The Unfinished Work:
A Strategic Direction for Gettysburg College

2016-2021
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Introduction

The words spoken so eloquently by President Abraham Lincoln here in Gettysburg 153 years ago provide a rich context for the education of today’s students. We look to them as a reminder of our nation’s founding principles of liberty and equality, and as a source of inspiration—both for our students during this significant time of their personal and intellectual development, and for our College community more generally, as we reflect on our values and goals. With this plan, we envision a future in which our students will be superbly prepared to engage productively in the unfinished work of our age—to be agents of meaningful change in an increasingly diverse, complex, and globally interconnected world. To meet the dynamic challenges ahead, we envision a future in which

- our students will engage in high-impact experiential learning opportunities that build upon our fundamental commitment to academic excellence in the liberal arts and sciences;
- our students will receive outstanding mentoring from a broad array of Gettysburgians who will help to provide a strong foundation and network that will support their personal and professional lives as they move on beyond Gettysburg;
- our students will thrive in their interactions with others in an inclusive campus community that more fully reflects the diversity of the world at large and in which the understanding of others’ perspectives is enriched by candid dialogue and a respect for freedom of expression;
- our students will learn to be bold thinkers, effective collaborators, and lifelong learners, inspired by innovative practices integrated into our community fabric and the opportunities to engage in innovation and entrepreneurship; and
- our students will integrate Lincoln’s charge—to complete the unfinished work of justice, equality, and freedom—into their civic and professional lives after Gettysburg.

Process

As a prelude to the strategic planning process, we conducted market research on prospective students, parents, and high school college counsellors to learn about their impressions of Gettysburg, as well as to determine the interests and expectations of these students as they made their college decisions. Not surprisingly, academic quality and the opportunity for interaction with faculty were seen as important deciding factors in making a college choice. In addition, there was strong interest expressed in outcomes, and in particular career planning and internships. A global focus was also perceived to be quite important.

These findings are consistent with what has been reported about Gen Z (those born in the mid-90s or after). These young people have entrepreneurial interests and are focused on career outcomes; they are interested in social causes and want to make the world a better place; they are technology-focused and health-conscious; and they are interested in global issues. As we developed a strategic
plan to guide us over the next five years, we wanted to be sure that Gettysburg College would respond to the needs and interests of this generation of students.

This strategic plan was born out of a year-long process that engaged many members of the Gettysburg College community. In the fall of 2015 the Board of Trustees gathered with faculty, staff, and student representatives to discuss possible future scenarios in higher education. Key themes that developed out of that discussion were distinction, inclusion and international initiatives, and innovation. Provost Chris Zappe and Professor Sharon Stephenson led a process in which working groups composed of faculty, staff, and student representatives generated ideas related to these themes, that were then reviewed by the Board of Trustees. During the spring 2016 semester, all members of the campus community had the opportunity to participate in the planning process. All faculty, administrators, and support staff were invited to meetings to discuss the plan and provide input. The themes of the plan were also presented to Student Senate. Finally, all members of the campus community were invited to submit their comments through an on-line survey. The Forward Thinking Group also provided input throughout this process as a more finely-tuned version of the plan began to emerge. The plan was completed in September and approved by the Board of Trustees in October, 2016.
Context

Higher Education

There is no higher education system in the world that can match that of the American higher education system. Students from all over the globe flock to this country for undergraduate and advanced degrees. Among its greatest strengths is the diversity of our system. It serves the traditional 18- to 22-year-old full-time population and also those who are part-time students or working adults with families. It offers vocational and technical training, as well as broad-based liberal arts degrees. Students can earn credits in-person or on-line. They can study with classes of 10 or 100 or 1000. They can be in residence or commute. All of these models have merit. All contribute to the richness of the American higher education environment.

Of all of those earning undergraduate degrees, 4.5% earn them from residential liberal arts colleges. It is a small niche, but one that fulfills a critically important need—a highly personalized educational experience that offers a superior academic experience with a focus on critical thinking, communication skills, and complex problem-solving; a co-curricular experience geared intentionally towards personal development; superb preparation for further study; one-on-one mentoring; and an emphasis on social responsibility and civic engagement. How better to prepare tomorrow’s leaders?

