

LIVING OUR PROMISE

THE STRATEGIC DIRECTION FOR GETTYSBURG COLLEGE

Gettysburg
COLLEGE

INTRODUCTION

OUR WORLD IS CHANGING. AS AN INSTITUTION OF HIGHER EDUCATION THAT IS ROOTED IN HISTORICAL CHANGE AND DEEPLY COMMITTED TO INSPIRING STUDENTS TO LEAD LIVES OF CONSEQUENCE, WE TOO MUST CONTINUE TO BE CONDUITS OF CHANGE—OUR STUDENTS, AND MORE PROFOUNDLY, THE WORLD, CALLS ON US TO BE. BECAUSE OF THIS, WE’RE ALWAYS IMAGINING AND REIMAGINING WHAT IT MEANS TO OFFER OUR STUDENTS A CONSEQUENTIAL EDUCATION, AN EDUCATION THAT TRULY MATTERS. NOW IS OUR MOMENT TO ADVANCE GETTYSBURG’S MISSION, TEACH OUR STUDENTS HOW TO MAKE AN IMPACT, AND—TOGETHER—BUILD A BETTER WORLD.

In aligning our strategic priorities, we are ensuring that we provide today’s students with an education in the liberal arts and sciences that is relevant, meaningful, and amplifies the most transformational aspects of Gettysburg’s undergraduate experience.

By putting *our promise of A Consequential Education* into practice, and truly living it every day, Gettysburg College will deliver among the most personal and student-centered educational experiences in the entire nation. Our *Gettysburg Approach* extends over the full arc of a student’s life and career, and provides them with a breadth and depth of knowledge and set of enduring skills that will ready them for all that comes next.

The work of our strategic planning committees has been situated within additional institutional priorities to bring together voices from across our community, including our faculty, staff, students, and alumni; recent research on campus, and conversations with prospective parents, students, and their counselors; and a comprehensive evaluation of what a contemporary education should provide. These elements are the underpinnings of *Living Our Promise: The Strategic Direction for Gettysburg College*, our ambitious vision for the institution over the next several years.





“We hope to instill in our students an instinct for inquiry and exploration, for reason and empathy, for introspection and reflection, for adaptability and resilience. Our education will ready them for their role as active citizens and ensure that they are well-equipped to thrive both personally and professionally.”

— President Robert W. Iuliano

A CONSEQUENTIAL EDUCATION

enriches the mind, deepens the heart, and strengthens the capacity to act. It provides the essential tools for leading an enriched, contributive, and successful life—a consequential life. Such an education involves more than learning how the world works; it also provides the means by which a person is able to gain a greater insight into who they are, what they want to accomplish, and how they will define, and then lead, their own consequential life.

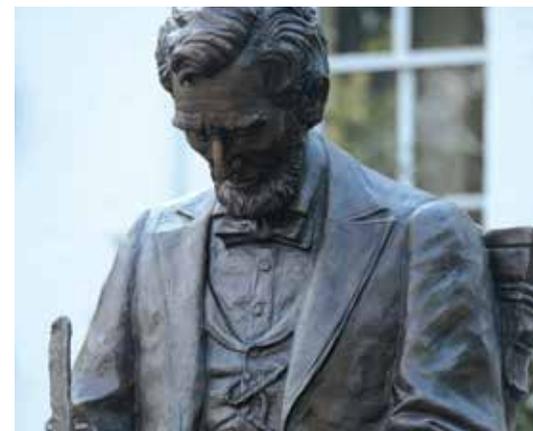
A consequential Gettysburg education maintains its relevance throughout the course of a graduate's life and career. Beyond the high caliber academic work students do here, they graduate having refined specific personal skills that will be invaluable to them in effectively navigating our complex, challenging, and ever-changing world. Our consequential education helps students develop their intellectual dexterity, and gain a true understanding of what constitutes diversity, equity, and inclusion, and how it produces a richer human experience for all members of the community. It expands students' emotional intelligence, so important to being able to keep one's balance, empathize, and communicate effectively with others, and contribute meaningfully to creating a more just world. Today's Gettysburg College graduates are likely to hold many positions in multiple fields throughout the course of their dynamic careers; the human and intellectual capacities they deepen here will serve them well at every turn, in every pursuit.

