

March 24, 2005

DRAFT—STRATEGIC PLAN II

FY 2006 – 2010

Introduction

Preface

Dickinson College was born out of revolution. Chartered just days after the formal ending of the American Revolution, Dickinson was to offer a distinctively American, “useful” liberal arts education intended to create citizen-leaders to build and lead the new nation. “First in America” were the words of our founder, Dr. Benjamin Rush, to describe Dickinson – a revolutionary college for a revolutionary age.

Now, in the 21st century, we are entering another revolutionary era – a period of unfathomable global complexity and intensity in all areas of human activity. Our vision for Dickinson has never been clearer and more focused – we must boldly commit to the creation of a distinctively American liberal arts education reinvigorated to respond to the revolution of our times.

A contemporary Dickinson education incorporates a global vision that permeates the entire student experience – in and out of the classroom – creating a community of inquiry and a culture of ownership that encourages students to value and challenge inherited wisdom and belief, to relish constructive debate of diverse ideas, to participate in the creation of new knowledge and new understandings, and to lead lives of engaged citizenship. It demands that students cross borders – intellectual, geographical, social, spiritual and cultural – and practice synergistic “connectivity.” Where others see complexity and chaos, Dickinsonians see patterns, solutions and opportunities to navigate the 21st century successfully. Finally, education at Dickinson encourages students to be enterprising and active as tomorrow’s business leaders, public officials, doctors, lawyers, educators, civil servants and volunteers.

In Spring 2000, the College unveiled a strategic plan designed to address mission-critical functions at the College as it prepared to meet the anticipated challenges of the next five years. The Strategic Plan was the result of an intensive planning process by a broadly representative task force that began in July 1999 and built on numerous earlier planning efforts that had been undertaken at the College. The Plan, organized around ten main issues – five Defining Characteristics and five Enabling Conditions – became the blueprint for College goal setting and strategies at all levels of the organization.

Guided by the Strategic Plan, Dickinson has had a remarkable five years. Extraordinary improvement in our admissions position, the financial health of the institution, recent growth in the endowment, a steady increase in philanthropic contributions, the growing recognition of our global education program, national and international recognition of the accomplishments of our faculty, our students and our graduates – all signal a vibrant institution on the move.

In parallel with the implementation activities of the Strategic Plan, Dickinson began a planning process in 2003 for a comprehensive capital campaign designed to move the College financially and conceptually toward its ambitious goals. We realized that if Dickinson is to fulfill its responsibility to prepare citizen-leaders for the challenges of our contemporary revolutionary times, we must promote fully and dramatically the distinctive elements of a Dickinson education. We must fund them appropriately and permanently. We must fulfill the original mandate set forth in our charter – we must carry our College

into “perfect execution.” We must ensure the sustainability of our efforts through careful planning, judicious choices, and continued consensus building about our shared directions for the future. In so doing, we will move to the very forefront of contribution to American higher education and be ultimately useful to the nation and the world. Our guiding principles for decision-making as we plan for the future will be:

- effectiveness
- efficiency
- accountability
- sustainability

To realize our vision, we must make a transformational leap in resources, reputation and reality in three key areas – students, faculty and facilities. These three areas are integrally related and together contribute to realizing Dickinson’s distinctive undergraduate education. The College must:

- Attract a talented student body receptive to its mission and predisposed to participate in it fully.
- Attract, retain and support a special faculty who are comfortable with its distinctive intellectual and residential perspectives.
- Construct facilities that are ideally suited to support a Dickinson education that crosses boundaries between academic fields and between the classroom and the world.

Our success as an institution in meeting our goals in these three crucial areas is heavily dependent upon an influx of new resources to allow us to develop and execute targeted innovative strategies and to permanently sustain both those new initiatives and the on-going work of our operations that have brought us so much recent accomplishment. A plan for a capital campaign was developed to embrace these goals and develop the strategies needed to acquire the necessary resources to sustain our plan. The campaign concept was approved by the Board of Trustees during their 2003-2004 sessions.

In spring 2004, the All-College Committee on Planning & Budget undertook a charge from President William Durden to review the Strategic Plan and reframe it to guide the institution for the coming five-year period (FY06 – FY10). The Committee re-committed to the philosophy and vision articulated in the original plan document. After campus-wide conversations and information gathering, the Committee assessed the progress made on the goals articulated in the initial plan. Many had been accomplished and are now part of our normal operating posture. Others needed additional work or refinement and have been re-articulated to accommodate future needs. New goals and objectives have been added to establish planning strategies for new and emerging needs and opportunities. Dickinson College is unabashedly engaging change to fulfill its vision and mission. The community does so with the recognition that change is at once an exhilarating and anxiety-producing process. There will be both triumphs and mistakes along the way. That said, change itself is Dickinson’s future.

Through Phase I (FY2000-2005) of Dickinson’s Strategic Plan, the College evolved, moving from the revolutionary period of fast-paced, breakthrough activity that characterized the past six years, to a new period of sustained organization and targeted innovation that will consolidate and permanently embed the remarkable achievements of Phase I into the fabric and future of Dickinson College. Phase II aims to establish Dickinson **permanently** as a leading liberal arts college in America.

As we fully enter Phase II we have found counsel and direction in the wisdom of Dr. Rush and his revolutionary colleague, Alexander Hamilton. As ardent a supporter of the American Revolution as Rush was, he knew that the actual “revolution” was not the main event. The “real work” lay in formalizing and sustaining the principles for which the war had been fought. This was, after all, his primary intention for founding Dickinson. The College was to provide a steady source of citizen-leaders who would realize, in perpetuity, the hard-won revolutionary values and principles.

Alexander Hamilton concurred with Rush and worried about the dangers of maintaining a continuous revolutionary mentality in America after the war. Glorifying revolution as a permanent state of mind, he believed, was fraught with danger. Revolutionary zeal must be offset by a spirit of compromise and concern with order. For Hamilton, the revolutionary spirit must be balanced by another equally important objective – a principle of strength and stability in organization and vigor in operations.

This idea of balancing a sustained operational culture with targeted innovation must now guide Dickinson College as we fully enter Phase II. We cannot, nor should not, proceed solely with a revolutionary state of mind that is dangerously self-perpetuating. We have met many of our most imminent challenges and we must now do as Dr. Rush expected of us. We must now do another sort of “real work.” We must formalize, embed, and find creative ways to sustain permanently our hard-fought victories.

