THE CENTRE SAGA:
Lives Examined, Lives Empowered
Introduction

The adoption of the strategic plan by the Centre College Board of Trustees in January 2008 marked the beginning, not the end, of a process. In addition to the implementation of the plan’s particular initiatives and the monitoring of progress, the planning process has included the continuing reassessment of the individual initiatives and of the goals themselves, based on changing conditions within the College and in the broader external environment.

The process was also to include a more formal and thorough examination of the goals and initiatives at the plan’s five-year mark; that examination began in fall 2011. The on-campus community and the Board of Trustees have participated in this work, comprised of the following elements:

- The existing plan document and the progress made in implementing its specific initiatives. Appendix B contains a summary of progress on initiatives.
- The five on-campus conversations, open to all members of the faculty and staff, conducted over the spring of 2013 to assess the continued relevance and appropriateness of the goals and initiatives, and to identify priorities—and those less important items—among them. Appendix C contains a summary of these campus conversations. Appendix D lists the action items and objectives approved by the campus Planning and Priorities Committee which will be considered by campus committees and working groups.
- The Board’s broad review of the plan at its January 2013 meeting, the Board Planning Committee’s more focused discussions at its January and April 2014 meetings, and the plenary session of the Board in October 2014.
- A thorough consideration of Centre’s internal environment, such as changes in the College’s programs, position, and human and financial resources.
- An examination of the external environment—those economic, social, political, demographic, and cultural conditions that shape the world in which our students will live and work and that affect the College.
- Initial conversations with the Planning and Priorities Committee, the Faculty Steering Committee, and the Staff Congress in late fall 2013, and continuing discussions with the Board Planning Committee in January 2014.
- New discussions with the Planning and Priorities Committee, Faculty Steering Committee, and Board Planning Committee in early April 2014.
- In fall 2014 the College’s Planning and Priorities Committee, the College Council and the Board of Trustees took action to approve the strategic directions identified during the process. During their meeting, the Board of Trustees encouraged the College leadership to incorporate a fifth strategic direction – “Readying for Change” – into the document. The intent was that this new direction would infuse and interact with the existing four directions in a meaningful way, propelling the institution to prepare itself for changes to the nature of higher education in every respect. The Planning and Priorities Committee
suggested renaming this fifth strategic direction “Grounded, yet Ready for Change,” and then approved the addition of this direction in December 2014.

Next Steps

This process has produced a “re-focused” plan that will, by way of its strategic directions, guide the College as it approaches its bicentennial in 2019, and beyond. Over the 2013-2014 academic year, the College community engaged in a discussion of the strategic directions themselves, with the aim of shaping them into a celebrated statement of the College’s broad aspirations. Many of the specific ideas from the 2008 plan and from the campus conversations are included in Appendix A to amplify the descriptions of the strategic directions. These specific action steps are included as illustrations of actions that we might take to fulfill the vision of the strategic directions. The listing of these items is not intended to be limiting or prescriptive, nor suggestive of any particular order of priority. Some of these steps represent extensions or improvements of current programs, and others represent more ambitious changes to the educational experience—actions that represent opportunities for the College to enrich this experience in new ways, to broaden our impact on students and the larger community while engaging alumni and friends in support of this mission.

The strategic directions approved by the Board of Trustees at their meeting in October 2014 set in motion the next phase of the process, using existing Faculty and College Council committees to focus on the development of the operational plan by which we will pursue these directions—developing the specific goals and measures, actions, budgets, timelines, and responsible parties that will take us to this future. The Planning and Priorities Committee, in cooperation with the senior administration of the College, will take primary responsibility for the implementation of the new fifth strategic direction, seeking ways to make the College more nimble, effective, and ready for change in all ways. The breadth of this fifth direction spans all existing action items and committee goals and will require the attention and effort of all committees and individuals working to fulfill the goals of the strategic plan.

Campus committees and working groups were assigned to review action items/initiatives (found in Appendix D), and specifically asked to review the following questions:

1. Should this action item remain on the list of strategic plan initiatives?
2. Are there subcomponents to this action item that need to be articulated?
3. What financial resources would be required?
4. What personnel resources would be required?
5. What is the feasibility of this action item?
6. What are the potential benefits of this action item?
7. What student learning outcomes would the completion of this action item help to fulfill?
8. What measures would we examine to determine the successful implementation of this action?
9. What is a feasible timeline for the completion of this action item?
10. Are there examples of best practice related to the action item?
The results of this examination are due in April 2015. The campus community was invited to provide ideas for new initiatives for the five strategic directions via an online feedback platform.

**Establishing Priorities**

The Planning and Priorities Committee is responsible for developing a list of prioritized action items based on the work of the campus working groups and committees. Already, two areas of particular emphasis bear mentioning as they transcend the scope of the strategic directions and serve as priorities among priorities as we implement this strategic vision.

**A Stronger Endowment**

To sustain the activities, in and out of the classroom, that combine to create a transformative educational experience for students at Centre, a larger endowment is necessary. Centre has long been known as an institution that “punches above its weight,” and nowhere is this exemplified more than in the type of educational experience we provide. While considered one of the best undergraduate liberal arts institutions in the nation, Centre’s endowment funds are modest when compared to our peer and aspirant institutions. The wise use of available resources and the hard work of faculty, staff, and trustees who guide the institution have produced an outstanding group of successful graduates, but there is more work to be done – unfinished business, if you will.

Through the grace and generosity of alumni and friends of the College, successful capital campaigns have established an endowment that supports the current operations of the institution. However, student tuition and fees remain the greatest source of revenue for the College, effectively establishing a ceiling of opportunity. Increasing the resources available in the endowment is necessary and important to ensure that the opportunities available to students today will be available tomorrow, and to empower the College to pursue new opportunities and new ideas, and to enrich and sustain the educational experience. Increasing the size of Centre’s endowment is pivotal to its success in the next 100 years.

**Faculty and Staff Compensation**

As will be noted later in this document, Centre was able to avoid layoffs during the most recent financial crisis, and was even able to add faculty and staff in some key areas. The College was also able to maintain benefits and provide modest compensation increases, a feat that relatively few colleges were able to accomplish. That said, providing the compensation warranted by the exceptional efforts of Centre’s faculty and staff is clearly “unfinished business.” Also, if Centre is to recruit and retain the women and men who will make Centre a national leader in the liberal arts in the 21st Century, compensation is a fundamental issue. Thus, it is suggested that a steady and meaningful program of compensation increases for staff and faculty be recognized now as a clear priority among other action steps that will be considered and adopted in the next phase of the planning process.
Five Strategic Directions

At the national and global levels, an uncertain economy, demographic change, social and cultural shifts, advancing technologies, and a disordered political system combine to create pressures on American higher education from all directions. In particular, residential liberal arts colleges, Centre included, must demonstrate the value of the experience they offer. Many Americans view our kind of education with ever-increasing skepticism. Why does it cost so much? How accessible is it? How can a degree in the liberal arts and sciences prepare a young person for gainful employment? What makes this kind of education so special, when a degree can be earned on-line for less money and on a more flexible schedule?

Centre will best serve its students, and serve society, by answering these and other questions. All of us who know the Centre Experience understand that powerful answers exist. But we must articulate those answers more clearly and creatively, and proclaim them more forcefully, in response to this changing environment. These five strategic directions, described in more detail later in this document, provide a path to those answers.

- **Lives Examined, Lives Empowered.** Other educational models, especially those cited as particularly cost-effective and accessible, provide valuable opportunities to people at all stages and circumstances of their lives, and we can learn from them. But new information floods over us each day, problems become ever more complex, and peoples and societies become ever more interconnected and dependent. Such a world makes the intellect to assess what information is important, the curiosity to continue to learn and evolve, the ability to critically analyze and creatively solve new problems, and the character and courage to lead more important than ever. These traits are best nurtured through an education that guides the growth of young women and men in all aspects of their lives—intellectual, social, moral, and physical. This is what makes the residential liberal arts experience special, what makes it worth the time, effort, and cost, for it achieves these ends like no other educational setting can. By challenging and preparing our students to study themselves in the light of the human experience, and to welcome responsibility for themselves and others, Centre will make its greatest contribution—through lives examined, our students will lead lives empowered. By challenging ourselves as a faculty and staff to think broadly and boldly about our enterprise, we can make our work even more gratifying and renewing.

