




6-2007

Strategic Directions for Gettysburg College, June 2007

President's Office
Gettysburg College

Follow this and additional works at: <https://cupola.gettysburg.edu/presoffice>

 Part of the [Curriculum and Social Inquiry Commons](#), [Disability and Equity in Education Commons](#), [Higher Education Commons](#), [Higher Education Administration Commons](#), and the [Liberal Studies Commons](#)

Share feedback about the accessibility of this item.

President's Office, "Strategic Directions for Gettysburg College, June 2007" (2007). *Reports from the President's Office*. 6.
<https://cupola.gettysburg.edu/presoffice/6>

This is the publisher's version of the work. This publication appears in Gettysburg College's institutional repository by permission of the copyright owner for personal use, not for redistribution. Cupola permanent link: <https://cupola.gettysburg.edu/presoffice/6>

This open access report is brought to you by The Cupola: Scholarship at Gettysburg College. It has been accepted for inclusion by an authorized administrator of The Cupola. For more information, please contact cupola@gettysburg.edu.

Strategic Directions for Gettysburg College, June 2007

Abstract

Gettysburg is a college deeply rooted in the American experience. It was born of democratic values, strong optimism, and the firm conviction that only a liberal arts education fully awakens and prepares people to live purposeful lives as citizen leaders. Our founders were champions of freedom and liberty, progressive thinkers, and staunch believers in the power of the liberal arts to prepare leaders to meet the challenges of our young nation.

Those beliefs were tested on the fields that surround our campus where a century and a half ago men gave their lives in a battle that defined our nation's future and left an indelible imprint on its collective memory. We are but a short walk from where President Abraham Lincoln delivered his Gettysburg Address, the most eloquent expression of freedom and liberty ever spoken.

The fields of Gettysburg also served as the training ground for a young West Point cadet who walked the battlefield and studied the tactical maneuvers of the generals of the Union and Confederate forces. Dwight D. Eisenhower would emerge as the general many claim most responsible for the victory of the Allied Forces in Europe in World War II in a campaign that would triumph over new threats to liberty and freedom—not just for our nation—but for the world. His vision went beyond national service to embrace a broader definition of engagement in public life. We celebrate that vision in our Eisenhower Institute housed in an elegant pillared building that served as home to Captain Eisenhower and his young family when he returned to Gettysburg in 1918 to command Camp Colt. [*excerpt*]

Keywords

Gettysburg College, education, educational strategies, higher education, liberal arts college, college mission

Disciplines

Curriculum and Social Inquiry | Disability and Equity in Education | Education | Higher Education | Higher Education Administration | Liberal Studies

Comments

This is the original plan for Gettysburg College's strategic directions. Updates to this strategic directions report are also available in The Cupola on the [Reports from the Office of the President](#) page.

Introduction

Gettysburg is a college deeply rooted in the American experience. It was born of democratic values, strong optimism, and the firm conviction that only a liberal arts education fully awakens and prepares people to live purposeful lives as citizen leaders. Our founders were champions of freedom and liberty, progressive thinkers, and staunch believers in the power of the liberal arts to prepare leaders to meet the challenges of our young nation.

Those beliefs were tested on the fields that surround our campus where a century and a half ago men gave their lives in a battle that defined our nation's future and left an indelible imprint on its collective memory. We are but a short walk from where President Abraham Lincoln delivered his Gettysburg Address, the most eloquent expression of freedom and liberty ever spoken.

The fields of Gettysburg also served as the training ground for a young West Point cadet who walked the battlefield and studied the tactical maneuvers of the generals of the Union and Confederate forces. Dwight D. Eisenhower would emerge as the general many claim most responsible for the victory of the Allied Forces in Europe in World War II in a campaign that would triumph over new threats to liberty and freedom—not just for our nation—but for the world. His vision went beyond national service to embrace a broader definition of engagement in public life. We celebrate that vision in our Eisenhower Institute housed in an elegant pillared building that served as home to Captain Eisenhower and his young family when he returned to Gettysburg in 1918 to command Camp Colt.

A vision forged from a powerful legacy

The legacy of these events is a powerful sense of purpose that has inspired decades of trailblazing Gettysburg alumni who have championed civil rights, counseled presidents, and shaped public policy. They have broken new ground in the fight against cancer, unraveled the mysteries of the human brain, inspired us with their art, and worked on behalf of the world's least fortunate to reduce poverty, disease, discrimination, and violence.

As we focus on the design of an educational experience to meet today's global challenges, we turn once again to this legacy; it has defined our past, and it will shape our future.

Our strategic direction for the next decade is founded on a commitment to develop the strengths that distinguish Gettysburg—strengths that grow from our history, our location, and our resources—and to advance in areas that characterize the nation's most highly regarded liberal arts colleges in widely acknowledged indicators of academic vitality: endowment per student, graduation and alumni-giving rates, and faculty/student ratio.

We share the conviction of our founders that the kind of engaged liberal arts experience that Gettysburg is uniquely positioned to provide is the best possible preparation for active citizenship in today's world. Our strategic direction is designed to reinvigorate that experience to prepare our students for an enlightened life in a world characterized by unprecedented global complexity.

The context for planning

We are at an important moment in the College's 175 years of history when all of us who care about its future have the opportunity and share the responsibility to set its course for the next decade. We begin from a position of strength. Our mission, values, and accomplishments provide a strong foundation for our strategic planning process.

The Gettysburg College mission statement: Gettysburg College, a national, residential, undergraduate college committed to a liberal arts education, prepares students to be active leaders and participants in a changing world. This statement is grounded in the core values of the institution:

Our core values include:

- The worth and dignity of all people and the limitless value of their intellectual potential;
- The power of a liberal arts education to help students develop critical thinking skills, broad vision, effective communications, a sense of the inter-relatedness of all knowledge, sensitivity to the human condition, and a global perspective, all necessary to enable students to realize their full potential for responsible citizenship;
- The enrichment of the traditional liberal arts and sciences curriculum with the most promising intellectual developments of the age;
- The free and open marketplace of ideas and the exploration of the ethical and spiritual dimensions of those ideas, both indispensable to helping students learn to determine which have lasting value;
- The value of a lifelong commitment to service, and the role of the College in both providing an example of public service for students and fostering a commitment to service among our young people; and
- A belief that a residential college is the most effective means of promoting the personal interaction between student and professor, and student and student which develops the community that is the heart of a liberal arts education.

