remained a constant throughout its 143-year history. Faculty are deeply committed to the value of a liberal arts education: a broad-based foundation of knowledge, the ability to evaluate and analyze, problem-solving skills, breadth and depth of learning for life. However, modern life poses new challenges and presents new demands for a traditional liberal arts education, and the expectations of students and their families have changed, influenced by seismic social and economic changes, increasingly rapid advances in technology, shifting demographics, and strained job markets. These challenges reinforce the need and demonstrate the value of a liberal arts education.

The Strategic Plan confronts these challenges. Liberal education is reframed in new initiatives that will engage students in learning experiences that are directly related to success in life and livelihood, enabling them to be thoughtful citizens, to communicate and interact effectively, to be capable of making reasoned choices, to become successful leaders, to learn and use a broad body of knowledge, to appreciate and employ multiple perspectives, to lead lives that will have a positive impact on our world.

Framework for the Plan: Broad Principles and Strategic Logo

Cedar Crest’s liberal arts identity is an essential foundational piece in the Strategic Plan. Indeed, “Scholarship, the Liberal Arts, and Creativity” is the first of Five Broad Principles that define the College’s strategic direction for the next decade, and, as illustrated in the Strategic Logo, is central to the other Principles. Women’s Leadership, Global Connectivity, Civic Engagement, and Health and Wellness are connected to and complemented by the central focus of the academic program: Scholarship, the Liberal Arts, and Creativity. In our classrooms and across campus, it is important that each student sees the interconnectedness of all aspects of her experience at Cedar Crest: her major field, her liberal arts curriculum, other coursework, scholarship, campus activities, and off-campus involvement are all part of one holistic learning experience. The strength, distinctiveness, and centrality of our liberal arts education will continue to define Cedar Crest experience throughout the life of our new Strategic Plan.

Our Broad Principles define areas in which Cedar Crest already has demonstrated strength and distinctiveness. Over the next several years, we will implement twenty-one new initiatives designed to enhance our position, strengthen our current academic program, and expand our reach:

- New undergraduate majors, certificates, and coursework
- Global Studies Major
- Media Studies and Visual Communication Majors
- Legal Studies Program
- First-Year Experience (Preparing Women for Leadership)
- Cooperative Education Program: Four-year Accounting and Marketing Experience
- Integrated Cross-Cultural Studies Certificate
- Strategic Leadership for Women Certificate
- Case Management Certificate
- Child Welfare Certificate
- Writing Resource Initiative
• New academic centers and institutes
  • Women’s Leadership Institute
  • Multicultural Center
  • Ethics and Care Center

• New graduate programs
  • Counseling Master’s Degree
  • Reading Master’s Degree
  • Professional Science Master’s in Chemistry
  • Crime Science Master’s Degree
  • Art Therapy Master’s

• New academic opportunities in international and cooperative learning
  • Study Abroad Program
  • Global Community Center

• New co-curricular and residence life programs
  • Living Learning Communities

Adult education is an additional area that has significant potential to impact the future of the College, and a separate Evening College Commission has been established to research and design a new Evening College division. The goal of this division is to increase student enrollment by responding to specific needs and demands of the adult student population, which are very different from those of the traditional student. These efforts are in keeping with our mission of educating women, since nearly 70% of adults returning to college are women.

Strategic Directions in Enrollment and Development

Our strategic work on initiatives related to the Five Broad Principles will be accompanied by strategic action in two areas critical to the College’s success: Enrollment and Development.

The College’s history attests to the great achievements that are possible through dedication, hard work, and belief in the importance of women’s education. These accomplishments, even recently, have often been realized under difficult conditions and against seemingly insurmountable odds, and are laudable. However, in an age when institutional viability is a function of financial strength, this is not a sustainable model. We recognize the strategic mandate for Cedar Crest to position itself in a new place of stability and strength for the long term.

A. Enrollment

Undergraduate enrollment fundamentally affects program quality, as a critical mass of students is needed to support a vibrant intellectual community in each academic area. For our College, enrollment is also a critical factor because we are a tuition-driven institution, and thus our revenue is directly connected to enrollment. The College has taken a serious look at enrollment management, restructuring the office, hir-
ing a senior executive vice president, working with outside consultants, and taking the first steps toward a major upgrade of our web presence. These and other enrollment management strategies are an integral part of the Strategic Plan and are expected to achieve the following:

- increase enrollment in both the traditional and adult education sectors
- capitalize on graduate program opportunities
- improve the academic profile of our student population
- promote greater balance in enrollment across the full range of majors
- improve our retention rate
- expand the diversity of our student population

B. Development

A second significant area of focus will be development. The data and research clearly demonstrate that all institutions raise more funds during a capital campaign. The College recently ended its Transforming Lives campaign; consequently we are a few years from commencing a new campaign initiative. This timing, while somewhat challenging, does create the opportunity to build a strong foundation for a successful campaign. To this end we have hired a new Vice President of Advancement and major gifts officer, restructured our Advancement office, completed a wealth screening process, and formed a trustee lead cultivation committee.

All institutions of higher education are facing the new reality of the world economy, volatile endowments, and the challenges of fundraising in an economic downturn. Cedar Crest, an institution that will be 150 years old in 2017, has successfully maneuvered through past difficulties. The new economic world order, however, does require the implementation of a realistic plan, tied to strategic initiatives, to ensure that our financial position does not decline. The Middle States Commission on Higher Education confirmed this in its report on our Periodic Review. Our efforts will focus on a variety of strategies including an expansion of our development office, our donor base, our participation rate, and planned giving. Cedar Crest must secure the resources to ensure its viability and sustainability in a rapidly changing higher education marketplace. Thus strategic fundraising is an integral part of our strategic plan with the following goals:

- to secure the financial resources to support the initiatives contained in the Strategic Plan
- to increase every area of development, including endowment fundraising, planned giving, and the annual fund
- to increase grant funding, including foundation grants
- to establish a small number of endowed chairs and endowed professorships
- to create endowed and current-use scholarships
- to find private support for current and new facilities on campus
- to lay the groundwork necessary for a successful capital campaign

The success of the Strategic Plan is closely tied to our success in these two functional areas.
The Strategic Plan is both introspective and prospective. We aspire to educate the next generation of leaders, a goal at the heart of our identity. This gives us infinite energy and inspiration to implement our Strategic Plan. We seek to achieve our vision for the next decade through initiatives built upon historic institutional strengths, new avenues of exploration, and strategic thinking in key operational areas.

The initiatives and strategic directions contained herein will be Cedar Crest’s top priorities for the next decade. The College will continue to identify areas where resources must be dedicated to actualize these ideas. Other planning activities are also underway. Most notably, a campus master plan will be designed to map out our use and expansion of physical facilities.

We emphasize that the Strategic Plan is not a static document. We expect and hope that ideas and plans will evolve, the world will change, challenges will present themselves, new possibilities will emerge. Implementing the Plan will be a journey requiring industry, creativity, and agility; the promised destination: a position of success and security for this great College.

THE STRATEGIC PLANNING PROCESS

In her first month in office, on September 5, 2008, President Ambar delivered an All-College Address announcing that Cedar Crest would “embark upon a vigorous strategic planning process ... involving students, faculty, alumnae, staff, and trustees over the course of the next 12-18 months … requiring deep thinking and deep work.”

The community embraced this invitation with enthusiasm, excitement, and creativity, participating in an intense strategic planning process that was unprecedented at Cedar Crest, including:

- Broad discussions of the College’s mission and a reframing of our Mission Statement
- A campus environmental scan to determine core focus areas
- Creation of foundational documents, including a Vision Statement and Statement of Shared Values
- Development of five Broad Principles based on areas of strength and accomplishment
- Eighty initiatives proposed by faculty and staff
- Development of Implementation Plans for proposals with broad campus support
- Financial analysis and Measurable Outcomes for final proposals

The process was remarkably open and inclusive, distinguished by opportunities for all campus constituencies to shape the process, contribute ideas, and comment on progress. Substantive discussions at each step of the process occurred at

- Trustee meetings in October, February, and May
- Monthly faculty meetings
- Student Government meetings
- Academic and administrative department meetings
- Student and alumnae focus groups
- A day-long Faculty/Staff Summit
- Implementation subcommittees of faculty and staff
A Strategic Planning website posted information and documents, and an email address provided a mechanism for those at a distance to participate. Documents with higher confidentiality were posted on the campus intranet for limited access. Ideas and comments from meetings, discussion groups, and the internet were plentiful and diverse, providing a rich resource to fuel the strategic planning process.