- **A Place of Opportunity.** This experience cannot become a privilege for the privileged. Centre cannot solve the crisis of accessibility for all of American higher education, but it can ensure that talented and committed young people can choose the Centre Experience regardless of their financial backgrounds. At the same time, Centre must seek out and welcome students from ever more diverse geographic and ethnic origins. In doing so, Centre will enrich the experience it offers its students and better prepare them for leadership in a socially and culturally diverse society, as well as maintaining a student body whose size and composition serves all aspects of the College’s mission. In doing so, Centre can exercise greater control over its destiny, and will become even more distinctive as a place of both high opportunity and high achievement.
• **In This Place.** Centre must create and maintain a physical environment that supports and enhances these aspirations. One might argue that the quality of a campus’s physical plant – its classrooms, its laboratories, its academic performance and arts spaces, its student life spaces, its recreation and athletic spaces, and so forth, should not matter so very much, but it does. The very best undergraduate colleges and smaller universities that focus on the liberal arts and sciences are “place based,” and because of this strength, the way our different places and spaces look and function matter more – considerably so, in fact – than other types of higher education models. This difference, a clear strength for Centre College at this point in time, is one that must receive constant review and, as appropriate, strategic improvement. Sustainability will be our guiding principle—not only in terms of environmental impact, but also in sustaining our sense of community and in sustaining the financial strength of the College. Sustainability understood in these terms should be a fundamental value that informs all aspects of Centre’s mission.

• **A Strong Foundation.** Centre’s financial base has grown tremendously over the past 35 years. However, to offer the kind of experience described in the other four strategic directions, Centre must continue to strengthen its financial resources, especially through dramatic growth in its endowment. The College’s plan to launch its new campaign, “The Campaign for a Third Century,” will focus its attention on raising support for scholarships and financial aid. Most of these dollars will serve to support the existing program of the College and, as such, will provide crucial and dramatic support, through reallocated operating dollars, to all that is accomplished by the College. Centre is regularly compared to and in competition with institutions that have endowments two, three, and four times our size on a per student basis, and “repairing” this comparative weakness is now a priority for the College’s trustees and the community at large.

• **Grounded, yet Ready for Change.** As an institution preparing to enter its third century of service, Centre has enjoyed remarkable success with its commitment to an educational culture that transforms the lives of its students in a highly residential community, creating connections beyond our campus through intense exploration of the liberal arts and sciences. In a world of constant change, our mission remains the same – to prepare students for extraordinary lives of learning, leadership, and service. Centre will remain grounded in this mission as we prepare and educate the next generation of citizen-leaders, building our future on a set of core values that have come to define our culture: highly residential, deeply personal, intellectually challenging, and life changing. These values will continue to guide future decisions at the College and will help to determine those opportunities to be seized and those to let pass. A conscious commitment to these values has helped legions of alumni maintain their connection to the College – Centre today is still, at its core, the institution they experienced as a student. Grounded in these values, the College exists in a world undergoing enormous change and will be confronted by external forces that may challenge the way we educate students and operate our institution as well as innovations that may represent opportunities that will enable the College to grow. As such, Centre will look for opportunities to embrace those particular changes that will make it a stronger and more agile institution, and develop strategies to combat those changes that threaten our success. This requires us to be alert to and engaged with fluctuations within higher education on a national and international level,
and we must therefore seize opportunities to educate ourselves and our campus about these changes.

**A Leader in the Liberal Arts and Sciences in the 21st Century**

These strategic directions are derived from Centre’s record of achievement and emboldened by a new sense of the College’s possibilities. They do not represent a revolution, some sort of radical change in the essence of Centre; the themes and values expressed in these directions are certainly familiar to anyone who knows Centre.

Rather, they mark an ongoing examination of how the college needs to move forward, remaining true to Centre’s mission. As the environment around us changes, Centre needs to remain always vigilant – examining what we do, how we might best do it, and how to keep our students intellectually nimble in an ever-changing world. To not re-examine and reshape will cause us to stagnate. The very best institutions, of which Centre belongs, will self-examine, make changes where warranted, and be true to their core values and mission.

Centre is distinctively positioned to define another path—creating a more intentional, purposeful, and coordinated program of the development of the whole person, and ensuring that this experience is responsive and available to a changing American and global society. In this way, Centre will continue to be a leader among residential liberal arts colleges.

We can create a more focused and compelling experience, making our work even more fulfilling for ourselves and for our students. Centre College and its people understand the need to reflect, assess, and adjust. We don’t shrink from challenge and we don’t accept “good enough.” As it approaches its third century of service, Centre can become a distinctive leader in renewing and articulating the power of the liberal arts and sciences in the 21st Century. In doing so, the College will attract talented people and greater resources, and be better able to determine its own destiny in this time of profound change. Most important, Centre will make an even greater contribution to our national and global community through the lives it empowers.
The Internal Environment

The plan was adopted in January 2008, just as the “Great Recession” was about to unfold—the bursting of the housing bubble, the banking crisis, sharply rising unemployment, and fiscal and political gridlock in the federal government. Despite this crisis, Centre continued to grow stronger. The success that Centre has made in implementing key initiatives from the 2008 plan is certainly an important element of this progress. Other measures also make this clear. For example, Centre has been successful in continuing its strategy of modest and measured growth in its enrollment. The student body has grown from just under 1,200 in fall 2008 to nearly 1,400 in fall 2014, with increases in both student quality and diversity. Net tuition revenue was flat from FY09 to FY10, but resumed modest growth (3.5%-5.5%) in FY11, 12, 13, and 14. The five-year financial plan incorporates modest comprehensive fee increases, less than 3% of the total annually. Even with the impact of the recession on financial markets, Centre’s endowment has recovered, reaching an all-time high of over $250 million in the spring of 2014. Giving to the College has also increased, with total giving in FY11, FY12, and FY13 of $14 million, $18 million, and $17.9 million, respectively.

Unlike many other colleges and universities during this period, Centre did not lay off any staff or faculty—in fact, the College was able to add faculty in order to maintain and even reduce slightly its student-faculty ratio, reaching closer to its goal of 10:1 in fall of 2014. Centre also maintained its benefits program with nominal changes and was able to provide modest compensation increases, even if not at the level that might be desired or warranted. Plans are in place to institute steady increases in faculty and staff compensation, and the implementation of this program should be among the highest priorities as the planning process moves forward. Centre also added new academic programs in areas of global education and environmental studies. And, of course, the College has continued a dramatic improvement in its academic, student life, residential, and athletic facilities—all made possible through strong leadership, careful leverage of existing resources, the hard work of faculty and staff, and the generous support of alumni and friends of the College.

While the 2008 recession delayed steps that the College might have taken, and much remains to be done, as Centre College looks toward its bicentennial in 2019, it does so from a position of unprecedented strength.

The External Environment

If Centre has never been stronger, the external environment has rarely, if ever, been more challenging or complex. Understanding and responding to this external environment is essential to the College’s continuing strength and progress. Even more important, preparing young women and men to serve, lead, and succeed in that environment is the essence of Centre’s mission.

Several issues in American and global society touch on the vitality, and credibility of that experience.
The Relevance of the Liberal Arts Experience

The purpose of higher education is being called into question. For many people, higher education means getting a piece of paper that tells the world you’ve acquired a body of information that qualifies you for a particular job. They regard that piece of paper as a commodity, one largely indistinguishable from the other. So if you can buy that paper at Wal-Mart, or on line from Amazon, why pay more and exert more effort for it at the neighborhood boutique or bookstore? Some observers contend that, in a changing economy, a college degree is no longer necessary for or the guarantee of a good job. As a result, the college experience is no longer seen as relevant by some critics, or, at the least, not worth the cost. Colleges focused on the liberal arts and sciences, like Centre, are subject to particular scrutiny. The traditional residential liberal arts college is seen by some as especially out of touch with the demands of the current job market and the challenges of today’s society, as well as being the province of the socially and economically privileged.