A Gettysburg College education is consequential because of the nature of the relationships our students develop during their years here—in particular, the distinctive partnerships that form between students and their professors—partnerships characterized by both parties holding a strong belief in the integrity and the ability of the other. The confidence of the faculty in the ability of their students to Do Great Work, in turn inspires that great work.

A consequential Gettysburg education is grounded in the liberal arts and sciences, the study of which lays a strong foundation for a lifetime of learning and growing. It allows for the development of those skills of discernment necessary for being able to separate fact from opinion, recognize the better ideas amid the lesser ones, and choose the better path when there is a choice to be made.

Consequential educations are inspired by consequential places, and in 1863, Gettysburg, Pennsylvania, became one of the most consequential places in the world—consecrated by President Abraham Lincoln as the place where the struggle to ensure the survival of the young American nation reached its zenith. It was to us that he issued the challenge to “...be dedicated here to the unfinished work for which they who fought here have thus far so nobly advanced.” And so we are.

Those who come here, to this College, in this place, surrounded by history and opportunity, build in each other the ambition and the determination to take up the great and unfinished work of making a better world for themselves, their families, their communities, their nations.



OUR PROMISE IS A CONSEQUENTIAL EDUCATION

Since our founding in 1832, Gettysburg College has promised every student A Consequential Education—one that gives them greater insight into who they are, what they want to accomplish, and how they will define and lead their own consequential life.

A CONSEQUENTIAL EDUCATION IS UNIQUELY US, FORMED BY OUR PEOPLE, OUR PLACE, AND OUR DISTINCTIVE APPROACH TO TEACHING AND LEARNING.

OUR PEOPLE

Gettysburg College is defined by the lifelong partnerships that form here. From the moment a student steps onto campus, they are embraced by their faculty as a contributing colleague. Our students are challenged and supported as they work to realize their goals, in whatever field they choose to pursue.

Our students also belong to a global network of 32,000 alumni who are motivated to help them build a dynamic and fulfilling career. They open doors for students to land internships and job opportunities at many of the world's top companies and organizations.

Above all, Gettysburg students are surrounded by a community that believes in them. The confidence we have in our students to Do Great Work, in turn inspires that great work.

OUR PLACE

Today's students want to change the world. We invite them to study in a place that changed it.

What happened at Gettysburg shaped the course of American history and, with it, the future of this nation and all nations. Upon our picturesque campus, students live and learn in the echo of President Lincoln's enduring words—and they dedicate themselves to the “unfinished work” that Lincoln himself called on us to advance.

Gettysburg students rise to this call. Every day they leverage our proximity to major cities of influence—like Washington, D.C., Philadelphia, and our state capital of Harrisburg—to get involved and inspire positive change.

OUR APPROACH

The College's Strategic Direction is focused on how we deliver and articulate a Gettysburg College education for today's students—our Gettysburg Approach.

While our promise of A Consequential Education is timeless, the shape of that promise has appropriately changed over time in response to the changing circumstances for each generation of Gettysburg graduates.