Gettysburg will continue to reside in this important higher education niche. Our planning process affirmed our dedication to providing a superb residential liberal arts and sciences education. However, we move forward with an acute awareness of the following:

- A Gettysburg education must be relevant in its focus and delivery.
- A Gettysburg education must appeal to today’s students and their families.
- A Gettysburg education must be financially accessible.
- A Gettysburg education must prepare students for fulfilling lives in today’s—and tomorrow’s—society.

Cost and Value

We live in a society in which there is heightened public concern about the cost of higher education, in which the idea of “free” public higher education is being discussed, and in which there is regular criticism of the “impracticality” of a liberal arts degree. How can we best respond to these concerns?

In recent years we have emphasized outcomes, enriching the career development opportunities available to our students and focusing on our graduates’ accomplishments and how they are linked to their Gettysburg education. We have received national attention for being one of 50 Colleges That Create Futures and one of 50 Colleges That Pay You Back, by The Princeton Review. However, it is clear that we cannot presume that the public understands what a liberal arts and sciences education entails. We must continue to communicate clearly about the exceptional value of a residential liberal arts education, and a Gettysburg education in particular. Our focus on personal and intellectual
development can be complemented by strong messages about the career-relevant skills that our students acquire and the success of our graduates as citizens, as professionals, and as leaders.

The World Economic Forum’s *Future of Jobs* report focuses on the top 10 skills that will be needed in the workforce in the year 2020. Complex problem-solving, critical thinking, and creativity top the list, followed by people management, coordinating with others, and emotional intelligence. It is hard to imagine an approach to learning these skills that could surpass an education in the liberal arts and sciences, paired with a rich co-curricular experience in a residential setting. There is no question that this form of education has tremendous value in today’s and tomorrow’s workplace, in addition to providing the wonderful benefits of personal development. It is our job to continue to make this case with great energy and conviction.

We also have a responsibility to use our resources wisely—to contain our costs where possible, while maintaining high quality. Over the last two years, our College community has engaged in a process of sustainable excellence to assure our ability to continue to offer a truly excellent education that is financially sustainable. We acknowledge that we will need to continue to look through the lens of sustainable excellence as we move into the future. We no longer have the luxury of increasing net tuition at a rate that meets the increasing costs of operations. Over the last five years, Gettysburg’s effective annual tuition increase net of financial aid has been 2.5%. We have been pressed to respond to the need for salary and benefits increases, inflationary increases, and multiple compliance requirements imposed by the federal government. This trend will continue, as will our need—and our desire—to make a Gettysburg education available to strong students who cannot afford it. To enact new initiatives, let alone to balance the budget, we must continue to be thoughtful and creative about how we use the resources available to us—and we must be willing to make decisions about reallocation of existing funds.

Gettysburg College continues to lag behind its peers with regard to its resource base. Our endowment per student is significantly lower, and our annual giving numbers, although improving, are still not equal to many of our peers. Clearly we cannot let up on our fundraising efforts. Our current campaign will help to support many of our strategic initiatives; and we will continue an aggressive fundraising effort after the campaign’s conclusion to secure the funds to help support these initiatives.

To summarize, we will mount a four-pronged approach to the challenging economic climate in which we recruit students. Specifically, we will:

- Build the case for the value of a Gettysburg education;
- Use our process of sustainable excellence to help us contain costs and build alternative revenue streams;
- Work to fund new initiatives through the reallocation of existing funds; and
- Raise funds aggressively, with a strong focus on financial aid.
**Mission**

A liberal arts education is by definition broad-based. We will continue to offer a strong and well-rounded curriculum in the natural sciences, social sciences, arts, and humanities. We will continue to seek excellence across disciplines, to encourage interdisciplinary connections, and to recruit and retain faculty who are dedicated to undergraduate teaching, mentoring students, engaging in their disciplines, and supporting the College by participating productively in its governance.

Recently we have made minor revisions to the College’s mission and values statement to reflect our current student population, our focus on diversity and inclusion, and our goal to prepare graduates to thrive as productive citizen-leaders and professionals.

> Gettysburg College is a residential, undergraduate college of the liberal arts and sciences that prepares students from across the nation and around the globe to pursue lives of personal and professional fulfillment and to engage the complex questions of our time through effective leadership and socially responsible citizenship.

