

Dickinson College

Strategic Plan - Levels I & II

FY 2001-2005

Introduction

I. Preface:

After over 225 years of existence, Dickinson College now approaches an important crossroads. As we assess our operating environment, we recognize and confront significant challenges which show no sign of abating. American higher education, once a comfortable world with expanding access to resources, has become increasingly competitive, especially in the private, residential liberal arts college sector. Across higher education, resources are shrinking as demands for service escalate. We have sensed this tension at Dickinson for some time and now heed its signals. These challenges are surmountable if we face them with a disciplined and confident plan of action.

Upon the arrival of President William Durden in 1999, the College resolved to create a plan to meet the challenges of the years ahead. This Strategic Plan is the result of an intensive planning process that began in July 1999. It builds on numerous planning efforts that have been undertaken at the College since about 1994, but which never evolved into the comprehensive plan that circumstances now require.

The plan that follows has a general time-horizon of five years and is intended to address mission-critical functions at the College. It was conceived by a specially convened Strategic Planning Committee and is organized around ten main issues - five *Defining Characteristics*, or elements of the Dickinson educational experience that are essential and distinctive, and five *Enabling Conditions*, or conditions that must be met if we are to continue to compete successfully for students and resources. Each of these issues is stated in terms of a *Strategic Objective*, each with attendant *Goals*. Ultimately, these goals will be addressed by specific *Strategies*. The plan, therefore, follows an organizational hierarchy that becomes more detailed and action-oriented with every step.

II. The Mission of Dickinson College

Dickinson College was founded explicitly for high purposes: to prepare young people, by means of a useful education in the liberal arts and sciences, for engaged lives of citizenship and leadership in the service of society. This is the historic mission of the College and that to which we still subscribe as we face the future.

The American Revolution brought into being the world's first modern democracy and launched an ambitious social and political experiment. Our founders, John Dickinson and Benjamin Rush, were themselves leading figures of the revolution and the new republic. They recognized that the success of the American experiment would depend on the power of liberal education to remake colonial society and to produce a democratic culture. With this important goal in mind, they transformed the Carlisle Grammar School (which had been founded in 1773) into an institution of higher learning: Dickinson College. The College was chartered on September 9, 1783, less than a week after the Treaty of Paris ended the Revolution and guaranteed recognition to the United States by Great Britain and the rest of the European powers.

Dickinson College, therefore, began life as the first college formed under the banner of the young republic and, more importantly, as a revolutionary project - dedicated to safeguarding liberty through the creation of an educated body of citizen-leaders. Although the urgency of the American revolutionary period has diminished, the core mission of Dickinson College remains the same - and as vital as ever.

Dickinson College prepares aspiring students for engaged and fulfilling lives of accomplishment, leadership, and service to their professions, to their communities, to the nation, and to the world. Our founders intended the College to be a powerful agent of change - to advance the lot of humankind - and we expect no less today.

III. The Vision for Dickinson and Its Future

Dickinson College has a vision for its future that is both mindful of our heritage and appropriate to the challenges we now face. We must continue to fulfill our historic mission, but within a modern context and with a forward-looking, innovative, and disciplined vision for the College that engages America and the world.

Drawing on the wisdom of Benjamin Rush, one of our founders and one of the young nation's foremost educators and reformers, we seek to connect Rush's eighteenth-century vision for the College to our contemporary aspirations. By enlisting the support of John Dickinson, one of America's leading public figures, Rush sought to give the College a national profile from its inception. Today, we must continue to be a college of national prominence and consequence that is unequivocally regarded as one of the best in America. Our students, faculty, staff, alumni, and distinguished founders deserve nothing less than an unchallengeable claim to excellence and distinction. This continuing aspiration, derived from the founding vision of Benjamin Rush, is fundamental to our future success.

Rush's shoulders, therefore, are those upon which we stand to glimpse our future. In addition to his practical ambitions for Dickinson, Rush's vision for the College had three principal elements which we affirm and translate into contemporary terms:

Dickinson is committed to providing a useful education in the context of a liberal arts and sciences curriculum and within a residential setting.

Dickinson is characterized by a willingness to cross borders of all types - geographic, cultural, linguistic, disciplinary, pedagogical.

Dickinson is marked by its enterprising spirit, its courage to exercise leadership, its capacity for innovation, and its decisiveness.

Dickinson College: a Useful Education

Benjamin Rush was a progressive and complex thinker with distinct views about higher education in America and at Dickinson. His guiding principle was to provide a "useful" education. This emphasis on useful disciplines and practical interdisciplinary connections was in deliberate contrast to higher education in the Old World, which had become rigid, disconnected from the world, and overly aristocratic. Rush's vision of a useful college is enshrined in the language of our charter, where the College itself is described as "so useful an institution" and is charged with the duty "to disseminate and promote the growth of useful knowledge" and the "useful arts, sciences and literature."

In addition to pursuing useful knowledge in the classroom, Rush believed that students should witness the "machine of the republic" by attending the courts of justice to observe the use of rhetoric, eloquence, and evidence - and to observe the method of discovering truth by comparing and arranging ideas. In the courts, students could also see the laws of the state explained and applied in a practical context. In contemporary parlance, students should have internships and other experiences in the community to complement their classroom studies.