The plan that follows outlines Dickinson’s strategies for the next five years to fulfill its mission and vision as a leader in American liberal arts colleges, and positions the College to capitalize on the momentum that has been established by the work of the past five years. In particular, the Plan seeks at once to make permanent those areas of strategic advancement accomplished in the last few years and to suggest new areas of activity that will enrich the College and its community even further in the years to come.

The Mission of Dickinson College

Our mission is to prepare young people, by means of a useful education in liberal arts and sciences, for engaged lives of citizenship and leadership in the service of society.

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 founder, Dr. Benjamin Rush, and our College namesake and his good friend, Governor John Dickinson, 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.

The Vision for Dickinson and Its Future

Our vision is to be recognized as a permanent, top-tier, national residential liberal arts college that educates aspiring students to be citizen-leaders in an increasingly complex global society.

Dickinson College has a vision for its future that is both mindful of its 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. We must foster an environment that encourages civil debate and discussion, demonstrating the importance of ideas and ideals in our community.

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 curriculum and within a residential setting.
- Dickinson is characterized by a willingness to *cross borders* of all types – geographic, cultural, linguistic, disciplinary and pedagogical.
- Dickinson is marked by its *enterprising spirit*, its courage to exercise *leadership*, its capacity for *innovation* and its *decisiveness*.

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, opportunities for service learning 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; it is in this way that the useful dimension of a liberal arts education is to be understood and realized. Some of these skills are quite tangible: effective writing and speaking, critical thinking, foreign language proficiency, ability to prioritize 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; and 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 a liberal arts 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 embrace 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 global education, service learning, internships and alumni networks.

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 residential environments 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, and where they develop a sense of ownership for their actions and those of our community.

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

Crossing Borders: Rush valued the wisdom of the past, but he also was an expansive thinker who reached across national, cultural and disciplinary borders. He believed that a liberal arts 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 and to authentic communication with areas of the world where original thought takes place. Rush also believed in crossing beyond the borders of the United States 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 emerging 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 global 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 offers the world to its students and faculty.

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 to share 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 coeducation 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 whose defining characteristics included civil and informed exchange, reasoned opinion and respectful debate.

Today, the College needs to remain true to its heritage by being receptive to salutary, responsible change, and by being committed to negotiating progress 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 be more flexible, more enterprising and more innovative than our competitors – moving quickly to recognize and embrace more opportunities that are congruent with our mission: benefiting students, faculty and staff. Our sense of urgency in this competitive environment demands that we make a commitment to our responsibilities as owners of the College. We acknowledge that we are responsible for both the short- and long-term failures and successes of the College. Operating as owners, 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 affirm the vision of Dickinson as a college that is enterprising, innovative and decisive.

Environmental Analysis: Challenges and Opportunities

We recommit to the direction and philosophy of the Strategic Plan envisioned for the College five years ago, recognizing that despite an impressive record of recent success on many fronts, Dickinson faces ongoing choices to ensure the financial strength, prestige and leadership posture of the College. For Dickinson to achieve its vision, it must continue to embrace a commitment to leadership and strategic action. This commitment 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 have embraced changes that have brought about remarkable accomplishments throughout the institution over the past five years. Recent successes in admissions numbers and selectivity; the renewed financial health of the institution; recent growth in the endowment; a steady increase in philanthropic commitments from our alumni; creative curricular innovations; the growing recognition of our global education program; national and international recognition of the accomplishments of our faculty, our students and our graduates – all position Dickinson well for the years ahead. Dickinson clearly benefits from strong faculty and staff who are extraordinarily dedicated to the institution. The community has internalized the original strategic plan which has brought consistency and focus to our activities and a more cohesive approach to operational planning.

Phase II will be dominated and driven by Dickinson's most precious asset – its *human* resource. The efforts of each member of the community, individually and collectively, are at the center of our ambitious strategies to advance our College. We are all called upon to become citizen-leaders within the College community, both within the confines of the campus and throughout the Dickinson network around the globe. It is the efforts and the successes of Dickinsonians, one and all, that will make Phase II a period of sustained innovation that will bring to our College increased strength, stability and permanent prestige – a condition that develops over time and relates directly to the sustained quality of faculty, students, staff and learning opportunities of recognized distinction.

Other internal strengths include a beautiful and well-maintained campus which shows well to prospective students and creates a sense of pride among our alumni and the on-campus community; an internal governance system which functions effectively; a community more experienced in strategic decision-making than we were five years ago; a more effective and active alumni network that connects more graduates back to current campus activities and programs; a much more visible profile in national media and academic circles; and a growing institutional confidence in Dickinson's role as a leader among liberal arts colleges.

Internal factors of concern include: an endowment which has improved in recent quarters but still provides substantially less revenue than the resources enjoyed by many of our peer and aspirant institutions; limitations on the College's borrowing capacity in the near future and the impact on timing issues in facilities planning; a newly emerging culture of philanthropy among our alumni which will require time and maturity before a substantial pipeline of donors will exist; modest improvements in the relative homogeneity of our on-campus community which will require continued focus and resources if we are to solidify our gains and continue the progress; a lack of confidence in some quarters about the prestige of the College today; and persistent myths about the College – such as the belief that all our students come from affluent backgrounds – that must be discarded because they are false. We must also better articulate what it means to be an owner of the College so that a sense of ownership is permanently instilled in all of our constituencies and their respective leadership. Our constituents must develop an attitude that asks what they can do for the College, rather than what the College can do for them. For example, many alumni wish the College to improve in *U.S. News & World Report* rankings, yet the giving rate among alumni – a key component of the rankings – remains modest.

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 have hampered our ability to make informed decisions in some areas. A newly configured administrative approach to this campus-wide issue was implemented in late spring 2004. The aggressive strategic planning now underway in that area will require constant attention and articulation in the next few years to arrive at a comprehensive plan that serves the entire campus well.

External conditions: More than ever, Dickinson is a player in the wider world. External conditions provide both challenges and opportunities that affect our planning. Like all schools of our type, we face a general misunderstanding of the value and definition of the liberal arts experience; negative public perception of the high cost of private education and the accompanying need for significant institutional support of financial aid budgets; economic downturns of recent years that have eroded endowment growth and hampered philanthropic support from some quarters; the rising costs of health and liability insurance; 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. We must meet the ever-increasing, legitimate costs of our enterprise, and we must make strategic investments that provide competitive advantage, but we must balance that with the need to be prudent stewards of the College's resources and regain the reserve position that sustained us through recent hardships. We are in direct competition with other colleges and universities and that requires considerable financial resources.