This statement is grounded in the core values of the institution:

- The worth and dignity of all people and the limitless value of their intellectual potential;
- The commitment to a diverse and inclusive learning environment;
- The power of a liberal arts education to help students develop critical thinking skills, broad vision, effective communication, a sense of the inter-relatedness of all knowledge, sensitivity to the human condition, and a global perspective, all necessary to enable students to realize their full potential for responsible citizenship;
- The enrichment of the traditional liberal arts and sciences curriculum with the most promising intellectual developments of our time;
- The free and open exchange of ideas and the exploration of their ethical and spiritual dimensions;
- The value of a lifelong commitment to service, and the role of the College in both providing an example of public service for students and fostering a commitment to service among our young people;
- The value of ethical leadership that is inclusive, collaborative, and directed towards effecting change for the greater good;
- Our conviction that a residential college best promotes the sense of community, central to a liberal arts education, in which personal relationships between students, faculty, and staff can flourish.

The implementation of this plan will enhance our ability to advance our core mission as a residential, undergraduate college of the liberal arts and sciences.
We are acutely aware of the fact that we are operating in a fast-changing higher education landscape. The strongest liberal arts colleges have stood the test of time, meeting the needs and expectations of today’s students by revising curricula and pedagogies, adopting new student recruitment methods, building new facilities, and providing rich co-curricular opportunities. Although we hold firmly to our belief in the value of a residential liberal arts education, we also recognize that we must remain vigilant to the changing landscape around us, that we must be ready to adapt to that landscape by considering alternative scenarios, and that we must continuously evaluate our progress on this plan against that landscape and make adjustments as needed.
The Unfinished Work: A Strategic Direction for Gettysburg College

One hundred fifty-three years ago the Gettysburg College community walked together to the south end of town for the dedication of the national cemetery that provided the burial site for more than 3500 Union soldiers killed during the Battle of Gettysburg four months earlier. There they heard Abraham Lincoln’s call to the nation to re-dedicate itself to the proposition that all men are created equal, to a new birth of freedom, to the unfinished work.

Today it is clear that the work before our nation—and before our world—is far from finished. There is still much to be done to secure and advance our democracy. We face complex social, cultural, environmental, and global issues: inequality and discrimination, hunger, war, climate change, and disease. The leaders of tomorrow must be creative thinkers prepared to tackle multi-faceted problems, engaged professionals able to translate good thinking into effective action, and dedicated citizens prepared to unite rather than divide people. We need a new generation of thinkers and problem-solvers—judges, doctors, scientists, teachers, mathematicians, entrepreneurs, managers, artists—who are prepared to generate solutions and effect positive change. With the words of Abraham Lincoln still ringing in our ears, Gettysburg College’s mission is to prepare its students to be those leaders who will secure the worth and dignity of others, who will face the challenges ahead, who will step up to the unfinished work of our age.

This strategic plan focuses on reinforcing that preparation, on preparing our students for lives of impact, for lives that will be played out in an increasingly diverse and globally interconnected society, and for lives that will embrace innovative approaches to the complex issues before us. To that end, we developed this plan around three key themes—Impact; Inclusion and Internationalization; and Innovation—themes that we believe must be woven into a Gettysburg liberal arts education to prepare our students to make their contribution towards the unfinished work still before us.
Theme One: Impact

The world will little note, nor long remember, what we say here, but it can never forget what they did here.

President Abraham Lincoln
November 19, 1863

With this humble sentence, President Lincoln made clear that the actions of others mattered far more than his rhetoric. Of course, we do indeed remember what he said here in Gettysburg; but we also remember his focus on action as we prepare our students for the future. Building upon a strong foundation in the liberal arts and sciences, we will prepare our students for lives of impact by enhancing opportunities for experiential learning that will advance their personal and intellectual development, their sense of social responsibility, and their ability to take effective action in service of the greater good.

In the words of the distinguished higher education scholar Dr. George D. Kuh, the opportunity to engage in high impact experiential learning “deepens learning and brings one’s values and beliefs into awareness; it helps students develop the ability to take the measure of events and actions and put them in perspective. As a result, students better understand themselves in relation to others and the larger world, and they acquire the intellectual tools and ethical grounding to act with confidence for the betterment of the human condition.”