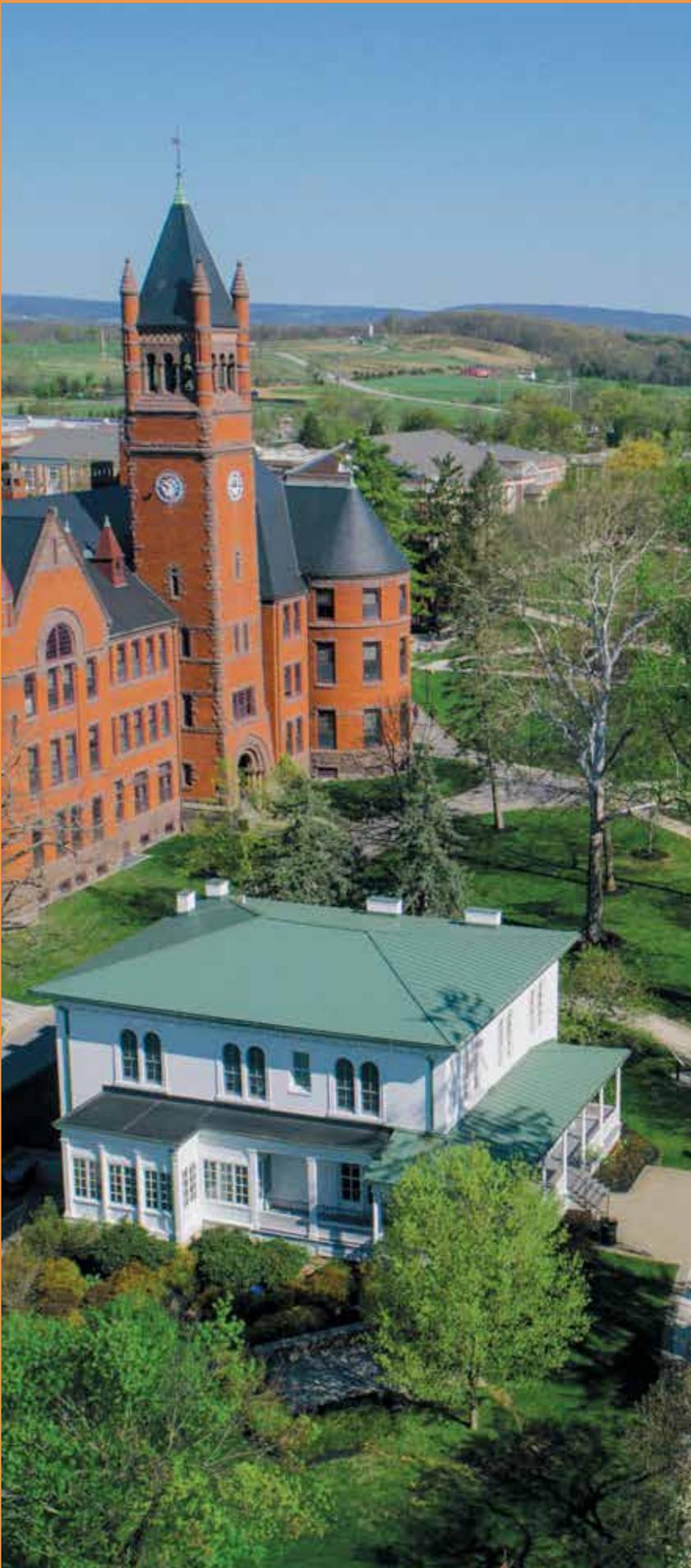
Learn about our new Gettysburg Approach and the Four Areas of Focus that will help bring this vision to fruition.

THE
GETTYSBURG
APPROACH



Our Gettysburg Approach is A Consequential Education in practice: a renewed, evolved, and intensive focus on how we deliver our signature undergraduate experience to this generation of Gettysburgians. Designed to benefit the whole student, throughout the entirety of their life and career, the Gettysburg Approach will build within every student a breadth and depth of knowledge and set of enduring skills—cultivated both inside and outside of the classroom—to prepare them to thrive in a world marked by change and adaptation.





KNOWLEDGE

The first anchor in our Gettysburg Approach is to provide students with a breadth and depth of knowledge through a rigorous and contemporary education in the liberal arts and sciences.

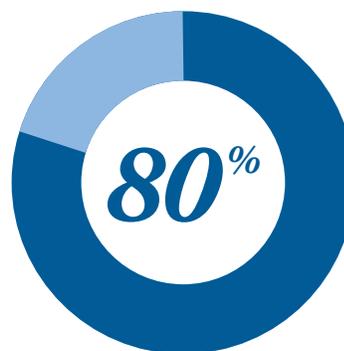
Our world-class faculty brings to life the arts, humanities, social sciences, and natural sciences, ensuring that Gettysburg students are exposed to viewpoints across disciplines and that they gain a nuanced understanding of the human experience. Through our hallmark academics, every Gettysburg College student will enhance their drive for action, grow as effective leaders and socially responsible citizens, and develop the capacity to pursue knowledge throughout their lifetime.

A TIMELESS EDUCATION

At Gettysburg College, we want to develop within every student an agile mind capable of solving complex problems—and a heart that aspires to do so.

The world that today's generation of Gettysburgians will graduate into promises to be vastly different than the one we have known. The employees who will flourish over the next 10, 20, and 30 years are those who will possess an education that connects disparate fields of study—the type of expansive knowledge that cannot be easily replicated or replaced by the emergence of artificial intelligence.