Today, we must continue to develop skills and competencies that will serve students for a lifetime, and it is in this way that the useful dimension of liberal education is to be understood and realized. Some of these skills are quite tangible: effective writing and speaking, critical thinking, foreign language proficiency, prioritization, and

facility with technology. Other outcomes are more intangible, but nonetheless important: experience with leadership and teamwork, self-initiative, independence, persistence, maturity, sensitivity to diversity, flexibility, and scientific and cultural literacy. Others are less tangible still: an urge to search for truth, beauty, and goodness, a passion for learning and life, an ability to offer and absorb contradiction, a respect for ideas and their development, a concern for values, a sense of service to the greater community, an enterprising and curious spirit, and an authentic sense of personal strengths and limitations. It is precisely these useful traits imparted by liberal education that will equip our students to be successful in the globally connected and complex world of the twenty-first century - where knowledge respects no geographic, disciplinary, or cultural boundaries.

We must develop these skills and habits of mind in the context of a curriculum that is rich, diverse, and innovative. The curriculum should remain grounded in the traditional disciplines, but innovation should be sought in their interstices and in the powerful connections that emerge when the disciplines converse. Interdisciplinarity in the curriculum should be complemented by an attitude of engagement with the wider world that provides opportunities to connect theory to application - through international education, internships, alumni networks, and emerging opportunities for the College and our students in cyberspace.

Furthermore, we must assert the distinctive role of the Dickinson residential living-learning environment as the best preparation for lives of engagement and high accomplishment. We should create a residential environment in which students work with others to discover within themselves an attitude of commitment to community that will prepare them for a life of substantive civic responsibility and service.

We affirm the vision of Dickinson as a college that regards liberal education as useful and that engages America and engages the world.

Dickinson College: Crossing Borders

Rush valued the wisdom of the past, but he was also an expansive thinker, who reached across national, cultural, and disciplinary borders. He believed that liberal education should concern itself with those academic subjects which interconnect and reach across to other subjects in a useful manner. Modern languages should be taught, therefore, because they provide access to knowledge in all disciplines. Rush also believed in crossing beyond the borders of the United State and in study abroad - but with a disciplined agenda to return with knowledge to advance the republic. So, too, Rush supported the study of the new field of chemistry, since, by its interdisciplinary nature, it unlocked knowledge in other disciplines. And Rush insisted on acquiring the equipment of scientist-revolutionary Joseph Priestley, so that Dickinson students and faculty could use the most advanced technology of the day to cross the borders of existing knowledge through scientific discovery.

Today, we must continue to engage in Rush's habit of crossing borders. We must engage America beyond the limestone walls of campus, and we must engage the world beyond our shores through international education. In teaching and learning, we must embrace and discover new pedagogies that create active learners and that take advantage of new instructional technologies. As scholars and artists, we must strive to reach across disciplinary boundaries in fruitful ways, recognizing that strong disciplines are essential to interdisciplinarity. Students must be challenged to cross borders pertaining to culture and belief and to stretch themselves in preparation for life in a complex world. Crossing borders provides opportunities for reflection and invigoration - and for growth for our students and for the College.

We affirm the vision of Dickinson that crosses borders in search of new knowledge and opportunities for growth.

Dickinson College: an Enterprising, Dynamic College

A further aspect of Rush's founding vision for Dickinson is the spirit of institutional innovation and decisiveness. As a revolutionary, Rush defied organizational stasis and recognized that new external circumstances require appropriate internal changes. He pushed forward to create a college in the midst of wilderness, rallying others with the power and persuasiveness of his vision.

Throughout its history, the College has continued to display this penchant for enterprise and its willingness to seize opportunities as they arise. For example, more than a century ago, the College embraced co-education and opened its doors to women. Although retaining its core commitment to undergraduate education, Dickinson began a law department which later evolved into an independent school of law. At various times in its history, the College has entertained other innovations: a seminary, a medical school, an Institute for Peace, and a business program. Dickinson, too, has awarded earned graduate degrees during the course of its history.

The willingness to explore new ideas and to engage in vigorous debate was a distinctive feature of Dickinson from the start. For example, from early in the life of the College, student social life revolved around two competing debating societies - Belles Lettres founded in 1786 and the Union Philosophical Society founded in 1789. From its beginning, therefore, Dickinson has been a vocal community where civil and informed exchange, reasoned opinion, and respectful debate were defining elements of the institution's culture.

Today, the College needs to remain true to its heritage by being receptive to salutary change and by being committed to negotiating change through civil and informed debate. Higher education is a competitive and fast-paced world, with challenges from other colleges and universities as well as from the for-profit education industry. In order to maintain and improve our position, the College must become more flexible, more enterprising, and more innovative - moving quickly to recognize and embrace opportunities. We must summon the courage to face our shortcomings directly and to identify strategies to address them. We must trust one another to make tough decisions, recognizing that the good of the entire institution takes priority over that of specific programs. By doing this, we will create for Dickinson a leadership position within the world of higher education and particularly within the residential, liberal arts college sector. We will also instruct our students, by our example, in these useful habits of mind and action.