Consistent with Kuh’s conclusions, recent research reported through the Gallup-Purdue Index (2014) reveals that experiences such as internships, long-term academic projects, and extra-curricular engagement lead to a higher level of engagement in the workplace. That is, those who have had these experiences as undergraduates are more productive and enthusiastic workers than those who have not had these experiences.

In addition, The Gallup-Purdue Index reports the positive impact on graduates of having a mentor who encourages them to pursue their dreams, a professor who cares about them as a person, and a professor who makes them excited about learning. Surprisingly, only 14% of the graduates surveyed reported having all three, and those who did reported far more work engagement.

Finally, the Gallup-Purdue research also focused on graduates’ thriving with regard to their well-being along five dimensions which include purpose, social, community, financial and physical. Those who reported being engaged at work were nearly five times more likely to be thriving with regard to these five dimensions of well-being.

To summarize, personal connections with inspiring and encouraging faculty and other mentors, along with strong experiential learning opportunities, yield graduates who are more likely to thrive both personally and professionally.

Our mission as a college of the liberal arts and sciences is to prepare our students to thrive, to prepare them for fulfilling personal and professional lives and for lives of civic engagement and leadership. We at Gettysburg believe that a residential liberal arts education is best suited to do this; and we believe that the benefits of such an education go far beyond the individual. The world needs students who benefit from the many advantages of a liberal arts and sciences curriculum: the ability to think critically; the ability to develop solutions to complex problems using multiple disciplinary approaches; the ability to communicate effectively; the ability to understand the perspectives of others.

Gettysburg is positioned not only to provide a superb preparation in the liberal arts and sciences to our students—but also to pair it with the opportunity to practice the application of that learning through a multitude of experiences in the classroom, in the laboratory, on the stage, out on campus, in the community, in the workplace, and at locations around the world. Over the last several years we have increased the opportunities available for students to conduct research over the summer with faculty, thanks to the support of the Howard Hughes Medical Institute, the Mellon Foundation, as well as some significant gifts to Gettysburg. We have also expanded opportunities for community engagement and public service, public policy-focused study and discussion through the Eisenhower Institute, and career exploration through internships and other career development activities.

To fulfill our mission—to prepare our students for lives of impact—Gettysburg College will continue to strive for excellence across all academic disciplines, with a particular focus on the STEM disciplines and the connections between the STEM disciplines and other academic programs. In addition, Gettysburg College will enhance the experiential learning opportunities available to our students during the next five years so that every student will have the opportunity to take advantage of one or more of these activities.

2 STEM disciplines traditionally include the sciences, technology, engineering, and mathematics. While Gettysburg College does not offer an undergraduate engineering degree program, we do offer opportunities for our students to pursue dual-degree engineering programs in conjunction with Columbia University in New York City, Rensselaer Polytechnic Institute in Troy, New York, Washington University in St. Louis, Missouri, and the University of Pittsburgh in Pittsburgh, Pennsylvania. These programs build upon the comprehensive liberal arts and sciences curriculum that we offer to our students. Upon successful completion of the dual-degree program, the student is awarded the bachelor-of-arts degree from Gettysburg College and the bachelor-of-science degree in an engineering discipline from one of the four affiliated universities.
Goal #1: Expand current opportunities for all students to apply their academic experience through high-impact educational practices such as faculty-mentored research, creative activity, and leadership development experiences.

Implementation strategies
- Increase support for students to engage in faculty-mentored research and creative activity, beginning in their first year on campus.
- Increase the number of students who travel to professional conferences and performances with faculty mentors.
- Continue to provide support for student leadership development experiences through the Garthwait Leadership Center.

Goal #2: Provide all students with outstanding mentoring, advising, and support from our faculty, staff, alumni, parents, and peers.

Implementation strategies
- Provide every Gettysburg student access to committed and skillful advisors and mentors, including academic advisors (first-year and major-related advisors), administrative advisors, a career coach, and peer mentors.
- Support and recognize those faculty members who provide outstanding advising and mentoring to students both within and outside the classroom.
- Support and recognize those staff members who provide outstanding advising and mentoring to our students.
- Create volunteer opportunities for alumni and parents to advise and mentor our students.

Goal #3: Capitalize on our identity as an excellent liberal arts college in close proximity to Washington, DC.