Approved by the Board of Trustees
January 25, 2003

Our planning assumptions

This strategic directions document is not designed to provide a comprehensive review of all of the College's programs and operations. The Strategic Planning Steering Committee began with a set of basic assumptions as the foundation for its work.

- Gettysburg will continue to carry out its mission as a residential undergraduate college of liberal arts and sciences.
- Gettysburg is dedicated to excellence in all facets of academic, athletic, and co-curricular programs and will work continually to build the quality of the all-around experience it offers students.
- Gettysburg will maintain a total enrollment of approximately 2,600 students.
- Gettysburg will continue careful financial planning and will achieve balanced annual budgets.
- Gettysburg affirms the value of thoughtful assessment of institutional effectiveness and will continuously measure our progress toward our goals.

(A more detailed list of assumptions can be found in Appendix E.)

The planning process

The Strategic Directions for Gettysburg developed through an open and comprehensive process that relied on information, input, and counsel from a wide range of sources within and outside the College community. The process began in September 2005 with the appointment by President Katherine Haley Will of a 13-person Steering Committee made up of faculty, administrators, students, and trustees. President Will and Provost Riggs are committee co-chairs. President Will's charge to the committee articulated three overarching goals:

- To provide the best, most compelling liberal arts experience possible for Gettysburg students;
- To strengthen the College's national reputation; and
- To capitalize on the College's distinctive strengths.

(The full text of President Will's charge to the Strategic Planning Steering Committee is at http://www.gettysburg.edu/about/offices/president/strategic_planning/charge_tothecommittee.dot)

The committee commissioned research on the College and on the broader context in which we operate. The research included a survey of the impressions of Gettysburg held by 563 prospective students and 300 parents of prospective students. The results were extremely informative, underscoring, for example, the significance prospective students attached to the College's historical roots, the importance of programs in public policy, and the desire, especially among the best students, for opportunities to conduct research with faculty. Throughout spring and summer 2006, the committee carried out an extensive analysis of the College's strengths, weaknesses, opportunities, and threats. The process involved numerous meetings and conversations with members of all sectors of the College community. This led to the initial framing of five strategic themes, which were presented in fall 2006 to members of the campus community, to alumni and parents during Homecoming weekend, and to trustees at their October meeting.

Feedback from our community led to a further distillation to four themes and the development of a preliminary draft outlining strategic priorities. This document reflects further refinements to that draft made during winter and spring 2007. Upon approval by the Board of Trustees, we will move forward to realize these strategic priorities. This effort will also provide the framework for a feasibility study for a capital campaign to raise funds that will be needed to advance the strategic priorities.

Taking stock: strengths, challenges, and opportunities

Strengths—We have a national reputation as an outstanding liberal arts college. Each year more and more highly qualified students seek admission, and each year's entering class is stronger academically than the one before. Our student body is increasingly diverse. We attract students eager to be engaged in learning. Our new curriculum approaches learning from multiple perspectives, asks students to make connections among disciplines, and builds a foundation for involved citizenship. Our superb faculty's teaching, research, and creative work compare favorably with those of the best in the nation. We offer a full array of excellent programs in the liberal arts and sciences, and we have added distinctive new programs such as globalization studies, film studies, and neuroscience. We have more than 30 off-campus programs on six continents, and we have increased opportunities for students to become involved in independent research and creative projects. A new, state-of-the-art facility supports learning in science. Our students have received Fulbright awards, Marshall and Goldwater Scholarships, and a range of other prestigious honors, including the Rhodes Scholarship.

We balance academic strength with vigorous co-curricular programming. Our Center for Public Service and service-learning programs are national models. Our athletic teams have achieved unprecedented success. We have a strategic geographic location between New York and Washington D.C., and our historical legacy is the most distinctive in the country.

Challenges and opportunities—Higher education is increasingly competitive, and the range of college choices available to students—public or private, large or small, four-year or two-year, nonprofit or for-profit, full time or part time, online or in-person—is greater than ever. Our conviction that a liberal arts education is the best preparation for 21st century leadership is not universally shared in the general public. Some question the value of the liberal arts, while many are unaware of its purpose and value—so it is essential that we not only strengthen our educational experience, but also do a better job of making the case for its relevance.

The landscape of higher education is shifting. The number of high school graduates is projected to peak in

2008, decline slightly until 2014, and then climb back to peak levels around 2018. The projected 3.2 million high school graduates in 2018 will differ significantly from the 3.2 million graduating in 2008. The greatest increases in college-age population will occur in the south, southwest, and west, while the number of students in the northeast and middle Atlantic states—the regions from which we draw the majority of our students—will decline. The largest growth in the college-age population will be among Latino students, and by 2018 half of all U.S. college students will be non-white. Many of these students will require substantial financial assistance to attend college. These demographic challenges require us to recruit more effectively in our traditional recruitment areas while expanding recruiting efforts in new geographic areas. We must increase our financial aid resources and use those resources to shape a highly qualified student body while broadening access to a Gettysburg education for students across the socio-economic spectrum. We must also ensure that a Gettysburg education is attractive to students from a wide variety of backgrounds. Increasing demand plays a role in our ability to sustain quality, improve selectivity, shape a diverse and accomplished student body, and achieve financial health for the institution.

Although we share many similarities with the very best institutions in the country, there are also areas where we must improve in order to compete. Our endowment—currently \$241.5 million—is less than half the size of the average endowment at the finest liberal arts colleges, as is our endowment per student, so we are more dependent on tuition revenue to meet expenses than the premier schools. Alumni-giving is critically important to financial health and is a key criterion in rankings of leading colleges, yet our 37 percent rate is not as high as many of our peer institutions and significantly lower than the rate of premier schools.

As we address these challenges, we will also take advantage of our many distinctive opportunities. Our place in history paves the way for distinctive programs related to the Civil War, to public policy, and to other areas. Our success in engaging students in learning inside and outside the classroom positions us for further accomplishment in this area. We have the opportunity to take on a larger leadership role in the national conversation about the value of a liberal arts education. There is far more potential in our alumni and parent networks than we have tapped to date. Progress on these fronts will build our prestige among the nation's liberal arts colleges.