We affirm the vision of Dickinson as a college that is enterprising, innovative, and decisive.

IV. Environmental Analysis: Challenges and Opportunities

We embark on this critical project knowing that difficult choices must be made in order to ensure the financial security of the College. For Dickinson to achieve its vision, it must benefit from leadership, and it must desire to be led. Such leadership does not require unanimity of opinion, but it does imply a commonality of assumption about the internal and external factors which affect the well-being of the College.

Internal conditions: The College and its people are ready for change; we recognize the need for it and are ready to facilitate the process. Dickinson clearly benefits from strong faculty and staff who are extraordinarily dedicated to the institution. When decisions are required for the good of the institution as a whole, the dedication of the faculty and staff to the College should facilitate making difficult decisions. Fortunately, the College built its financial reserves in the early 1990s, providing resources to weather difficult times in the short term. Overall, there is a low degree of deferred maintenance on College facilities, and the campus is attractive. It shows well to prospective students and creates a sense of pride among our alumni and the on-campus community.

In assessing our ability to be successful, however, we must also recognize that our governance system, with its many committees and significant faculty participation, must continue to be challenged to make difficult choices

in a timely and efficient manner. In the face of tough choices, we must recognize the need to achieve consensus and to act decisively.

Other internal factors of concern include: a structured deficit budget situation; an endowment with hampered growth potential because of the draw on reserves for financial aid; college borrowing near its reasonable limit; an under-developed culture of philanthropy among our alumni; no firm consensus on the College's identity; relatively weak salaries making it difficult to recruit the best faculty and staff; and a relatively homogeneous on-campus community. Finally, we will require more and better data upon which to base decisions in the future. Dickinson's current information systems and the uneven quality of available data will hinder our ability to make informed decisions in some areas.

External conditions: The College, like all schools of our type, is also faced with significant external challenges. They include: the declining popularity of the residential liberal arts experience; the high cost of financial aid; the emerging competition from the for-profit education industry; the potential challenge of distance learning; the rising costs of health and liability insurance; the increasing litigiousness of society and the high costs of legal services; the decreasing funding available through state, federal, and private organizations to liberal arts colleges; the high cost of equipment in the sciences and computer technology generally; and the increasingly consumer-oriented parent and student audiences that enjoy wide choices and, therefore, require high levels of service.

There are some encouraging external factors to note. The economy is still strong, and the public is favorably disposed to higher education and its benefits, though clearly concerned about the cost. Strong returns on the stock market have created wealth among our donors. The pool of high school graduates will increase through 2008, though much of that increase will occur outside of Dickinson's traditional market areas. Collaborative learning - one of our strengths - is necessary in the workplace, as is team-oriented problem solving. In addition, the increased globalization of society plays to Dickinson's strengths, while the growth of the internet and our ability through technology initiatives, such as the Caliber classroom, to harness that growth, could position Dickinson as a leader in this area.

Those liberal arts colleges that will continue to thrive in the twenty-first century will be those that clearly target the challenges, discuss them thoroughly, develop a disciplined plan for advancing the institution, streamline their decision-making processes to take advantage of opportunities, and perhaps most importantly, clearly communicate their agenda to their internal and external communities and motivate them to meet the challenges confidently.

We must, in addition to all this, demonstrate to future college students why liberal education is the best possible preparation for lives of high accomplishment in a complex, dynamic, and global world - where leaders will be those who comfortably and regularly cross the borders of culture, belief, language, and knowledge. To remain faithful to the founding vision of Benjamin Rush, the College must not be a sheltered cloister set apart from society. To be successful, the College and our students must engage America and engage the world.

V. Defining Characteristics and Enabling Conditions

In order to renew and advance our goal to be a useful and enterprising college of national prominence, we must now claim and develop five distinctive **Defining Characteristics** and secure five **Enabling Conditions**.

The Defining Characteristics are:

1. A Community of Inquiry
2. Global Perspective
3. Useful Education
4. Citizen-Leaders

5. Diversity

The Enabling Conditions are:

1. People
2. Financial Stability
3. Lifelong Affiliation
4. Technology & Information Management
5. Visibility

I. Defining Characteristic: A Community of Inquiry

Strategic Objective: To sustain and enhance the College's core mission as an academic community whose heart is the vital collaboration of students and faculty in learning. A Dickinson education, in keeping with the College's origins in the American Revolution, should be distinguished by a willingness to challenge as well as transmit the wisdom of the past, by the depth of questions asked, and by the pursuit of new knowledge. We are a community of inquiry.

A. Objective: Strengthen Dickinson's commitment to the teacher-scholar model, in which faculty and students actively engage in the creation of new knowledge through original research, in and among the disciplines, and through active engagement in the wider scholarly world.

1. Goal: Sustain faculty scholarship by providing resources to support research and professional involvement. Continue to reward scholarly activity and accomplishment. Enhance the visibility of faculty research findings. Encourage faculty to strengthen connections between their scholarship and the classroom, where appropriate.
2. Goal: Increase opportunities for students to engage in research, both in collaboration with faculty and independently. Introduce students to the wider community of scholars, involving them as participants whenever possible.