There exists today also a national and global economic scene that is fragile and only haltingly recovering strength. Add to this the costs of national defense and the possible reform of the social security program that also lie directly or indirectly before us. These are not just abstract concepts but are real financial considerations that have a direct effect on the College's bottom line.

There are some encouraging external factors to note. The economy is improving, albeit slowly, and the public is favorably disposed to higher education and its benefits – though clearly concerned about the cost. 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 – international political conditions and security concerns have created a strong market demand for expertise in foreign languages, an understanding of other cultures, and experience and training in leadership.

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 more importantly, clearly communicate their agenda to 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 a liberal arts 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. And we must fulfill our historic mandate to be a leader among liberal arts colleges. To be successful, the College and our students must engage America and the world.

Blueprint for Success: We established a fantastic foundation during Phase I and we have already, through the planning process for Phase II, put into place the framework from which we can continue to move forward. Like those critical decades following the American Revolution, the next several years for Dickinson College is when a very real work begins. This is when we will realize the fruits of our past labor and move into an era of sustained organization and targeted innovation that will make Dickinson an even more exciting and vibrant place. Our recent accomplishments on all levels are the product of a commitment to a shared vision in the Strategic Plan, and to the integrity and tremendous work ethic of Dickinsonians, one and all.

While our efforts to maximize our fiscal resources must and will continue vigorously during Phase II, we will also redouble our efforts to encourage creative approaches to operational advantage and innovative strategies to advance the College. The creativity and perseverance of the Dickinson community will enable us to close the gap with our competitors. We will enhance our prestige by continuing to do what we do best and what has already set us on the path to such extraordinary success. We will, together, be even more consistent than any of our competitors in the quality of our work, our civility as a community, and our ability to provide accurate and timely information for analysis and planning. We will own this advantage.

We must, for example continue to:

- move forward with a vision of clarity and common sense of purpose that are rooted in our historic legacy and articulated in the Strategic Plan;
- develop a set of operational distinctions that extend throughout our campus and that allow us to make timely, flexible and effective decisions, thereby giving us a competitive edge;
- operate in a campus climate that values civility and respect for other opinions and that encourages individual innovation and initiative;
- find avenues to strengthen and improve communication not only within divisions, but across all sectors of the College;
- define more precisely the distinctiveness of our academic program and our evolving approach to residential life;
- be recognized as an institution that seeks to establish itself as a leader within higher education and which does not hesitate to speak out with a clear voice on issues of import and controversy; and
- articulate in all of our actions and initiatives Dickinson's distinctive leadership story.

These objectives are not intangible or amorphous. They are, in fact, very real and measurable benefits that come from meeting our goals. Increasing our prestige and distinction is directly tied to our ability to generate fiscal resources. People like to invest in success. And to the extent that we can continue to demonstrate the ability of Dickinson to achieve success, we will be able to augment the financial resources necessary to achieve our collective ambitions for the College.

As we move from Phase I to Phase II of our Strategic Plan, we are a much more financially healthy institution than we were six years ago, and we are seeing those indicators that tell us that we are gaining sustained prestige. We have not, however, closed the gap between Dickinson and many of our peer or aspirant schools and, thus, are not yet secure in our achievements. This will take sustained effort throughout the administration and beyond. We will – and should – be forever engaged in this process of securing appropriate funding for our College so it can excel as it was intended in the 18th century. We were not placed here by a signer of the Declaration of Independence merely to be “good.” We were to be “First in America.”

Defining Characteristics and Enabling Conditions

In order to advance our goal to be permanently a useful and enterprising college of increasing national prominence and to reassert Dickinson's historic mandate as a leader among liberal arts colleges, we must continue to develop six distinctive Defining Characteristics and permanently establish six Enabling Conditions.

The Defining Characteristics are:

- I. A Community of Inquiry
- II. Global Perspective
- III. Useful Education
- IV. Citizen-Leaders
- V. Diversity
- VI. Accountability and Sustainability

The Enabling Conditions are:

- VII. People
- VIII. Financial Strength
- IX. Lifelong Affiliation
- X. Technology and Information Management
- XI. Visibility and Prestige
- XII. Institutional Information and Practices

I. Defining Characteristics: A Community of Inquiry

Strategic Goal: To sustain and enhance the College's core mission as an academic community whose heart is the vital collaboration of students, faculty and staff 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 in every way, always striving for new knowledge and new ways of understanding the world and ourselves.

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. Examples of our commitment include our resolve to:

1. 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. Increase opportunities for students to engage in research, both in collaboration with faculty and independently; and 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. For example, we must:

1. Encourage experimentation with and adoption of interactive and collaborative pedagogies; and encourage a variety of interactive approaches such as field and community based research and service learning to engage students in active and discovery-based learning.
2. Broaden the application of academic technology across the curriculum; create an environment at the College that facilitates faculty experiments with new applications; and captures growing student interest in, and facility with, such technologies.

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. Among the activities that will help us meet this objective are the following:

1. Insure that all offices on campus, including the Clarke Center, the Asbell Center and the Community Studies Center, engage a variety of external speakers annually with differing ideologies about key issues of societal, financial, philosophical, political, etc. import and link those presentations to courses of study at the College in ways that generate significant student attendance.
2. Encourage the Clarke Center, Asbell Center and Common Hour presentations and Learning Community discussions that present Dickinson faculty and alumni in point/counterpoint debate about issues that matter.

D. Objective: Promote and enhance interdisciplinarity at the College. This objective will be achieved through efforts like the following:

1. Support the development of interdisciplinary programs and encourage increased cooperation among the disciplines so as to underscore learning through contexts.
2. 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. Sustain professional development activities so that faculty and others may broaden their potential for interdisciplinarity.
4. Plan new facilities that promote interdisciplinarity; ensure that building designs and renovations reflect the pedagogical purposes of the facility.
5. Support interdisciplinary First Year Seminar-based learning communities to introduce first-year students to interdisciplinary modes of inquiry.

E. Objective: Articulate internally and externally a defining position of the College towards higher education and advance “philosophies of thought” at Dickinson College which characterize an intellectual distinction among the faculty towards the organization and consideration of knowledge. For example we must:

1. Clarify and disseminate the comprehensively defining notion derived from the College’s founding principles that the ultimate worth of a liberal arts education is measured by its ability to be applied through professions, community service and our commitment to advance a just, compassionate, democratic society. Such a position was bestowed upon American higher education in 1783 by Dr. Benjamin Rush and intended through our College to define a distinctively American higher education different from that existing in Europe.
2. Define more precisely the inter-relatedness of connectivity (interdisciplinarity), contextuality (to include standing global and community context) and field study as a distinctively Dickinson approach to knowledge or schools of thought for undergraduate education (with historical antecedent) and that drives faculty and students to work closely together over sustained periods of time to create new knowledge.
3. Link intellectually and pedagogically the above approach to learning with Dickinson’s global, U.S. national and diversity study.