MISSION STATEMENT

The strategic planning process has produced a college-wide consensus on the College’s mission as well as the broad principles, shared values, and vision that will guide Cedar Crest through the 2010’s.

The Cedar Crest College Mission Statement:

Cedar Crest College is a liberal arts college for women dedicated to the education of the next generation of leaders. Cedar Crest College educates the whole student, preparing women for life in a global community.

Adopted by the Board of Trustees
February 5, 2009

BROAD PRINCIPLES

• Scholarship, Liberal Arts, Creativity:
The foundation of the Cedar Crest College education is a grounding in the liberal arts and a dedication to academic excellence. A strong liberal arts curriculum requires rigorous academic engagement and scholarship and prepares students to think critically and reason, write, and communicate effectively. Through focused learning students make connections between their discipline and the liberal arts and encounter opportunities for research and creative projects.

• Women’s Leadership:
Women’s leadership at Cedar Crest College is integrated into all aspects of academic and student life. The College cultivates women’s leadership by providing a comprehensive range of programs and activities. These efforts go beyond an emphasis on leadership positions to include academic coursework, independent and collaborative thinking, alumnae and peer mentoring, student activities and events, and experiential opportunities.

• Global Connectivity:
Cedar Crest College students are educated to think globally. An interdisciplinary curriculum develops the knowledge and skills needed to be successful and to contribute to society in this era of globalization. Through activities such as study abroad, co-curricular programs, language study, and environmental stewardship and sustainability the College prepares women to be ethical global citizens.

- **Civic Engagement:**
  Cedar Crest College students are engaged locally, nationally and globally. Through academic coursework, service learning, and outreach programs students connect to and contribute to the larger neighborhood and, in turn, appreciate the value of public service.

- **Health & Wellness:**
  Cedar Crest College is committed to the holistic health and wellness of the campus community and the community at large. Nationally recognized programs in health-related disciplines are supplemented with academic and co-curricular programs that emphasize the value of health and well-being.

**STATEMENT OF SHARED VALUES**

The Cedar Crest College Community is dedicated to values drawn from our mission and heritage. These fundamental values guide our decisions and our behavior.

**Scholarship:**
Cedar Crest College places a high value on Scholarship and Research. Both students and faculty engage in lively inquiry, the discovery of knowledge, and the pursuit of truth.

**Honor:**
The Cedar Crest College community values respect for oneself and others, personal and academic integrity, and honesty. The College strongly supports academic freedom and upholds the highest standard of ethics.

**Social Responsibility and Service:**
Cedar Crest College creates a culture of care, embedding local, national, and international service opportunities in all areas of campus life to prepare students to be responsible global citizens.

**Creativity:**
Creativity and innovation are central to the Cedar Crest College experience. Through focused learning students make connections between their discipline, the liberal arts, research, and creative projects.

**Community:**
Cedar Crest College students are empowered to achieve their potential through shared experiences, community support, and leadership opportunities.
VISION STATEMENT

With this Strategic Plan we articulate a clear vision for Cedar Crest College. Our Vision Statement defines the College we aspire to create through the ideas and the energy expressed herein.

Cedar Crest College will be a leader in educating women by …

… providing an excellent and rigorous academic program with strength in a broad array of disciplines and guided by a faculty of the highest quality;

… integrating women’s leadership into all aspects of academic and student affairs.

… cultivating the importance of thinking globally and behaving ethically;

… enhancing the status of women in the local community, nationally, and in the global society;

… broadening the educational landscape to encompass opportunities to learn in any place and at every age;

… fostering a spirited and engaged community of teachers and learners;

… creating a synergy between the academic program and co-curricular activities that results in a vibrant and dynamic student life;

… promoting diversity through initiatives that make a college education accessible and affordable and create a campus environment that is appealing to all students;

… establishing itself as a first-choice college for women seeking to achieve at the highest level in their chosen field of study;

... developing graduate education as a distinctive area of the College;

… building partnerships that expand students’ experiences beyond our campus borders;

… enhancing campus facilities and strengthening financial resources to secure the future vitality of the College.

Table of Key Initiatives

Initiative 1: Adult Learning Center
Initiative 2: Art Therapy Masters Degree
Initiative 3: Case Management Certificate
Initiative 4: Chemistry Professional Science Masters Degree
Initiative 5: Child Welfare Certificate
Initiative 6: Cooperative Education Program:
        Four-Year Accounting and Marketing Experience
Initiative 7: Counseling Masters Degree
Initiative 8: Crime Science Masters Degree
Initiative 9: Ethics and Care Center
Initiative 10: First-Year Experience: Preparing Women for Leadership
Initiative 11: Global Community Center
Initiative 12: Global Studies Major
Initiative 13: Integrated Cross-Cultural Studies Certificate
Initiative 14: Legal Studies Major
Initiative 15: Living Learning Communities
Initiative 16: Media Studies and Visual Communication Majors
Initiative 17: Multicultural Center
Initiative 18: Reading Specialist Certificate / M. Ed. Degree
Initiative 19: Strategic Leadership for Women Certificate
Initiative 20: Study Abroad Program Expansion
Initiative 21: Women’s Leadership Institute
Initiative 22: Writing Resource Initiative

Key Initiative 1: Adult Learning Center

Adult education has become one of the fastest growing areas in higher education. This initiative is designed to position the College to seize the opportunities presented by this burgeoning sector of the educational market in ways that support Cedar Crest’s mission as a liberal arts college for women dedicated to the education of the next generation of leaders. Consistent with the character of the Strategic Plan, the proposal is infused with entrepreneurial spirit, yet mindful of reality.

The proposal is predicated upon two propositions: first, to distinguish Cedar Crest within an increasingly crowded field of educational providers, the College should endeavor to develop a distinctive identity for itself in the realm of adult education; and second, to heighten Cedar Crest’s appeal in the marketplace, the College should work to align both the content and delivery of its academic programs with the preferences of the current generation of adult learners.

On the basis of a preliminary review by the President’s Cabinet for Strategic Planning, the proposal was deemed to be a strategic initiative meriting more detailed consideration. Given the complexity of the undertaking, an Evening College Commission composed of faculty, staff and administrators representing key campus-wide constituencies, was formed to resolve the major organizational and programming issues raised by the proposal and to devise a strategy that will significantly increase adult student enrollment at Cedar Crest over the next several years. The Commission’s work will be informed by a review of the literature on adult education as well as the results of a market research study.

According to projections compiled by the National Center for Education Statistics (NCES), adult education at both the undergraduate and graduate levels is poised to enter a period of steady and substantial growth in the coming decade and women will lead this expansion. Cedar Crest’s program of study, location, and reputation position the College to seize the opportunities presented by the growing numbers of adult learners.

This proposal and the work of the Commission will establish Cedar Crest College as a premier provider
of adult education in our geographic area.

Key Initiative 2: Art Therapy Master’s Degree

Cedar Crest is the only Lehigh Valley college to offer an Art Therapy focus, and this has become an area of strength and distinction in the undergraduate art program, experiencing a steady growth in enrollment. This proposal creates the framework for an M.A. degree in Art Therapy. The program would attract practitioners in a number of fields including social work, psychology, education, counseling, and other health care and human service areas who are seeking to learn new ways to improve the emotional, psychological, and physical health of those in their care. The program would also offer new opportunities for our undergraduate majors in those fields to pursue a career in art therapy to enhance their bachelor degree area. Adults with an undergraduate degree in art or a related area may wish to discover a new and exciting career path that uses their past art training. Practicing teachers, counselors, and social workers may seek to gain a working knowledge of art therapy techniques they can use to complement traditional therapies.