B. Objective: Support the exploration of new pedagogical approaches that transform students into active learners.

1. Goal: Encourage experimentation with and adoption of interactive and collaborative pedagogies. Encourage a variety of approaches, such as: the workshop method pioneered in Physics and Mathematics; the use of oral history and community projects developed in the Mosaic semester; intensive laboratory and field work conducted in the sciences and elsewhere; and the case studies used in International Business & Management.
2. Goal: Broaden the application of academic technology across the curriculum. Create an environment at the College that facilitates faculty experiments with new applications, captures growing student interest in and faculty with such technologies, and expands our reach through cyberspace and distance learning.
3. Goal: Acknowledge the co-curriculum in the arts as a place where students integrate academic study and application. Strengthen the co-curriculum and use it as a model for extension of learning into student activity in fields beyond the arts.

C. Objective: Provide more opportunities for members of the community to engage in active, informed debate of critical issues of self, society, and the natural world.

D. Objective: Promote and enhance interdisciplinarity at the College.

1. Goal: Support the development of interdisciplinary programs and encourage increased cooperation among the disciplines so as to underscore learning through contexts.

2. Goal: Enhance the activities of academic organizations of the College that transcend disciplinary boundaries, such as those of the Clarke Center and the Community Studies Center.
3. Goal: Sustain professional development activities so that faculty and others may broaden their potential for interdisciplinarity.

II. Defining Characteristic: Global Perspective

Strategic Objective: An educational program of the highest quality and challenge that turns the campus from a single site into the hub of a truly global network. The Dickinson global education model should be characterized by: a.) sustained, in-depth study, b.) an imaginative variety of opportunities that reach across disciplines, and c.) close integration of study elsewhere with the program on the home campus.

A. Objective: Enhance study abroad and elsewhere in the United States based on our distinctive principle of close integration of the on- and off-campus experiences.

1. Goal: Move to a new partner model for "non-Dickinson" programs and involve all academic disciplines.
2. Goal: Develop abroad experiences beyond the traditional junior year/semester.
3. Goal: Build a comprehensive network of international internship opportunities, focusing on but extending beyond the Dickinson and partner sites. Explore the possibility of course offerings at home and abroad that look at "work" and "vocation" (including the arts, scientific endeavor, public service, etc. in addition to business) in cross-cultural perspective.
4. Goal: Integrate orientation and re-entry more fully into the curricular and residential experience.
5. Goal: Become a center for research and policy related to study abroad. Include research activity (e.g., pre and post-language testing) as part of international program oversight and quality control.

B. Objective: Internationalize the campus beyond study abroad.

1. Goal: Adopt technology that will allow virtual home/abroad programming.
2. Goal: Develop summer certification programs for high school language teachers and other professional groups using our Carlisle campus as well as our centers abroad.
3. Goal: Increase international student enrollment to 10%.

C. Objective: Create international degree opportunities focusing on our abroad partner institutions and affiliates.

1. Goal: Create joint international baccalaureate degrees with our partner institutions.
2. Goal: Develop international masters degree linkages.

D. Objective: Enhance the College's innovative connection of global education with U.S. diversity programming.

1. Goal: Develop a "Global Mosaic" and connect it with the American Mosaic. Enhance the work of the Community Studies Center in support of both.
2. Goal: Provide ongoing support for the Diaspora and Community Studies initiative.
3. Goal: Explore linkages with historically Black colleges and universities, perhaps offering participation in our abroad programs (including faculty immersions) as a dimension of such collaboration.

E. Objective: Evaluate all proposals for new international partnerships in terms of cost and immediate programmatic benefit, acknowledging that no actions should be taken which add to the College's expenses.

1. Goal: Give the highest priority to new programs which are self-funded, or which will replace programs at a similar cost, or which have immediate revenue potential.

2. Goal: Perform financial assessments on all new program proposals prior to approval and evaluate budget and program effectiveness on an annual basis.

III. Defining Characteristic: Useful Education

Strategic Objective: Dickinson's Charter calls for the education of youth to "succeed the aged in the important offices of society" and enjoins us to make "every attempt to disseminate and promote the growth of useful knowledge." The following objectives and goals must be met to achieve these ends:

A. Objective: Continue to emphasize the power of liberal education to develop a variety of useful skills: analysis, synthesis, writing, speaking, and broad understanding of human behavior and the natural world.

1. Goal: Encourage the articulation of these dimensions of liberal education in all courses and in student social life.
2. Goal: Make a powerful case for the liberal arts in college publications and other communications. Include testimonials from alumni successful in a wide range of fields including the private sector, public and community service, and the arts and sciences.

B. Objective: Enrich the educational program by offering students a range of opportunities within and beyond the limestone walls that connect them with the world of work.

1. Goal: Enhance the Community Experience requirement, including particularly expansion of the College's internship program at home and abroad. Link internships more rigorously to the exploration of professional options.
2. Goal: Encourage service learning opportunities and the connections between course work and involvement in the community. Develop and expand community outreach.
3. Goal: To the greatest extent possible, make students' on-campus jobs into valuable work experience and into educational opportunities for them to explore their vocational skills and interests.