Implementation strategies
- Implement the new strategic plan for the Eisenhower Institute, with particular focus on strengthening its connection to the academic program.
- Enhance support for our distinctive public policy major.
- Take advantage of other DC-based learning opportunities, including those related to the arts, social justice, history, and public policy.

Goal #4: Provide all students with opportunities to graduate from Gettysburg College with a well-rounded professional network and the foundational skills to launch successfully into graduate or professional school or their careers.

Implementation strategies
- Increase the number of students pursuing post-graduate fellowships.
• Continue to support a rich array of career development opportunities with the assistance of parent and alumni volunteers.

• Enhance collaboration between the Center for Career Development and academic departments regarding the transition from college to career.

• Develop an online career development course to be completed by students during the second semester of their first year or during the sophomore year.

• Relocate the Center for Career Development to the College Union Building to provide a more central location and better linkage with related experiential activities.

**Goal #5: Promote and support the STEM disciplines to meet the interests and needs of today’s students.**

**Implementation strategies**

• Increase the number of research-intensive science courses, particularly at the introductory level.

• Increase and enhance science offerings for non-science majors.

• Provide support and incentives to faculty to adopt active-learning pedagogy at all levels of the STEM curriculum.

• Explore opportunities to make connections between STEM courses and courses in the humanities, arts, and social sciences.

• Support and showcase undergraduate research and teacher preparation in STEM fields.

• Develop a comprehensive STEM recruitment and retention program, including a summer bridge program.

• Develop a Quantitative Reasoning Center, analogous in staffing and mission to the Writing Center, co-locating these centers with the Johnson Center for Creative Teaching and Learning.

**Goal #6: Help all students to develop the ability to thrive physically, socially, and emotionally in college and beyond through strong programs that promote health, safety, emotional and mental well-being, fitness and athletic participation.**

**Implementation strategies**

• Ensure that offerings in Health and Counseling Services meet student needs, support student retention and well-being, and anticipate national trends.

• Ensure that offerings in Intercollegiate Athletics and Campus Recreation support student well-being and meet student needs, institutional priorities, and national trends.

• Continue to work towards a robust menu of social alternatives that promote student satisfaction and well-being.
Theme Two: Inclusion & Internationalization

*Four score and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal.*

President Abraham Lincoln
November 19, 1863

President Lincoln’s reminder of our nation’s founding principles provides a context for preparing our students for the unfinished work of civil rights and social justice. We will cultivate a diverse, inclusive and welcoming campus community that inspires a sense of social responsibility and enables our students to thrive in and contribute productively to an increasingly diverse and globally interconnected society.

Fine and Handelsman succinctly state the importance of diversity in higher education: “We need diversity in discipline, intellectual outlook, cognitive style, and personality to offer students the breadth of ideas that constitutes a dynamic intellectual community.”

Gettysburg’s history has long focused on issues of diversity, social justice, and equality, beginning with its founding in 1832 by anti-slavery theologian Samuel Simon Schmucker. Our enduring commitment to social justice within the local community and beyond, carried out through the extraordinary work of our Center for Public Service (CPS), has been recognized nationally over the past several years. The mission of the CPS goes far beyond providing volunteer opportunities for students in the community. Rather, CPS programs facilitate alliances between students, community members, faculty and staff to foster social justice by promoting personal, institutional and community change. We seek to expand these opportunities for our students, faculty and staff.

At Gettysburg College, we define diversity as broadly as possible: race, gender, ethnicity, sexual orientation, gender identity and expression, religion, socioeconomic levels, geography, and disabilities. The College has made a significant institutional commitment to diversity, equity and inclusion in recent years, yet we know we have much work before us.

In the last five years the number of domestic students of color at Gettysburg College has grown from 10 percent of the student body to 14 percent. During that same time, our international student population has grown from 2 percent to over 5 percent. The Class of 2020 is our most diverse in the history of the College.

The highest priority of the College’s $150 million comprehensive campaign, *Gettysburg Great*, is support for scholarships and financial aid. To date, the College has raised $37.9 million in campaign

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commitments for scholarship support. With increased financial aid, Gettysburg can enroll more students from a wider range of socioeconomic, ethnic, racial, and geographic backgrounds. A more diverse student body will afford all students the opportunity to interact on a daily basis with those who come from different backgrounds, thus increasing the intellectual vibrancy of the learning environment at the College.