II. Defining Characteristic: Global Perspective

Strategic Goal: To create a global campus infused with internationalism so that each student, faculty member, employee, office, program and department is charged to act globally and weave internationalism into all academic and non-academic areas of pursuit. This approach characterized by ongoing international engagement both in and out of the classroom, where the community faces global challenges everyday, is globally aware and engaged, and acts as responsible and effective global citizens.

- A. Objective: Create a Global Campus, integrating programs and activities on the Carlisle campus with Dickinson Centers and affiliated institutions abroad. Develop broad and deep relationships with overseas partner institutions. Examples of the steps we will take to implement this objective include plans to:
1. Create a seamless administrative flow between abroad sites and the home campus to insure smooth operation of all administrative processes.
 2. Develop a mindset where each event and activity on the Carlisle campus is evaluated for connectivity to the Centers abroad.
 3. Raise the visibility and consciousness of the global nature of all activities at home and abroad within campus publications, the Web site and other venues like Common Hour presentations from students returning from abroad, and sharing cultural experiences at events like FallFest.
- B. Objective: Develop programming that promotes the integration of all constituencies on all campuses and their communities. Examples include:
1. Use technology to provide academic programming linkages with abroad sites and partner universities.
 2. Develop programming for hosting international visitors and encouraging the exchange of all College constituencies.
 3. Work with the greater Carlisle community in the planning and execution of this programming.
 4. Develop programming for international students in Carlisle to orient them to the College and American life.
- C. Objective: Continue to develop the connection between domestic diversity education and international education in ways that help students see the interconnections among peoples throughout the world. For example, we will:
1. Continue to develop international dimensions to the American Mosaic model through ongoing collaboration between the Office of Global Education and the Community Studies Center.
 2. Continue to partner with Historically Black Colleges and Universities and other minority-serving institutions in developing programming such as “Crossing Borders,” which combines the study of U.S. diversity with international study, as well as student and faculty exchange programs.
 3. Continue to increase full-time international student enrollment to diversify the campus and make the campus more global.
 4. Create opportunities for students to explore and understand the profound demographic changes and the impact of immigration on the national and local levels. This awareness broadens their understanding of the global society they will inhabit, wherever they live.
- D. Objective: Continue to advance Dickinson College as a recognized leader in global education. Among the activities that will promote this objective are plans to:
1. Be a recognized authoritative voice in the academic community that speaks out on international issues and, specifically, events in higher education.
 2. Provide opportunities for faculty and staff to engage internationally and develop their scholarship, teaching and work in internationally significant ways.
 3. Continue to be a recognized leader in global education and study abroad through embracing innovation, maintaining quality and enhancing our reputation.

4. Encourage research projects and publications that contribute to an understanding of global education.
5. Pursue accountability to assess quantitatively and qualitatively the effectiveness of Global Education upon student learning and faculty advancement.

III. Defining Characteristic: Useful Education

Strategic Goal: Dickinson’s charter calls for the education of youth to “succeed the aged in the important office of society” and enjoins us to make “every attempt to disseminate and promote the growth of useful knowledge.” To achieve these ends we must articulate – in courses and in student social life – crucial dimensions of a liberal arts education, namely: its power to develop cohesive and creative patterns of thought and understanding; to challenge complacent world-views; to research and solve complex problems; and to enhance students’ abilities to analyze, synthesize, write, speak and broadly understand human behavior and the natural world.

A. Objective: Enhance elements of the curriculum that focus on interconnections between the liberal arts and the wider world and erase the boundaries between classroom and student life experiences. The mission of the student life program is to enrich existing educational experiences and create additional ones – by having the majority of our students live on campus, sharing a living and learning space. By directing attention to issues of governance, citizenship, involvement, participation and service, the student life program aims to foster a sense of belonging and involvement, thus linking the College’s curricular and co-curricular goals. Among the steps that we will take to achieve this objective are plans to:

1. Continue to strengthen academic programs that make direct connections between liberal education and the wider world.
2. 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; explore the concept of useful course clusters for various professions.
3. Develop and enhance curricular and co-curricular programs that connect liberal learning with preparation for specific career fields, such as law, medicine, information technology, journalism and business.

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

1. Enhance the College’s internship program at home and commit to expanding a parallel program abroad, each developing academically rigorous internships that link to the exploration of professional options; cement ongoing relationships in high-quality settings and those resulting in a career.
2. Encourage service learning opportunities and the connections between course work and involvement in the community. Develop and expand ties beyond campus that are reflective, reciprocal and helpful to the community.
3. Strengthen a coordinated service learning program that supports faculty innovation in course design to enable on-going service learning engagement with the communities in which Dickinson is embedded and beyond.
4. To the greatest extent possible, make students’ on-campus jobs valuable work experience and educational opportunities that expand their vocational skills and interests.

C. Objective: Invigorate support for students as they move toward career choice. Enhance advising, mentoring and decision-making. In particular, create a strong and far-reaching network of alumni, parents and friends of the College to provide career counseling and support for student choices and transitions. Action steps will include activities like:

1. Find additional ways to connect alumni majors with students, for example by expanding advisory boards that draw heavily on practitioner alumni and others.
2. Continue to develop alumni visitation programs that bring teacher-participants to campus.
3. Academic Advising and the Career Center will develop a seamless advising system that helps students make responsible academic and career decisions, and be accountable for those decisions. Faculty-delivered and professionally administered, this system of intentional advising will be appropriate to a student's developmental stage throughout all four class years at Dickinson. This approach will result in students having the ability to make effective decisions and make connections among insights and experiences, thereby increasing their engagement in the Dickinson College and global communities.

D. Objective: Forge relationships with, and pathways to, various high-quality graduate and professional programs. Activities like the following will help accomplish this objective:

1. Develop a communications flow about Dickinson programs with appropriate contacts at graduate and professional school admissions offices.
2. Facilitate faculty interaction with graduate and professional school admissions offices.
3. Promote access for students to entrance examinations preparation (workshops, test samples, etc.) for graduate and professional school.