Many of these critics—ranging from political figures to leaders in business to parents—grow justifiably louder in demanding that colleges and universities demonstrate that they prepare young people to assume productive places in the economy and society at large. Those voices also demand that colleges and universities explain and control their rising costs. If higher education cannot do so on its own, those same voices threaten to impose their own standards and methods. For example, President Obama has proposed a ratings system based on such factors as tuition, graduation rates, student debt, earnings of graduates, the percentage of lower-income students who attend. Yes, some of these standards and methods are ill-advised, but the imperative to demonstrate positive outcomes for our students cannot be ignored.

But, at the same time, the values and characteristics that the residential liberal arts and sciences nurture are more important than ever. America and our world need young people prepared to address complex problems and opportunities in many settings. These students need to be able to continue to learn and to know how and where to seek knowledge and remain current within a changing world. Such people have an intellectual grounding in the human experience, can apply that background to their own lives and the world around them in a creative fashion that enables them to adapt to new challenges and opportunities, and possess the moral depth and social commitment to make a difference in the world through lives of work and service.

How can Centre answer the criticisms of the residential liberal arts college that it costs too much and is out of touch? What can we do to articulate our purpose more clearly and to focus our energies and resources most effectively on it? How can Centre demonstrate even more powerfully how well it fosters the characteristics so important in a world where new information, new challenges, and new possibilities emerge at light speed? How might such a process invigorate and renew this experience for ourselves, for our students, and for liberal arts colleges in general? How do we attract, support, and retain the women and men who will bring this vision to life?
The Cost, Accessibility, and Value of the Liberal Arts Experience

From the end of World War II through the end of the 20th Century, higher education helped to drive the advancement of the American Dream. Our colleges and universities, as teaching and research institutions, enabled the United States to help the world recover from World War II, to meet the challenges of the Cold War, and to assist peoples around the globe as they have sought to develop their own societies. This role was made possible in large part by investment in that system of higher education, both public and private, that greatly expanded its capacity and, most important, enabled dramatically greater access than ever before.

But for many Americans, the socioeconomic progress of the post-WWII years has stagnated. Since the early 1970s, real income growth for much of the American population has flattened. Social mobility in the U.S., especially compared to other wealthy nations, has also declined. As a result, many families find it more difficult to provide a college education for their children; many of those families look toward an educational experience that they believe will guarantee immediate employment.

The current model for financing higher education, for families and institutions alike, is broken. The broad access to higher education that so enriched individuals and society is no longer assured. One of the most disturbing trends is the difficulty of students from even comfortable means—much less those at lower income levels—to afford higher education, especially private higher education, without incurring debts that sharply limit the life options that higher education is intended to open. Studies such as The Missing One-Offs: The Hidden Supply of High-Achieving, Low-Income Students by Hoxby and Avery (2013) have shown that poorer students rarely consider the stronger liberal arts colleges.

The cost of higher education continues to climb; the criticism that colleges and universities have not worked hard enough to control costs is not without justification. In the case of public institutions, much of this higher cost is driven by declining support from financially-strapped state legislatures. For years, many institutions depended upon significant annual increases in comprehensive fee charges, but all of American higher education has hit a ceiling terms of such increases—they will have to be limited, for the marketplace, if not moral responsibility, demands it. Also, financial aid provided by the federal and state governments has failed to keep pace with these increasing costs.

Confronted with this situation, many liberal arts colleges have made a choice—either to turn away from being places of opportunity or to sacrifice quality and a commitment to high achievement. Such a choice, while understandable, is no less regrettable. To choose the former path means making it more difficult, if not impossible, to serve talented students of limited means, empowering them to assume their places as leaders. It also means turning away from a socioeconomic diversity that enriches the experience of all students. To choose the latter path means beginning a slow but sure decline into mediocrity and, for some, non-existence.

Centre cannot solve the puzzle of cost and access for all liberal arts colleges; Centre’s own long-held commitment to being a place of opportunity has grown dramatically more expensive. But if we judge that this commitment remains worthy—in fact, is even more important now and in the future—what do we do to sustain it while also serving other institutional goals? How do we
make the value of the liberal arts as preparation for a life of successful and fulfilling work, especially in a rapidly changing national and global economy, more understandable to those young people rightly concerned about earning a living? How might a growing distinction as a place of both high achievement and high opportunity strengthen the College?

**Attracting and Serving a Changing Population**

Changing demographics present clear challenges and opportunities:

- Competition for students will become even more fierce, as the growth in traditional college-age students—the pool from which residential liberal arts colleges draw—has flattened. The number of high school graduates grew by 26 percent from 1996 to 2008, but will be just 2 percent higher in 2021 than in 2008 (NCES, 2013). Enrollment in postsecondary degree-granting institutions, which increased 47 percent from 1996 to 2010, is projected to increase a more modest 14 percent through 2021 (NCES, 2013). Enrollment by 18-24 year-olds will increase by only ten percent. Research indicates that within this more competitive environment, a “re-sorting” of students is taking place, as student choice is driven increasingly by the resources and quality of the college, especially among higher-aptitude students. As a result, stronger colleges can become more selective, while weaker institutions are forced to become less selective. Some authors have suggested that stronger institutions will better able to determine their own fates, while the weaker institutions will struggle to ever-greater degrees. (Hoxby (2009), *The Changing Selectivity of American Colleges*; Weiss (2013), *Remaking College*).

- The U.S. population is also growing more diverse. Between now and 2060, the growth in the traditional college-age population will take place in minority groups; the 18-and-under population of the U.S. will be “majority minority” in 2019, with Hispanics and Asian-Americans comprising the fastest-growing groups. Between 2009 and 2021, the number of white students graduating from public high schools will decrease by 9 percent, and the number of black students graduating from high school will decrease by 6 percent. The percentage of Hispanic students graduating from public high school will increase by 63 percent, and Asian-American public high school graduates will increase by 35 percent (NCES, 2013). In the same period, enrollment in postsecondary institutions will increase 4 percent for white students, 25 percent for black students, 42 percent for Hispanic students, and 20 percent for Asian-American students. (NCES, 2013).

What can Centre to do strengthen its competitive position, with the resulting benefits of greater control over the size and composition of its student body? How can Centre connect with these emerging populations, serving them and creating a richer educational experience for all its students?

**The Threat and Promise of Information Technology**

Information technology has become as natural a part of our students’ lives as turning on the lights. However, higher education—liberal arts colleges in particular—still struggles with that fact, with firmly held perceptions and assumptions across a wide spectrum. Some observers fix on technology as the cure to many, if not all, of higher education’s ills, especially those dealing with cost and access. They criticize the model of the faculty member in a classroom with a small number of students as terribly inefficient, and contend that the transfer of content, of
information, can be achieved more cost-effectively through distance learning. Others fear the use of new information technology or distance learning as a threat to the rigorous and personal nature of residential undergraduate education. Some fear it as a threat to their own employability. But in all cases, learning that can take place some distance from the physical campus due to advances in information technology represents an innovation with profoundly disruptive effects on the learning environment.

How can Centre ensure that this disruption does not dilute the power of our educational enterprise? How do we use it to unleash the energies of our faculty, staff, and students in the quest for a richer teaching and learning experience? How can the use of technology create new and remarkable opportunities for the education of our students? Recognizing that learning is far more than the simple transfer of information and knowledge, how can we integrate more critical analysis, creative thinking, and problem solving so that our graduates will be intellectually nimble as they encounter new, unimaginable problems in an ever-changing world? How can we be sure that our students not only learn the discipline, but also are actively “doing the discipline”? These efforts to enhance the ability of our students to solve novel problems require academic depth and breadth, an understanding of different problem-solving approaches, and also a willingness and confidence to apply this knowledge in new ways.