The College currently has two visiting scholar positions specifically aimed at increasing faculty diversity through a program known as the Gondwe Scholars, which uses the Consortium for Faculty Diversity at Liberal Arts Colleges (CFD) database as a hiring resource. The program is named after Dr. Derrick K. Gondwe, the first black faculty member to receive tenure at Gettysburg and to reach the rank of Professor. The current Gondwe Scholars are postdoctoral fellows who have the opportunity to experience the benefits of being a faculty member at a liberal arts college, to hone their teaching skills, and to advance their scholarly trajectory through a reduced course load, mentorship, and professional development.

In addition, a recently finalized faculty retirement incentive program provides us with an exceptional opportunity to link the upcoming retirement of 20 faculty members to an increase in the rate of appointment of faculty who can bring diverse curricular perspectives and research agendas and who have experience working with students from a wide variety of backgrounds.

However, attracting a more diverse community is only the first step in creating the inclusive campus for which we strive. To help advance our efforts we hired our inaugural Chief Diversity Officer, Dr. Jeanne Arnold, in 2014 and established an Office of Diversity and Inclusion. Under her leadership, Gettysburg College has developed divisional inclusion action plans, initiated the administration of the Intercultural Development Inventory to members of all campus constituencies, and conducted a campus climate study. Moreover, Dr. Arnold has promoted the adoption of an institutional approach to diversity and inclusion that focuses on enhancing the use of inclusive practices by the College as a whole as well as by the individual community members within it.

Over the past year, as students at colleges and universities across the nation began to articulate their concerns about the campus climate for students of color, Gettysburg students, too, began to provide a clear picture of their experience on our campus. After a series of informal conversations, President Riggs convened a campus town hall meeting in January, 2016, that was coordinated and led by students and that focused on issues of race and racism. More than 1,600 campus community members attended this important campus forum. The town hall shed light on a variety of issues that we must address to improve the climate for students of color, including the need to diversify our faculty and curriculum and to enhance the cultural competence of the entire campus community. In addition, 45% of the campus community participated in a campus-wide survey in the spring of 2016, providing us with data that will help us to set priorities as we work towards a more inclusive campus climate.
Recognizing the importance of preparing tomorrow’s global leaders, Gettysburg College provides opportunities for our students to take their learning out of the classroom and into the world. Studying abroad is an integral part of the academic experience, embodying the curricular goals of engaged learning and global citizenship. Three out of five Gettysburg students spend at least one semester abroad. In addition to taking course work, many students conduct field research, work as interns, live with local residents, and study languages ranging from Arabic to Zulu. In fact, Gettysburg College ranks fourth in the nation and is the top liberal arts college in Pennsylvania for mid-length study abroad experiences, according to the 2015 Open Doors Report on International Education Exchange released by The Institute of International Education.

In short, we must enhance our capacity to prepare students for living and working in—and contributing positively to—a diverse, multicultural, and changing world. To that end, we must provide our students with the opportunity to develop skills for interacting effectively with those who bring different experiences and backgrounds; to engage with a curriculum in which a diversity of perspectives is integrated; to study abroad, immersing oneself in a culturally different society; and to live in a residential setting in which diversity and inclusion are part of the fabric and in which debate and civil discourse are embraced. These experiences will foster skills that will be valuable professionally, as well as personally.

**Goal #1: Increase the engagement of students, faculty and staff in issues of social justice through the Center for Public Service.**

Implementation strategies

- Establish closer links between the Academic Division and the Center for Public Service (CPS), supporting faculty who are interested in developing courses that include community-based learning and research.
- Increase opportunities for students to engage in CPS immersion programs and summer fellowships that deepen understanding of social justice issues.
- Enhance campus-community collaborations related to food justice, immigration, education, and poverty.
- Encourage participation in social justice education, including dialogue groups, workshops, SURGE, and social justice institutes.
- Enhance support for student leadership training and development in social justice/community-based programs.

**Goal #2: Increase the domestic and international diversity of our students, faculty and staff.**

Implementation strategies

- Expand and support the student enrollment and retention plans for domestic and international diversity.
- Explore new enrollment strategies, including increased admission of transfer students.
• Implement an inclusion partner program to strengthen both faculty and staff hiring processes.
• Review College employee benefits, services, and policies to strengthen inclusive hiring and retention practices.