Gettysburg's strategic directions

Building on our extraordinary legacy, our sense of place, and our history and momentum, we aspire to improve our standing among the nationally recognized preeminent liberal arts colleges in the country. We will advance Gettysburg College and respond to our challenges and opportunities by focusing on four strategic themes:

- **Engagement** – Gettysburg will offer the most compelling educational experience possible, emphasizing active engagement through a variety of learning experiences inside and outside the classroom that build leadership potential in our graduates.
- **Distinction** – Gettysburg will build upon existing areas of distinction while pursuing new opportunities that capitalize on our unique strengths. We will develop distinction for our academic and co-curricular programs and our pedagogy.
- **Access** – We will broaden access to a Gettysburg education, creating a campus environment that is increasingly rich in diversity. We will celebrate difference as a vital part of the learning environment and make sure that a Gettysburg education prepares students for leadership in a diverse and complex world.
- **Connection** – Preeminent liberal arts colleges are known for the sense of connection they foster among students, faculty, staff, and alumni. Community thrives on connection. Gettysburg will undertake greater efforts to build connections that support learning, engagement, and leadership by fully realizing the potential in our common heritage and identity to the fullest.

Moving forward with flexibility

Good plans are dynamic and flexible and remain open to new opportunities. Indeed, responding to new opportunities strategically is one of Gettysburg's enduring strengths, so we move forward with confidence in the directions we have defined, but we approach the future with our minds open to all possibilities for advancing the College.

We have solidified our reputation as one of the nation's leading residential liberal arts colleges, and we are well positioned to take our place among the handful of institutions regarded as the finest in this group. Joining this select group requires progress in areas that we need to share in common with those colleges, key performance indicators, which are listed on page 11, as well as those areas that set us apart. Building on our recent accomplishments, we aim to surround all students in a vigorous culture of engagement that brings them into contact with ideas and experiences that will prepare them for leadership in whatever field they choose.

THEME ONE: ENGAGEMENT

Gettysburg College will promote intellectual development, engagement, and leadership through active and innovative learning experiences.

Gettysburg attracts exceptionally bright and motivated students who expect to be fully engaged in their learning, inside and outside the classroom. To meet their needs, we will build on current strengths to create an unparalleled culture of engagement and active learning at Gettysburg.

This effort will be multifaceted, continually expanding the boundaries of what constitutes a Gettysburg "classroom." Learning will always involve the vibrant exchange of ideas in rooms with four walls and desks. But it will also increasingly mean one student working side-by-side with a faculty mentor on advanced research in a laboratory equipped with contemporary scientific instrumentation, or a small group of students traveling to a village in a developing nation to learn first-hand the pros and cons of microfinance loans, or a residential community structured around a common interest in astronomy or jazz or the environment. Such activities bring learning to life and compel students to take greater initiative in their education. Gettysburg combines academic intensity with learning by getting involved—we aim to broaden and enrich the range of opportunities for both. We will seek more ways to connect think with do.

The faculty is key to the success of this effort, because responsibility for designing the academic experience rests primarily on their shoulders. Expectations for faculty have changed dramatically in recent years. Today's faculty are called upon to spend substantial time with students inside and outside the classroom, to guide them on research and creative projects, to become fluent with evolving technologies and use them in ways that augment learning, and to engage students with off-campus experiences that range from working with at-risk Latino youth in Adams County to analyzing meltwater in glacial streams in Iceland. In addition, we expect faculty to be teacher-scholars, involved in research and other endeavors within their disciplines, working not just to transmit knowledge, but to create it as well. Our challenge is to ensure that we are able to attract top faculty who can meet these multiple demands and support them generously in their work.

Recognizing the many ways students learn at Gettysburg, our culture of engagement will also encompass the co-curricular realm, and will explore ways to build bridges linking co-curricular programs to academic offerings. Participation in student government, community service, intercollegiate athletics, student clubs and organizations, and other co-curricular activities is an integral part of the Gettysburg learning experience. These activities can play a powerful role in helping students learn about leadership, collaboration, teamwork, ethical decision-making, and local and global citizenship.

To build and sustain a powerful culture of engagement at Gettysburg, we also need to attract and support outstanding administrators and staff members. Gettysburg College is particularly proud of the recognition it has received as "one of the Best Places to Work" in Pennsylvania four years running. The College strives to attract creative administrators and staff by providing opportunities for professional development, leadership training, promotion, and innovation. The work of these individuals as educational partners with faculty on behalf of the living-learning enterprise is vital.

Goal 1: Sustain an environment that attracts and retains outstanding faculty and staff, supporting teaching, advising, research, and other creative activity.

Implementation Strategies

- Provide appropriate, up-to-date facilities and resources that support our academic program, are suited to contemporary educational needs, and allow us to respond to changing pedagogies.
- Provide compensation and conditions for success for faculty and staff that are competitive with those offered by the nation's preeminent liberal arts colleges.
- Adopt a five-course teaching load for full-time tenure-track and tenured faculty to allow additional time for them to work with and advise students and for research and creative activity.
- Create new endowed faculty positions.
- Support faculty scholarship and professional development by increasing College funding for these activities and by helping faculty attract external grant support.
- Expand programming within the Johnson Center for Creative Teaching to support excellence in teaching and advising skills.

Goal 2: Enhance support for student research and creative activity.

Implementation strategies

- Establish a coordinating office for student-faculty research.
- Increase support for student summer research and senior projects.
- Expand opportunities for student travel to academic and professional conferences.
- Increase support for field trips, to expand the integration of experiential learning in courses across the curriculum.
- Establish an annual symposium to showcase student research and creative work.

Goal 3: Enhance the global focus of the educational experience.

Implementation strategies

- Support the continued infusion of global themes throughout the curriculum.
- Promote and enhance opportunities for study abroad.
- Develop programs that help students better integrate their off-campus experiences into their overall educational program.
- Develop new ways for students to share stories and insights from their off-campus experiences with other members of the Gettysburg community.

Goal 4: Promote leadership, teamwork, civic engagement, and community service as key priorities within the co-curricular program.

Implementation strategies

- Establish attractive and modern residential, social, and dining spaces designed to promote positive interactions among students, staff, and faculty.
- Expand programs that advance the intellectual, civic, and social interests of our students.
- Build on historic and evolving strengths in co-curricular offerings, intercollegiate athletics and recreation, and other programs that contribute to the spirit of the College.
- Enhance leadership training and collaborative experiences involving diverse teams of students.
- Expand support for the Honor Code and promote the ethical development of students.
- Expand opportunities for students to practice self-governance in organizations and living units.
- Increase student access to and participation in community service by expanding programming of the Center for Public Service and enhancing the integration of service learning into the curriculum.