We want to produce graduates who are irreplaceable. An education rooted in the liberal arts and sciences—and reinforced through the intentionality of our Gettysburg Approach—is the best model by which to achieve this lofty goal.



OF EMPLOYERS AGREE THAT ALL STUDENTS SHOULD ACQUIRE KNOWLEDGE IN THE LIBERAL ARTS AND SCIENCES*

**American Association of Colleges and Universities (AAC&U)*



BUILDING ON OUR GREATEST STRENGTHS

The expanded College Scorecard ranks 4,500 colleges and universities by their return on investment (ROI). Through its study, Georgetown University found that the ROI for students who have attended liberal arts institutions grows in value over time. Gettysburg is among the best liberal arts colleges in the nation for ROI over the course of a graduate’s career.

#50 among liberal arts colleges based on 10-year ROI.*

#33 among liberal arts colleges based on 40-year ROI.*

**The Georgetown University Center on Education and the Workforce ROI Study: ROI of Liberal Arts Colleges*

“THE GETTYSBURG APPROACH TURNS FOUR YEARS OF COLLEGE INTO A LIFELONG ASSET FOR EVERY STUDENT, REGARDLESS OF THEIR BACKGROUND OR INTERESTS. TECHNICAL EXPERTISE IS CONSTANTLY EVOLVING, BUT THE EXPERIENCES AND HABITS OF MIND ENCOURAGED BY AN EDUCATION IN THE LIBERAL ARTS AND SCIENCES WILL REAP DIVIDENDS OVER A LIFETIME.”

— Timothy J. Shannon
Professor of History

ENDURING SKILLS

EMPLOYERS SAID THAT WHILE COLLEGE GRADUATES ARE PREPARED TO SUCCEED IN ENTRY-LEVEL POSITIONS, ONLY HALF VIEWED TODAY'S COLLEGE GRADUATES AS HAVING THE NECESSARY SKILLS TO ADVANCE OR BE PROMOTED.

— AAC&U, *How College Contributes to Workforce Success: Employer Views on What Matters Most, 2021*

The second anchor in our Gettysburg Approach is a renewed and intensive focus on deepening the enduring skills most valued by employers and graduate schools. These skills include:

- ADAPTABILITY
- COMMUNICATION
- CREATIVITY
- INTERCULTURAL FLUENCY
- LEADERSHIP
- PROBLEM SOLVING
- TEAMWORK

These transcendent skills can be the hardest to teach, yet at Gettysburg College, they will be practiced, absorbed, reflected upon, and articulated by our students in a purposeful way through a wide range of high-impact learning experiences—giving students an advantage in their next step after college and every step thereafter.

RESPONDING TO THE PREPAREDNESS GAP

Recently, the American Association of Colleges and Universities (AAC&U) asked employers which skills and aptitudes were most valuable to them in the workplace. Working in teams, critical thinking, analyzing and interpreting data, and problem solving were cited as the most essential. These same skills are cited as career readiness competencies by the National Association of Colleges and Employers.

Here's what stands out: The surveyed employers stressed that while college graduates are prepared to succeed in entry-level positions, only half view today's college graduates as having the necessary skills to advance or be promoted. In other words, they identified a preparedness gap—a significant divide between the importance employers are placing on specific skills in the working world and their assessment of a college graduate's readiness to perform those skills effectively.

We have a responsibility to respond to this preparedness gap.

"DURING MY YEARS AT GETTYSBURG, WE SPENT A LOT OF TIME HAVING TO PRESENT. I REALIZED WHEN I GOT INTO MY MASTER'S PROGRAM THAT THIS SKILL WAS SO IMPORTANT. I WAS FAR MORE COMFORTABLE PRESENTING MY RESEARCH THAN MY PEERS. EVEN NOW, WHEN I'M PRESENTING AT DIFFERENT CONFERENCES, REPRESENTING THE LEWIS KATZ SCHOOL OF MEDICINE, I'M ABLE TO DISCUSS THE RESEARCH THAT I'M DOING IN A MUCH MORE COMFORTABLE MANNER. COMMUNICATION IS A SKILL THAT I GAINED AT GETTYSBURG COLLEGE, AND I HAVE BEEN ABLE TO BUILD ON IT THROUGHOUT MY CAREER."

