

*FINAL*

# **Our Future**

## **The Davidson College Strategic Plan**

September 1, 2009

## INTRODUCTION AND BACKGROUND

When President Tom Ross began his tenure at Davidson in August 2007, his first act was to initiate a strategic assessment process for the college. Beginning with the conviction that the college was operating from a position of strength, he structured the planning process in an intentional, broad-based, and inclusive manner, involving thousands of faculty, staff, students, trustees, alumni, and parents. The process began when President Ross e-mailed all faculty and staff to ask what they valued most about Davidson and what they felt could be improved.

In his fall 2007 inaugural address, President Ross made the case that Davidson must “change in order to remain the same.” He said, “Changes of all types are happening around us, often with the speed of a bullet, too fast to be stopped even by Superman. Globalization is upon us. It is no longer something we talk about happening in the future. It is here.... Growth and demographic changes are also ahead in a big way.... Demographic projections reflect a dramatic change in the face of the nation.” President Ross also noted that Davidson was well equipped to shape its future by managing that change. “Academic rigor, a commitment to teaching, the Honor Code, the role of faith, respect for differences, and servant leadership—these are the values that constitute Davidson College. So, too, does the ability to adapt to change.... A wise person once observed, ‘The future is not a place we are going. It is a place we are creating.’ It will take vision to create the future we want.”

In October 2007, with help from a consultant, the Center for Applied Research (CFAR), the college identified five external areas likely to affect Davidson significantly over the next few years: the Future of the Liberal Arts, Demographics, Globalization, Regional Change, and Technology. Study groups comprised of faculty, staff, students, and trustees examined each area and presented reports containing their findings and conclusions to President Ross. In January 2008, CFAR conducted an e-mail survey of students, faculty, staff, alumni, parents, and trustees. More than 5,000 people replied, and their replies were evaluated and considered as part of the planning process.

At the February 2008 Board meeting, the Trustees reviewed a summary analysis of the survey results and the external environmental scans before moving to next steps in the planning process. Following that meeting, the college formed a second series of study groups to examine internal issues that will be important in the coming years. These study groups—which focused on the Curriculum, Size of the Student Body, Teaching and Learning, Diversity and Inclusivity, Facilities, Globalization, and Service and Community Engagement—presented preliminary reports to the Board of Trustees in April 2008. Final reports were presented to President Ross in summer 2008.

Using a scenario planning process, two different scenarios laying out hypothetical futures for the college were created and discussed by the entire college community. Following these discussions, the president, his senior administrative staff, and a representative subgroup of the faculty (the Faculty Advisory Committee on Curriculum Development) developed this strategic plan, which was first reviewed by the Board of Trustees in April 2009. This plan contains strategic objectives, rationales for these objectives, and related strategies, all of which will be evaluated annually. The Davidson community will receive regular updates on the progress of the strategic plan.

## History of the College

Davidson College was founded in 1837 as a manual labor institute and is now widely regarded as one of the premier liberal arts colleges in the United States. While evolving to meet the needs of a changing world, the college has sustained its commitment to its founding values.

Established by Presbyterians, Davidson has consistently maintained its commitment to the Reformed Tradition and to educating students without regard to their denominational or religious affiliation. These two principles, in fact, go hand-in-hand. Davidson affirms a theological tradition which upholds the dignity and worth of every person and appreciates and supports its own religious tradition while supporting members of the community who come from a different or no religious tradition. Davidson strives for an educational and social environment characterized by respect for diversity, openness, and genuine dialogue.

Davidson's commitment to diversity includes support of moral, spiritual, and ethical personal growth in the context of education. As articulated by the Reverend Robert Hall Morrison, the first president of Davidson College, in his inaugural address in 1838,

The cultivation of an enlightened conscience and a holy heart is the chief end of education. Intellectual attainments, however rich and splendid, will do no good, and give no true happiness, without moral principle.

Nearly 170 years later, Davidson's 17th president, Thomas W. Ross, also reflected in his inaugural address that

The fundamental values of our tradition and culture must remain the same. We must remember that wisdom incorporates both faith and reason, and celebrate faith in its joyful diversity.

The Reformed Tradition speaks to "transformational education." Implicit in that expression is an emphasis on continuous spiritual growth, and Davidson College encourages and supports that growth, whatever its form.