The program would prepare students in the fundamental methods of art therapy, including the use of visual arts to help clients express themselves in healthy ways, explore their creativity, communicate effectively, and overcome developmental, emotional, and psychological difficulties. Art therapies have been used successfully in the full range of psychotherapeutic contexts, from severe disturbance and trauma to the full realization of human potential and growth. Students will develop skills and learn strategies for communication, instruction, leadership, counseling, and assessment.

The employment outlook for this degree is promising, as many health care facilities and organizations employ art therapists to help patients overcome problems and establish healthier lifestyles through the power of the creative process.

Key Initiative 3: Case Management Certificate

Certified case managers work with agencies and service providers to ensure effective coordination in the handling of cases and information. Case managers serve as liaisons between clients, their families, and community agencies that offer assistance, maintaining case records and documentation and ensuring that agencies have the appropriate information. Case Management requires knowledge and skills in assessing, planning, linking, monitoring, recording, and evaluating.

The goal in the Certificate for Case Management is to meet the educational needs of those individuals seeking to learn the skills and practice of case management. Students will research and discuss theories and issues in case management and develop a knowledge and understanding of managed care and healthcare delivery systems. They will learn to assess patient care and advocacy needs in determining patient priorities in case management and become knowledgeable in health law, professional ethics, and risk management issues.

Case Management is a growing segment in the healthcare industry. Case managers are in demand in healthcare delivery, HMOs, PPOs, insurance companies, hospitals, home health, behavioral health,
and geriatrics. This certificate program is targeted toward RNs and social workers as well as ancillary licensed health care workers such as physical therapists, rehabilitation counselors, nurse educators, psychologists, occupational therapists, respiratory therapists, and service providers in the healthcare insurance industry. According to the U.S. Department of Labor, employment of healthcare case managers is expected to grow faster than the average for all occupations.

Case Managers are in high demand in the health care services industry, including managed care companies, hospitals, long-term care, home health agencies, drug and alcohol rehabilitation, physical rehabilitation hospitals, disability management, occupational health, and MH/MR (mental health/mental retardation). The health care insurance industry also needs qualified case managers to work with client/providers to enhance the quality and cost-effectiveness of care delivery.

Key Initiative 4: Chemistry Professional Science Master’s Degree

The Professional Science Master’s is a new, rapidly expanding degree area that is being called the MBA for scientists and mathematicians. It is projected to become one of the 21st century’s most valuable degrees, designed to train future managers to navigate the business of science in the industrial and corporate workplace.

There is broad government and industry support for this degree area. The National Research Council’s Committee on Enhancing the Master’s degree in the Natural Sciences indicated that the availability of the PSM degree should be expanded to increase U.S. competitiveness. The report recommends federal and state funding as well as grants from philanthropic organizations to help build PSM programs, and the degree is cited in The American Recovery and Reinvestment Act of 2009 as well as the National Science Foundation’s Joint Explanatory Statement, which allocates $15,000,000 for Professional Science Master’s Programs.

This will be an interdisciplinary program that includes rigorous advanced training in science as well as business and management expertise required for success in industry, business, government and non-profit sectors, culminating in an internship experience. The graduate will emerge with a solid science background as well as strong business skills, including communication, leadership, project management, and team building.

Currently no other institution is offering this degree program; Cedar Crest has the potential to be a leader in this area, given the College’s strength in the sciences. The program will also establish connections with local/regional industry to provide advisory support for program development and internship experiences.

Key Initiative 5: Child Welfare Certificate

A number of the College’s successful programs are related to the field of Child Welfare, including social work, nursing, education, psychology, criminal justice, and nutrition. The Certificate in Child Welfare is designed to enhance and complement those programs by providing the opportunity for undergraduate students in those majors to experience specialized training in the child welfare system, helping at-risk children and families, thus adding breadth and depth to their bachelor’s degree.
Students enrolled in the program will complete coursework in human behavior and the social environment, the family as a social institution, and neglect in childhood and adolescence, with elective coursework in child counseling, child and adolescent psychology, and the juvenile justice system.

Possible careers in child welfare include protective services: child abuse, maltreatment and neglect, foster care, adoption, family preservation programs, child custody and family court; maternal and child care, school counseling, group homes, and residential homes.

Social work students and criminal justice students enrolled in the certificate program will also complete their field education experience in a child welfare setting.

This certificate will initially be targeted to the traditional students to meet the needs of incoming traditional students who express interest in working with children and adolescents, particularly students seeking the Bachelor’s in Social Work degree.

Key Initiative 6: Cooperative Education Program: Four-Year Accounting and Marketing Experience

This program is designed to give traditional students practical professional experience that is relevant to their field of study and systematically aligned with their coursework. A rigorous application process will include evidence of prior achievement, demonstration of leadership, academic accomplishment, and interviews with business faculty and site supervisors. If accepted, a student will be assigned a faculty and site advisor to coordinate her cooperative education experience. She will then have four work experiences with a single sponsoring company beginning in her sophomore year. Two of these experiences will be part time during the fall and spring semesters and two will be full time during the summers after sophomore and junior years. A company may provide scholarship funding for a student assigned to their organization.

This program is closely tied to Cedar Crest’s leadership mission, allowing students to frame their understanding of what it means to be a leader in the business world, and motivating them to go beyond their business education to employ their quantitative, interpersonal and writing skills for the benefit of their sponsoring company. As the student progresses through her co-op experience, her on-site responsibilities will evolve from activities that are based on observing to those focused on doing, and finally on managing and leading.

Sponsoring companies will be recruited locally, nationally, and globally, and sponsors will be encouraged to give students the broadest range of experiences possible, and will include the full range of possibilities, from large regional companies to small, innovation-driven employers. While this program is developing students into tomorrow’s business leaders it is also positioning Cedar Crest as a leader in business education with the companies with which it partners.

Key Initiative 7: Counseling Master’s Degree

The MA in Counseling is designed to meet the need for qualified professional counselors who have individual and group counseling skills and also have knowledge of community resources and the
expertise to help clients locate and avail themselves of those resources. Students will learn to empower clients to deal with personal, interpersonal, career, and mental health issues and help them attain a more satisfying lifestyle.

Graduates will be prepared to conduct clinical assessments, apply theory, and write treatment plans and will be adept at understanding the mental health system. Students will develop the skills necessary for effective advocacy, casework, and navigation of community resources and health and human services systems.

This Master’s in Counseling program is distinctive when considered with other counseling Master’s programs in that it bridges the gap from counseling to casework, developing in students the ability to assess, understand, and utilize community resources necessary to help clients solve or ameliorate problems.

The program will prepare graduates to work as professional counselors in inpatient behavioral health centers, treatment centers, mental health agencies, and private practice settings. There will be three alternate areas of concentration: addictions treatment, child and adolescent therapy, and individual and family therapy. Electives will be available in eating disorders, trauma, violence in the family, and geriatrics.

The Master’s program could also prepare the student to apply for the following certificates: National Certified Counselor (NCC), Certified Addictions Counselor (CAC), and Clinical membership in the American Association for Marriage and Family Therapy (AAMFT).

Key Initiative 8: Crime Science Master’s Degree

The Master’s in Crime Science will be a multidisciplinary degree with study in Criminal Justice, Psychology, Forensic Science, and Computer Science. The degree would focus on a behavioral approach to criminal justice, developing practical skills that can be applied in a number of professional settings, as opposed to the traditional theoretical approach offered in most graduate programs in Crime Science. Designed as an evaluation of human behavior from a psychological, geographical, and scientific perspective, the program would have broad appeal with current students in psychology and criminal justice as well as working professionals seeking to advance their careers.