— Fergan Imbert '16
Ph.D. Candidate, Neurovirology
Temple University - Lewis Katz School of Medicine



ENDURING SKILLS

A PROVEN APPROACH

Our emphasis on enduring skill-building has proven successful for generations of Gettysburgians. For nearly two centuries, Gettysburg College graduates have excelled in a wide range of work and service, and have made positive contributions to organizations and communities worldwide.

Often, this skills-based foundation can lead to our alumni attaining notable early- and mid-career salaries. Payscale's *College Salary Report* examines graduate data on jobs, employers, compensation, demographics, and educational background. In Payscale's most recent report, Gettysburg College ranked No. 20 among all liberal arts colleges in the nation for salary potential, underscoring the demand for the enduring skills we teach and how development of these skills at Gettysburg positions our graduates for a lifetime of career success.



A SURVEY OF 200 EMPLOYERS SAID THAT GETTYSBURG GRADUATES POSSESS AND OUTPERFORM THEIR PEERS IN WHAT EMPLOYERS DEFINE AS "MUST-HAVE" CAREER SKILLS.

Ability to Work On a Team

Gettysburg graduates: 80%

Graduates in general: 55%

Problem-Solving Skills

Gettysburg graduates: 70%

Graduates in general: 41%

Written Communication Skills

Gettysburg graduates: 76%

Graduates in general: 42%

Leadership

Gettysburg graduates: 69%

Graduates in general: 36%

Verbal Communication Skills

Gettysburg graduates: 78%

Graduates in general: 47%

Strong Work Ethic

Gettysburg graduates: 78%

Graduates in general: 48%

Initiative

Gettysburg graduates: 76%

Graduates in general: 45%

Analytical and Quantitative Skills

Gettysburg graduates: 67%

Graduates in general: 42.5%

Flexibility and Adaptability

Gettysburg graduates: 76%

Graduates in general: 49%

Creativity

Gettysburg graduates: 69%

Graduates in general: 51%

Willingness to Learn

Gettysburg graduates: 82%

Graduates in general: 66%



GUIDED PATHWAYS

Knowledge and enduring skills at Gettysburg College are practiced and deepened within our Guided Pathways. Beginning in Fall 2023, every incoming student will have the opportunity to align their interests with on-campus experiences within a thematic Guided Pathway:

- CREATIVITY, ENTREPRENEURSHIP, AND INNOVATION
- GLOBAL CITIZENSHIP AND INTERCULTURAL FLUENCY
- JUSTICE AND COMMUNITY CHANGE
- LEADERSHIP, TEAMWORK, AND COLLABORATION

Every Guided Pathway intersects with a four-year *Career Development Pathway* that provides students with direct career-related experiences and guidance.

NAVIGATING WITH PURPOSE

The Guided Pathways help to ensure that students are making the most of their time on campus. Through the Guided Pathways, students can select experiences in an intentional way, connecting their activities with the skills they hope to strengthen. The Guided Pathways provide students with a framework and—together with their Personal Advising Team—the language to articulate what they gained from each experience and how each experience builds upon others and complements their academic work.

INTRODUCTORY PATHWAYS EXPERIENCES

First Year: Students will discover what interests them, what they value, and what skills they want to develop.

EXPLORATORY PATHWAYS EXPERIENCES

Second or Third Year: Students will actively engage in an area that interests them, develop associated skills, and begin to articulate how those skills will be transferable to their professional goals.

CONSEQUENTIAL PATHWAYS EXPERIENCES

Third or Fourth Year: Students will actively engage in a substantial and focused way in an area that deeply interests them. Students will demonstrate that they have developed enduring skills and can apply these skills to make a positive impact in their community—whether locally, nationally, or globally.





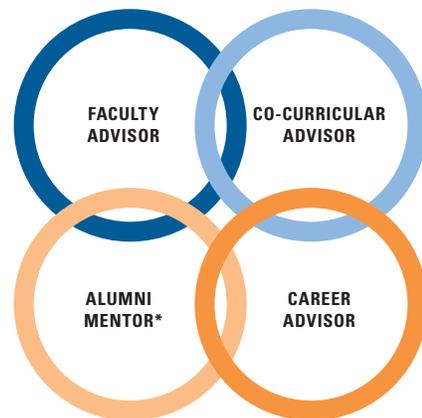
PERSONAL ADVISING TEAMS

To ensure our students are getting the very most out of their Gettysburg education, they will now be supported by their own Personal Advising Team. Comprised of a Faculty Advisor, Co-Curricular Advisor, and Career Advisor, the Personal Advising Team will guide students through their academic progress, reflect with them as they navigate the Career Development Pathway and their Pathway of choice, and help them to more fully understand the impact of their undergraduate experience—all through 360 degrees of advising.