**A Broader Concept of Sustainability**

As competition for students has sharpened, many institutions have engaged in an arms race regarding facilities. Some critics of higher education, and especially of private liberal arts colleges, enjoy describing residential campuses as resorts, pointing out what they regard as frivolous amenities—the climbing wall seems to be a favorite target. These critics blame these extravagances for the rising cost of higher education. Others also see such facilities as yet another indication that the residential liberal arts college is a bastion of the socioeconomically elite, who demand such facilities as their due.

Some institutions have indulged in facilities that are not supportive of their educational mission, and many of these institutions have put themselves into precarious financial positions in doing so. Other institutions, because of financial limitations, have deferred needed new construction and maintenance to the point that their core missions are compromised and their competitive positions are eroding.

Many colleges and universities have also become more sensitive to issues of sustainability, usually using that term to speak of environmental issues. A number of institutions, including Centre, now build LEED-certified buildings and have active campus groups committed to decreasing the institution’s carbon footprint and increasing environmental awareness and understanding. A challenge for all institutions, including Centre, is to ensure that the concept of sustainability is valued for more than just bragging rights or the flash of a web story. To do this, institutions must correct the conception that “sustainability” means only “environmentalism” or “climate concern” and instead define sustainability more broadly, in economic and social terms as well as environmental. We must consider and prioritize sustainability in the development and management of not only the physical plant, but in all aspects of the College’s operation and include an understanding of this broader sense of sustainability as a key component of our educational experience.
The Challenge of Resources

As described above, higher education faces great challenges, and almost all of them have financial aspects or implications. A recent survey of 457 college and university chief financial officers provides insights. For example, only 27 percent responded that they were strongly confident about the sustainability of their institution’s financial model over the next five years; only 13 percent were strongly confident when looking out ten years. Only 22 percent were confident that new spending at their institutions would come from additional revenue, as opposed to reallocating existing funds. (“The 2013 Inside Higher Ed Survey of College and University Business Officers”).

How can we focus our existing resources most effectively on a vision of the College’s future, and develop new resources to advance that vision?

Strategic Directions for Centre College

These changes and continuing trends in the larger environment, the goals and initiatives in the 2008 plan and the progress in implementing them, the campus conversations, and the changes internal to Centre combine to suggest a set of five strategic directions. It is not intended that each strategic direction address all of the issues in the external environment. And when the process turns to specific action steps, priorities will need to be established. Taken together, these directions and action steps will enable Centre to respond to challenges and to focus and energize the College’s attention, efforts, and resources as it seizes these opportunities and moves to its third century of service.

The College has identified five strategic directions to guide its future, along with a list of action items to accomplish these goals. Several ideas from the 2008 plan and from subsequent campus conversations provided the initial list of action items that have been expanded through additional meetings of the campus community. The listing of these items in the sections that follow should not be seen as limiting or prescriptive, as new items may yet be added to the list as they emerge from the community. Once accepted by the Planning and Priorities Committee these ideas will be explored by existing campus committees and working groups. These groups will investigate questions needed to prioritize the action items, to including questions of feasibility, cost, measure, and potential impact.

Strategic Direction One—Life Examined, Life Empowered: The Centre Experience

We have long spoken of “the Centre Experience,” the teaching and learning process as done at Centre, but what will be the nature of the Centre Experience as the College enters its third century? In many ways, it will continue to build upon Centre’s legacy of a rigorous education in the liberal arts and sciences, in a close and caring residential community. But this legacy is under increasing pressure, as discussed above. How can Centre answer these criticisms and ensure that this experience remains vital and relevant? How can we move beyond a defense of the residential liberal arts experience to a celebration of it?
We can begin to answer these questions by understanding that the skills and characteristics nurtured by the residential liberal arts college have never been more important. New information is generated at astronomical rates, and becomes outdated just as rapidly. On a national and global level, our economy is shifting and our politics are unsettled. Our societies, and the opportunities and challenges they face, grow more interconnected. Those people best prepared to work, serve, and lead in these chaotic times possess an intellectual grounding in the human experience. They can use that grounding to find order amidst the information overload, to discern between the important and the irrelevant. They use this background to continue to learn, to grow in knowledge and creative thinking, able to respond to changes as yet unimagined. They develop the character and wisdom that leads them to positive action, for themselves and the communities they serve. Through lives examined, they lead lives empowered.

The residential liberal arts college fosters these values and attributes like no other educational experience. But we must do more if we are to answer the skeptics. We must do more if we are to preserve the best of the Centre Experience and strengthen it for the future. We can fully embrace this mission of developing the whole person, making it the touchstone of all that we do. All the elements of our experience, within the classroom and beyond it, can work in harmony to pursue this mission. By creating this more focused and coherent experience, we can articulate its power and value more effectively, making it more understandable and compelling. By doing these things, Centre will provide a new model of the residential liberal arts experience. Our experience—the Centre Experience—will lead the evolution of the residential liberal arts college to a new era of strength and effectiveness.

**Breaking Down Walls**

To focus our efforts most effectively on the mission of the development of the whole person, we need to create more connections within the academic program, between the academic program and other aspects of campus life, and between the on-campus experience and the wider world.

The issues that our students will confront in their own lives and as leaders in society will be multi-faceted; the challenges cannot be met, nor the opportunities seized, solely with the knowledge from any one academic discipline. Most problems, even today, are seldom so simple. Rather the successful problem-solver of the future will be able to see situations through multiple perspectives, and devise solutions through a number of approaches. An education of both depth and breadth is essential, as is an education that encourages the reaching across and integration of several disciplines and approaches. Students should also have numerous classroom and practical opportunities to utilize their depth and breadth of knowledge, as well as their critical analysis and creative thinking skills to solve novel situations. This integration of knowledge should extend to the drawing of connections between the in-class and out-of-class learning, as well. For example, how might we incorporate opportunities for reflection and analysis in campus activities, so that students can create a more conscious learning experience in these aspects of their campus lives?

The College can build on its renowned study-abroad and study-away programs by creating stronger connections to the world beyond campus, more effectively incorporating its perspectives into the on-campus experience, and enabling our students, faculty, and staff to test their experiences and skills in other settings.
The Power to Act

This educational experience achieves its fullest and best value when put into action, demonstrating the vitality of the liberal arts as a means to successful and fulfilled lives for our students and, through them, as an agent for positive change. Through possible measures such as enhanced opportunities in research, community-based learning, community service, and greater linkage between the traditional curricular experience and campus life activities, Centre students will have the opportunity to succeed—and the opportunity to fail—and, in both, to grow in the courage to lead and serve. “We were not put in this world to sit still and know,” Woodrow Wilson said to his students at Princeton. “We were put in this world to act.”

A Complete Experience

We all know the students who push themselves, and us, to wring the most out of their Centre experience, those assertive young women and men who consider and choose from among all the possibilities before them. They are, in many ways, the model of an experience in human development. How do we move more students to that same kind of deliberate, thorough, and thoughtful approach to their time at Centre? How do we encourage a greater sense of awareness and responsibility in the students? Centre has long been known for its intensely supportive faculty and staff. How can we create a more coherent and prominent mentoring model, one involving faculty and staff in a more focused process of personal development for our students? Our goal is an environment in which students take greater responsibility and make more conscious and deliberate choices among the opportunities that the Centre Experience provides.

A New Energy

Focusing on a mission of human development creates opportunities for Centre to bring greater creativity, flexibility, and responsiveness to the teaching and learning process by examining its format and methods.

Certainly, the growth of the Center for Teaching and Learning as a catalyst and support mechanism for continued innovation in teaching and learning is central to all initiatives in this model of human development.

Prominent among these opportunities is exploring and managing to our purposes the creative disruption that is information technology. In some academic settings, distance learning is resisted as a threat to the status quo. In others, it is seen merely as a means to cut costs. Both responses are shortsighted, for both lead eventually to a student experience of diminished quality. The heart of any teaching and learning experience is human interaction. Used properly, information technology broadens and deepens that interaction rather than replacing it. It makes use of these tools in ways that serve the core teaching and learning process, rather than being just gimmicks or becoming the tail that wags the dog.