Students will take coursework in crime theory, geographical perspectives of crime and community, forensic psychology, forensic science, and computer forensics, including the use of advanced methods and technology. The program emphasizes the application of classroom knowledge directly to field settings to enhance the quality of individual or community service.

The crime science field is expanding; the criminal justice system is one of the few areas of continual growth in the U.S. Job outlook projections estimate that employment will grow by 10% in the next decade, and so this will continue to be a promising career area. Graduates will be prepared for positions in government agencies, the private sector, and nonprofit agencies.

The Master’s Degree in Crime Science appeals to students graduating with a bachelor’s degree who wish to obtain a graduate degree prior to entering the workforce as well as criminal justice professionals.
already in the field.

Key Initiative 9: Ethics and Care Center

The Cedar Crest College Center for Ethics and Care would be the only college- or university-based ethics center in the nation to focus exclusively on the ethical issues surrounding care-giving. Such a center will align with our mission as a women’s college and our acknowledged leadership in several of the care-giving professions.

As a women’s college, Cedar Crest is perfectly situated to house such a center. Women still make up the vast majority of workers in the care–giving professions. According to the Bureau of Labor Statistics, in 2008, women were 87.2% of dietitians and nutritionists; 90% of registered nurses; 97% of preschool and kindergarten teachers; 78.7% of social workers; 68% of counselors; and 67% of psychologists. Women also make up the majority of home-based caregivers, for elderly spouses and parents as well as for their children. The “ethics of care” is a term coined in the 1970’s by Harvard psychologist Carol Gilligan to describe a uniquely feminine approach to morality, but has a broader application to the specific ethical concerns of people in the care-giving professions (male and female). In addition, it speaks to the condition of all women’s lives, as women not only predominate in the care-giving professions but also devote significant personal time to taking care of children and the elderly. This Center has the potential to provide education and resources for all of these aspects of care.

The challenges facing care-givers, both professionally and personally, will likely increase given the stress on the Social Security and health care systems that is predicted to occur with the retirement of the Baby Boomer generation. Cedar Crest is positioned to provide national leadership on the ethics of care-giving. Given our acknowledged excellence in education for the care-giving professions (nursing, social work, nutrition, psychology, education), we have the potential to bring together our student practitioners, the best academic minds in the field, and care-giving professionals to provide a forum for discourse and scholarship on the issues of care, and to provide education and resources to individuals and professionals engaged in care-giving.

The Center for Ethics and Care will provide leadership in the College and community focused on the ethical issues arising from care-giving. It will offer a certificate in Ethics and Care for students in various majors across campus while providing resources related to the challenges of care-giving to the community as a whole, through a web-site and public lecture series. Lectures and workshops will be delivered on-site in senior centers and retirement homes, hospitals and human services agencies, and in community-based locations such as libraries, thus providing valuable outreach to local community.

Key Initiative 10: First-Year Experience: Preparing Women for Leadership

The First-Year Experience at Cedar Crest College will be a program designed to engage traditional students in their first year and prepare them for a rich and satisfying college experience.

The program will include a variety of issue-oriented course options that involve students in active learning about important topics such as women’s leadership, globalization, or the environment, within the framework of a liberal arts education. First-Year Experience courses will focus on scholarship: stu-
dents will learn to pose appropriate questions, uncover information, make connections, evaluate knowledge, and present findings.

Self-directed inquiry is an important component of the First-Year Experience, and students will be responsible for producing knowledge. First-Year Experience courses will focus on leadership: through group projects and individual contributions to the course, students will discover the value of women’s education and begin to develop their leadership potential.

First-Year Experience courses will help students become better writers, speakers, critical thinkers, and presenters through a variety of assessment tools. They will encourage students to make connections: among various fields of study, with one another, to their peers, to the institution, and to their world.

An essential component of the First-Year Experience program is the involvement of Peer Leaders, who will serve as mentors for students, modeling appropriate academic behavior, answering questions, and assisting in the learning process. They will also serve as a source of information for the instructor, providing ongoing feedback on student progress and general course issues.

The program will also encourage students’ social development in the critical first year. Each student will establish connections to a faculty member, a peer leader, peers, and the institution, creating a social fabric that will support her throughout her four years at Cedar Crest.

Key Initiative 11: Global Community Center

Preparing students to become effective members of and leaders in the global community is a primary function of the liberal arts and has always been a central focus of Cedar Crest’s mission. This is an educational goal that will continue to increase in importance, especially for women, as the world becomes more globalized.

Nineteen faculty from eight departments have collaborated to develop an interdisciplinary Center for Global Community. This Center will promote discourse, study, and action on issues that affect the global community in five core areas: Religion, Culture, and Societies; Environmental Stewardship; Social & Environmental Justice; International Studies, including business, finance, and international affairs; and Global Health, with a special focus on how these affect women. In concert with Cedar Crest’s mission to develop women leaders, the Center will strive to educate students and equip them with leadership skills to address issues of global importance in these areas.

The Center will create a multidisciplinary space that brings together faculty, students, and staff to study, discuss, and plan ways to explore and define effective roles for women in the global community. It will provide a location for the integration of faculty expertise on global issues, including research and publication on issues of global significance, sponsoring lectures and forums, Living Learning Communities, and other curricular and co-curricular activities that promote the study of engagement in global concerns such as environmental degradation, the effect of globalization and poverty, environmental and social justice, and the treatment of women.

The Center will support the new Global Studies major and promote initiatives contained in the Study Abroad Proposal, both of which are discussed elsewhere in the Strategic Plan, such as internation-
al study, service learning and internships, scholarships, and sister-college relationships abroad.

Key Initiative 12: Global Studies Major

A new multidisciplinary major in Global Studies responds to the knowledge needs and demands of the 21st century. The complexity of the economic, social, and cultural expressions of globalization necessitates strong, interdisciplinary academic approaches. The Global Studies major also strengthens and reinforces our liberal arts mission and curriculum, offering the opportunity for many of our liberal arts disciplines to become central in a relevant and timely new major. Furthermore, it is in strong support of the College’s mission to prepare women for life in a global community.

The Global Studies major will prepare students to shape their world as global leaders. The objective of the program is to develop global competence, that is, transnational understanding, and global engagement, that is, communication and action. The major prepares students to understand and respond to major historic changes in the world: the rise and decline of nation states in the 19th and 20th centuries and the emergence of a modern world system in the 21st century with new forms of authority and linkages throughout the globe. While the local perspective and identity politics are likely to endure, the new 21st century world requires a breadth of understanding beyond that of our traditional fields of study.

Students who declare a Global Studies major will complete a core curriculum in history, political science, anthropology, economic geography, religious studies, and language and then choose a focus in one of three areas: culture, society, and religion; international business and economics; or global stewardship. Students will be strongly encouraged to do a study abroad experience. The major will feature a capstone thesis course in the student’s senior year.

There will be a natural synergy between the Global Studies major and the Center for Global Community as well as initiatives contained in the Study Abroad proposal, both of which are discussed elsewhere in the Strategic Plan, such as international study, service learning and internships, scholarships, and sister-college relationships abroad.

Key Initiative 13: Integrated Cross-Cultural Studies Certificate

The Certificate in Integrated Cross-Cultural Studies will offer undergraduate students the opportunity to enhance their program of study in any major. This certificate will supplement their major coursework and enable them to gain knowledge and skills that will help them to live and work in a global era, a unique and valuable opportunity for a student in any major program.

The student will choose coursework with a cultural or international element from a broad array of disciplines, including the humanities, social sciences, and professional areas. Classes span the full scope of international offerings on campus, providing students with a holistic perspective on the factors that shape and define cultures.

The program offers a variety of opportunities for faculty teaching different courses to collaborate on a common theme and design projects that would allow students to demonstrate their appreciation of the cross-disciplinary nature of the experience.
An essential component of the Certificate in Integrated Cross-Cultural Studies is a study abroad experience of the student’s choice. This study may be connected to a course in the program, or it may be a different, unrelated experience.