Goal 5: Expand professional development opportunities for staff.

Implementation strategies

- Increase support for staff travel to professional conferences and workshops.
- Increase support for in-house professional training and leadership development.

Goal 6: Establish an environmental sustainability program for the campus, to more fully engage students, faculty, and staff with one of society's most pressing challenges.

Implementation strategies

- Expand educational programming for faculty, students, and staff on topics related to environmental awareness and responsibility.
- Develop green-campus protocols that integrate environmentally sustainable practices into on-going College operations.
- Develop design standards for future construction and renovation projects that incorporate forward-thinking green practices with respect to building site selection, water and energy efficiency, materials, and indoor air quality.

THEME TWO: DISTINCTION

Gettysburg College will realize the potential of its distinctive location, history, programs, and ethos in providing an extraordinary and inspiring learning experience for students.

While the nation's finest liberal arts colleges have a number of traits and characteristics in common, they also have areas of distinction that reflect their unique strengths. Gettysburg is certainly no exception. The sense of place at Gettysburg, growing out of our connection to defining moments in America's past, is palpable. It infuses offerings in history, political science, and other fields, as well as such programs as the Gettysburg Semester, the Civil War Era Studies program, and the Civil War Institute, which are without parallel on the nation's campuses.

Our heritage, combined with our location near Washington, D.C., has led us to become increasingly involved with important challenges facing society. Our Center for Public Service has been called a "national treasure." Each year many of our students participate in the Washington Semester, an international program that offers opportunities to learn about government and public affairs through courses and hands-on experiences in the nation's capital. We have a long list of graduates who have gone on to volunteer in the Peace Corps.

We are especially enthusiastic about a new initiative that builds on our historical connections to Dwight D. Eisenhower, the nation's 32nd president and architect of military strategies that won the Second World War. President Eisenhower, who owned a farm near Gettysburg, was a staunch advocate of the College, served as a Gettysburg trustee, and wrote his memoirs in an office on campus. We have entered into a strategic affiliation with the Eisenhower Institute, a nationally renowned leadership and public policy center with locations in Washington and, now, on the Gettysburg campus. Among the handful of liberal arts colleges with noteworthy public policy programs, we are now the only one with a strong base in the nation's capital. Our new relationship with the Eisenhower Institute creates the potential for Gettysburg students and faculty to become involved in education, research, scholarship, and outreach connected to pressing public policy concerns.

In recent years we have made substantial progress with a variety of projects that distinguish us in the arts. The new Sunderman Conservatory of Music builds on our proud music tradition to offer students a first-class education in music in the context of a first-class education in the liberal arts and sciences. The restoration of the Majestic Theater gives the College and the community a unique venue for the performing arts. A renewed focus on offerings in the visual arts over the past decade has made a very strong program stronger. We have assumed the operation of the Leonard Bernstein Center for Artful Learning, an innovative project that uses art as a focal point for K-12 education in all subjects; the Bernstein Center has the potential to be a valuable resource for Gettysburg students preparing to become teachers.

Goal 1: Expand opportunities for students to engage in public policy concerns and challenges, making Gettysburg one of the nation's foremost colleges for undergraduate involvement in public policy.

Implementation strategies

- Build on the Eisenhower legacy by expanding opportunities for students to engage in strong public policy programs that maximize the potential of the College's affiliation with the Eisenhower Institute and take full, strategic advantage of its two locations in Washington, D.C., and on the Gettysburg campus.
- Offer abundant opportunities for student and faculty involvement in public policy programs and activities in Washington, D.C.
- Expand opportunities for students to become involved in public policy internships.

Goal 2: Promote programs that connect Gettysburg College to its abolitionist founders and the intellectual legacy of the Civil War, to the Lincoln era, and to the struggle for the democratic freedoms around the world.

Implementation strategies

- Strengthen interdisciplinary programs and scholarly opportunities for students interested in the Civil War era.
- Strengthen ties between the Civil War Institute and the Civil War Era Studies program.
- Promote awareness and appreciation of the College's Civil War era heritage by supporting programs such as The First Year Walk, the bicentennial celebration of Lincoln's birth, and the Lincoln Prize.
- Sponsor exhibits and programs related to the Civil War and the evolution of democratic institutions.

Goal 3: Support the ongoing development of distinctive opportunities in the arts.

Implementation strategies

- Establish the Sunderman Conservatory of Music as one of the nation's leading programs offering excellence in music education in a liberal arts context.
- Maximize the potential of the Majestic Theater as a center for the performing arts.
- Strengthen programs and facilities in the visual arts, and continue to develop the art gallery as an inviting exhibition venue for student and professional work.
- Support the continued development of the Leonard Bernstein Center for Artful Learning at Gettysburg.

THEME THREE: ACCESS

Gettysburg College will increase the diversity of the student body and will create a campus environment that is financially accessible and culturally welcoming to a diverse student body.

Understanding difference goes to the heart of a liberal arts education. From the time they set foot on the Gettysburg campus, students encounter ideas that challenge them, hear perspectives they hadn't considered, and have experiences that cause them to look at the world in new ways. A critical part of understanding difference in a liberal arts college involves engaging people who are different—people with different backgrounds and belief systems and life experiences. Meaningful interaction in a campus community with a diverse student body, faculty, and staff opens minds and enriches the experience of everyone. Just as importantly, a diverse campus environment is essential for preparing students for the diverse world they will enter at graduation. The world of the 21st century is more interconnected and interdependent than ever, and the ability to understand and build relationships with people from a variety of backgrounds has become a prerequisite for effective leadership.

We embrace diversity first and foremost for what it adds to our students' educational experience, but there is another side to it as well. We operate in an increasingly diverse society, and in the years ahead the greatest increase in the number of students seeking a college education will be among members of minority groups. To continue to be competitive in this environment, we must be able to attract and retain students from a wide range of backgrounds.

On a fundamental level, achieving greater campus diversity involves broadening access. Many of those we seek to attract cannot afford to come here; to make Gettysburg a realistic option for them, we must be able to offer sufficient financial aid to help meet their needs. In addition, we have to expand efforts to recruit students from diverse backgrounds, reaching out to those who otherwise may not include Gettysburg among their college options. We have to offer a rich and varied range of curricular and co-curricular offerings. And we have to cultivate a campus environment that celebrates diversity in the fullest sense of that term—diversity of ideas, interests, race, ethnicity, gender, sexual orientation, religious belief, background, and socio-economic level.