IV. Defining Characteristic: Citizen-Leaders

Strategic Goal: To prepare our students to be active, engaged citizens of the world and to educate them for positions of leadership and service in their communities, the nation and around the globe. Dickinson's definition of citizenship is drawn from the College's roots in the American Revolutionary era. A citizen-leader acts in the contexts of a sense of community and home, self-governance, respect for and service to ideals greater than the individual self and recognition that a liberal arts education advances citizenship and substantive professional and personal contributions to the global community. Dickinson College aims to produce effective leaders who, through a profound commitment to justice and service, foster the common good.

A. Objective: Encourage students to demonstrate community commitment while exercising 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. Examples of the initiatives to support this goal are:

1. 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 in 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. This exercise involves both reflection and discernment leading to value judgment and independent personal choice
2. Continue to develop service learning opportunities that reduce the boundaries between students' social and academic lives, providing living laboratories for the practice of civic engagement, responsibility and leadership.
3. Working with students as appropriate, review behavioral standards and continue to clarify the students' responsibilities for upholding those standards in finding the appropriate balance between individual freedom and the good of the community. These behavioral standards will inform the community's standards.

4. Maintain and upgrade the residential facilities that offer students progressively more independent living opportunities as they move through their years at the College. Maintain a balance of traditional and non-traditional housing which emphasizes opportunities to build community skills.
5. Review and refine the expectations of students' opportunities to demonstrate and build character.

B. Objective: Reinforce independence among our students by encouraging the practice and understanding of self-governance and by encouraging the understanding that citizenship is not a solitary practice.

Prepare our students for the multicultural, pluralistic society that is America Today. Among the steps planned to meet this objective are the following:

1. Strengthen special interest housing opportunities that offer students venues for initiative and self-governance.
2. Continue to provide 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. Maintain student participation in the existing all-College committee structure of the College and of student life in particular.
4. Encourage a diverse array of student-initiated and funded social, cultural and religious activities and events that draw on College funds and that are balanced with long-term, College-wide social and cultural events driven by the institution over several generations of students.
5. Teach students to accept responsibility for democratically acting with others to identify and solve the community's problems whether local, national or global.
6. Promote the spirit and practice of service and volunteerism inside and outside the college community, including within the context of student organizations and groups.
7. Provide opportunities to meet a range of interests allowing students to find their individual points of connection with the institution.

C. Objective: Reinforce Benjamin Rush's commitment to a liberal arts education as a foundation of citizenship by establishing additional connections between academic and residential life and applying the fundamental skills learned in a liberal arts education, such as critical reasoning and communication. To life in the campus, local, national and global community. Plans include programming initiatives such as:

1. Develop a variety of living-learning communities, such as the First-year Seminar learning communities and Special Focus learning communities. Encourage residential units informed by academic concerns. Establish standards of expectation for group housing, including a structured educational program among their activities.
2. Continue to provide 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 celebrated and discussed. Teach students how to negotiate these differences openly, vigorously and respectfully.
3. Develop conflict resolution resources to develop student capacity for effective communication and problem-solving and to reinforce the responsible handling of conflict.
4. Provide space resources and new programs for students to explore and practice spirituality, recognizing that spiritual development is attuned with intellectual and social development in creating citizen-leaders.

D. 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. Establish a life-long commitment to leadership among students and encourage their continued involvement in issues of importance. Examples of our plans include:

1. Continue to clearly articulate to students the College's mission and culture of ownership so as to increase awareness of their historic legacy and responsibilities as citizen-leaders and as owners of the College, encouraging them to take up the challenge of leadership in a contemporary nation that continues to reinvent itself.
2. Continue to define criteria for recognition and awards that emphasize the quality and depth of students' involvement with the College over the quantity of their participation.
3. 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 College should provide the resources to propel men and women's sports to greater competitive success and recognition. At the same time, student/athletes should continue to be encouraged to become fully integrated members of the College community.
4. Continue to support and celebrate co-curricular and extra-curricular activities that contribute to the development of student citizen-leaders. Establish an environment that encourages all members of the College community to participate, either directly or indirectly, in co-curricular and extra-curricular events.
5. Actively recruit the kind of student who embraces the opportunity to develop leadership skills and assume leadership roles during his or her College experience and beyond. Create opportunities for students to learn how to be role models and mentors to first-year students.
6. Establish a student understanding of world citizenship and the implications of leadership in this global context.

E. Objective: Create a campus culture that is committed to environmental sustainability at all levels
Some of the initiatives that would support this objective include:

1. Continue to integrate environmental accountability into decision-making and planning across all College functions, including construction, renovation, grounds-keeping, maintenance and purchasing.
2. Continue to educate students, faculty and staff about the environmental impact of their actions and life-styles.
3. Make Dickinson known for the quality of its environmental stewardship, thereby attracting students committed to living in a resource-conscious manner. Embrace the efforts of student organizations conducting research, organizing awareness campaigns, and initiating new techniques for achieving environmental sustainability.
4. Cultivate a willingness to involve all community members in the process of achieving campus sustainability. Promote programs encouraging the development of responsible behavior demonstrating environmental awareness in residence halls and student programming. Encourage environmentally based co-curricular and service learning projects that strengthen ties between Dickinson and groups in the broader community with ecological interests and concerns.

V. Defining Characteristic: Diversity

Strategic Goal: 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 its academic and social goals without reflecting the richness of diverse peoples and voices in America and the world. To reach our goals in this area, we will continue to enhance the diversity of our own community and broaden the range of other communities with which we must regularly interact in Carlisle, the nation and the world. Our programs and activities will teach students respect for all peoples.

A. Objective: Support 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. Examples of program enhancements include:

1. Enhance curricular options that encourage the engagement with diversity across the curriculum and that continue to strengthen course offerings that fulfill the American Cultural Diversity requirement. Coordinate classroom work with programming sponsored by the Office of Diversity Initiatives, the Asbell Center and other multicultural programs on campus.
2. Extend our international programs and connect them with U.S. diversity efforts in ways that enable students to connect their experience living in other cultures with their appreciation for differences in American society.
3. Form meaningful relationships with communities beyond our campus in ways that enhance our understanding of and experience with American cultural diversity.
4. Create an environment that is safe and that re-affirms the importance of every person regardless of their race, ethnicity, gender, social class, religion, national origin or sexual orientation, and provide visible support for social, cultural, religious and other on-campus programs that enhance our diversity efforts.
5. Recognize that our commitment to visibly increasing diversity on campus carries a responsibility to ensure the availability of diversity awareness education and conflict resolution resources.