The Internet’s ability to allow access to information is profoundly powerful, and as each day’s headlines make clear, that power can be used for purposes good or ill. As with each new technological development in human history, the true challenge is harnessing its power for good. We must understand information technology for the challenges it presents, but we must also
embrace it for how it can broaden the reach and enrich the depth of the experiences that we provide our students, faculty, and staff—and, yes, for how it can help provide those experiences with greater efficiency and effectiveness. Information Technology Services leadership role in support of teaching and learning, the development of technology infrastructure, and its support of administrative functions such as business services, workflow, and analytics will be strongly support this effort.

The Grace Doherty Library faces many challenges in the midst of these fast-changing and ever-evolving technological innovations of the 21st Century—namely how to maintain relevance as a thriving and dynamic center for academic and intellectual growth. To accomplish that end, and contribute to the college’s mission of furthering the human development of students, we must continue to ask such questions as: What kind of library must we provide? What kind of environment must we maintain? What services will meet the needs of future students and faculty? How do we provide adequate and aesthetically appealing study space for a growing population?

If we are to focus on a mission of developing the whole person, we should facilitate greater flexibility and variety within the normal four-year progression to a degree, while maintaining and enhancing the rigor and richness of that experience. How can a student make more creative use of the fourth year—perhaps through a practicum somewhat like student teaching, but expanded to other fields of study and interest? How might we assist a student who desires to complete a degree program in less than four years? How do we create and encourage clearer, stronger connections to post-baccalaureate life, facilitating the transition to careers, community service, and continuing education?

The People Who Make it Happen--Faculty and Staff

This experience is focused, of course, on students—challenging them to meet a high standard of quality, and at the same time providing the individual attention that will help each one reach his or her fullest potential. But faculty members who, in addition to “professing” knowledge of their disciplines, act as guides, provocateurs, and mentors guide them. Staff members, most especially those involved in student life and athletics, play similar roles. Centre must develop and sustain a faculty and staff—in preparation, backgrounds, number, compensation, and creative and continuing growth—that is empowered and committed to pursue such a model.

Strategic Direction Two—A Place of Opportunity

Centre College cannot solve the crisis of access for all of American higher education. However, it can ensure that bright and motivated young men and women can choose the Centre Experience and all that it offers without regard to their financial backgrounds and without asking them to shoulder financial burdens that will limit their futures. We must also appeal to and serve young people from ever more diverse backgrounds, from within the U.S. and from around the globe. Colleges and universities that ignore this trend will limit their own futures, as well as the contribution they can make to our society. More broadly, social and cultural diversity encompasses all aspects of the world in which our students will work and live. Our students’ comfort in different cultural settings, their ability to communicate with people from many backgrounds, should set them apart from their peers, empowering them to lead richer and more
fulfilling lives. Centre will also seek enrollment levels that serve the College’s overall mission, most especially maintaining and enhancing an intensely personal educational experience. Finally, Centre must continue to improve its competitive position for new students in order to have greater control over its revenues and to develop a student body reflective of the College’s mission and ambitions.

Centre College has held fast, though not always by intention, to being a place of opportunity. We must continue to count this as a decided strength, and strategic advantage, while also acknowledging that this dual commitment to high quality and high opportunity comes at considerable financial obligation. If we do not enable talented young people from across the socioeconomic and ethnic spectrum to take advantage of the opportunities inherent in the Centre Experience, then our society will be poorer in every sense of the word.

**Funding Student Financial Aid and Scholarships**

Centre has long embraced the idea that any bright and aspiring young person who wishes to pursue her or his educational goals at Centre can do so regardless of family financial background, but maintaining this commitment has not been easy. For example, in the 2013-14 academic year, Centre awarded $22.5 million in student financial aid and scholarships. Only some $5 million of this amount was supported by Centre’s endowment, meaning that $17.5 million came from the College’s operating budget. Generous donors, careful budget management, measured growth in the student body, and—truth be told—an annual leap of faith have enabled the College to honor this core value.

While Centre has confidence in the continued generosity of its alumni and friends, as well as in its ability to manage resources well, $17.5 million represents an extraordinary unfunded commitment. Centre, like all other independent colleges, has only three sources of operating revenue—student tuition and fees, annual gifts, and endowment. Institutions can increase tuition and fee revenue by increasing the comprehensive fee and/or increasing the size of the student body. Over the past several years, Centre has done both in a carefully controlled manner. Even so, both the market and morality limit further substantial increases in the comprehensive fee. Also, while most alumni of the College would consider its perfect size whatever it was when they attended, there is some point at which Centre would outgrow its ability to provide an intensely personal education of exceptional quality. Although we have not yet reached that point, dramatic increases in the size of the student body are no more desirable than dramatic increases in the comprehensive fee. While we project continuing steady increases in the level of annual giving support, the growth in that source of revenue has not kept pace with the growth in the need for student financial assistance.

Increasing endowment dedicated to student financial aid and scholarships, then, is the only real alternative. It is the most secure of the three sources of revenue, even given the volatility of investment markets. Also, increased endowment for student aid will allow the College to shift resources from the operating budget to other areas, increasing their quality and reach. Finally, it will ensure that Centre can remain a college choice for bright and ambitious young people, without regard to their financial backgrounds and without asking them to shoulder overwhelmingly burdensome debt.
The Nature of the Student Body

The size and composition of the student body affects and is affected by a number of considerations.

In terms of enrollment, the College seeks a size that generates sufficient net revenue to fund its operations, provides critical mass for academic and student life programs, and maintains and enhances the personal connections at the heart of the Centre Experience. For now, the College has set a target of 1,425, still below the upper end of the 1,200-1,500 range adopted in the strategic plan.

In terms of composition, the prime consideration is a student body prepared to work and succeed in a rigorous liberal arts experience. Centre will also maintain and strengthen its traditional commitment to being a place of socioeconomic opportunity, as well as attracting a student body that mirrors the society in which our students will live, one that reflects the growth segments of the U.S. population and student populations underserved by Centre.

These considerations comprise a tough needle to thread in the best of circumstances, but will become even more complex because of the demographic changes described above. Competition for students—especially among residential liberal arts colleges, which enroll some three to four percent of American college students—will become even sharper as growth in the traditional college-age population slows significantly. The growth that will take place in this population is largely among students of Hispanic and Asian background. The campus conversations raised good questions regarding the meaning and implications of diversity. However, it is clear that Centre must reach out to these growing student populations to remain competitive, to be a place of opportunity, and to provide an educational experience that prepares its students for life in an increasingly diverse nation.

Strategic Direction Three—In This Place

Centre’s membership in the American College and University Presidents Climate Commitment (ACUPCC) has involved the College in thinking and acting on issues of the mitigation of and adaptation to climate impacts. The College defines sustainability not just in environmental terms, but also as a social and economic value, and applies that definition to the renovation of existing facilities, the development of new ones, and, indeed, all of the College’s management practices.

If Centre is to distinguish itself by offering an educational experience that develops the whole person, the College’s facilities must support that experience in all its facets. The College community must be dutiful in insuring that our facilities are up-to-date, properly equipped, and well maintained. These conversations need to occur at all levels – among the trustees, the senior administration, the alumni, the faculty and staff, and the students.

At the same time, Centre must design, construct, and maintain those facilities in ways that are financially, environmentally, and socially sustainable. The College should also remain prepared to acquire property adjacent to campus that can serve the College’s needs. In recent years, the
College has had great good fortune in its ability to enhance its living and learning environment through new construction and extensive renovations. However, needs and opportunities remain.