Key Initiative 14: Legal Studies Major

The Legal Studies Major is an interdisciplinary program dedicated to the study of law and justice in the 21st century. The overarching purpose of the major will be to prepare students for careers in law and public service, an area of great interest, particularly for women. The program features 21 courses drawn from twelve academic disciplines, based upon the American Bar Association’s recommendations on undergraduate education.

Given the vital role that ethical, legal, and social issues play in so many areas of human affairs, the importance and relevance of law and justice to the preparation of students for law school, and for life after college more generally, is obvious. Moreover, this focus aligns with and supports the College’s emphasis upon women’s leadership, civic engagement, and global awareness. Since the major would expose students to a dozen academic disciplines drawn principally from the Humanities and Social Sciences, the thrust of this initiative also is consistent with the College’s identity as a Liberal Arts institution. Cedar Crest will be one of only seven institutions in the tri-state (Pennsylvania, New Jersey, and Delaware) area to offer a major in Legal Studies. Given the evident interest that undergraduates have in Political Science and law at other institutions, including colleges for women, this initiative could possibly lead to a rather dramatic increase in enrollment over time.

Coursework includes study in Diversity and Justice, Globalization and Justice, Law and Order, and Law and Society. A faculty member with legal credentials and experience will teach and mentor students both in and out of the classroom, including Pre-Law advising and mock trial activities. This program also is consistent with what appears to be a latent area of focus on campus. At present there are a number of academic programs which fall squarely within the rubric of law and justice, including Forensic Science, Criminal Justice, and Forensic Psychology. In a broader sense, Social Work, The Ethical Life, and the major in Biodiversity and Conservation Biology do as well. This foundation also could serve as the basis for promoting a variety of co-curricular activities, including the Public Leadership Education Network and internships within the local legal community.

Key Initiative 15: Living Learning Communities

Living Learning Communities at Cedar Crest College will provide students with a seamless educational experience. In a living learning community, students will experience fuller, deeper learning as classroom teaching and learning are expanded into a residence hall. Students will have the opportunity for richer interactions with faculty and peers, creating a more satisfying college experience.

In addition, students will engage in learning in the greater community, expanding their perceptions and increasing their awareness of the global community. Living Learning Communities will add new vibrancy to the residence halls for all students.

Upper class students will apply for a theme-based Living Learning Community that has both curricular
and co-curricular components. Approximately 12-15 students will live together on the same wing of a residence hall. A student staff member will lead activities and promote community-building on the floor. Faculty, staff, and students will work together to develop themes for Living Learning Communities based on current events, issues, and student interest, aligned with the mission and shared values of the College. Preliminary theme ideas include Social Justice, the Environment, Women’s Leadership, Global and Civic Engagement, International Studies, Health and Wellness, Community Service, Women in the Arts, Creative Writing, and Women in Business.

There are numerous opportunities for co-curricular experiences that can enhance learning and incorporate classroom ideas in the community. The co-curricular options would be based upon the theme and structure of the LLC and may include domestic or international travel, conferences, community service, on and off-campus lectures, programs, and events.

Key Initiative 16: Media Studies and Visual Communication Majors

The field of Communication is at the heart of much of what we do at Cedar Crest. As an interdisciplinary major, it connects the social sciences, humanities, arts, performing arts, and business through film, photography, video, media studies, popular culture analysis and criticism, advertising, marketing, public relations, and more. Extra-curricular activities in Communication help to define and shape the voice of our students through the campus newspaper, radio station, and TV studio.

This exciting new group of majors in the discipline will offer students fresh opportunities to pursue study in a field that is in high demand, particularly among women.

The Visual Communication major will consist of both the production and the analysis of communication processes that rely primarily on visual content as the means of conveying information, such as still and moving images, graphic design, illustration, and typography. This will be an interdisciplinary major, combining Art, Business, and Communication, allowing students to create a concentration in a specific area of interest, such as advertising design or digital multimedia production.

The Media Studies major will apply a liberal arts approach to the analysis and critique of media industries and texts. Media Studies includes: the study of the social impacts of media, aesthetics, the history of media, media ethics, film studies, the effect of media on public policy and public opinion, the relationship between media and the law, free speech issues and the public sphere, and other areas.

Students will use new technologies, equipment, methodologies, and facilities that will prepare them for a wide array of career and graduate study possibilities.

Key Initiative 17: Multicultural Center

The Center for Multicultural Life & Leadership will strengthen interracial/intercultural relations and provide a safe, welcoming, supportive environment for students of all backgrounds, guided by the simple premise that all individuals are of equal human value and that the campus climate should be reflective of that value.
The Center will create a space where students can congregate, develop programming, act as a resource to the campus, and have immediate access to academic support. It will foster intercultural understanding by moving beyond the basic and superficial “music/food/dance/dress” aspects of culture to provide individual student support, small group support, acculturation and language support, mentoring, and faculty education. Establishing a Multicultural Center at Cedar Crest is essential for the College to remain relevant and meet the needs of a 21st century student body, cultivate global leadership skills, and attract and retain talented multicultural students. Having this Center on campus sends a clear message to prospective students that the college is committed to developing and supporting a diverse student body.

Multicultural students and student organizations have expressed an ongoing and profound desire for sanctioned support and advocacy in the form of a Multicultural Center that would speak to all of the academic and social challenges faced by this population of students while at the same time giving them the opportunity to engage the campus community in relevant and current multicultural issues.

The added benefit of the Center is its function as a resource for all students, aiding the College in its initiative on global women’s leadership. Programs at the Center will be inclusive, fostering interaction and understanding between people of diverse backgrounds, preparing Cedar Crest students to lead at home and abroad. The Center will also be a resource to faculty and staff so the campus community can increase cultural competency, develop a culturally responsive curricula and supportive learning environment, and learn culturally sensitive teaching and learning strategies.

Key Initiative 18: Reading Specialist Certificate / M. Ed. Degree

The M. Ed. with Reading Specialist Certificate will offer graduate students a master’s program that allows them to gain expertise in the field of reading and to obtain a Reading Specialist Certificate. This degree program seeks to prepare teachers to provide critical instruction in an area of dire national need.

This is an exciting new area of teacher preparation for Cedar Crest and will appeal to graduates with degrees in Education fields as well as practicing teachers who are seeking to enhance their qualifications to include a specialization in reading education.

Coursework will explore the major theories of reading and language development, models of literacy instruction, instructional strategies, and evaluation of students and programs. Students will learn to assess literacy, diagnose reading difficulties, develop remediation initiatives, and work collaboratively with other teachers as literary coaches. The program will also prepare students to create and adapt reading curricula to accommodate diverse learning styles.

Two practicum experiences reinforce the knowledge and skills necessary for the effective teaching of reading and the development of reading programs. A unique feature of the program is the opportunity to participate in a literacy coaching practicum.

Key Initiative 19: Strategic Leadership for Women Certificate
The Certificate in Strategic Leadership for Women prepares talented mid-level female managers with knowledge and skills to be more effective leaders and managers, increase their personal impact in the workplace, and play an instrumental role in building their organization or business unit.

This Certificate program will align Cedar Crest with a network of women business leaders, building an academic/corporate partnership with benefits for both the College and businesses. Infrastructure for the Certificate will also include a database and web site for active networking on Facebook/Linked In and other open source communities.

Students will learn and practice the most contemporary and most effective strategies for managing and leading people. Business ethics will be interwoven into the Certificate curriculum.

A course on effective negotiation will use a combination of discussion, case analysis, and role play to build an understanding of the process of negotiating and include an assessment of the student’s own personal style of negotiation, her strengths and weaknesses, and techniques for improvement.

Teaching/learning techniques will include simulated learning, professional guest speakers, case studies, group discussion, and high-performance teams. A three-day internship with a top female manager will provide students with personal leadership coaching.