At the conclusion of their sophomore year, students will have the option of adding an Alumni Mentor to their Personal Advising Team who will assist them in defining their career goals and building their professional network.

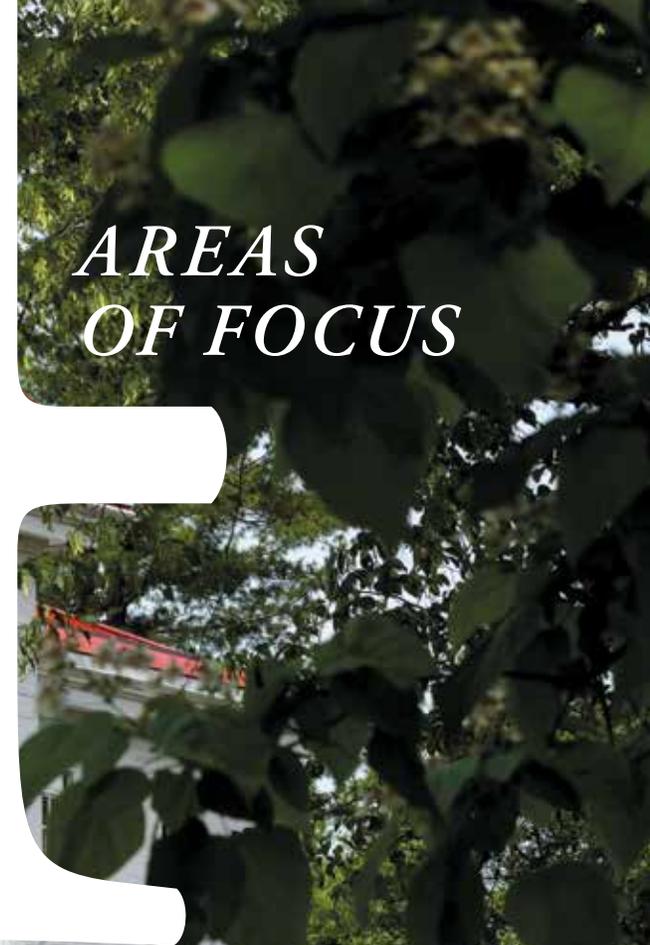
“STUDENTS’ PROFESSIONAL SUCCESS IS LARGELY DEFINED BY THE EDUCATIONAL PATH THEY CHOOSE FOR THEMSELVES. AT GETTYSBURG, THEY DON’T HAVE TO MAKE THAT CHOICE ALONE. WITH THE SUPPORT OF A PERSONAL ADVISING TEAM, STUDENTS WILL INTENTIONALLY SELECT THE OUT-OF-CLASS EXPERIENCES THAT WILL EQUIP THEM WITH THE ENDURING SKILLS THAT ALIGN WITH THEIR PASSIONS AND THE EXPECTATIONS OF TOMORROW’S EMPLOYERS—EXPERIENCES THAT WILL TRANSFORM THEIR MINDS, BUILD THEIR CONFIDENCE, AND POSITION THEM TO HAVE A CONSEQUENTIAL IMPACT ON THE WORLD AROUND THEM.”

— Anne Ehrlich
Vice President for College Life



**sophomore year*





*AREAS
OF FOCUS*



FOUR AREAS OF FOCUS

Four Areas of Focus have been identified to guide our decision making and priorities in the years to come. Importantly, these areas build upon our institutional strengths and bring our Gettysburg Approach to life:

1. ACADEMIC EXCELLENCE
 2. A TRANSFORMATIONAL AND INTEGRATED STUDENT EXPERIENCE
 3. A CULTURE OF BELONGING AND WELLNESS
 4. INSTITUTIONAL EFFECTIVENESS
-