Even in Davidson's earliest days, students came to the college from a variety of Christian denominations and regional backgrounds. The college began admitting students of other religious traditions in the 1930s, African-American students joined the student body in 1964, and the first class of women was admitted as degree candidates in 1973. Today, Davidson enrolls approximately 1,850 degree-seeking students from almost every state and nearly 40 other countries. There is an average of 1,675 students on campus, and the college's full-time teaching faculty numbers 168.

Academic excellence has always been central to Davidson's development and history. Davidson was the third college in North Carolina to be chartered for a chapter of Phi Beta Kappa. Davidson's students have been recognized with Rhodes, Marshall, Truman, Watson, Goldwater, and other distinguished scholarships and fellowships, and faculty have received numerous prestigious grants from the National Science Foundation, the MacArthur Foundation, and the National Endowment for the

Humanities, among others. Davidson graduates regularly attend the nation's leading graduate and professional schools.

Davidson's curriculum has consistently focused on a broad liberal arts education, developing excellent programs through both prosperity and crisis. Majors became part of the curriculum in the 1920s, and during the Great Depression the college added music, its first department in the fine arts. Recent changes to the academic program have included increased opportunities for specialization, independent academic research, study abroad, and interdisciplinary study. The college maintains a program of courses aimed at assisting first-year students with the transition to college-level writing and has also established programs for leadership, ethics, speaking, and writing.

Davidson has long been known as an outstanding residential college in which students engage in a variety of academic, extracurricular, and athletic programs. Davidson has also been committed to accessibility and affordability for its students. The college has been need-blind, admitting students without regard to financial need, since 1968 and meets 100 percent of each student's demonstrated need. In recent decades, the college has significantly enhanced resources available for scholarships, faculty research and support, and facilities. In the last 15 years, Davidson established 11 endowed professorships, the Belk Scholars Program, and several new academic and cocurricular programs, including the Chidsey Leadership Program, the Vann Center for Ethics, and a Freedom School.

In that same time period, Davidson established and renovated a large portion of its campus facilities to meet the college's changing academic, athletic, cocurricular, and programmatic needs. A renovation of the Chambers Building provided new faculty offices and classrooms, all of which allow technology to be incorporated more fully into instruction. The Duke Family Performance Hall offers the campus an unparalleled performance environment, and the college's fine arts facilities have been substantially enhanced with the establishment of the Sloan Music Center and the renovation of the Cunningham Theatre Center. WDAV, the college's classical music station, now operates in the Samuel W. Newell Building on Main Street, designed specifically for the station.

Sustaining its outstanding Division I athletic programs through the establishment of the Davidson Scholars and Bryan Scholars Programs, the college also built the new Alumni Soccer Stadium, installed the Carol Grotnes Belk Turf Field, and renovated the Wilson Baseball Field, Richardson Stadium, the Stephen B. Smith Field, the Doe Weight Room, and the Irwin Belk Track.

Student life has been enriched by the Alvarez College Union in the Knobloch Campus Center, the Tomlinson Residence Hall, and by renovations to existing buildings, including Belk, Little, Richardson, and Watts residence halls, Vail Commons, and the houses on Patterson Court. The college's first LEED-certified building is the Duke Residence Hall, renovated and expanded in 2008 to provide desirable residential space, as well as offices and meeting spaces for the Dean Rusk International Studies Program.

Historically, Davidson alumni have maintained strong ties with their alma mater, serving as student mentors, volunteers, and generous supporters of the college. Alumni contribute to Davidson at a rate almost unparalleled nationally; the college is one of a

few in the nation to regularly enjoy an Annual Fund participation rate of more than 60 percent. The Alumni Association also elects some members of the board of Trustees.

In 2007, in accord with its continuing commitment to affordability and accessibility, Davidson became the first liberal arts college in the country to replace loans with grants in all student financial aid packages. This initiative, named The Davidson Trust, allows all students, regardless of socioeconomic background, to graduate debt free and to decide upon their futures motivated primarily by talent and interests.

### **Environmental Context**

Davidson's strategic planning is taking place at an interesting and opportune time. The world is changing at an accelerating rate: the U.S. economy is increasingly global; the demographics of the United States and the rest of the world are shifting; and technological advances are challenging people—and bringing them together—in new ways every day. The world is more interconnected than ever, politically, socially, economically, and environmentally. Individuals in the United States can no longer live separately from the rest of the world, nor can citizens of this country—while differing in race, religion, or economic class—live in isolation from each other.