**Strategic Direction Four—A Strong Foundation**

Over the past 30 years, Centre has made tremendous progress in the strength of its educational experience, in that time moving from a solid regional college to one of America’s leading liberal arts colleges. Centre’s resource base has also grown significantly in those years. Still, Centre’s endowment is significantly smaller than many of the colleges with which it is ranked, while the College’s commitment to being a place of opportunity is significantly greater than those same institutions. Centre has also clearly improved the living and learning environment of the campus. Centre has achieved this progress on a relatively limited resource base through a strong focus on its core mission, through careful management and judicious risk-tasking, and—most especially—through the legendary generosity of its trustees, alumni, and parents, and its individual, corporate, and foundation friends.

However, to create and sustain the dynamic educational experience described here, to progress to a new level of service and excellence, and to fulfill its mission even more effectively, Centre must develop a stronger resource base through a dramatic increase in its endowment.

The strategic plan established three goals regarding endowment. The first was to grow the Capital Improvements Fund (CIF), which is devoted to facilities and debt service, to $25 million by 2012. That goal was met, with the CIF now over $30 million. The plan also set an overall endowment goal of $325 million by 2010; because of the Great Recession of 2008, that goal was not met. The endowment currently sits at more than $260 million.

The plan also established a target of a $750 million endowment by 2020. Planning for a new capital campaign, the Third Century Campaign, is well under way, with a goal of $200-$300 million. The focus of the campaign will be almost entirely on generating new endowment—sooner rather than later.

**Strategic Direction Five—Grounded, yet Ready for Change**

To offer the most effective education in the decades ahead, Centre must be prepared to consider and, when appropriate, embrace change. We must look for new ways to approach the educational experience – inside and out of the classroom – that create new opportunities for learning and development, while maintaining a commitment to providing an intensely personal experience. Centre’s culture must be maintained, but simultaneously we must actively look for ways to improve our work, to fulfill our mission, to prepare our students for extraordinary lives of work and service, and to enhance our strengths in this time of considerable change. This active engagement of change, of being nimble and creative with our work, will help to add strength to the institution in our third century.

Being ready for change may mean embracing new pedagogical approaches in the classroom or the establishment of new partnerships that open up fresh educational opportunities for our students. Change may mean that an increasing number of our students spend a larger portion of time studying away or abroad as Centre expands opportunities for students from all divisions,
during different parts of the year, and in diverse areas of the world and the United States. Since the original drafting of this strategic plan in 2008, technologies have emerged that have changed the landscape of higher education, making it more global and more accessible. Centre must continue to seek ways to stay abreast of technological advances and find ways to incorporate new ways of teaching and learning into the classroom, providing opportunities for students, faculty, and staff to connect with experts and experiences beyond the physical bounds of our campus. Centre may have the opportunity to take the connectedness this new technology allows and make it personal and meaningful – two values that continue to define our culture.

Being ready for change also means that the College stays abreast of changes and challenges to higher education as an industry and to the changing demographics, needs, and expectations of the students of today and tomorrow. Supporting the professional development of our faculty and staff, participating in national conferences and conversations on the future of higher education, and maintaining an openness to new ideas will help keep the College ready.

Centre College has a rich tradition of considering change, embracing new ideas and opportunities. This willingness to be open to fresh ways of thinking and teaching and learning will be of special importance in the years ahead. The College’s trustees, faculty, and staff must stand ready for change if Centre is to prosper. In this spirit, responsibility for this fifth strategic direction, “Grounded, yet Ready for Change” will fall to the College’s Planning and Priorities Committee and the Senior Staff, to include challenging existing committees and working groups to address being ready for change in their responses to action items from the strategic plan. Both the Planning and Priorities Committee and the Senior Staff will actively seek the involvement of Centre’s trustees in matters pertaining to preparing for and embracing change.

**To A New Century**

Our enterprise—a challenging liberal arts education in a close and caring community of teaching and learning—possesses great power. That power resides in the process of human development—not just in the transmission of a body of knowledge, but also in the guided growth of young women and men as intellectual, social, moral, and physical beings. Our national and global society yearns for such people as leaders, and no educational experience fulfills this purpose better than that which Centre offers. As Centre approaches a new century of service, we must preserve that which is strongest in the Centre Experience. But we must also embrace for ourselves the same drive for transformation that we demand and cherish for our students. As Abraham Lincoln said, “As our case is new, so we must think anew and act anew.”

Our great opportunities are to sustain and enhance such an experience, to ensure that every qualified student who desires it has that opportunity, and to convey the message of that experience in a way that inspires a variety of audiences to participate in and support it. In doing so, Centre will become the distinctive leader in exploring and articulating the power and relevance of the liberal arts education for the 21st Century. Our only limits are imagination and energy.
Appendix A—Possible Action Steps to Pursue Strategic Directions

Strategic Direction One—Life Examined, Life Empowered: The Centre Experience

Breaking Down Walls:

- Create more interdisciplinary courses and other learning experiences.
- Encourage and supporting team teaching across disciplines.
- Facilitate self-designed majors.
- Make creative thinking a more central and formal aspect of the Centre Experience, exploring and implementing models of both convergent and divergent thinking and learning. In a rapidly changing world, information and knowledge can become outdated overnight, placing an even greater premium on the ability to see problems and issues from new perspectives. The campus conversations noted the demand for such creative-thinking/problem-solving skill and the benefits that could come to our students and to Centre from becoming a leader in this area. Creative thinking has recently been adopted as the subject of the College’s Quality Enhancement Plan, to be developed as part of Centre’s upcoming reaccreditation process.
- Incorporate opportunities for reflection and analysis in campus activities, so that students can create a more conscious learning experience in these aspects of their campus lives. For example, how might a coach enable her students to view the connections between the skill and attributes they are developing on the through their athletic practice and performance in the light of their academic and other campus life experiences, and vice-versa?
- Create a broad and challenging program of leadership development, including opportunities for students to apply the knowledge and perspectives derived from their coursework to the practice of leadership, and to use their experiences as campus leaders to illuminate their academic experiences.
- Achieve and apply a new understanding of “sustainability.” Though defined in many ways, stated most simply, the sustainability perspective suggests that we make choices, adopt practices, and take actions that do not compromise the ability of future generations to meet their own needs. Sustainability should be seen in three dimensions—the economic interests of all, social justice for all, and environmental practices that assure opportunities for the present and for future generations. In many ways, “sustainability” is another way to describe thinking and acting with common sense and common decency, with a concern for the whole community and its long-term future. This perspective should inform all aspects of our teaching and learning experience, and all aspects of the College’s operations.
- Expand study-abroad opportunities in terms of location and format, and continue the globalization of the campus experience—including the curriculum, the student life program, and the composition of the student body itself.
- Expand the new study-away opportunities, currently in Washington, D.C. and Chicago, to other areas of the U.S.
- Explore and take action on “partnerships heretofore unimaginied” as a way for the College to enrich the experiences it offers its students, expand its reach, and strengthen its impact on the nation and world. Technological “connections,” the opportunity to help meet the nation’s growing medical needs, and identifying ways in which Centre can
contribute to the Commonwealth’s status as the “horse capital of the world” are three examples of potential partnerships.

The Power to Act:
- Provide students with increased and enhanced opportunities in performance-based learning, through continued expansion and enhancement of research opportunities, community-based learning, and community service, and by creating more opportunities for linkage between the traditional curricular experience and campus life activities.
- Create a dynamic process of career development that is more integrated into the overall teaching and learning process, and that serves students and alumni in the process of human development.

A Complete Experience:
- Encourage a greater sense of awareness and responsibility in the students, moving more students to a more deliberate, thorough, and thoughtful approach to their time at Centre.
- Create a more coherent and prominent mentoring model, one involving faculty and staff in a more focused process of personal development for our students.

A New Energy:
- Expand access to computing capability in classrooms and creating other experimental teaching and learning spaces using new technologies.
- Use IT to create partnerships with other colleges and universities, non-profits, and other organizations.
- Expand videoconferencing capability, using new hardware and software that creates greater flexibility and less need for centralized locations.
- Devote more attention to administrative IT to increase productivity and efficiency—for example, establishing integrated software systems and creating a comprehensive event management system.
- Develop library collections, both traditional and electronic.
- Develop and provide research instruction at all levels.
- Develop partnerships to facilitate better research-oriented computing resources for the College—for example, collaborative partnerships for Internet2 and supercomputing connections for analytical and quantitative research.
- Develop library spaces conducive to collaborative study and technological innovation.
- Develop and enhance discovery and access to information.