ACADEMIC EXCELLENCE

The bedrock of our experience lies in our commitment to academic excellence through a rigorous and contemporary education in the liberal arts and sciences taught by our world-class faculty. Our education exposes students to the world, provides critical thinking and communication skills, ensures a broad understanding of the human experience, creates disciplinary depth and expertise, expands intercultural understanding, and enhances capacities for empathy and action. Through exposure to the arts, humanities, social sciences, and natural sciences, our education equips students with the capacity to make sense of and respond effectively to a world that has become ever more complex and interrelated. We are committed to providing:

- **A CONTEMPORARY, INTEGRATED, AND RIGOROUS CURRICULUM:** Our general education curriculum was adopted in 2023. We will continue to evaluate our curriculum and academic majors to ensure they are responding to the needs of a changing world and working in tandem with students' co-curricular experiences.





- **A WORLD-CLASS FACULTY:** We will continue our commitment to attracting and retaining an excellent and diverse faculty, and to supporting faculty in their development and success as teachers, scholars, and advisors in an environment that helps every student reach their fullest potential.

- **A RENEWED FOCUS ON STUDENT ADVISING:** The close faculty-student advising and mentoring relationship is a defining aspect of a Gettysburg education. The College will engage the faculty in a comprehensive effort to strengthen the academic advising experience for students and enhance the recognition and value of academic advising for faculty.

A TRANSFORMATIONAL AND INTEGRATED STUDENT EXPERIENCE

A key component of our education is to help students apply what they learn inside and outside of the classroom. This work is essential to ensure that our students are prepared to graduate into careers and communities in which they will be required to lead, adapt, and make sense of a rapidly changing world. We will do this by ensuring that a student's co-curricular activities serve as impactful opportunities to practice and deepen essential and enduring skills. We will achieve this by:

- **PROVIDING MEANINGFUL AND COORDINATED EXPERIENTIAL AND HIGH-IMPACT OPPORTUNITIES:** To help students coordinate professional and personal goals through their co-curricular experience, we have developed Guided Pathways. The Guided Pathways allow students to organize their out-of-class learning based on their interests and on the skills they seek to gain along the way. The introduction of Personal Advising Teams will help students to ensure they are taking advantage of the opportunities available to them and that they are consistently aligning their interests and aspirations with opportunities and experiences that will help them to achieve their goals. Additionally, intentional reflection will be built into the student experience to help students to better articulate what they did, why they did it, and how it has prepared them for what's next.

- **IMPROVING STUDENT RETENTION:** We owe our students our best efforts to ensure that they graduate on time and ready to contribute to the world. Through our new Center for Student Success, we will provide exemplary advising, employ sophisticated tools and programs to encourage students and track their progress, and engage students more deeply through the Personal Advising Teams and Guided Pathways.

WE LEARN BY DOING

75%

of alumni over the past seven years have completed at least one internship in their time at Gettysburg.

Nearly **65%** of the 2023 graduating class served in at least one leadership role.

Nearly **60%** of students study globally for at least one semester.

More than **60%** of the 2023 graduating class collaborated on research projects with faculty.

▪ STRENGTHENING THE VALUE OF THE GETTYSBURG

EXPERIENCE: Part of our promise to our students is to support the full arc of their experience, both during their time as a student and after they graduate. We will make investments into the Center for Career Engagement to expand offerings, advising, and the development of career-related opportunities and connections to the Gettysburg Network for our students. Additionally, every student will be assigned a dedicated Career Advisor all four years. Investments into the Center for Career Engagement will also enable it to increase its capacity to partner with alumni post-Gettysburg and offer career guidance and advising throughout their lifetime.

▪ STRENGTHENING CIVIC MINDEDNESS, INTERCULTURAL FLUENCY, AND PLACE-BASED LEARNING:

Our mission calls on us to prepare students “to engage the complex questions of our time through effective leadership and socially responsible citizenship.” In support of these ambitions, we must do more to help students gain a clearer understanding of the tools of government, public policy, and effective and persuasive communication so that they can grow into the leaders and citizens our world needs. These skills must be taught, learned, and practiced if students are to develop a true comprehension for how their ideas can be translated into purposeful action. Our Gettysburg Approach allows students to choose one of our Guided Pathways, in addition to the Career Development Pathway, to broaden how they interact with and learn from their community. We likewise will seek opportunities to maximize our proximity to major cities of influence, like Washington, D.C., Philadelphia, Baltimore, and our state capital of Harrisburg.