Goal 1: Increase the diversity of the student body.

Implementation strategies

- Increase endowment for financial aid to make a Gettysburg education accessible to qualified students from all socio-economic backgrounds.
- Develop student recruitment and retention programs targeted toward increasing student diversity and addressing challenges posed by the changing demographics of the college-bound population.
- Continue to use financial aid funds strategically to develop the best and most diverse student body possible.

Goal 2: Cultivate a campus environment that embraces and celebrates diversity.

Implementation strategies

- Enhance the facilities and programming of the Intercultural Resource Center, which sponsors educational and cultural outreach programs and is a vital campus resource for a range of intercultural concerns.
- Expand programming that celebrates cultural differences, fosters intercultural communication, and promotes greater understanding among people of different backgrounds.
- Increase efforts to recruit and retain a diverse faculty and staff.
- Develop programs to ease the transition to Gettysburg for international students, faculty, and staff.
- Recognize the special contributions by members of the campus community that help promote diversity.

THEME FOUR: CONNECTION

Gettysburg will promote a culture of connection among all of its constituencies, on campus and around the world.

A strong culture of connection is essential for a high quality residential liberal arts experience. Connections between ideas, methods of inquiry, and the people exploring them are the essence of a liberal arts education. Faculty members connect with students and with each other, achieving new levels of understanding and exploring the frontiers of knowledge. Strangers from different parts of the globe connect in a residence hall and become friends for life. Alumni sustain friendships by staying in contact with each other, and they connect with students moving toward graduation, opening doors to their careers and futures. The common ground of Gettysburg College, the shared experience of being here, or graduating from here, or supporting a son or daughter pursuing an education here, creates potential for a rich and vast network of connection, and we aim to take full advantage of it.

Gettysburg's culture of connection grows from a shared commitment to the College and its mission, and extends to all parts of the globe, including students, faculty, staff, parents, alumni, friends, and trustees. These are lifelong connections, and the energy moving through them has to flow two ways—we need to provide members of our extended community with ongoing opportunities to support and advance our educational mission, and we must in turn provide them with opportunities for continued learning and growth.

As a leading college of the liberal arts and sciences, we have important roles to play in other communities as well. We are a member of the community of liberal arts colleges and the broader higher education community, and we can be a powerful advocate for the value and vitality of liberal arts education in today's world. And as a college in the Borough of Gettysburg in Adams County, Pennsylvania, we have an obligation to work with other community leaders and institutions to preserve a high quality of life in the region.

Goal 1: Promote a culture of connection and a sense of identity and pride among all major College constituencies.

Implementation strategies

- Strengthen relationships among students, parents of students, faculty, and alumni, and strengthen the connections these groups have with the College.
- Increase the number and variety of educational programs and lifelong learning opportunities offered for alumni.
- Broaden opportunities for parents and alumni to volunteer in support of the College.
- Expand programs that enhance graduating-class identity.
- Expand programs that strengthen loyalty to the College among current students.
- Increase rates of participation by alumni in College activities and in the Annual Fund.

Goal 2: Broaden opportunities for students exploring career options to connect with alumni and other friends of the College who can advise and assist them.

Implementation strategies

- Expand career-focused programs and networking opportunities that build connections among students, parents, and alumni.
- Provide more students with access to internships, externships, and shadowing experiences.
- Develop programs and networking opportunities in metropolitan areas with large concentrations of Gettysburg alumni, parents, and friends.

Goal 3: Broaden the use of technology to connect Gettysburg with the world and the world with Gettysburg.

Implementation strategies

- Make better use of telecommunications technologies to enable students in off-campus study programs to share their experiences with people on campus.
- Expand telepresence capabilities to improve and simplify communication between on-campus and off-campus members of the College community.
- Develop an effective web-based community for alumni to allow them to forge stronger connections with each other and with the College.

Goal 4: Establish Gettysburg as a leader in the higher education community and as an advocate for liberal arts education.

Implementation strategies

- Provide leadership in national conversations about higher education in general and liberal arts education in particular.
- Improve the College's visibility in national media and in media that cover higher education.

Goal 5: Work closely with the community surrounding the campus to develop innovative cultural, social, and economic initiatives that benefit Adams County and the Borough of Gettysburg.

Implementation strategies

- Participate actively in local initiatives that improve the quality of life in Gettysburg.
- Broaden the range of educational and cultural programs offered to the local community.
- Offer expertise and hold forums to assist in the resolution of local issues.
- Encourage faculty, staff, and students to become active in the civic and public life of the local community.

ASSESSMENT

One of the assumptions of our planning process includes an ongoing commitment to thoughtful assessment of progress toward our goals. The College has a responsibility to ensure that resources are used to promote and support student learning, growth, and development. This is a primary principle behind our current regional accreditation process and a significant expectation of the Middle States Association/Commission on Higher Education.

We use many assessment tools, which will be applied to our Strategic Directions to monitor our progress as well as other initiatives central to the College's mission. Our assessment program includes benchmarking, peer college comparisons, and other appropriate progress measures.

The Senior Staff will continue to encourage the assessment of activities in their respective divisions using a cyclical model that promotes feedback and revision throughout the planning, implementation, and evaluation process. Assessment will be used as a planning tool leading to continuous improvement in meeting the goals of the institution and more specifically those of the Strategic Directions document. Gettysburg College engages in institutional assessment and planning in many aspects of its operations. With the addition of the Committee on Institutional Effectiveness to oversee assessment activities, these current practices will continue to form the basis of our assessment plan.

The President together with The Senior Staff and the Director of Institutional Analysis will have primary responsibility for determining the progress made toward achieving the goals set out in this document. The metrics will include endowment, endowment per student, alumni giving, total enrollment, geographical representation of the student body, diversity of the student body, tuition discount rate, selectivity, graduation rate, and student faculty ratio. Other performance indicators will be developed within each division of the College and will be monitored regularly.

Current and goal indices of key performance indicators in this document are included in the chart below. Regularly scheduled reviews of progress toward these goals will be conducted and reported to key constituents on an ongoing basis. Operational plans that are developed to implement our broad strategic directions will include additional outcome measures that will also be tracked on a regularly scheduled basis.