In the next 20 years, because of varying birth rates, immigration, and other factors, the U.S. will see significant demographic shifts in age and population, gender, disabilities, race and ethnicity, religion, and socioeconomic levels. From 2010 to 2030, the U.S. Census Bureau projects that the proportion of the U.S. population in each of several minority groups will rise: African Americans, from 12.9 to 13.3 percent; Asians, from 5.1 to 7.1 percent; and Hispanics, from 16.0 to 23.0 percent. At the same time, the proportion of white, non-Hispanic U.S. residents will decrease from 66.1 to 57.5 percent.

The total number of high school graduates in the U.S. is projected to decrease beginning in FY2009 and not begin to rise again until FY2015. From FY2009 to FY2022, the percentage of white, non-Hispanic high school graduates will decrease from 62.6 to 52.2 percent; the number of African-American graduates will decrease from 14.6 to 12.9 percent; and the number of Hispanic graduates will increase from 16.2 to 25.6 percent.

In the 10-year period ending in FY2005, North Carolina produced almost 18,000 additional high school graduates, for an increase of 28.7 percent. From 2005 through FY2015, the state projected 16,000 more high school graduates, for an increase of 19.7 percent, with most of that increase projected to take place before FY2008. From then until FY2015, the growth is projected to be only 4 percent, with more rapid growth thereafter until FY2022. White non-Hispanics were 69 percent of high school graduates in FY1995, while they will represent less than 55 percent in FY2015. The state's public high school graduating class is projected to become "majority-minority" in FY2018. (Source: Western Interstate Commission for Higher Education, 2008.)

While Davidson College's national reputation has grown, the college now plays a diminished role in the life of the town and the broader region because of rapid population growth and development. The college is no longer the largest employer in town, and growth along the Highway 73 corridor and along I-77 directly north and south of the campus now affects the college and town in a variety of ways. The potential

for commuter rail between Charlotte and Mooresville will increase possible connections between the college and all the resources of the cities and surrounding areas.

The global economic crisis that first manifested itself in the fourth quarter of 2007 and accelerated in the 2008–09 period has had significantly negative effects on the revenue sources of institutions of higher learning, primarily because of the reduction in value of college endowments. The actual impact on institutional budgets has varied, based on an institution's dependence on endowment payout as a source of revenue. Gifts to colleges have also declined, as alumni and other supporters experience decreases in income and wealth. Moreover, foundation support is falling, as the endowments of philanthropic institutions have also decreased.

Other negative effects of the global crisis, while less direct, are nevertheless very important. With average household income and wealth both falling, families are less able to afford tuition. At some schools, this has led to a decrease in applications and to increased attrition among currently enrolled students.

One challenge for colleges and universities is to maintain the quality of their educational offerings in such a financial climate. To this end, nearly all institutions are reducing current budgetary outlays and, to the extent possible, raising tuition and fees. The longer-term challenges include assessing and strengthening educational programs, and these challenges are all the more important when resources are increasingly scarce. In the coming years, the schools that prosper will be those that most improve the quality of their educational programs. For this reason, the planning process to strengthen Davidson College's educational offerings is especially timely and important. For the college, the global economic crisis must be viewed as an opportunity to position Davidson for continued excellence into the future. As the college community develops its plans to enhance Davidson's programs and opportunities, it must be sure to continue to support its current strengths through prudent financial management and the enhancement of funding where necessary.

These changes in Davidson's external environment present challenges and opportunities for the college as it seeks to continue to develop in its students "humane instincts and disciplined and creative minds for lives of leadership and service." The most effective way to carry out this mission in these critical times is to cultivate in students the broad intellectual and emotional capacities required to adapt to the wider world and its ever-changing conditions. Davidson must build strong capacities of understanding, critical analysis, and expression, and the dexterity of mind that enables students to approach the broadest questions using multiple perspectives, techniques, and technologies.