C. Objective: Enhance elements of the curriculum that focus on interconnections between the liberal arts and the world of work.

1. Goal: Continue to strengthen academic programs that make direct connections between liberal education and the world of work.
2. Goal: Guarantee that our courses strongly prepare students for advanced study at the most appropriate and rigorous graduate and professional schools in a range of fields and explore the concept of useful course clusters for various professions.
3. Goal: Develop skill- and career-related certification opportunities for students. These could include certificate programs that connect liberal learning with preparation for specific career fields, including potentially law, medicine, business, information technology, and media.

D. Objective: Invigorate support for students as they move toward career choice. Enhance advising, mentoring, and placement activities. In particular, create a strong and far-reaching network of alumni, parents, and friends of the College to provide career counseling and placement.

1. Goal: Expand the work of the Career Center.
2. Goal: Continue to develop alumni visitation programs, in particular exploring the English department model of a discipline-based version of the Metzger-Conway series. Enhance the Clarke Center Visiting Fellows program of teacher practitioners. Supplement on-campus visits with virtual sessions using distance learning capabilities.
3. Goal: Explore the expansion of advisory boards, drawing heavily on practitioner alumni and others, for selected programs.

E. Objective: Enhance the College's linkage agreements with various high-quality graduate and professional programs. Explore the possibility of five-year bachelors/masters programs, possibly using the College's newly acquired distance-learning capabilities.

F. Objective: Examine the possibility of lifelong learning opportunities that will enhance Dickinson's reputation as a center of service to the community and alumni.

IV. Defining Characteristic: Citizen-Leaders

Strategic Objective: To prepare our students to be active, engaged citizens of the world and to educate them for positions of leadership in their communities, nation, and around the globe. Dickinson's definition of citizenship, drawn from the College's roots in the American Revolutionary era, centers on using its own community to instill habits of independence (as formed by the interplay of freedom and responsibility), self-governance, respect for and service to ideals greater than the individual self, and recognition that liberal education advances citizenship and substantive professional and personal contributions to society.

A. Objective: Encourage students to exercise the qualities of independence in thought and deed that are the foundation of the American concept of democratic citizenship. Such independence depends both upon the exercise of freedom of choice and upon a willingness to accept responsibility and accountability.

1. Goal: Provide residential facilities which offer students progressively more independent living opportunities as they move through their years at the College. Establish a "ladder of responsibility" in residences from freshman "dorm-like" housing through a variety of transitional living options to apartment-like independent units in the senior year.
2. Goal: Establish the expectation inside and outside the classroom that this community will thrive only when its members routinely accept intellectual risks that challenge their own and others' assumptions, and when they engage a variety of social and cultural environments that lead them beyond that which is initially and personally comfortable to a high level of self-knowledge, mutual respect, and sophistication. These are habits of mind and character that enable mature, independent judgment and social commitment.
3. Goal: Working with students as appropriate, establish behavioral standards and clarify the students' responsibilities for upholding those standards and for finding the appropriate balance between individual freedom and the good of the community. These behavioral standards will inform the Student Code of Conduct, which will include clear and reasonable processes for accountability.
4. Goal: Create a system of Greek life that is safe, sustainable, and focused on the ideals of citizenship, leadership, community, and service - consistent with the mission and vision of Dickinson College.
5. Goal: Foster a deeper understanding of independence among students by instilling in them the notion that true independence flows from a mature and confident sense of self-definition and a consideration of one's abilities, limitations, interests, and values.

B. Objective: Reinforce independence among our students by encouraging the closely related practice of self-government.

1. Goal: Strengthen Student Directed Learning Communities, including Greek-letter organizations, as housing organizations that offer students opportunities for initiative and self-governance.
2. Goal: Increase and strengthen student participation in the existing shared governance system of the College and of student life in particular.
3. Goal: Achieve a better balance of student-initiated and funded and institutionally- initiated and funded social activities and events.

C. Objective: Create an understanding among our students that citizenship is not a solitary practice, but rather is exercised through participation in associations and community with others.

1. Goal: Teach students to accept responsibility for acting with others to identify and solve the community's problems whether local, national, or global.
2. Goal: Develop a rich and varied program of co-curricular and extracurricular activities that bring students together in collaborative endeavors.
3. Goal: Promote the spirit and practice of service and volunteerism inside and outside the College community. Ensure that this is a defining characteristic of student life.
4. Goal: Provide a sufficient number and variety of spaces for students to gather for social and intellectual occasions.

D. Objective: Reinforce Benjamin Rush's commitment to liberal education as a foundation of citizenship by strengthening connections between academic and residential life, applying the skills and knowledge in critical thinking and communication learned in the classroom to life in the wider world of campus and community.

1. Goal: Develop a variety of living-learning communities, such as the Hewlett Diversity Clusters. Encourage residential units informed by academic concerns, especially among the Student Directed Learning Communities. Establish standards of expectation for all group housing that there be a structured educational program among their activities.
2. Goal: Investigate selected ways to co-mingle academic and residential facilities.
3. Goal: Create housing opportunities and programs which use the knowledge and experience students who have studied off-campus bring back on their return.
4. Goal: Establish a variety of both formal and informal occasions for students, faculty, staff, and alumni to profit from the distinctive opportunity offered at a residential liberal arts college to confront and discuss a wide range of often conflicting ideas and experiences. Create an atmosphere where differences of custom, belief, and values can be negotiated openly, vigorously, and respectfully.
5. Goal: Provide space and resources for students to explore and practice spirituality.