**Goal #3: Enhance the educational climate through the utilization of climate data and an institutional approach to cultural change.**

Implementation strategies
• Enhance the intercultural competence of our students, faculty and staff through campus programming, professional development opportunities, and the use of tools such as the Intercultural Development Inventory (IDI).
• Implement faculty development programs to promote inclusive excellence in teaching, with a particular focus on improvement of the classroom climate for underrepresented students.
• Implement faculty development programs to enhance advising and mentoring of students and faculty colleagues from underrepresented groups, and recognize that work.
• Restructure the Intercultural Resource Center into an Office of Multicultural Engagement that will enhance diversity and inclusion programming for the campus community and mentoring for underrepresented students.
• Restructure the Office of Religious and Spiritual Life to better meet the needs of all students and to support their healthy spiritual development.
• Increase support for first-generation college students and for those in our community who have disabilities (including learning differences), who are heritage language learners, and for whom English is a secondary language.
• Provide strong support to LGBTQ students.
• Promote freedom of expression and civil discourse through thoughtful adherence to our institutional policies and appropriate and effective response to bias incidents.

**Goal #4: Expand the number of domestic and international diversity courses and infuse more diverse perspectives into courses across all academic departments and programs.**

Implementation strategies
• Promote the development of new domestic and international diversity courses and the integration of diverse perspectives into existing courses through faculty development programs sponsored by the Johnson Center for Creative Teaching and Learning and the Office of the Provost.
• Assure that departmental and program learning goals incorporate diverse perspectives and assess the effectiveness of departmental and program curricula in meeting those goals.
• Incorporate curricular diversity considerations in periodic reviews of academic departments and programs.

**Goal #5: Align physical structures and spaces on campus with priorities to support an inclusive community, a global perspective, and an international outlook.**

**Implementation strategies**

• Complete fundraising and renovation of Plank as a global learning center that connects Gettysburg to the world and the world to Gettysburg.

• Relocate the Office of Multicultural Engagement to a more central location on campus.

• Facilitate connections among our various communities when planning for new construction or significant renovations of College facilities, including the incorporation of themes and symbols of domestic and international diversity.

• Provide enhanced space for international student housing and international student programs.

• Develop and implement a comprehensive plan to address a range of ADA issues including enhancements to facilities accessibility, technology, and websites.
Theme Three: Innovation

As our case is new, so we must think anew, and act anew.

President Abraham Lincoln
December 1, 1862

To prepare our students both personally and professionally for lives of innovation, we will promote an institutional culture of thinking and acting anew that honors the visionary leadership of President Abraham Lincoln.

To prepare our students for lives of innovation, we must help them become bold thinkers who are comfortable with and skillful in working on complex problems that have no clear solutions. We must inspire them to be life-long learners who can collaborate effectively with others and who can synthesize different ways of thinking and knowing. The development of these intellectual and personal skills requires practice; to help them hone these skills, we must provide multiple opportunities for our students to apply them in class-based exercises, academic and community-based research, independent study, and entrepreneurial learning experiences. In recent years we have increased the opportunities for students to do research with faculty and to engage in community-based research. We have also supported student entrepreneurial interests in a variety of ways, most notably through the introduction of a small-scale summer entrepreneurial fellowship program, with the guidance and support of a small group of alumni and parents. These activities provide an excellent foundation on which to build additional opportunities for students to practice innovation and creativity.

We must also consider the ways in which technology can improve teaching and learning and we must prepare students for a world in which technology is pervasive. Leticia Britos Cavagnaro and Humera Fasihuddin, co-leaders of Stanford University’s Innovation Fellows Program, provide a thoughtful perspective on the importance of preparing students to be agents of change in the 21st century:

Technology has accelerated the pace of change in how we live and work, and it also has democratized who can be involved in shaping that rapid evolution. An increasing number of people can easily access the tools to realize almost anything they can imagine. On the flip side of this new world of possibilities are problems of growing complexity, such as climate change, cyberterrorism, and widespread income inequality. Higher education needs to change in order to equip learners with the skills and mindsets they will need to tackle daunting challenges and to leverage tools of unparalleled potential.4