### **Mission and Core Values**

"The primary purpose of Davidson College is to assist students in developing humane instincts and disciplined and creative minds for lives of leadership and service. In fulfilling its purpose, Davidson has chosen to be a liberal arts college, to maintain itself as a residential community of scholars, to emphasize the teaching responsibility of all professors, and to ensure the opportunity for personal relationships between students and teachers. Further, Davidson believes it is vital that all students in every class know

and study under mature and scholarly teachers who are able and eager to provide for each of them stimulation, instruction, and guidance. “

“As a college that welcomes students, faculty, and staff from a variety of nationalities, ethnic groups, and traditions, Davidson values diversity, recognizing the dignity and worth of every person. Therefore, Davidson provides a range of opportunities for worship, civil debate, and teaching that enrich mind and spirit. Further, Davidson challenges students to engage in service to prepare themselves for lives of growth and giving.” (*From the Davidson College Statement of Purpose*)

Davidson’s Statement of Purpose provides the foundation on which this strategic plan is based. The core values of the college expressed there include:

- The Reformed Tradition
- Honor and Integrity
- Teaching and Learning
- Service and Leadership
- An Inclusive and Supportive Community

## **Strategic Direction**

The time has come to equip Davidson for the next decade. Grounded in the core values above, the college’s strategic direction for the new century is to ensure that the breadth, depth, and integration of the Davidson experience meet the needs of Davidson students.

This last aspect, integration, deserves first and special mention, for the Davidson experience, always meant to educate the whole person, can be threatened by tendencies of compartmentalization. It has long been understood that the skills for leadership and service, as well as the qualities of honor and integrity, know no artificial divisions between academic work and community engagement, between intellectual and social life, between this department and that program.

The first strategic objective, on teaching and learning, is to bridge these divides: Extend the reach and effectiveness of academic work at Davidson to activities both on campus and in the wider community. By establishing the Centers for Teaching and Learning, for Leadership, for Civic Engagement, and for Ethics, Davidson reaffirms the core values of teaching and learning, leadership and service, and honor and integrity, and provides an excellent foundation upon which to prepare students for the challenges of the 21st century.

The 21st century’s opportunities and challenges in science, the environment, and beyond require the integration of different traditional fields of study. Looking at questions from a variety of perspectives is hardly new for Davidson, which resisted overspecialization by launching the Humanities Program in the 1960s. What is needed

now is simply a renewed application of the same spirit, increasing the guidance of students at all levels toward integration: offering courses introducing first-year students to the horizons of the liberal arts; providing interdisciplinary courses and majors; enabling students to gain significant experiences with depth, such as those provided by research and internships; and revising academic requirements to respond in kind. In these ways Davidson will continue its mission to develop disciplined and creative minds with the skills necessary for leadership and service in the new century.

The second strategic objective, on integration of knowledge, confirms Davidson's new initiatives of academic integration: Expand and strengthen curricular opportunities for students and faculty to explore subjects through multiple ways of knowing—that is, approaches and methodologies for investigating, evaluating, understanding, and representing the world—and ways of expressing oneself as an individual. Another facet of this integration of knowledge is interdisciplinary study that exists within a framework of articulated principles under which such study is designed, taught, and supported; that is aligned with existing academic offerings, including traditional majors; and that continues the emphasis on multiple ways of knowing through sound and reasoned connections between and among disciplines.

In a century marked by increasing globalization, an education for the future must provide the means to understand and act across differences in language, culture, and values. As economies and societies mix together, global citizens will face the manifold systems and behaviors characteristic of the many cultures of the globe, and their success will depend on their abilities to work within all of these environments. It has become essential to see the world not just as a collection of nations, but rather as an interconnected set of people and cultures that, as they continuously interact with one another, set in motion the global forces that shape the world. The third strategic objective, on global community, is therefore to expand and strengthen opportunities for students and faculty to broaden their understanding of global and cross-cultural concerns through enhancements to the Davidson curriculum, improved opportunities for study abroad, and expanded enrollment of international students at Davidson.

Fortunately, Davidson need not start from scratch; since the advent of the South Asian Studies program in the 1970s and the creation of the Dean Rusk International Studies Program in 1984, Davidson has promoted international education, believing that such education provides not only specific skills, but also knowledge of self and humane instincts. To continue attracting the very best students both from the U.S. and abroad, and to continue preparing them to confront the central challenges of the future, faculty will continue to develop the curriculum, addressing those specific countries and regions that will play significant roles in global affairs. To provide students and faculty with the exposures they need to gain such skills, knowledge, and awareness, Davidson needs to increase the richness and the variety of the international experiences offered to them. Davidson's programs will combine an emphasis on interdisciplinary work with foundational courses in the teaching of language and culture; and in so doing they will prepare students for the future they will encounter. Globalization provides a greater impetus for Davidson to continue educating students about the variety of people who make up the globe.