Key Initiative 20: Study Abroad Program Expansion

This campus-wide initiative will expand and enhance opportunities for students to travel, study, and learn in international settings. In direct alignment with Cedar Crest’s mission to prepare women for life in a global community, the College will create a Study Abroad infrastructure to design, coordinate, and support student learning experiences abroad.

Cedar Crest College is a natural place to house a prestigious Study Abroad Program. An ethical, responsible, appreciative understanding of the cultures of others, knowledge of how to relate to and interact with people beyond our borders, and a mastery of the skills required to be an effective leader in the global community — these are values inherent in a liberal arts education. The role of women in these efforts is an important area of focus.

The goals of this program are far-reaching and will expand as the proposal is implemented. The Study Abroad office will increase the number of students studying abroad; assist faculty in planning and supporting short trips away; develop Cedar Crest College study abroad programs “in-country;” and develop mutually beneficial relationships with colleges and universities overseas that could result in faculty and student exchanges.

There is already significant activity in this area and each year there is increased faculty interest and student demand for study abroad. The Study Abroad Program will provide support for international study, internship, research, and service learning, provide scholarships for students to travel and study, and develop sister-college relationships with international colleges and universities, especially in developing countries, to provide international experiences/exchanges for our students and to help promote women’s
education in areas of the world where such education is under-developed.

Key Initiative 21: Women’s Leadership Institute

The reframing of Cedar Crest’s mission to place a central focus on women’s leadership inspires the campus to devise new and exciting ways to prepare students to be leaders in the wide range of roles our graduates will fill. The Women’s Leadership Institute will partner with departments on campus as well as the local community and global entities to provide Cedar Crest College students with a full range of curricular and co-curricular experiences designed to enhance the richness of their intellectual, social, and emotional selves while building the foundation of their roles as women leaders.

A key component of the Institute is an interdisciplinary course in Women’s Leadership, to be developed by faculty with expertise in leadership curricula. This course would be team-taught and include such topics as leadership principles and skills, communication styles, leadership vs. management, negotiation and persuasion, team building and group dynamics, motivation, organizational values, diversity, financial management, and public speaking.

The Institute will sponsor a Women’s Leadership Series of events, forums, and other activities around the topic of leadership development. These activities will help students develop specific leadership skills as well as an understanding of the connection between leadership and success. Students will be recognized for participation in this series.

Other Institute projects include faculty/student collaboration in multidisciplinary research on women’s leadership, a small library made available to scholars on and off campus, and renewed interest in Omicron Delta Kappa, the national honor society dedicated to the recognition of leadership and scholarship.

Key Initiative 22: Writing Resource Initiative

This proposal consists of two initiatives: upgrading the College’s literary magazine infrastructure and establishing a visiting lecturer series.

The College literary magazine is a showcase for creative work produced by Cedar Crest students, a teaching instrument by which students gain editorial and production skills and increased understanding of the creative arts, and an aid to demonstrating Cedar Crest’s commitment to the liberal arts in communication with prospective students and financial supporters of the College.

Cedar Crest’s magazine, In Other Words, will be upgraded in a number of ways. Staff writers will use the latest production software to improve the operation as well as the quality of the final publication. The proposal creates editor internships to be filled by the student editors of the literary magazine. The opportunity for students to edit and publish a literary magazine offers valuable professional training for students who wish to go on in writing and publishing careers. Dedicated office space available to the magazine’s staff will be expanded to allow for staff meetings, review and editing of work submitted,
and discussions of layout and other issues. Computer equipment will be enhanced with networked PC workstations for corresponding with writers and other artists, graphic work, and online research. To accommodate a planned electronic version of the magazine, server space will be allocated for current and archived editions.

The second initiative will create an annual lecture series of distinguished speakers, including well-known writers. One of the great opportunities students experience in a college environment is exposure to the richness of academic life, particularly occasions when scholars and accomplished professionals come to campus to lecture and interact with students in a small group setting. Students benefit immeasurably from these experiences, gaining knowledge and inspiration that may have a profound influence on their lives and careers. Such a program also has benefits in the wider community, both in terms of visibility for the College and the potential for recruiting and retaining students.

THE STRATEGIC ACTION PLAN FOR OUR KEY INITIATIVES

Financing Key Initiatives

The Strategic Planning process was, to a large degree, a time for imagination and creativity, a time to envision bold ideas that might hold promise and possibility for Cedar Crest. However, the process that encouraged thinking without bounds was followed, in the final planning stages, by a realistic analysis of the financial resources needed to bring the initiatives to fruition. A detailed financial analysis of each initiative was prepared, showing revenue and expenses for five years. This accounting shows expected tuition and donor revenue, a budget in all expenditure categories, minimum and maximum projected expenses, and full explanatory notes. The analysis was prepared in close consultation with the faculty and/or staff member(s) proposing the initiative, estimating expenses conservatively to ensure wise use of current and future resources.

While necessarily speculative, this thorough financial analysis of the Strategic Plan, combined with careful resource reallocation in the College’s operational areas, gives us confidence that we will be able to implement our key initiatives.

As we move forward with our Plan, strategic financing will guide the College’s budgeting and decision-making processes. Our diligence in planning and allocating resources will ensure that we can sustain financial support of key initiatives for the duration of the Strategic Plan.

Assessing Key Initiatives

Implementation Plans for all initiatives were designed by groups of faculty and staff. As with financial analysis, implementation was carefully charted, characterized by conservative use of resources in early stages and steady progress toward the goal over a five-year period.

Measurable Outcomes have been developed for each initiative and will be used to assess progress toward full implementation. This will be a dynamic process. Initiatives will be evaluated periodically not just for progress toward goals but also for continued feasibility and value. An idea that appears promising in 2010 may be less so as our environment changes.
Vetting New Initiatives

The Strategic Plan represents a snapshot of Cedar Crest in the climate that characterizes the world and higher education in 2010. Change is certain, both in the external environment and in the campus community; as a small college, creativity and agility are key characteristics of our planning processes.

We recognize that new initiatives will emerge from creative faculty, staff, departments, and collaborations over the life of the Strategic Plan. There will be broad review and discussion of such proposals for possible inclusion in our action plan.

STRATEGIC DIRECTIONS:
ENHANCING OUR ACADEMIC PROGRAM
AND THE LIBERAL ARTS

We will build on our commitment to excellence in liberal arts education.

In the context of this Strategic Plan, Cedar Crest reaffirms its mission as a liberal arts college. Our success in providing an education grounded in those disciplines deemed crucial to forming the knowledge and expertise of a well-educated person is both a source of great pride for the faculty and a defining characteristic of the College’s legacy. A liberal education creates an enlightened and thoughtful citizen who lives a free and rational life, a citizen with a broad perspective, equipped to make reasoned choices and informed decisions, with the keen ability to analyze and evaluate, with the knowledge, judgment, and thinking skills that enable success across all career areas.

The College recognizes, however, that the knowledge and skills required for success in this new decade of the 21st century are more complex than they were twenty or even ten years ago. Our graduates’ success will depend upon their ability to understand and navigate a world shaped by advanced technologies, globalization, economic and social changes, and shifting demographics. This calls for the redefinition of the College’s liberal arts education so that it will meet the demands of the world in which our students will live and work.

This redefinition must have, at its center, our students. This generation of students has grown up in an era wherein education is valued primarily for the instrumental purpose that it serves. Whereas the Cedar Crest student of the 1960’s, 1970’s, and 1980’s may have viewed college as an opportunity to find herself, today’s student is more inclined to view college as an opportunity to position herself for the next step in her career. We must be able to articulate why the liberal arts education offered at Cedar Crest is uniquely suited to prepare students for life in the 2010’s and present this message in ways that women will readily understand and appreciate.