Performance Indicator	Current	Strategic Goal
Endowment (market value)	\$240 million	\$325 – \$350 million
Endowment per Student	\$96,000	\$125,000 – \$135,000
Geographic Representation (outside of PA)	73%	75% – 78%
Total Enrollment on Campus	2,650	2,600 – 2,625
Alumni Participation	37%	40% – 42%
Graduation rate	4-year 6-year	75% 78% 80% 82%
Student-to-Faculty Ratio	11.3	10.6 – 10.9
Access/Discount Rate	30.8%	32.8%
Diversity	9%	11% – 13%
Selectivity	43%	30% – 32%

FINANCES AND FACILITIES

Excellence in higher education is expensive. Achieving excellence means attracting, retaining, and fairly compensating outstanding faculty and staff in a highly competitive environment. It means recruiting and supporting top students who do not lack for good options as they make their college choices. It means keeping classes small to foster the kind of deep engagement that defines a Gettysburg education, and supporting the entire enterprise with first-rate facilities and resources for learning. As we broaden and enrich the educational experience through the initiatives described in this document, the cost of providing a Gettysburg education will rise.

One of the most significant ways that Gettysburg differs from the nation's most highly regarded liberal arts colleges is our financial structure. Those institutions tend to have significantly larger endowments than we have. The endowment per student at many of them—a useful figure for comparing colleges with different size enrollments—dwarfs the endowment per student at Gettysburg. This forces us to rely more heavily on tuition to meet our expenses than do the colleges whose ranks we aspire to join.

Growing our endowment is essential. A larger endowment will reduce our tuition dependency and bolster support for student aid, faculty, the curriculum, and other programs, all while providing us with far greater long-term financial health and security. Likewise, we must increase our other main revenue source—unrestricted contributions—which provide crucial support toward annual operating expenses.

Though we are by no means a large college, we are larger than we were a decade ago, and we offer more programs for students. Growth in facilities for these programs has not kept pace, however, leaving us with urgent facilities needs, and we are in the early phases of developing a comprehensive Facilities Master Plan to address them. A preliminary phase of the Master Plan has identified the following areas of need:

- Completion of the Center for Athletics, Recreation, and Fitness
- A 150-bed residence hall
- Appropriate space for the Sunderman Conservatory of Music
- Appropriate space for the visual arts and theater arts
- Renovation of the College Union Building
- Renovation of Stevens Hall
- Renovation of Plank Gymnasium
- Expansion of Musselman Library
- Phase-two construction of the Science Center
- Renovation of the Chapel
- Appropriate space for foreign language programs

The Master Planning process will continue to examine and evaluate these needs and to align facilities goals with our strategic priorities.

One of the main reasons Gettysburg is an outstanding liberal arts college today is that we can look back on a 175-year history of generous support from those who have cared about our mission and our future. We have joined the ranks of the nation's very finest liberal arts colleges and we will once again turn to our alumni and friends for their support.

CONCLUSION

Near the end of his presidency, speaking of his accomplishments during his two terms in office, Dwight D. Eisenhower said, "People ask how it happened—by God, it didn't just happen, I can tell you that." It is in that same spirit that we move forward with this project, to ensure that the future of Gettysburg College doesn't just happen, but that it happens intentionally, and that we are in full control of it. One part of taking control involves proceeding with the initiatives described in this document. Another important part involves assessing our progress with respect to the actions outlined here, which we will accomplish through regular program reviews, data-driven analysis, benchmarking, and other means. As we evaluate progress with new initiatives, we will also think and act strategically with respect to current programs and operations. We will practice good stewardship by monitoring these programs, and by adapting and changing them where necessary to support our goals.

In 1832, in his proposal to create what today is Gettysburg College, theologian Samuel S. Schmucker wrote that the new college promised "to exert a salutary influence in advancing the cause of liberal education." Through the strength and vitality of our academic and co-curricular offerings, our distinctive ability to engage students in learning inside and outside the classroom, and our capacity for preparing young men and women of great intellect and character for leadership in all walks of life, we have experienced extraordinary success in fulfilling our founding promise.

These strategic directions are designed to build on past success and advance Gettysburg College to new levels of distinction and accomplishment. Pursuing the initiatives outlined here means working from our unique strengths to achieve nothing less than the highest standards of excellence among colleges of the liberal arts and sciences. This ambitious effort is important for the future of the College as we position ourselves as an institution known not only for academic excellence, but also for engaged learning that prepares students to take an active role in today's world. It is an undertaking that will give fuller substance to the challenge we extend to our students to "Do great work."

Co-Chairs

Katherine Haley Will	President
Janet Morgan Riggs '77	Provost

Members

John A. Commito	Professor of Environmental Studies
Felicia M. Else	Assistant Professor of Visual Arts
Barbara B. Fritze	Vice President of Educational and Enrollment Services
Caroline A. Hartzell	Associate Professor of Political Science
Jane D. North	Executive Vice President
Robert A. Ortenzio '79	CEO Select Medical Corporation
Julie L. Ramsey	Vice President of College Life and Dean of Students
John E. Ryan	Associate Professor of English
Leanne C. Tyler '07	Political Science Major
Luke P. Norris '06	Graduate Student and Rhodes Scholar, Oxford University
James M. Weaver '64	Griffin Financial Group; Chair of the Board of Trustees
Debra J. Wolgemuth '69	Professor of Genetics & Development, Columbia University; Trustee

Senior Staff Consultants

Victoria A. Dowling	Vice President for Development & Alumni Relations
Daniel T. Konstalid	Vice President for Finance & Administration
Rodney S. Tosten	Vice President for Information Technology

Administrative Support

Rhonda F. Good	Associate Provost for Planning
Salvatore Ciolino	Associate Vice President of Enrollment and Education Services

Costing

The following schedules summarize program cost estimates for strategic initiatives. The schedule reflects estimated costs for initiatives for which operating costs could be estimated; for certain initiatives (e.g. sustainability), we must complete additional program development before preparing costs estimates. For ease of presentation, costs estimates reflect their full cost of implementation in 2008 dollars (approximately \$9,400,000 in annually recurring expenses and \$1,300,000 in periodic equipment outlays), although certain initiatives will be implemented in later years, and/or incrementally over a multi-year period.