There can be no education for leadership and service without an appreciation and understanding of the variety of the people in the world, whether in towns and cities or in schools and workplaces. In particular, as the 21st century opens, there exists the increasing significance of religion, as social identities are defined in part by faith commitments. For Davidson to offer an appropriate education for these times, the college must continue to welcome students, faculty, and staff from diverse backgrounds, both domestic and international. But Davidson must do still more: the college must strive to ensure that it is an inclusive community, one in which each person explores and engages differences of experience and culture. By doing so, and by attracting students, faculty, and staff from a wide pool of talent, Davidson mobilizes diverse minds, and enables an on-campus experience that more closely mirrors the modern world.

The fourth strategic objective, on diversity and inclusivity, is then to create an inclusive community and curriculum that promote understanding and acceptance of diversity in a broad sense, while providing access, support, and integration. With regard to religious diversity, Davidson's commitment to the Reformed Tradition, which appreciates both religious particularity and plurality, provides an important way forward. Because of this commitment, Davidson should foster a community where students may seriously and openly express and encounter diverse religious and non-religious convictions, texts, and practices, engaging them both as academic subjects and as authentic manifestations of the deepest commitments in the lives of a wide variety of people. Consequently, in order to educate students to live knowledgeably and responsibly in a globalized world, Davidson must be a welcoming and supportive community, one that seeks neither to homogenize nor to disregard the differences of humanity while attempting to understand the similarities.

Finally, as the decade moves forward, Davidson must attend to practices that sustain the institution and those who live and work in it. Without continued attention to best practices in organizations, as well as those characteristics that make Davidson both distinctive and effective, the college cannot achieve its strategic goals. Extracurricular and cocurricular interests, commitments, and opportunities are vital components of student life at Davidson, contributing to students' personal growth but also to the college's sense of community. Athletic endeavors at the Division I level in addition to intramural and club sports contribute to both growth and community as well, signaling not only the importance of teamwork, sportsmanship, and discipline but also that high academic standards and competitive athletic performance can indeed coexist on a single campus and can, in fact, advance both. The many, varied programs in the arts at Davidson contribute to students' appreciation of all forms of art and offer opportunities for creativity, self expression, and enrichment. Therefore, the fifth strategic objective, on sustaining this community, is to maintain and create innovative programs, practices, and opportunities that support and enrich the members of the Davidson community and surrounding communities.

## **Vision**

Davidson is committed to retaining its special identity as a residential college community where students prepare for lives of leadership and service; where faculty challenge those students in the classroom while advancing as scholars themselves; and

where the staff contribute to the development of the whole student while providing the support necessary for the academic life to thrive. Davidson will offer an academic environment committed to the liberal arts, where curiosity, reflection, and imagination will continue to be encouraged; where students will have more opportunities to explore the complexities of an increasingly interconnected world and to appreciate the value of the variety of those who populate that world. These opportunities will emerge from an intentionally developed curriculum marked by enhanced interdisciplinary study, a more global focus, an increased emphasis on inclusivity, and integrated cocurricular offerings. The college also will provide students with enhanced services and enriched extracurricular programs that reflect diversity, athletic excellence, and a genuine connection between a rigorous academic program and involvement in the wider community. Davidson will change, but the college will never lose sight of its core values.

### **Strategic Objective I: Teaching and Learning**

Extend the reach and effectiveness of academic work at Davidson to activities both on campus and in the wider community.

#### **Strategies:**

1. Designate a campus-wide theme each year, supported by speakers, projects, and other activities, in order to provide opportunities for a shared focus on issues.
2. Promote integration of cultural events and curricular programs to enhance and support student learning.
3. Align the use of resources, the calendar, and the daily schedule for campus cultural events such as invited speakers and performers.
4. Develop first-year courses integrating cocurricular events in the curriculum.
5. Expand centralized support for the booking, scheduling, and logistical planning of major events and lectures.
6. Create a Center for Teaching and Learning that supports academic pursuits of students and faculty, incorporating programs in writing, oral communication, digital literacy, tutoring, mathematics and science, depth studies, support for students with special needs, and others. Ensure organization among these services so that faculty and staff can unite to aid students in a more coordinated manner.
7. Expand opportunities and individual discretionary funds for faculty professional development, recognizing that faculty members have different professional needs at different points in their careers; e.g., mentoring, course releases, training, and leaves.