B. Objective: Promote the increased diversity of our students. Among the steps to achieve this objective will be efforts like the following:

1. 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 students from under-represented groups, striving to achieve 15% student of color enrollment by fall 2005, and 18% by fall 2010.
2. Recruit and maintain a geographically diverse student body, including internationally. By fall 2005 increase international student enrollment to 5% of our student body, with 7% by fall 2010. Increase our non-northeast (VA-ME) enrollment of first-year students to 30% by fall 2010.
3. Recruit and maintain a student body with socio-economic diversity. Maintain our commitment to access, striving for a level of 13% of our students receiving Pell Grants. That figure would place Dickinson at the average for this measure of the top fifty liberal arts colleges.

C. Objective: Seek a diverse faculty and staff that reflects both the finest academic training and a range of experience and background. We are committed to recruit faculty and staff who, in part, represent the diverse geographic, religious, ethnic and racial backgrounds of our current students and of prospective students. We do not apply specific numerical targets to faculty or administrative recruitment, but we seek to increase current diversity, including particularly ethnicity and race, to bring faculty and the administration into closer alignment with our ever more diverse student body.

VI. Defining Characteristic: Accountability and Sustainability

Strategic Goal: We will embrace the goals of accountability and sustainability as individuals and as an institution of integrity and principle. We will state our goals clearly and communicate them to those both within and outside of our limestone walls. We will be accountable for the goals we set. We recognize that engaged global citizenship requires an awareness of, and respect for, the natural world that supports the social world. We also recognize that responsible citizenry requires the prudent use of resources of all types, physical and fiscal. Educating for sustainability requires a holistic approach to decision making which embodies liberal arts education and promotes an engaged community. The College must serve as a living example of sustainability in all arenas. We will always remember that Dickinson's future is our responsibility.

A. Objective: We will hold one another – students, faculty, staff and administrators – to high standards of accomplishment. Examples of our commitment include:

1. We expect our students and alumni to meet high standards of performance as learners, leaders and members of a community.
2. We expect our faculty to continue to provide a progressive liberal arts curriculum that is the foundation of a useful education, while they maintain their high level of scholarly activity and accomplishments.
3. We expect our staff and administrators to support and sustain an environment conducive to learning, enabling the collaboration of students and faculty in learning, while they continue to develop their own professional knowledge and skills.
4. We will support administrative research on the efficacy of student life programs by providing those responsible for the programs with both a mandate and the resources they need.
5. We must include in our planning efforts integration of environmental accountability throughout the institution while ensuring economic viability.
6. We must establish a spending policy that relies upon objective facts in setting our growth expectations for sustainable spending as we plan for the future. Sustainable spending is not a fixed rate on assets, but rather a changing rate that reflects changes in real yields.

B. Objective: We must ensure the quality of our academic programs. For example:

1. Faculty members and departments will continue to set clear goals for student learning in their courses and programs and to measure progress toward those goals.
2. The faculty, through the Academic Program & Standards Committee, will continue to regularly review the curricular goals of academic departments and programs and their progress toward those goals.
3. We must promote cross-disciplinary study across the curriculum which incorporates information about ecological consequences of decisions.
4. We must develop research opportunities for students to engage practical problems that arise when human actions exploit natural resources.

C. Objective: We must ensure the quality of our non-academic programs. For example:

1. Each administrative division will formulate goals and priorities that allow a division to enact the relevant objectives in this strategic plan. Included with the goals and priorities must be specific milestones to measure progress.
2. All of those working within a division should have an opportunity to comment on drafts of goals, priorities and milestones. Ideally, the goals, priorities and milestones are drafted by those responsible for meeting them.
3. Divisional directors will meet with their counterparts in other divisions to identify common goals and to coordinate efforts toward meeting those goals.
4. Individuals will be rewarded for their achievements in meeting divisional goals.
5. We will pursue opportunities for adopting cutting-edge sustainable technologies and prioritize environmentally sustainable options in purchasing within the constraints of fiscal responsibility. As we are evaluating the feasibility of a project, we will look at the life-cycle benefits and “true costs” including consideration for health, the environment and society.
6. We must transition to environmentally friendly options in landscaping, maintenance and resource decisions, taking advantage of the potential to implement sustainable initiatives that result in monetary savings.

VII. Enabling Condition: People

Strategic Goal: 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, faculty, staff, and students 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 and international 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.

1. Increase the willingness of families across all income levels to invest in a Dickinson education while reducing our need to provide financial incentive to top students without financial need.
2. Sustain the College's commitment to support access for students of high ability with financial need.

B. Objective: Recruit and maintain a faculty with strong credentials that include national and international aspirations, high standards, vision and engagement, and who are committed to outstanding undergraduate 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. For example, we will:

1. 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. 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. Provide support for active scholarly and professional development for faculty and continue initiatives that encourage professional change and risk-taking.
4. Balance goals for additional salary and benefit support, and for small class sizes with aspirations to provide additional time for faculty.
5. Encourage innovation, the generation of new knowledge, and the exploration of interdisciplinary interests.
6. Provide support for new avenues of infusing technology in appropriate fields.

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. Examples of the action steps to achieve this objective include:

1. Provide salary, benefits and opportunities for advancement that will attract administrators and staff of the highest possible quality.
2. Maintain average administrator and support staff pay levels above the mean of comparable personnel groups nationally and locally whenever possible within financial constraints.
3. Provide support for scholarly and professional development and training opportunities that are appropriate to administrative and support staff positions and aspirations and that advance inter- and intradepartmental communication and create a working community that is proactive and removes unnecessary obstacles to accomplishment.
4. Encourage working groups throughout the College that are directed toward advancing institutional goals and working to remove obstacles to accomplishing key tasks that thwart the progress of the College on many levels.

5. Take those steps that enhance the engagement and initiative of director-level personnel in the leadership of the College.

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 and decisive manner. Reaffirm a culture of ownership in which faculty and staff interaction and governance models in behavior – both individually and collectively – the best traits of leadership, and calls for civility, decisiveness and action.

E. Objective: Encourage, recognize and celebrate the continued civic engagement of our alumni through avenues like volunteerism and public office.