E: Objective: Create multiple opportunities for students to learn about and exercise qualities of leadership. Teach students to risk tackling difficult issues, to create vision, and to develop the ability to communicate that vision and guide others to action through reasoned argument and compelling story.

1. Goal: Clearly articulate the College's mission to develop citizen-leaders in ways that make students aware of their historic legacy and encourage them to take up the challenge of leadership in a contemporary nation that continues to reinvent itself.
2. Goal: Encourage a rich array of opportunities for students to exercise leadership in governance, co-curricular and extracurricular pursuits, the life of residential units, and community organizations that tie the campus with the wider world.
3. Goal: Ensure that the criteria for recognition and awards emphasize the quality and depth of students' involvement with the College over the quantity of their participation.
4. Goal: Build an intercollegiate athletics program that provides the best possible opportunities for men and women alike to strengthen their skills in leadership, discipline, teamwork, and perseverance. The experience of participating in intercollegiate athletics should be open to as many students as possible and should provide the opportunity for participants to reach their highest athletic potential. The College should provide the resources to propel selected men's and women's sports to greater competitive success and recognition.

F. Objective: Create a campus culture that is committed to environmental sustainability at all levels.

1. Goal: Integrate environmental accountability into decision-making and planning across all College functions, including construction, renovation, grounds-keeping, maintenance, and purchasing.
2. Goal: Educate students, faculty, and staff about the environmental impact of their actions and life-styles. Support student-led efforts in this area.

3. Goal: Develop a robust system to support personal and institutional commitments to sustainability across all College activities.
4. Goal: Make Dickinson known for the quality of its environmental stewardship, thereby attracting students committed to living in a resource-conscious manner.

V. Defining Characteristic: Diversity

Strategic Objective: As a College, we are committed to the American project - yet unfulfilled - of promoting the principles of openness, pluralism, inclusiveness, and democracy. We believe that no college can achieve true national stature without reflecting the richness of diverse peoples and voices in America and the world. To reach our goals in this area, we will enhance the diversity of our own community and broaden the range of other communities with which we regularly interact.

A. Objective: Create a climate on campus that builds community and encourages open dialogue on issues of intellectual, ethical, and social importance. Teach and model for students the practice of engagement with critical and controversial issues related to difference in our culture. Foster a sophisticated understanding of the balance between human diversity and the commonalities inherent in our shared humanity.

1. Goal: Enhance curricular options that encourage the engagement with diversity across the curriculum and that continue to strengthen course offerings that fulfil the American Cultural Diversity requirement.
2. Goal: Extend our international programs and connect them with U.S. diversity efforts.
3. Goal: Form meaningful relationships with communities beyond our campus, especially minority communities, in ways that enhance our understanding of and experience with American cultural diversity.
4. Goal: Create robust support for social and other on-campus programs that enhance our diversity efforts.
5. Goal: Create an environment that is safe and that affirms all peoples regardless of their race, ethnicity, gender, religion, or sexual orientation.

B. Objective: Promote diversity of background among students, faculty and staff.

1. Goal: Recruit and maintain a critical mass of students, faculty, and staff that is diverse in terms of race, ethnicity, and religion. Place special emphasis on recruiting African-Americans, Hispanics, Asian-Americans, and Native Americans. Within three years, 10% of the student body should be from these groups; the five-year goal is 12%.
2. Goal: Recruit and maintain a geographically diverse student body, including internationally - recognizing that our core constituency resides in the Middle Atlantic states.
3. Goal: Recruit and maintain a student body with socio-economic diversity.

VI. Enabling Condition: People

Strategic Objective: Dickinson's stature as a leading, national liberal arts college requires a collective body of outstanding teachers and learners who represent a diverse spectrum of backgrounds, cultures, and intellectual perspectives. Dickinson aspires to be a community of talented, engaged individuals who welcome debate in place of conformity. This community includes administrators and staff dedicated to the College's aspirations and capable of conceiving and implementing programs that achieve them. People are the College's most valuable asset.

A. Objective: Recruit and maintain a national student body with excellent academic credentials and a diversity of talents, high academic motivation, and eagerness to contribute to the Dickinson community. Our students are the College's highest priority.

B. Objective: Recruit and maintain a faculty with strong credentials that include national aspirations, high standards, vision, and engagement and who are committed to outstanding teaching that is repeatedly informed by research and service and to a teacher-scholar model in which teaching, scholarship, and service are integral parts of a whole career.

1. Goal: Provide salary, benefits, and opportunities for advancement that will attract faculty of the first rank and that will enable them to achieve high levels of accomplishment as teacher-scholars.
2. Goal: Maintain average faculty salaries at the 90th percentile of the AAUP faculty salary data for Carnegie II.B. schools, aspiring to surpass the 90th percentile whenever possible within financial constraints.
3. Goal: Provide support for active scholarly and professional development for faculty and continue initiatives, such as the Innovation Fund, that encourage professional change and risk-taking.
4. Goal: Balance goals for additional salary and benefit support and for small class sizes with aspirations to provide additional time for faculty.