A CULTURE OF BELONGING AND WELLNESS

Our future success rests heavily on our ability to create a culture where every Gettysburgian—students and employees alike—can be full members of our community and be empowered to contribute in ways that strengthen our collective perspective and understanding. We are committed to:



▪ **RECRUITING AND RETAINING A TALENTED AND DIVERSE**

STUDENT BODY: Recruiting a talented and diverse student body begins with ensuring that excellent and talented students from all backgrounds have access to a Gettysburg education. We will continue to make a Gettysburg education affordable through a renewed commitment to financial aid endowment. Further, we will look to recruit diverse and talented classes that represent the evolving demographics of our nation. To better support students during their time at Gettysburg, we will also make investments and enhancements that support student progress, including to our Center for Student Success, and by strengthening programs that help our students better understand the world in which they live, study, and work.

▪ **RECRUITING AND RETAINING A TALENTED AND DIVERSE**

WORKFORCE: As our student body becomes more diverse, we will continue to build a faculty and staff reflective of that rich diversity. We will also pursue additional means by which to support the development of our employees, including a refreshed welcome ambassador (peer mentor) program, enhanced division-level onboarding activities, and additional training for first-time managers. In addition, we will expand access to programs and resources that cultivate a community of belonging and understanding through assessment tools, anti-bias trainings, and community education.

▪ **PROVIDING A HOLISTIC APPROACH TO COMMUNITY**

WELLNESS: We will broaden our definition of wellness, creating educational programs that encourage a holistic approach and help students develop the habits and skills to manage their health and wellness on campus and throughout their lifetimes. Equipping students with mental, physical, professional, social, and financial agility and resilience will enable them to thrive not only during their time at Gettysburg, but also in the years beyond. For faculty and staff, we will work to develop more inclusive classroom and work environments through initiatives that will drive the diversity, equity, and inclusion (DEI) strategic plan.

INSTITUTIONAL EFFECTIVENESS

To respond responsibly and effectively to several challenges, including demographic changes resulting in increased competition for talented students and price sensitivity, we must take steps to balance innovation with careful stewardship of our resources to ensure continued institutional effectiveness. We remain committed to:

- **A CULTURE OF EXCELLENCE:** The College's most important asset is its commitment to educational excellence. That commitment informs every decision we make. At a time when society is experiencing a significant decline in the population of college-attending students, we will continue to prioritize admitting a more selective student body.
- **ENHANCING OUR MARKET POSITION:** To thrive in a moment marked by increased competition for a smaller student population, we must continue to ensure that our education is contemporary, dynamic, and responding to a world that is changing with dizzying rapidity. It also means that we must broaden our engagement across the country and around the world. We will enhance our outreach to help ensure that the compelling work we are doing at Gettysburg is broadly known. Today's world needs the leaders and citizens we produce.
- **INCREASING AND DIVERSIFYING OUR REVENUE STREAMS:** Gettysburg will continue to serve as a premier undergraduate, residential college of the liberal arts and sciences. To help fund this intensive and deeply personal education, as well as to ensure that the College is financially accessible to the most talented students, we are committed to becoming less dependent on student tuition. As a result, we will explore new potential sources of revenue that will expand our reach and enable us to strengthen our core mission. Additionally, we will increase our philanthropic support of the College and find more ways to engage our alumni through a comprehensive campaign.



Learn more about Living Our Promise: The Strategic Direction for Gettysburg College at www.gettysburg.edu/strategic-direction.

OUR WORK AHEAD STARTS WITH LIVING OUR PROMISE.

The four key areas of focus—a world-class education, a transformational student experience, a commitment to the whole person, and a renewed plan for institutional effectiveness—will serve as the road map for our priorities in the years ahead and help us to attract the most talented students to our campus.

BY THEMSELVES, EACH OF THESE INITIATIVES WILL HELP TO SHAPE OUR COLLEGE FOR THE BETTER.

When brought together, however, they will enhance one another, work in unison, and fortify the whole.

Together, we will deliver an unparalleled education for current and future Gettysburgians. As Milton Valentine, a Class of 1850 alumnus and former president of Gettysburg College, once said, “Our work lies invitingly before us.”



THE
GETTYSBURG
APPROACH

Learn more at www.gettysburg.edu/gettysburg-approach