VIII. Enabling Condition: Financial Strength

Strategic Goal: To ensure the financial strength of the College, which 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, supporting first-rate operations and responsibly funding reserves. 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: Ensure the long-term financial strength of the College. Examples of the steps needed to achieve this objective are:

1. Re-establish the College's bond rating at the equivalent of A- or better as graded by Standard & Poor's.
2. Establish the following benchmarks related to assets:
 - a. Expendable net assets to debt ratio will be greater than one. (Unrestricted net assets minus (plant, property and equipment net of depreciation less related long-term debt)/long-term debt > 1.)
 - b. Our available assets should cover at least nine months of operating expenses. That is, the primary-reserve ratio should be greater than .75.
3. Increase the endowment to \$300 million by FY 2010, including a goal for new endowment gifts of \$7 million for FY 2004, increasing approximately \$500,000 annually to \$10 million in FY 2010. Proportionate adjustments to giving and investment return expectations will be made annually based on market trends.
4. Decrease the current endowment spending rate to 5% by FY 2010.
5. On a 10-year rolling average basis, increase endowment investments by a "real rate of return" of at least 1% per year. In other words, total return (net of costs of custody and management) will be greater than (1) the rate of inflation (as measured by the Consumer Price Index) plus (2) our spending rate (5.5% in FY 2005) plus (3) 1%. This goal does not include additional gifts to the endowment.

B. Objective: The College's unrestricted revenues, net of financial aid, will exceed expenses, will fund depreciation and will provide surpluses sufficient to create plant-fund reserves. For example, we will:

1. Create plant-fund reserves of at least \$5 million by FY 2010.
2. Maintain the proportion of students on need-based Dickinson grants at 45%, and reduce from 11% to 8% the proportion of students receiving non-need-based merit awards by Fall 2010.
3. Maintain the overall tuition discount rate at 35%.

4. Expand revenue opportunities for auxiliary operations and establish creative alliances and partnerships. Optimize the use of on- and off-campus facilities and technological systems.
5. Reduce expenses by increasing efficiencies and by replacing functions, where possible, through outsourcing and critical alliances.
6. 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 for programs that do not meet our strategic objectives.
7. 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, Provost and Treasurer of the College. Enhance the College's ability to manage grants in hand.

C. Objective: Improve annual and endowment giving, create a pipeline for future development efforts and enhance the College's professional fund-raising capacity over time. Examples of the steps we must take include:

1. By FY 2010, reach annual unrestricted giving of \$3.5 million. Proportionate adjustments to giving expectations will be made annually based on market trends.
2. By FY 2010, reach annual restricted giving of \$3.5 million. Proportionate adjustments to giving expectations will be made annually based on market trends.
3. Maintain 100% participation in giving from the Board of Trustees; achieve and maintain 100% participation in giving from other key leadership groups, such as the Regional Cabinets and the Alumni Council.
4. Actively educate donors to encourage increased support through various life income and testamentary gift options.
5. Promote an understanding of giving as a cycle. Create a pipeline of donors who support the institution through increasingly generous levels of gifts.
6. During the next five years, plan and pursue an aggressive comprehensive campaign that not only funds established financial priorities but also permanently raises the sophistication and performance of the development operation, building momentum for continued and sustained growth in philanthropic support for the College.

D. Objective: Plan for and assess risk, taking optimal advantage of strategic opportunity while minimizing risk that could compromise the College's future. Examples of the things we must accomplish include:

1. Identify areas of risk (strategic, compliance, financial and operational) and develop an institution-wide risk management framework.
2. Differentiate and embrace "good risk," i.e., opportunities available through innovation.
3. Develop an institutional business intelligence framework, including financial reporting models that provide appropriate and timely information for the Board of Trustees, executive management, budget directors and other key constituencies.
4. Redefine business processes to streamline operations, anticipate and manage risk and support strategic decision making.
5. Implement best business practices, as defined by Sarbanes-Oxley legislation and other standards and as determined appropriate for Dickinson financially and competitively.

IX. Enabling Condition: Lifelong Affiliation

Strategic Goal: To nurture an environment, continue to develop programs, and enhance a communications system that tells the Dickinson story, instilling a permanent sense of institutional ownership and pride among all Dickinsonians.

A. Objective: To attract eager and talented applicants who are willing to commit to Dickinson. For example, we must:

1. Continue to refine and focus Dickinson's distinctive market position (connections, active, engaged, useful, global) 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. Celebrate the accomplishments and increase the visibility of Dickinson's excellent academic program, strong cadre of teacher-scholars, and alumni of distinction.

B. Objective: To help students learn, understand and appreciate the value of what it means to be a Dickinsonian. Among the steps we must take to realize this objective are the following examples:

1. Maintain a rich array of social, academic, cultural and religious 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. Continue to make current students aware of the richness and value of the alumni network.
2. Ensure the highest quality, responsive, consistent, accurate and timely communications and interactions with students and their parents.
3. 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. Increase the 4-year graduation rate to 84%, and the 6-year rate to 88% by 2010.

C. Objective: To reinforce alumni pride in the College and their willingness to commit to their responsibilities as owners. For example, we must:

1. Provide regular formal and informal opportunities for alumni to connect with one another and with students and to communicate their stories and their needs to one another and to the College; insure that these events and communications relate to the full spectrum of alumni ages.
2. Showcase the success of alumni through publications and events; use professional networks and geographical clubs/organizations to keep alumni connected and aware of their mutual accomplishments.
3. Keep alumni well informed about the College, its directions, its position among peer institutions and its needs.
4. Create programs for alumni that continue to add value to their degree for a lifetime, including lifelong career counseling and planning to help alumni fully develop their chosen careers or to make life changes.
5. Engage alumni in enhancing the future of the College through organized, purposeful and strategic advisory groups and volunteer programs including career contacts, admissions recruitment/prospecting and fundraising.
6. Develop a comprehensive campaign communications plan that shares a clear and compelling case for support with alumni, educates them about the transformational opportunity that this campaign presents for the College and defines the institution's goals and ambitions for the capital campaign.
7. By FY 2010, reach annual goals of 46% alumni participation in all types of giving.

X. Enabling Condition: Technology and Information Management

Strategic Goal: To develop a strategic approach to library and information services that will support all members of the Dickinson community in their efforts to accomplish the College's mission.

A. Objective: Create a culture that encourages and promotes the innovative and creative use of technology by all Dickinson constituencies. Examples of the activities to support this objective include plans to:

1. Create a user support strategy responsive to the needs of different campus constituencies and designed to develop self-sufficient, productive and innovative users of library and information services.
2. Create a governance structure to ensure that library and information services and projects remain aligned with the Dickinson College Strategic Plan and that effective and continuous consultation takes place with the College community.
3. Establish a predictable and economical equipment replacement cycle for the campus network, faculty and administrative offices and public computing facilities.
4. Develop a strategic plan for the development, sustainability and flexibility of instructional spaces, including coordination of planning for appropriate and consistent funding.
5. Redesign library and information services to be environmentally sensitive and sustainable.