As expected, estimated program costs for strategic initiatives exceed currently available funding. As such, the need to fund expected implementation costs will inform both planning for the upcoming comprehensive fundraising campaign, and efforts to review existing operating costs and reallocate resources. More immediately, the shortfall in available funding has made it necessary to identify the highest priorities from among these important initiatives, and determine the extent to which current resources can be deployed to implement them. As a result, implementation costs for the following three programmatic undertakings, each a continuation of existing strategic commitments, are reflected as funded initiatives within the College's ten-year financial forecast.

Transition to a 3/2 Teaching Load

Delivering on the promise of the College's new curriculum and enabling faculty to guide students in active, innovative studies that transcend the traditional classroom setting is one of our central strategic priorities, and the transition to a 3/2 teaching load is the key implementation strategy supporting this goal. In addition to changes in department-level organization and workload redistribution, current estimates indicate the College will need to add 15 additional faculty lines. In 2008 dollars, the resulting provision for additional salaries, benefits, and support costs would approximate \$1,263,000. However, the ten-year financial forecast reflects a phased implementation of three new faculty hires per year for five years beginning in FY2008. As implementation planning progresses further, this sequence of hires may require additional adjustment.

The Eisenhower Institute

Only a handful of premier liberal arts colleges are fortunate to associate and collaborate with a nationally recognized leadership and public policy center; within this elite group of schools, only Gettysburg College enjoys such a relationship with a long established center based in Washington D.C. A most valuable and truly distinctive program, the Eisenhower Institute's Washington D.C. based program will require operating support of approximately \$450,000 annually.

Increased Scholarship Support

The College's goal of increasing the diversity of its student body and improving accessibility will require increased scholarship support. Accordingly, the ten-year financial forecast calls for an increase in the comprehensive fee discount rate from the current 31% to 32.8%. In 2008 dollars the impact of this increase in discount rate approximates \$2,500,000. However, the ten year financial forecast calls for the discount rate to increase gradually beginning in FY 2010 and growing to 32.8% in FY2014.

APPENDIX — B
STRATEGIC DIRECTIONS FOR GETTYSBURG COLLEGE

Preliminary Program Cost Estimates
May 2007

Strategic Initiatives have been classified into four major themes as follows:

	Total Estimated 2008
Engagement	\$3,844,000
Distinction	\$1,721,000
Access	\$3,168,000
Connection	\$774,000
TOTAL:	\$9,507,000
<i>Periodic Equipment Outlays (4 year life)</i>	<i>\$1,300,000</i>

Costs above consist of the following:

	Total Estimated 2008
Faculty Positions and Compensation	\$3,091,000
Faculty Support	\$331,000
Program Support	\$3,384,000
Technology Support	\$201,000
Scholarship Support	\$2,500,000
TOTAL:	\$9,507,000

Currently included in the FY08 budget/long-term model:

	Total Estimated 2008
3/2 Courseload	\$1,263,000 (a)
Eisenhower Support	\$450,000 (b)
Scholarship Support	\$2,500,000 (c)
TOTAL INCLUDED:	\$4,213,000
<i>Initiatives requiring additional resources:</i>	<i>\$5,294,000</i>
TOTAL INITIATIVES:	\$9,507,000

a) Implemented over 5 years; \$198,000 in FY08 increasing to \$1.3M in FY12

b) \$450,000 annually; to be adjusted periodically for inflation

c) Implemented over 4 years; discount rate increases from 31% in FY08 to 33.2% in FY14

APPENDIX — C STRATEGIC DIRECTIONS FOR GETTYSBURG COLLEGE

Preliminary Program Cost Estimates
May 2007

Annual Operating Cost (2008 \$)							Required Supporting Endowment	Periodic Equipment Outlays (4 year life)
Priority	Theme	Strategic Initiative	Salaries & Benefits	Other Operating Expenses	Student Aid	Total		
Faculty Positions and Compensation								
1	Engagement	15 Faculty positions - 5 course-load model	1,188,000	75,000		1,263,000		
2	Access	Faculty diversity initiative	158,000	10,000		168,000		
3	Distinction	1 Faculty position (CWES) replace expiring Luce Grant funding	160,000			160,000		
1	Engagement	Faculty salary improvements	1,500,000			1,500,000		
			3,006,000	85,000		3,091,000	61,820,000	
Faculty Support								
1	Engagement	Faculty professional development		60,000		60,000		
1	Engagement	Faculty research funding		100,000		100,000		
1	Engagement	Research grant writer/administrator (1.5 FTE)	36,000			36,000		
1	Engagement	Johnson Center - support for teaching and advising		100,000		100,000		
1	Engagement	Faculty/Student collaborative research coordinator (1.5 FTE)	35,000			35,000		
			71,000	260,000		331,000	6,620,000	
Program Support								
1	Distinction	Eisenhower Institute operating support (D.C. location)		450,000		450,000		
1	Distinction	Additional leadership and public policy programming		100,000		100,000		
1	Distinction	Student public policy internships		30,000		30,000		
1	Engagement	Summer research for students & faculty		200,000		200,000		
1	Engagement	Funding for senior projects/conference travel/field trips		150,000		150,000		
1	Access	Diversity related student recruitment/retention programs		500,000		500,000		
1	Connection	2 additional Alumni Relations professionals	136,000			136,000		
1	Connection	Program support for Alumni Relations		100,000		100,000		
2	Engagement	Global focus of the educational experience		80,000		80,000		
2	Engagement	Residential, social & dining spaces conducive to learning/interaction		100,000		100,000		
2	Distinction	Sunderman Conservatory programs		200,000		200,000		
2	Distinction	Visual arts programs and gallery support		115,000		115,000		
2	Distinction	Promote intercultural communication & understanding		175,000		175,000		
2	Connection	Career programs - student/alumni connections		111,000		111,000		
2	Connection	Student internship and shadowing experiences		276,000		276,000		
3	Engagement	Service learning programs		120,000		120,000		
3	Engagement	Staff development, leadership & culture		100,000		100,000		
3	Distinction	Maintain national reputation and visibility/marketing		322,000		322,000		
3	Distinction	Expand co-curricular, athletic and outdoor recreation programs		119,000		119,000		
			136,000	3,248,000		3,384,000	67,680,000	
Technology Support								
3	Connection	Digital video and media link to off campus study participants		77,000		77,000		475,000
3	Connection	Teleconferencing for connection to off campus constituencies		74,000		74,000		590,000
2	Distinction	Technology enhancement (Conservatory, film studies, visual arts)		50,000		50,000		235,000
				201,000		201,000	4,020,000	1,300,000
1	Access	Scholarship Support			2,500,000			
		TOTAL:	3,213,000	3,794,000	2,500,000	9,507,000	190,140,000	