In June of 2013, the College formed a Task Force on Technology and the Liberal Arts charged to consider ways in which new or expanded uses of technology and innovation could improve learning

and expand educational opportunities for the College’s students; enhance the College’s reputation and visibility by expanding its outreach to prospective students, alumni, and other constituencies; and produce cost savings or cost containment. Since the beginning of 2014, we have been working to complete the recommendations outlined in the Task Force’s final report. The first steps resulted in changes to the governance structure supporting technology and innovation. Subsequent steps involved implementing new software applications fulfilling the current needs of the College community and its mobile lifestyle. Along with these changes, many business processes were improved and moved to a paperless format. The most significant advancements using technology occurred in the area of teaching and learning. We joined with peer schools presenting workshops for faculty in the area of Digital Humanities. We also instituted an Academic Technology Fellows program supporting faculty who wanted to incorporate technology into their teaching. For example, several faculty members adopted a flipped classroom approach, providing traditional lecture material on-line and transforming the classroom setting into an opportunity for problem-solving, discussion, and workshopping. The implementation of the Task Force’s recommendations has positioned the College to embrace a new spirit of innovation, leveraging technology to enhance the experience of all community members, especially our students.

We also recognize that it is critical in the coming years to build an organizational culture at Gettysburg College that values innovation and creativity. We must foster innovative practices in teaching, learning, research and creative activity, collaboration, utilization of campus spaces, and the way we manage and conduct the business of the College. Such a culture will prepare us to be responsive to the quickly changing needs and expectations of our student body and the quickly changing environment around us. In addition, this approach will model for our students the value of innovation, creativity, and flexibility.

Goal #1: Encourage and support innovative teaching and learning techniques and pedagogies.

Implementation strategies

• Encourage and reward faculty for innovation and risk-taking in teaching practices and the assessment of these practices.

• Expand programming offered through the Johnson Center for Creative Teaching and Learning that will foster innovation in teaching and assist faculty with the assessment of the effectiveness of new teaching techniques.

• Expand opportunities for creative problem-solving through faculty-mentored research and creative activity, community-based research, and classroom exercises.

• Continue to explore new opportunities for the integration of technology into teaching that will advance student learning.
Goal #2: Expand and integrate entrepreneurship learning experiences for our students.

Implementation strategies
- Continue to develop a co-curricular entrepreneurship program.
- Develop strong linkages among entrepreneurship, public service, leadership, and career development, to build potential for cross-program pursuits (e.g., social entrepreneurship).

Goal #3: Enhance an innovative spirit among Gettysburg College community members.

Implementation strategies
- Develop annual prizes to recognize innovation within the campus community.
- Encourage and reward faculty, administrators, and support staff to adopt innovative and creative approaches to their work that improve efficiency and/or quality.
- Encourage outreach to alumni, parents, and friends who can provide expertise and advice related to innovative trends and practices.
- Explore areas of the College appropriate for a certificate program, and develop common standards and requirements.
- Identify, explore, and expand new opportunities that technology provides for the delivery of Gettysburg’s core mission.

Goal #4: Explore and leverage new technologies for facilitating communication and collaboration with others.

Implementation strategies
- Use technology to enhance communication with and connection to prospective students, current students, alumni, and families.
- Identify, explore, and expand opportunities to enhance collaboration among peer colleges through the use of technology.
Implementation

This plan defines a clear direction for institutional planning and decision-making for the next several years. The next steps will be to develop more specific implementation plans, identify funding sources where needed, and determine appropriate metrics against which to measure our progress. President’s Council will continue this work during the 2016-17 academic year and will consult with and report progress to the Forward Thinking Group and the Board of Trustees. Annual reports will be prepared by President’s Council and shared each year to chart institutional progress towards these goals. As noted earlier in this plan, we will remain vigilant to the fast-moving environment, adjusting goals and strategies as necessary.

Conclusion

We look to the future with great confidence in our ability to prepare our students to be the successful professionals, innovative leaders, and socially responsible citizens that our world needs. The implementation of this plan will enable us to build on a superb residential liberal arts education, enhancing our students’ ability to lead lives of positive impact in a diverse, globally-interconnected, fast-changing world—in short, to make their contribution to the unfinished work before us.