The People Who Make It Happen—Faculty and Staff:
- Implement a program of steady and meaningful increases in compensation that recognizes and supports the extraordinary commitment of the Centre staff and faculty, and enables the College to recruit and retain the top-flight faculty and staff who will make Centre a leader in the liberal arts experience of the 21st Century. As stated earlier, this action step should be seen as a fundamental priority as the planning process moves into the development of other specific initiatives.
- Achieve appropriate levels of staffing—in the faculty so as to reach and maintain a desired student/faculty ratio, and in the staff to insure that the high quality and personal nature of the Centre Experience is maintained and enriched.
• Develop a faculty and staff whose diversity of backgrounds and experiences better reflect the world in which our students will work, serve, and lead.

• Think creatively about the use of faculty time—for example, fostering team teaching as a means to break down artificial disciplinary boundaries; increasing support for and recognition of more formal and active mentoring of students; formally allocating a portion of faculty time to these other professional development and service activities in a “6 minus 1” model. Increasing resources available to faculty and staff for their continued professional activity, education, and development.

• Bring to our campus “professors of practice,” individuals whose professional, civic, and other accomplishments can enhance our teaching and learning experience and provide our students connections to the world of work and service.

Strategic Direction Two—A Place of Opportunity

Funding Student Financial Aid and Scholarships:

• Increase endowment dedicated to student financial aid and scholarships. It will ensure that Centre can remain a college choice for bright and ambitious young people, without regard to their financial backgrounds and without asking them to shoulder overwhelmingly burdensome debt. Also, increased endowment for student aid will allow the College to shift resources from the operating budget to other areas, increasing their quality and reach.

The Nature of the Student Body:

• In terms of enrollment, the College seeks a size that generates sufficient net revenue to fund its operations, provides critical mass for academic and student life programs, and maintains and enhances the personal connections at the heart of the Centre Experience. For now, the College has set a target of 1,425, still below the upper end of the 1,200-1,500 range adopted in the strategic plan.

• In terms of composition, the prime consideration is a student body prepared to work and succeed in a rigorous liberal arts experience. Centre will also maintain and strengthen its traditional commitment to being a place of socioeconomic opportunity, as well as attracting a student body that mirrors the society in which our students will live, one that reflects the growth segments of the U.S. population and student populations underserved by Centre—particularly, students of Hispanic and Asian origin. Centre must reach out to these growing student populations to remain competitive, to be a place of opportunity, and to provide an educational experience that prepares its students for life in an increasingly diverse nation. The College will pursue this direction through many means; one among them could be becoming a partner school in the Posse Foundation’s Veterans Program, established in 2012 to identify, encourage, and support veterans who can excel at selective four-year colleges.
Strategic Direction Three—In This Place

- Define sustainability not just in environmental terms, but also as a social and economic value, and applying that definition to the renovation of existing facilities, the development of new ones, and, indeed, all of the College’s management practices.
- Plan new facilities so as to make them more sustainable, to make more efficient use of energy, and to avoid retrofitting.
- Significantly renovate existing residence halls and consider the construction of new residence facilities.
- Continue recent progress in upgrading and adding to athletic/recreational space, including the creation of informal outdoor recreational spaces.
- As we construct new facilities and retrofit existing buildings, incorporate the ACUPCC guidelines of moving toward zero net greenhouse gas emissions by 2040.
- Examine the efficiencies of current administrative spaces, such as the Alumni House, and consider the creation of new administrative spaces, for example, for admissions/financial aid/welcome center and for career services. At the same time, consider possible changes in the location of current operations that a new academic/classroom building could make possible.
- Create sacred space that can be adapted to serve a variety of faith traditions.
- Continue renovations in Grant Hall, including performance/studio space.
- Renovate older laboratories in Young Hall.
- Extensively renovate the natatorium or build a new facility.
- Create a performance space larger than Weisiger Theatre.

Strategic Direction Four—A Strong Foundation

- Seek dramatic growth in the endowment, largely through the Third Century Campaign. As of April 2014, the goal of the campaign is being tested and determined, with a range of $200 million to $300 million.
Appendix B—Progress in the 2008 Plan Document

Continued monitoring shows significant progress toward the goals of the 2008 plan, with many initiatives completed or on which good progress has been made. In most cases where sufficient progress has not been made, limited resources are the reason. Some examples from each goal are listed below (Appendix A offers a fuller summary of progress).

Global Citizenship
Significant progress has been made on a number of important initiatives:
* Centre’s leadership in global education has been recognized by the Institute for International Education’s *Open Doors* report, which ranked Centre number one among baccalaureate institutions in study abroad.
* The Center for Global Citizenship has been established and provides coordination across the spectrum of Centre’s global studies activities.
* Centre has established new minors in Global Commerce, Latin American Studies, Asian Studies, African and African-American Studies, European Studies, and Linguistics.
* Centre has added Mandarin Chinese and solidified its offerings in Japanese by creating a full-time visiting position in Japanese, with the desire to turn it into tenure-track position in 2015.
* Sustainability initiatives have been pursued. Courses in the sciences, in government, and in international studies have added components dealing with issues of the environment and sustainability. The President’s Climate Commitment Committee has adopted and is implementing a plan dealing with a broad range of sustainability issues. A new major in Environmental Studies has been approved. As another example, the study-abroad program has established a carbon mitigation fund to offset the impact of travel in study-abroad trips.
* Through the Mellon and Arthur Vining Davis grants, globally-themed faculty development opportunities have been enhanced. These grants, along with the Metzger Fund, have also supported research projects involving students.
* The Merida program is now two semesters, a residential program has been established in Shanghai at Tongji University, study-abroad opportunities for science students have been greatly expanded through the new program at the University of Glasgow in Scotland, and an exchange program for very advanced Spanish students has been added at the University of Lleida in Spain. Regular international internships have been added in Brazil, China, and Mexico during CentreTerm.
* The number of foreign, degree-seeking students has increased dramatically, bringing about the hiring of an international student advisor in the fall of 2013.

Less progress has been made on the following initiatives:
* Intensive international study programs, combining summer and fall or summer and full academic year.
* Expand cultural programs with global perspective.
* Visiting Language Scholar Program.
* Add a general education requirement that every student must take at least one course that fosters understanding and appreciation of diverse cultures.

Engaged and Experiential Learning
Significant progress has been made on a number of important initiatives:
*Undergraduate research and collaborative learning have been strengthened through a variety of actions, including increased support for summer student research and the establishment of the RICE symposium.
*The Center for Teaching and Learning is being developed as an internal teaching and learning “think tank” with the expansion of pedagogy workshops and the hiring of a new director whose experience and expertise is in these areas. These efforts are being enhanced through grants from the Mellon Foundation and the James Graham Brown Foundation.
*Initiatives in engaged and experiential learning and in community-based learning have been strengthened through the work of a VISTA volunteer position and through a recent grant from the James Graham Brown Foundation.
*A more coherent first-year experience has been established with the creation of a significantly expanded orientation and the First-Year seminars.
*Systematic outside reviews of each academic program have been initiated.
*A first “Centre-in-America” or “study-away” program has been established in Washington, DC, with another in Chicago in the planning stages.
*Partnerships have been established with Vanderbilt in teacher certification and nursing; research relationships have been established with other Research I institutions. While not with an educational institution, the GC3 partnership should be included here.
*Career Development—An advisory group of parents, students, faculty, staff, and community members has been established, and other activities to study career services have begun.
*Interdisciplinary team teaching has been expanded through the Mellon Grant.