This message applies to the College’s liberal arts curriculum as well as majors in liberal arts disciplines, which are at the heart of the College’s mission. The faculty agenda will include a meaningful discussion of these topics to determine what the Cedar Crest experience can and should be in the 21st century. We will commit to improving the vitality of majors in the arts, humanities, and social sciences to help promote a vigorous intellectual culture and influence scholarly discourse across the entire aca-
Our liberal arts mission aligns perfectly with our women’s leadership mission. A liberal arts education develops and strengthens a student’s formation as a leader. She will learn to communicate effectively in her writing and speaking, including debate and persuasion; how to conduct and use research; the value of critical thinking and decision making; the ability to understand and assess diverse peoples and perspectives; how to work with others in teams; and how to apply theory to practical situations. She will develop greater insight into her own leadership strengths and aspirations.

The Strategic Plan reinforces liberal arts programs in a number of ways. The Global Studies major, the Media Studies and Visual Communication Majors, and the First Year Experience, as well as new enrollment strategies aimed at improving the health of majors in liberal arts disciplines, will strengthen liberal arts education in broad ways.

We will build on the strength and reputation of our professional programs.

Our professional programs are consistently recognized for their excellence and distinctiveness. Professional majors complement the liberal arts program by teaching students to apply their liberal arts education to the challenges of career-oriented study.

Cedar Crest’s professional education presents unique opportunities to fulfill our mission of educating women leaders. We are confronted daily with reminders that the world desperately needs strong, competent, ethical leaders in professional areas. These are leaders whose decisions directly affect our lives, our families, and the quality of our communities and our world. Thus our professional education constitutes an important mandate for the College, one that will guide academic planning for the life of this strategic plan.

We will build on our pledge to foster all aspects of student development.

The teaching/learning model of the Cedar Crest classroom, however rich and stimulating, is only one aspect of the student’s formation. The “whole student” referred to in our new Mission Statement is educated not only in the academic setting, but also in the broader learning environment of campus activities, community service, athletics, and residence halls, and in a multitude of other ways and places on and off campus.

The Strategic Plan will create Living Learning Communities in residence halls, a Women’s Leadership Institute, and an innovative First-Year Experience. These initiatives will greatly enhance the campus experience, helping to develop students who will participate in our learning community and, upon graduation, contribute to the community beyond our borders. We commit to reinvest in the process of student formation and character development, imagining new ways to create a broader and fuller education for each student and, ultimately, a more satisfying life for each graduate.

We will build on the stature and success of our graduate programs.

At this writing, Cedar Crest has established three prominent Master’s degree programs, in Education, Forensic Science, and Nursing. These programs have added to the intellectual vitality of the campus and enhanced undergraduate education by fostering the creation and exchange of ideas, encouraging
scholarly discourse, and promoting research.

As the demand for graduate education grows locally and nationally, the College will respond with new opportunities for students to pursue advanced study, including a number of initiatives in the Strategic Plan. Our graduate programs align with our leadership mission in important ways: students with post-baccalaureate education have greater potential to provide leadership in their fields and contribute in valuable ways to their profession, their community, and the world.

STRATEGIC DIRECTIONS:
STRENGTHENING OUR ENROLLMENT

In a fundamental way, Cedar Crest’s students define our College. They are attracted by a broad and challenging academic program, an excellent faculty, and a supportive community on a beautiful campus. Students are also a great resource for the College, as the quality and size of the student body affects our institutional prestige and financial resources, and helps us to attract other top students and faculty to our academic community.

We will expand enrollment in both the traditional and adult sectors.

Most of the initiatives in the Strategic Plan are directly aimed at increasing enrollment and raising Cedar Crest’s academic profile to an even higher level. In addition to these new programs, we have already begun to implement innovative strategies in both the admissions and retention areas that will significantly improve enrollment over the life of this Strategic Plan.

We will work to attract students of high aptitude and motivation.

The admissions area has adopted a variety of targeted recruitment methods. A scholarship competition and tiered merit aid based on SAT/ACT scores will also help attract the most academically talented and engaged students. Faculty will be involved in these and other admissions efforts so that prospective students will have the most complete information about academic programs and a sense of the importance of faculty/student interaction.

We will seek to enroll students across all disciplinary areas of the College.

Strategies for attracting students across a wider range of disciplines will address current imbalances in enrollment across majors. In particular, our liberal arts mission will be strengthened when there are more students interested in pursuing degrees in traditional liberal arts disciplines.

We will commit to increase diversity in all its forms.

We recognize that in order to fulfill its mission, Cedar Crest must more closely reflect the “global community” in which our graduates will live and work. The College will benefit academically and socially by raising our level of diversity in all its forms. Diverse people and voices in the classroom contribute to more profound learning for all students; individuals who have been educated in a cross-cultural environment have higher critical thinking skills and the ability to facilitate unique and creative approaches to problem solving arising from the integration of different perspectives. Outside of the
classroom, diversity across campus will cultivate greater respect and appreciation for differences in people and ideas. We commit to expanding our community to reflect the richness of races and cultures in American society and our intercultural world, enabling us to better prepare the next generation of leaders.

We will implement retention strategies.

Retention will also be a strategic area of focus. A faculty/staff committee will be implementing a number of recommendations designed to increase student retention. We will be addressing academic preparedness issues through placement exams, a summer bridge program, and a Master Student course. The academic advising system will provide more extensive student assessment, academic planning, and career counseling. Students will connect with their academic department earlier so they can benefit from departmental relationships and mentoring. Campus life will be enhanced through many initiatives in the Strategic Plan and other exciting activities and events. High performing students will be offered opportunities for more advanced study.

We are committed to the implementation of these enrollment strategies and others that will be developed as the Strategic Plan is updated, and expect these efforts to dramatically improve our enrollment profile.

STRATEGIC DIRECTIONS:
EXPANDING OUR FINANCIAL RESOURCES

During the life of the Strategic Plan, Cedar Crest will prepare for a comprehensive capital campaign. A comprehensive capital campaign will align with the Strategic Plan in several ways. Gifts for academic excellence, both endowed and current use funds, will create endowed chairs, provide endowed scholarship funding, and support academic programs. Gifts for facilities and construction will assist the College to build or remodel campus buildings to improve the experience of Cedar Crest’s students, both in and outside of the classroom.

There are several critical objectives that will be achieved in the next three years in order to successfully launch the public phase of the campaign:

We will expand the donor base. Cedar Crest will rejuvenate the traditional reunion program, encouraging alumnae to reconnect with the College and participate in the annual fund, and will invite alumnae to return to campus quarterly throughout the year. We will more effectively engage the lifelong learning alumnae, an increasingly larger percent of our graduates. The latest fundraising research shows that we must use segmentation: graduates of the last decade have different lifestyles from more senior graduates and respond to solicitations in a different manner. New communication methods will link these graduates to the College for their philanthropic support. In addition, the College must establish a culture of philanthropy on campus so that students understand the important role private support plays in the fiscal aspect of their education.

During the comprehensive capital campaign, foundations and corporations will play an important role as contributors to the College. In order to secure an increase in the support from these entities, the College will expand its outreach to foundations and corporations in the Lehigh Valley, Pennsylvania, and
beyond, and conduct exploratory visits with foundation representatives on a local, regional, state, and national level.

We will upgrade gift levels. The annual fund must be composed of small gifts from a larger population. We will expand the number of donors to the annual fund and then encourage donors to increase their giving level over a period of time. We hope to increase the annual goal for support by 25 percent and to maintain this increase over a period of 5 years at the conclusion of the campaign by proactively educating our loyal donors to increase their giving and by providing appealing incentives.

We will establish effective pipelines for major gifts. The College will expand the pool of possible major donors, identifying new major donor prospects at several levels. This work will be built on our wealth engine screening completed in the spring of 2009. We will establish entry level major gifts, provide a bridge from high-end annual support to a major gift, and provide realistic and effective stewardship to keep these donors interested in supporting the College. At the conclusion of the campaign, we should have a sizeable pipeline for the College to continue effective major gift fundraising.

We will secure leadership campaign gifts. Prior to making a public announcement about a comprehensive capital campaign, the College will need to secure commitments from leadership donors whose gifts equal at least 40 percent of the campaign goal.