Orange items are included in FY07 forecast & long-term model

APPENDIX — D
STRATEGIC DIRECTIONS FOR GETTYSBURG COLLEGE

New and Improved Campus Facilities

While work on the facilities master plan is still in progress, both the strategic-directions project and results of focus group sessions and space utilization reviews conducted during the early phase of the facilities master plan have identified specific needs for new and improved campus facilities. In addition to the Center and a new residence hall, these planning processes highlight the need for an appropriate facility to house the Sunderman Conservatory of Music, additional space needs for the visual and theater arts, renovation and potential reprogramming of the College Union Building (CUB), Plank Gym, and Stevens Hall, expansion of the Musselman Library, and Field House and Science Facility projects. The following summary provides a preliminary outline of identified projects and order of magnitude estimates of project and annual operating costs.

Project	Total Project Cost (2008 \$)	Annual Maintenance Costs (\$6.50)
The Center - Phase 1	29,500,000	390,000
150 Bed Residence Hall	18,000,000	334,750
College Union Building (CUB) <i>Renovation A (Pool Area Renovation)</i>	7,800,000	
Plank Lower Level Renovation	780,000	
Central Energy Plant Expansion (Facilities Dept) <i>(Vacate West Building for Visual Arts)</i>	4,485,000	97,500
West Building Renovation for Visual Arts	9,412,000	
New Music Conservatory	22,750,000	325,000
Schmucker Hall Renovation for Academic Offices	11,440,000	
McKnight Hall Renovation for Administrative Offices	3,640,000	
College Union Building (CUB) Renovation B (Building Core)	15,600,000	
2nd 150 Bed Residence Hall	18,000,000	334,750
Stevens Hall Renovation for Civil War Museum	4,712,500	
The Center - Phase 2 - Field house	12,870,000	429,000
Plank Upper Level Renovation	7,280,000	
Library Expansion	6,500,000	130,000
Science Center - Phase 2	9,100,000	130,000
Chapel Renovation	6,760,000	
TOTAL	188,629,500	2,171,000

Our planning process began with the following assumptions, which reflect our confidence in our mission and our aspirations for the future.

College-wide assumptions:

- Gettysburg College's location and place in American history are key elements of its distinctiveness.
- Gettysburg is one of the top 50 liberal arts colleges in the country and strives to become even better.
- Gettysburg is ambitious and aspirational.
- Gettysburg has momentum. We want to continue moving forward.
- Gettysburg is dedicated to excellence in all facets of academic, athletic, and co-curricular programs and will work continually to build the quality of the all-around experience we offer to our students.
- Gettysburg aims to enhance our national reputation.
- Gettysburg's resources must increase.

Assumptions in regard to students:

- Total enrollment will remain steady at our current number of 2,600. Any increases in total enrollment will be offset by an increase in the number of students studying abroad each year.
- The profile of the entering class will continue to improve in terms of applicant numbers, selectivity, geographical range, academic quality, and diversity (both domestic and international).
- Gender balance will remain within five percent for each entering class.
- The financial aid discount rate will not exceed the trustee-approved guideline of 31.5 percent unless the increase reflects new scholarship endowments or other important strategic initiatives.

Assumptions in regard to faculty:

- The student-faculty ratio will not exceed 11:1 while the percentage of full-time equivalent (FTE) faculty who are part-time declines.
- The workload of faculty will be organized to adopt a 3-2 teaching load for permanent, full-time faculty.

Assumptions in regard to academic and co-curricular programs:

- The Gettysburg Curriculum will remain essentially unchanged, although new major or minor programs may be added.
- The College will continue to maintain its historic breadth and strength in sciences, social sciences, arts, and humanities.
- Assessments and adjustments of academic and co-curricular programs will continue to be performed annually.
- Enrollment in the Bachelor of Music degree program in the Sunderman Conservatory of Music will develop as projected.
- As a liberal arts college, Gettysburg will continue to focus on undergraduate education; no graduate programs will be added, although proposals for limited graduate study will not be excluded. We will consider specialized non-credit programming for adults and for high school-aged students.
- The College will continue to develop its intercollegiate athletic program in NCAA Division III.
- The College will continue its Life Safety program in residence halls, including the plan for purchasing and renovating fraternity houses.

Assumptions in regard to finances and facilities:

- The College will achieve and project balanced budgets.
- The College will meet all other financial parameters set by the Board of Trustees including endowment draw, debt ratios, facilities renewal, and approved annual increases in tuition and fees.
- Upon approval by the Trustees, the campus Master Plan will guide future development of the campus.
- The Center for Athletics, Recreation and Fitness (Phase I) will be built. Financing and a timetable for completion will be determined.

Planning assumptions regarding debt financing:

- **Expendable Resources to Debt (a measure of debt capacity)**
This metric is a medium- to long-term indicator of the institution's financial health. It measures liquid assets relative to aggregate debt. A positive ratio greater than 1:1 indicates that the organization has sufficient expendable net assets to satisfy its indebtedness. An increasing ratio is a sign of improving balance sheet strength. Historically the College has sought to maintain an expendable resources to debt ratio of 1.25X or higher.
- **Debt Service to Operations (a measure of debt affordability)**
This metric measures the level of debt service as a percentage of total operating expenses. A level or declining trend provides an indication that there is sufficient coverage of debt service that does not impede on financial resources that support operating requirements. A rising trend signifies a demand on financial resources to cover debt service, which may result in future budgetary constraints. Historically the College has sought to maintain a debt service to operations ratio of 7% or lower.

Assumptions in regard to learning assessment:

- The College affirms the value of thoughtful assessment of all learning-directed activities.
- The evaluation of learning outcomes is the central and premier component of our assessment of institutional effectiveness.
- The College's Assessment Plan sets forth assumptions, arrangements, and cycles for a systematic and ongoing assessment of student learning.

Assumptions in regard to strategic directions assessment:

- Strategic directions inform annual divisional goals, priorities, and budgets; these are reviewed and adjusted periodically.
- The president and the members of the College administration commit themselves to implementing the strategic initiatives under their jurisdiction fully and energetically. They will monitor progress with strategic initiatives and will be accountable for strategic outcomes.