8. Explore the possibility of providing faculty with the flexibility to devote one of their five courses to directing student research, internships, interdisciplinary programs, or research initiatives (“2/2 plus”).
9. Coordinate three centers, the Center for Leadership (by enhancing the existing Chidsey Leadership Program), the Center for Ethics (the new Vann Center for Ethics), and a new Center for Civic Engagement (which will incorporate the Community Service Office, including the Bonner Scholars Program) in order to enhance the effectiveness and efficiency of related programs.
10. Enrich the academic advising experience by formalizing training for faculty advisers, incorporating a Web-based repository of adviser information and an advising evaluation program that gives feedback to individual academic advisers, with significant involvement of the VPAA’s office.
11. Evaluate and consider expanding living/learning environments in residence halls.
12. Develop a plan to address meaningful integration of technology into the support of teaching, learning, and research.
13. Provide professional development opportunities for faculty to broaden their understanding and use of technology across the curriculum.
14. Explore ways to guide students in achieving digital literacy and learning outcomes through technology.
15. Design 21st-century learning spaces that support integrated learning and communication.
16. Develop a framework to regularly assess the effectiveness of learning technologies.

## **Strategic Objective II: Integration of Knowledge**

Expand and strengthen curricular opportunities for students and faculty to explore subjects through multiple ways of knowing—that is, approaches and methodologies for investigating, evaluating, understanding, and representing the world—and ways of expressing oneself as an individual.

### **Strategies:**

1. Expand and strengthen interdisciplinary programs.
2. Articulate overarching goals and organizing principles for all interdisciplinary programs.
3. Establish coherent and rigorous interdisciplinary concentrations and majors meeting these goals, and align existing offerings with these goals.

4. Increase the number of faculty who teach in selected interdisciplinary programs by setting priorities among existing faculty, establishing new faculty positions, and by creating opportunities for existing faculty to develop expertise in interdisciplinary fields.
5. Enhance support for interdisciplinary work, including team-teaching and professional development.
6. Create interdepartmental hiring and promotion processes to use in designing and filling faculty positions with responsibilities outside a single department.
7. Assess and revise the distribution requirements, as well as the writing, foreign language, and diversity requirements, to help students address the problems of the 21st century. Revisions to consider include developing distribution requirements that:
  - a. are broader than those currently employed;
  - b. are based on specific ways of knowing and expressing;
  - c. foster greater integration of disciplines; and / or
  - d. emphasize knowledge and competencies.
8. Develop courses, such as a common course, seminars, or revised Humanities offerings, introducing all first-year students to the liberal arts.
9. Develop a wide range of high-quality, in-depth experiences, including research, intensive immersion abroad experiences, and internships, that will allow students to satisfy a graduation requirement.
10. Incorporate environmental issues and concerns into courses across the divisions, through topic-specific study and conservation practices.
11. Incorporate more community-based learning into the curriculum.

### **Strategic Objective III: Global Community**

Increase international enrollment, and expand and strengthen opportunities for all students and faculty to broaden their understanding of, and participation in, the increasingly global and cross-cultural world through enhancements to the Davidson curriculum, enhanced opportunities for study abroad, and an expanded presence for international students and faculty at Davidson.