We will increase irrevocable planned gifts. Securing the financial future of the College will be an important aspect of the comprehensive capital campaign. To provide a steady flow of future gifts to the College, we will expand our planned giving efforts, with special focus on irrevocable planned gifts and bequest commitments from alumnae and friends; this strategy will enable us to build our endowment.

We will promote effective stewardship as a primary cultivation tool. The most effective way to secure a repeat gift is to demonstrate appreciation for a gift and be good stewards of monies received. In preparation for the campaign and during the campaign, the College will prepare clear and detailed memorandums of understanding so that both the College and the donor are aware of responsibilities associated with the gift.

Annual support is the final phase of the campaign—encouraging all alumnae and friends of the College to participate. Several strategies will be used to increase the number of donors as well as the individual level of giving and ensure that the increased level will be maintained.

In order to maintain and build on the momentum developed during the comprehensive capital campaign, the College will carry out several mini campaigns during the three to five years after the campaign. These smaller campaigns may focus on expansion of a particular area of support from the campaign or address a new initiative not included in the strategic plan.

STRATEGIC DIRECTIONS:
PLANNING FOR TOMORROW’S CAMPUS

The Cedar Crest campus is unquestionably one of the College’s greatest resources. Located on a beautiful crest in a residential section of a small city, surrounded by city parks and within easy driving distance of three of the largest urban centers on the East coast, our campus boasts a nationally recog-
nized arboretum, stately, historic architecture, and beautiful landscaping across the entire 80 acres. It is very much a green space and this union with nature creates an optimal environment for students to enjoy living, learning, and laughter.

The physical space has been preserved and maintained with diligence through the stewardship of our predecessors, who recognized that it was important for the College to grow but built additional structures with great care and concern to preserve the campus beauty and character. Expansion has been steady and continues to the present day, most recently with ten major projects in as many years, including the building of five new structures, major renovations in a number of campus buildings, parking lot expansions, a strategic property acquisition, technology and utility infrastructure upgrades, and enhancements in campus landscaping.

We will sustain the natural beauty of the campus and make modest improvements that will enhance the physical space for the campus community.

Over the next two to three years we will expand the visibility of our campus by creating a view box of the College at the northeast crest of the campus, highlighting the oldest and most regal building, Blaney Hall. The area from the entrance of Blaney Hall to the beginning of the quad will be converted into Blaney Plaza, a location where students, faculty, staff, and community can gather. Positioned at the campus center, Blaney Plaza will be a place where our past, present, and future are celebrated at important events such as graduation and reunion.

All classrooms will be outfitted with the latest teaching/learning technologies. The Adult Learning Center initiative requires dedicated space with corporate level facilities to accommodate increased enrollment and new professional programs; the Hamilton Boulevard Building is ideally suited to these purposes and is a potential site for this Center.

We will be student-centered as we plan additions and renovations to existing structures.

Within seven to ten years, the College plans to add an additional dormitory of suite-style rooms. The dormitory will be handicapped-accessible and provide three stories of living space with approximately 150 new beds, and will be positioned to overlook the origin of the College’s name, the “Crest”. This new residential space will enable us to meet changing student living expectations and is important in helping us to achieve enrollment goals.

The Tompkins College Center will house an expanded dining facility and an Information Commons, a centralized location where students can access the Library, Academic Services and Information Technology. Locating the Information Commons in the student center will create a natural place for research, study, and interaction. The dining hall will be enlarged and will undergo an aesthetic transformation much like its sister facility, the Bistro.

Major renovations to the Cressman Library will create additional academic space for students and faculty, particularly in the Arts and Communications, providing new spaces for students to engage in collaboration, learning activities, and performance.
Renovations to our athletic fields are projected along with the relocation of the tennis courts. We recognize that athletic facilities are an important factor in our recruitment strategy. Enhancing our fields will increase opportunities for student athletes and athletic staff and will allow for effective scheduling of events and practices. Expansion of athletic capacity also creates opportunities for additional, revenue-producing uses of the College’s facilities.

We will continue to expand and enhance the campus while remaining in line with fiscally conservative principles.

Our Campus Master Plan is a comprehensive evaluation and analysis of our current space and identified needs for the future. It is a long-range plan for growth, creating four new academic buildings, two residence hall additions, a new athletic complex and gymnasium, an upgraded student center and restructured landscaping. Final building decisions will be made at the appropriate time and only after careful financial analysis.

We who are now caretakers of this great treasure will continue to exercise wisdom in developing our campus space. Consistent with one of our Broad Principles, Civic Engagement, we are committed to goals for our campus environment that reflect our aspirations for the larger environment: sustainable design, energy efficiency, conservation, and reforestation.

The Campus Master Plan is a vision for the campus of the future, a unique place of lasting beauty, the physical space for a living institution that will grow and change with the world around us, inspiring innovation, creativity, and energy, and enabling Cedar Crest students to make connections to other students in other cities and other countries.

CONCLUSION: CEDAR CREST AT ITS SESQUICENTENNIAL

In this plan, we have laid out strategies for achieving our vision of Cedar Crest College over the next several years. The work of these past 17 months has enabled us to have a conversation about this vision; the dialogue has enriched our community, given us a strong sense of who we are, and inspired us in our common purpose. Our excellent academic and student life programs will be revitalized with new initiatives that create a more dynamic environment for learning and redefine liberal education for the new century.

As this plan is published, the state of affairs in higher education is laden with uncertainty but rich in possibilities for those with the foresight and courage to lead. Ours cannot be the College of the past, and we cannot continue on traditional paths; we must resolve to move forward amid today’s realities. We can no longer support all undertakings; over the course of the next year we will review our current offerings in the context of newly established strategic goals. Our challenges are enormous, but so are our opportunities. Foremost is our determination to confront the challenges and thrive in this difficult environment.

The Strategic Plan does not reflect all that we hope to do over the next decade. Nor does it represent an unalterable course of action. The Plan must be dynamic, and we too must be dynamic. We recognize
that a vital element of our success will be our agility in critically evaluating new initiatives, reviewing progress, reordering priorities, rethinking goals, and revising strategies. Indeed, all of the College’s programs and activities must be able to withstand careful assessment and scrutiny against the backdrop of our ever shifting world. Nothing can be unchangeable.

In this Strategic Plan, bold and innovative ideas are juxtaposed with more traditional initiatives, but all are intended to ensure a position of success and vibrancy for Cedar Crest as a liberal arts college for women in the 21st century.

THE PRESIDENT’S CABINET FOR STRATEGIC PLANNING

The President’s Cabinet for Strategic Planning was created based on a preexisting structure of the College’s governance system. Representatives of every campus constituency served on the Cabinet, which met monthly in two-hour sessions monthly throughout the 2008-09 academic year. Cabinet members liaised with relevant campus groups and were entrusted with the responsibility for guiding the strategic planning process according to a well-defined timeline and providing the creative energy to bring this critical project to fruition.

The following served as cabinet members:

Carmen Ambar, President
Carol Pulham, Provost
Marie Wilde, Director of Institutional Research and Planning
Pat Badt, Faculty Executive Committee
Gaetan Giannini, Chair, Curriculum and Academic Policy Committee
Suzanne Weaver, Chair, Faculty Personnel Committee
Arlene Peltola, Chair, Graduate Programs Committee
Brian Misanko, Chair of Chairs
Susan Cox, Executive Director, Alumnae Affairs
Pat Moran, Vice President, Institutional Advancement
Denise O’Neill, (Acting) Dean of Student Affairs
Kimberly Owens, Senior Executive V. P. for Enrollment Management & Student Affairs
Kim Spieazio, Dean of Graduate Studies
Kristin Allard, President, Student Government
Christine Nowik, Director, Academic Services
Joe Hartner, Director, Facilities
Kathy Cunningham, Director, Information Technology
Allison Valentine, Director, College Center
Kerrie Baker, Associate Professor of Psychology
Kevin Gallagher, Chair, Performing Arts Department
Helene Whitaker, Trustee
Shawna Murphy, Alumna