B. Objective: Develop a vision to support the institutional goals of the Strategic Plan and a method of implementation that establishes regularly updated priorities to allow individual users, and all academic and administrative units, to fulfill their established strategic objectives. For example, we must:

1. Define and implement a comprehensive campus-wide approach to administrative computing that takes advantage of up-to-date technology and meets the changing needs of higher education management and reporting.
2. Implement a project management office that enables LIS to assign staff and resources to projects in a balanced, transparent and strategic manner.
3. Create assessment tools for library and information services.
4. Ensure that the library maintains support of the academic program as its primary mission.

C. Objective: Develop an institution-wide infrastructure that meets the specific needs of both individuals and departments and that provides them with the technological capability to become leaders in their fields. Examples of the steps that must be taken include:

1. Develop a strategic plan for the campus network that ensures service that is secure, available and responsive.
2. Implement technologies that support mobile, seamless and secure computing on and beyond the Dickinson College campus.
3. Enable faculty and staff to use the full capabilities of the campus network both on and off campus.
4. Support faculty and students engaged in leading edge and innovative applications of technology.
5. Create a strategy that enables the College to continue to function in the event of a disaster or emergency.

D. Objective: Create an environment that allows the College to become a leader in the use of technology in education and which enables individual scholars to become leaders in their fields of inquiry. For example, our plans include:

1. Identify and invest in targeted areas of excellence in library and information services in which Dickinson College can achieve national leadership and visibility.
2. Identify and exploit opportunities for cost and resource sharing in library and information services.

3. Develop an information literacy strategy aligned with the growth of the curriculum, including interdisciplinary initiatives, and consistent with learning and teaching at a leading American liberal arts college.

XI. Enabling Condition: Visibility and Prestige

Strategic Goal: To create a broad recognition for Dickinson that raises the national and international profile of the College with all constituencies as a prestigious, national liberal arts institution of quality and excellence. To fully realize and capitalize upon Dickinson's historic mandate and future potential as a leader in liberal arts education.

A. Objective: Secure the College's stature, prestige and distinctive character within the higher education community, both externally and internally. Among the initiatives that will help us achieve this objective are the following:

1. Raise the perception of Dickinson in the academic and broader community as a liberal arts college with the premier and defining programs in a variety of academic areas as appropriate.
2. Keep the Dickinson story and its leadership component at the forefront, constantly defining and refining our distinctive qualities and portraying Dickinson as an institution that is consistently engaged with major issues and challenges facing liberal arts colleges and society.
3. Continue efforts to build campus pride and our awareness of our distinctiveness, recognizing and celebrating for the on-campus constituencies the many achievements of the College, the faculty and the students.
4. Instill in the internal and external audiences a strong sense of Dickinson College's distinctive school of thought towards undergraduate learning, the acquisition of knowledge, that is well-defined and eminently suited to provide a graduate with the knowledge and skills appropriate to accomplishment in the 21st century.

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

1. Raise Dickinson's reputation with the best graduate and professional schools in the country as a college that prepares its students thoroughly and with sufficient depth for advanced study.
2. 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. 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. 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. Provide evidence and incentive for a culture of ownership and pride at Dickinson. Examples of the commitments we must make are:

1. Consistently communicate the College's message (as articulated in the Strategic Plan) on campus and to the extended Dickinson community of trustees, alumni, parents and friends. Make institutional prestige and name recognition an implicit part of all campus planning efforts.
2. Heighten visibility of faculty achievements and prestige in research and teaching including publications, national and international presentations, research awards and prestigious recognition from academic organizations.

3. Promote awareness of student accomplishments (including fellowships and awards, graduate school placements, etc.); track, acknowledge and celebrate the success of our graduates in their professions and as citizen-leaders contributing to society.
4. Continue to build our alumni network through campus communications and programs that involve alumni with the College and with current students; campus-based and regional activities that provide avenues for involvement; tapping alumni expertise for focused campus issues; and active identification of Dickinsonians who occupy the same spheres of influence.
5. Continue to build awareness of, and interaction with, Carlisle and the region. Acknowledge the role of the co-curriculum in creating community and cultural climate for on-campus constituents and for the region. Recognize more broadly the involvement of students in community activities. Collect and publicize examples of Dickinson's community partnerships. Advance actively the quality of life in Carlisle and the general area – culturally and economically.

XII. Enabling Condition: Institutional Information and Practices

Strategic Goal: To collect information that is accurate, timely and easy-to-use. To develop practices that are efficient, effective and transparent. To ensure accountability and transparency in all that we do by consulting with appropriate All-College committees and the wider Dickinson Community.

A. Objective: We can only confirm our progress toward our objectives by continuing to develop the habit of setting clear goals and measuring progress toward them. Among the issues we must consider to meet this goal are the following:

1. Every goal worthy of our consideration must include milestones by which we measure progress toward it. Our measure may be numbers or stories, but they must be true milestones.
2. Just as our defining characteristics endeavor to capture the richness of a Dickinson education, so must our measures convey a complete and accurate description of what we have accomplished and what still needs to be done.

B. Objective: We must support our high expectations of student, faculty, staff and administrator performance. Examples of necessary action steps include:

1. We will continue to collect both qualitative and quantitative measures of student achievements and progress both within and outside of the classroom. These include measures of knowledge and abilities.
2. We will continue to celebrate and report the products of student and faculty scholarship, such as presentations at professional conferences and publications in professional journals, in a variety of internal and external media.
3. We will collect both qualitative and quantitative measures of staff and administrators' professional development activity and achievements.

C. Objective: We must support our ability to monitor the quality of our academic program. For example:

1. We will continue to help develop our students' ability to gauge progress towards their educational, professional and personal goals.
2. We will use technology, whenever possible, to collect, manage and analyze the information we consider critical to evaluating the quality of our students' learning.
3. We will use technology, whenever possible, to collect, manage and analyze information we use to monitor the quality of our courses and programs
4. We will train staff associates to use the technology that supports faculty and departments in collecting, managing, and analyzing the information we use to monitor our courses and programs.

D. Objective: We must support our ability to monitor the quality of our non-academic program. For example:

1. Each division, whenever possible, will use technology to assemble, manage, analyze and transmit the key performance indicators necessary for program planning and management.
2. Divisional directors will meet with their counterparts in other divisions to share appropriate data in support of College-wide goals and to coordinate planning efforts toward meeting those goals.
3. Data demonstrating successful progress toward a relevant goal in this strategic plan will be a factor in future resource allocation for the associated activities that support that goal.