C. Objective: Recruit and maintain an administrative and support staff of the highest caliber who are committed to managing and promoting an institution of national aspirations, high standards, vision, and engagement and who are committed to professional development and integrity.

1. Goal: Provide salary, benefits, and opportunities for advancement that will attract administrators and staff of the highest possible quality.
2. Goal: Maintain average administrator and support staff pay levels above the mean of comparable personnel groups nationally and locally whenever possible within financial constraints.
3. Goal: Provide support for professional development and training opportunities that are appropriate to administrative and support staff positions and aspirations.

D. Objective: Review and improve existing structures of institutional governance to ensure that access and open discussion are balanced with the ability to execute decisions for the good of the College in a thoughtful, yet timely manner. Reaffirm a culture of faculty and staff interaction and governance which models in behavior - both individually and collectively - the best traits of leadership and calls for civility, decisiveness, and action.

VII. Enabling Condition: Financial Stability

Strategic Objective: The College's financial health relies on several key factors: net income, unrestricted reserves, annual cost and size of debt, return on investments, and endowment. All must remain strong and balanced in relation to one another. Revenues, after discounting financial aid, must be greater than expenses. Our reserves (savings) should be sufficient to cover expenses for some time. The cost of debt should not strain our current budget, nor should the size of our debt put the College at risk. We should get the most out of our assets: people, programs, buildings, technology, and investments. And our endowment should match our ambitions for the future of the College.

A. Objective: Reach break-even in annual operations within five years.

1. Goal: Within five years, reach annual goals of 45% alumni participation in all types of giving.
2. Goal: Within three years, reach annual unrestricted giving of \$2 million and \$2.5 million within five years. Proportionate adjustments to giving expectations will be made annually based on market trends.
3. Goal: Within three years, reach annual restricted giving of \$3 million and \$3.5 million within three years. Proportionate adjustments to giving expectations will be made annually based on market trends.
4. Goal: Set expectations for annual contribution levels from individuals on key leadership groups that exceed those for similar groups at peer institutions.
5. Goal: Lower the proportion of students on Dickinson grants to 55% within three years and the reduce the discount rate below 40% within three years.

6. Goal: Expand revenue opportunities for auxiliary operations and establish creative alliances and partnerships. Maximize the use of on- and off-campus facilities and technological systems.
7. Goal: Reduce expenses by increasing efficiencies and by replacing functions, where possible, through outsourcing and critical alliances.
8. Goal: Determine the relationship between the financial viability of existing and proposed programs and their importance to the mission of the College. Decrease or eliminate resources from programs that do not meet our strategic objectives.

B. Objective: As we work to reach break-even in current operations, we must simultaneously balance the following indicators to ensure the long-term financial strength of the College.

1. Goal: Establish the following benchmarks related to assets:
 - a. Our available assets should be twice as large as our long-term debt. That is, our expendable net assets-to-debt ratio should be 2X or larger.
 - b. Our available assets should cover at least nine months of operating expenses. That is, the primary-reserve ratio should be greater than .75.
 - c. Our assets (minus liabilities) should grow by more than inflation. That is, investment returns should be greater than the Consumer Price Index plus 1%.
2. Goal: Increase the endowment to \$250 million in three years, including at least \$12 million in new gifts within three years, and to \$325 million in five years from a combination of market growth and new gifts. Proportionate adjustments to giving and investment return expectations will be made annually based on market trends.
3. Goal: Decrease the current endowment spending rate to 5.5% within five years.
4. Goal: Over the long term, increase endowment investments by a "real rate of return" of at least 1% per year. In other words, reinvestment calculated after removing the costs of custody and management, the rate of inflation (as measured by the Consumer Price Index), and our spending rate (which is currently 6%) should be greater than 1%. This goal does not include additional gifts to the endowment.
5. Goal: Ensure that all grant proposals include maximum feasible provision for the financial relief of existing operations and that all proposals that create added costs to the College have the approval of the President, Dean, and Treasurer of the College.

VIII. Enabling Condition: Lifelong Affiliation

Strategic Objective: To create an environment, develop programs, and build a communications system which will tell the Dickinson story, fostering a seamless fabric of connection among all Dickinsonians.

A. Objective: To attract eager and talented applicants who are willing to commit to Dickinson.

1. Goal: Develop a distinctive market position for Dickinson and communicate this consistently on a national and international scale to prospective students, parents, current students, alumni, teachers, counselors, Dickinson faculty and staff, and the media.
2. Goal: Attract and enroll talented and diverse students of high academic quality, who have demonstrated the potential to contribute to the life of the College through their involvement and engagement in school and community activities, and who are ready to commit to Dickinson for exploration and self-definition.
3. Goal: Increase the willingness of families across all income levels to invest in a Dickinson education, restoring in the process the balance of aided to full-pay students to 1993 levels (50:50) within five years.