#### **Strategies:**

1. Increase the number of faculty who teach in selected international fields by establishing new faculty positions, by setting priorities among existing faculty, and by creating opportunities for existing faculty to develop expertise in international fields.
2. Provide suitable support to secure appropriate visas and other immigration documents in order to attract excellent international faculty.
3. Increase the number of international students on campus through:
  - a. directing recruitment toward those seeking a high-quality liberal arts experience;
  - b. moving toward need-blind admissions for international students;
  - c. seeking to establish relationships/partnerships with community-based organizations and foundations that promote the education of their students at U.S. institutions;
  - d. establishing specific funding for the recruitment of international students, including travel to annual conferences and seminars that are attended by international secondary school advisers and college admission officers; and
  - e. creating a series of international student publications that highlight the Davidson liberal arts experience, what students can expect in a liberal arts setting, financial resources for need-based and merit aid, information on Charlotte, and information about internships and career services.
4. Provide enhanced support for international students, including orientation to the liberal arts experience, acclimation to the rigor of Davidson's programs, travel within the U.S. and abroad, and assistance with career and educational plans after graduation.
5. Improve the quality of Davidson students' study-abroad experiences while maintaining high levels of participation.
6. Strengthen the administration of international programs, including seeking consortial arrangements for enriched experiences, developing international internships, and balancing study abroad between fall and spring semesters.
7. Support a committee on study abroad to develop a clear rationale for determining what programs Davidson will offer and what non-Davidson programs receive approval for credit; maintain a list of such programs; oversee enhancement of the office of study abroad; decide on the nature and location of Davidson programs; and oversee these programs.
8. Increase financial support for students to pursue academically enriching study-abroad experiences.
9. Intensify students' preparation for study abroad.

10. Seek out national and international immersion opportunities for students and faculty.

#### **Strategic Objective IV: Diversity and Inclusivity**

Create an inclusive community and curriculum that promote understanding and acceptance of diversity in a broad sense while encouraging access, support, and integration.

##### **Strategies:**

1. Articulate a broad statement of diversity and inclusivity.
2. Establish a multicultural center that provides support for cultural differences of all kinds and welcomes all parts of the campus community. Include a disability services program that recognizes disability as a matter of inclusivity and accommodation that affects the entire community.
3. Continue and widen participation in diversity education for all campus constituencies in order to promote an enhanced understanding of cultural differences.
4. Expand enrollment of and opportunities for underrepresented students by:
  - a. increasing funding for campus visits by both domestic and international students, counselors, directors of community-based organizations, foundation directors, and parents;
  - b. providing opportunities for these same groups to promote Davidson in their home regions;
  - c. increasing advising support for international students and underrepresented groups, directed toward their preparation, acclimatization, and achievements.
5. Enhance the relationship between Admission and community-based organizations that work with underrepresented student populations through additional funding that enables more students to visit campus.
6. Increase financial aid available to the most talented students from all backgrounds from the most needy to middle-income families via The Davidson Trust (for need-based financial aid) and merit scholarships (regardless of financial need).
7. Ensure excellent mentoring of all students.
8. Provide ongoing support to first-generation students and their families through targeted programs throughout their four years at Davidson.
9. Establish more effective faculty and staff recruitment and retention systems to increase diversity.

10. Commit to opportunity-hiring for faculty (that is, considering an outstanding candidate even when a search is not currently under way in that field), with appointments at all levels.
11. Develop a more diverse pool of applicants for faculty and staff positions by reaching out to publications and organizations that serve underrepresented populations.
12. Develop a pool of diversity-trained faculty and staff and require each search committee to include at least one member from this pool.
13. Explore the increased use of other techniques for faculty recruitment, such as joint faculty appointments with historically black institutions.
14. Ensure excellent mentoring of all faculty and staff.
15. Cultivate, in new and existing courses, a curriculum that meets the needs of a diverse and inclusive student body.

### **Strategic Objective V: A Sustainable Community**

Maintain and create innovative programs, practices, and opportunities that sustain and enrich the members of the Davidson community and surrounding communities.

#### **Strategies:**

1. Establish best practices in academic structures and administration.
2. Institute an ongoing strategic assessment process to determine the academic program's strengths and weaknesses and create innovative and forward-thinking initiatives.
3. Develop a process for establishing opportunities and campus locations for academic and creative collaboration among students, faculty, and other scholars.
4. Examine policies and processes for allocating resources and responsibilities, including leaves, grants, teaching assignments (including service courses), replacements, and course loads, with an emphasis on transparency.
5. Develop and evaluate a program to enhance the sophomore experience.
6. Strengthen existing programs in career services and orientation.
7. Support physical education through expanded facilities and additional offerings in recreational activities, intramural programs, and club sports.
8. Continue the college's commitment to a successful NCAA Division I athletics program through:
  - a. expansion of athletic scholarships and

- b. support for students as they face the dual challenges of a rigorous academic program and Division I athletics.
9. Strengthen the college's strong ties with an extraordinarily loyal and supportive alumni body through continuing, enhanced, and new programs that engage alumni and allow them to sustain the college in many ways.
10. Explore the creation of a common hour or other time for important college-wide events, informal campus gatherings, and enhanced interactions between faculty, staff, and students.
11. Provide adequate support and facilities to accommodate the various religious beliefs and practices of the campus community.
12. To ensure the academic integrity of the college's academic programs, design a process by which faculty review new programs that would have a material impact on the college's curriculum and consider the benefits of hiring tenure-track faculty for these programs.
13. Continue Davidson's commitment to sustainability by fulfilling the Presidents' Climate Commitment; expanding curricular and cocurricular programs involving the environment; focusing on reducing, reusing, and recycling; developing on-campus renewable energy sources; and incorporating principles of environmental sustainability into the college's daily operations, community service, and outreach.

## **Strategies Supporting All Objectives**

### **Enrollment**

In order to broaden the curricular offerings required by a liberal arts education in the world of today and tomorrow; to provide for more interdisciplinary work; to enhance resources for teaching and learning; to ensure that classes have a sufficient number of students for interaction and discussion; and to help support the college's objective of enrolling a more diverse student body including international students, Davidson will need to hire additional faculty and staff and slightly increase the student population. With these changes, the college intends to maintain a student-faculty ratio of 10:1 and its status as a residential institution with an on-campus student population of at least 93 percent.

In consideration of the above objectives, Davidson will incrementally increase the total enrollment of students pursuing a Davidson degree by 150 students, from the current number of approximately 1,850 to an eventual maximum goal of 2,000. It is important to remember that Davidson's current on-campus student population now ranges each year from 1,620 students to 1,745 students. By balancing study-abroad programs and increasing enrollment, the total number of students on campus would likely be 1,775, rather than the current average of 1,675.

## **Facilities and Technology Infrastructure**

In order to maintain excellence, the college must ensure that the objectives and strategies described above are supported with the appropriate facilities and technology infrastructure. While the comprehensive capital campaign completed in summer 2005 allowed the college to bring most of its facilities into excellent condition, there are several projects that remain to be completed, including the renovation of Martin Science Building and the E. H. Little Library. In addition, this strategic plan will lead to new facilities and technology needs, including new residence halls and additional office spaces.

As technology continues to be an important part of the college's infrastructure, information technology services will be increasingly important to the college's teaching and learning efforts. Technology staff will continue to be creative in supporting faculty, staff, and students in new ways of communicating and working collaboratively to enhance the college's educational richness and opportunities.

In order to determine the college's facilities priorities based on the strategic planning, the college will engage in a master planning process during the fall of 2009. The master planning process will be comprehensive and will help determine all capital requirements driven by the strategic plan and the costs related to those priorities. As part of that process, the college should explore applying universal design principles to new construction and to existing buildings upon renovation.

## **Next Steps**

While much has been achieved thus far, the work of strategic planning is not yet complete. Over the next several months, the college will develop three concomitant documents:

- A comprehensive campus facilities master plan. There will be changes to the physical campus driven by specific strategies and by the college's commitment to responsible use of resources. Thus, a master plan of the best uses of college grounds, buildings, parking areas, and other facilities is needed. A nationally recognized design firm specializing in campus facilities master planning has been selected to work with the college and a plan will be completed during the 2009–10 academic year.
- An implementation plan that details the actions required to meet the objectives and strategies included in the Strategic Plan. This document will include information about which offices and/or personnel will be responsible for implementation of each strategy, the timelines for implementation, and assessment measures. The president has appointed an implementation team made of faculty and staff; this group will be in regular contact with campus constituencies for ideas, feedback, and review of implementation strategies.

- A supporting financial plan. This plan includes strategies that can be implemented with little or no cost, and others that will require varying levels of resources. The financial plan will more specifically define the needed resources, provide background for fundraising efforts, assist in setting priorities for the use of existing resources, and consider a variety of ways to finance the additional resource needs of the college.

The administration intends to keep the Davidson College community involved and informed as the college goes through each of these next steps in the planning process. In addition to reviewing regular progress reports, all members of the campus community are encouraged to continue to be a part of the ongoing discussions that will be a part of implementation of the Strategic Plan.