B. Objective: To help students learn, understand, and appreciate the value of what it means to be a Dickinsonian.

1. Goal: Maintain a rich array of social and academic opportunities, which connect students with one another, with faculty and staff, and with alumni in lifelong relationships thereby building a strong connection to and identification with what it means to be a Dickinsonian.

2. Goal: Ensure the highest quality, responsive, consistent, accurate, and timely communications and interactions with students and their parents.
3. Goal: Build loyalty to Dickinson, respect for the College's traditions, and institutional pride by providing opportunities for every student to be an active member of the College community.
4. Goal: Increase the 4-year graduation rate from 75% to 84%, and the 5-year rate from 79% to 88% within five years.

C. Objective: To reinforce alumni pride in the College and their willingness to give something back to Dickinson.

1. Goal: Provide opportunities for alumni to connect with one another and with students and faculty in networks of accomplishment throughout the United States and the world, and to communicate their stories and their needs to one another and to the College.
2. Goal: Keep alumni well informed about the College, its directions, its position among peer institutions, and its needs.
3. Goal: Create programs for alumni that continue to add value to their degree for a lifetime.
4. Goal: Engage alumni in enhancing the future of the College through organized, purposeful, and strategic advisory groups and volunteer programs including career contacts, mentoring, admissions recruitment/prospecting, and fund-raising.

IX. Enabling Condition: Technology & Information Management

Strategic Objective: Develop a strategic approach to technology, infrastructure, and information services that will support all members of the Dickinson community in their efforts to accomplish the College's mission.

A. Objective: Provide, in a planned and coherent fashion, information systems, communications, and technology with open, transparent access focused on user needs in all sectors of a campus viewed as border-less.

1. Goal: Create effective leadership for technology and information services that is capable of defining directions and setting priorities.
2. Goal: Develop an organizational structure for service and support that is responsive to user needs and emerging technologies.
3. Goal: Stay current in the collection and storage of information that enables all constituencies of the College to transact their business more effectively and efficiently.

B. Objective: Optimize the use of information and technology in the College's teaching, planning, and administrative processes.

1. Goal: Provide a coherent and up-to-date plan for encouraging the Dickinson community to use information and technology.
2. Goal: Design and implement an easily accessible network infrastructure that allows authorized access for the Dickinson community from both on and off-campus.
3. Goal: Establish an environment in which decision-making and instruction more creatively utilize available data and information sources to test hypotheses and to draw conclusions.
4. Goal: Develop a campus culture of self-sufficiency in the use of technology and provide the training and education necessary to make this possible.
5. Goal: Establish a culture that encourages the electronic sharing of information that is easily accessible, accurate, and dependable.

C. Objective: Establish the College as a leader among liberal arts colleges in the use of technology in education.

1. Goal: Provide the environment and resources that foster innovation in integrating technology into the classroom.
2. Goal: Develop an evolving program that will assure that our students develop and apply their technical skills both during and beyond their college years.
3. Goal: Enhance our resources by forming strategic partnerships and making use of outsourcing and application service providers where appropriate.
4. Goal: Create and maintain an aggressive, innovative, and forward-looking environment for the delivery of a liberal arts education appropriate to times of rapid technological change.

X. Enabling Condition: Visibility

Strategic Objective: Create a broad recognition for Dickinson that raises the national profile of the College with all constituencies as a prestigious, national liberal arts institution of quality and excellence.

A. Objective: Secure the College's stature and distinctive character within the higher education community.

1. Goal: Raise the perception of Dickinson in the academic community as a liberal arts college with the premier program in international education and excellent programs throughout the curriculum.
2. Goal: Create a national reputation for Dickinson, particularly among our peers, as a liberal arts college which is enterprising in thought and deed and which will take the lead in defining the liberal arts for the twenty-first century.
3. Goal: Raise Dickinson's reputation with the best graduate schools and professional schools in the country as a college that prepares its students thoroughly and with sufficient depth for advanced study.

B. Objective: Enhance the College's stature and recognition of its special strengths and distinctive character among critical constituencies in the general public.

1. Goal: Raise Dickinson's national profile as an institution that is consistently engaged with major issues and challenges facing liberal arts colleges and society.
2. Goal: Enhance Dickinson's reputation among employers as a college that teaches its students how to engage issues, to ask the right questions, to look for answers to complex problems, and to thrive with increasing levels of challenge and responsibility in their work environment.
3. Goal: Enhance Dickinson's reputation among high school teachers and counselors through special programs, events, and communications targeted to this audience and create greater name recognition and reputation in key market areas for Dickinson among 13 to 17 year-olds and their parents.
4. Goal: Assure that Dickinson is regarded as the premier national liberal arts institution by those in the region.
5. Goal: Establish a network of awareness, connection, and usefulness to professional media.

C. Objective: Solidify and reinforce awareness of the College's quality, distinctiveness, and potential among the Dickinson community. Build a culture of confidence at Dickinson and create a "college with attitude."

1. Goal: Consistently communicate the College's message (as articulated in the Strategic Plan especially) on campus.
2. Goal: Assure that Dickinson is always on the minds of the extended Dickinson community of trustees, alumni, parents, and friends in positive ways. We must communicate our message and quality in ways that yield greater allegiance to and involvement with the College.