Less progress has been made in the following areas:
*Creation of “The CentrePlan,” a more intensive and systematic program of advising and mentoring.
*Emphasis on creative thinking as a fundamental element of the curriculum, alongside critical thinking and communication. Some work on specific areas has been undertaken, including faculty-to-faculty collaboration. Efforts to publicize current creative activities have increased.
*An expanded program of leadership development.
*Creation of a co-curricular transcript.
*Study/practice programs, such as a public policy/polling institute, Center for Environmental and Sustainability Studies, Bluegrass Studies Center, etc.

Faculty and Staff
Significant progress has been made on a number of important initiatives:
*Faculty growth has been effectively managed, as the College has been able to keep pace with increased enrollments.
*Centre has continued to examine its faculty salaries in comparison to a group of aspirant and benchmark institutions. A target of being at or above the median of benchmark schools, COLA applied, has been set. Discussions regarding the appropriateness of this standard continue.
*The Human Resources Office continues to examine salaried and hourly staff compensation in appropriate ways, and has established a program to move individuals closer to the mid-range of comparable positions as resources allow. More progress needs to be made in this effort. Also, continuing attention needs to be paid to staffing levels in critical areas.
*Training programs for staff expanded and enhanced.

Less progress has been made in the following areas:
*Examination of teaching assignment/credit, e.g. “5+1” or “6 - 1.”
*Increased resources for faculty development. Some progress through Mellon, A.V. Davis, Metzger, and Alcock funds.
*Review of sabbatical policy.
*Explore alternative distribution strategies for employee benefits.
*Increase staff and faculty diversity.

Enrollment and Student Body
Significant progress has been made on a number of important initiatives:
*The size of the College has been increased through managed growth.
*Centre has increased its commitment to student financial aid and scholarships, continuing to be a place of both high achievement and high opportunity.
*The Brown Fellows Program serves as a marquee scholarship program, and has succeeded in attracting an extraordinary group of students.
*The Centre Commitment has been expanded, beginning with the Class of 2017, to include a “research opportunity or internship.”
*Increase number and percentage of foreign students

Facilities
Significant progress has been made in the following areas:
*Science facilities have been dramatically enhanced with the expansion and renovation of Young Hall.
*A state-of-the-art campus center has been constructed.
*The Norton Center has been significantly refurbished.
*Outdoor athletic facilities have been enhanced with the installation of a turf field and lights on the football field, and lights on the baseball field. The South Fields have been built following the acquisition of the stockyards and tobacco warehouse.
*A new residential complex, Brockman Commons, has opened.
*Renovate existing residence halls.

Less progress has been made on the following:
*The plan calls for the examination of replacing Boles Natatorium with an eight-lane pool. Any action awaits dedicated funding.
*The need for a new classroom/academic office building remains under study.
*Extensive renovations of some existing residence facilities, e.g. the Old Quad.

Technology
Significant progress has been made in the following areas:
*Expansion of videoconferencing capabilities with work in the Norton Center Board Room, the Campus Center, and the CTL meeting room.
*Collaborative technologies have been added to several classrooms.
*Computer labs/classrooms have been added and expanded, though demands still exist for a 30-person computer lab facility.
*Focused work on expansion of use of information technology in the teaching and learning process is on-going.
*Network infrastructure development of pervasive and reliable wired and wireless networks.
*New College datacenter and technology support center creation/renovation.
*Development of new online services through the campus portal system, Centrenet.
*Development of College online services through the use of open source software solutions.
*Development of a College-wide reservation and event management system.
*Examine policy for providing computer equipment for faculty and staff.

Less progress has been made in the following:
*Development of a “learning matrix” technology area in the library. Changing technology has re-directed thinking as of now. Work is beginning to create more group study space.
*Establishment of an “information fluency proficiency” requirement into the curriculum. This has been discussed in Curriculum and Gen Ed committees, where thinking was to have this happen within major programs rather than as stand-alone in general education. It has been added to the extended orientation.
*Better use of opportunities for distance learning
*Creation of professional quality, 32-track recording studio

**Finance and Resources**
Significant progress has been made in the following areas:
*The strength of the Board of Trustees has been maintained and enhanced.
*The alumni, parent, and friend relations operations continue to expand and enhance their programming, e.g. the establishment of the President’s Advisory Council.
*Under the leadership of the Finance and Investment committees of the Board, the College conducts continuing examination of its endowment management policies.
*Centre has also established a more systematic program of property acquisition, resulting in important additions to the campus in the former tobacco warehouse, stockyard, and the Fifth Street properties. The property acquisition plan is being updated, as is the campus master plan.
*The College has maintained its position among the leading colleges in alumni giving, while also increasing overall giving and average gift size.
*The Capital Improvements Fund stands at $30.8 million, exceeding the plan goal of $25 million.
*Create and maintain a model program of communications, media relations, and marketing.

Less progress has been made on the following initiatives:
*The endowment did not reach the $325 million mark by 2010; a goal of $750 million by 2020 remains on the books.

*Centre needs to re-examine current commitments to be sure we are meeting the goals and obligations of the current program.
Appendix C—The Campus Conversations

The campus conversations provided a good pulse of the campus regarding the goals and initiatives. The conversations affirmed the continued relevance of all of the goals. They also identified particular priorities among the initiatives, as well as items that weren’t necessarily priorities but were deserving of “another look.” The conversations identified few items to drop entirely, and no completely new initiatives. Both the on-campus conversations and the considerations of the Board emphasized the opportunity to focus on a set of clear strategic directions in the re-focused plan. Some examples from the campus conversations are listed below (Attachment B offers a fuller summary of campus conversations).

Global Citizenship
*The conversation turned to the initiative to “expand global perspectives in the curriculum.” The group agreed that progress had been made on this initiative, largely through the creation of additional courses and the modification of existing courses. The group did ask if, even with this progress, it was possible for a student to miss exposure to such perspectives. The group agreed that the current approach was the most appropriate, but that the question raised above warranted a look.

*The issue of “new initiatives in student life” to support efforts to “reshape the culture of the campus and attract a more international and diverse student body” was raised. The group agreed that, while good progress was being made on the academic side, the student life experience should receive renewed attention and be a priority.

*The group had a particularly good discussion of the initiative calling for the establishment of “a sustainability component to Centre’s curriculum.” One participant said that we should start by asking, “What is our definition of sustainability?” One person suggested that the word “component” be changed to “perspective.” The role of the College’s participation in the Presidents’ Climate Commitment was also discussed. The group regarded this as a priority issue.

*The group agreed that good progress is being made in increasing the number of foreign, degree-seeking students, but that our efforts to support those students warranted continued examination and emphasis.

Engaged and Experiential Learning
*CentrePlan—The group offered a variety of good thoughts. One person expressed concern that advising was in danger of becoming less personal/face-to-face with the use of IT. Another supported the initiative’s goal of moving from course advising to more substantial mentoring, with academic advising as a part of the process. Establishing a mentoring team for each student, comprised of faculty and staff, was supported per the initiative’s language. Another person suggested looking at some way to maintain the group experience created during orientation. It was also suggested that instruction in “life skills” be part of this experience, and that the co-curricular transcript noted in the plan become part of this initiative. It was also suggested calling it “My CentrePlan” in order to signal student ownership. The group agreed that this initiative is a priority.
*Creative Thinking—One participant felt that helping our students to develop the ability to see different approaches, to break beyond the conventional wisdom, was an aspect of creative thinking. Another suggested that interdisciplinary teaching and learning was one means to do this. Matthew Hallock shared a rubric developed by the Association of American Colleges and Universities on the teaching and assessment of creative thinking. Matthew reminded the group that creative thinking was not necessarily the same as “creativity,” nor was it confined to the arts. The group picked up this thought, agreeing that creative thinking was as legitimate a fundamental skill as creative thinking and clear expression. The group also noted the demand being placed on such creative-thinking/problem-solving skills in the world of work, and the benefits that could come from becoming a leader in this area. **This initiative should become a priority.**

*Team Teaching—Growing out of the discussion of creative thinking, one participant suggested that team teaching in support of truly interdisciplinary learning should be explored more aggressively. Another said that we can do this better and more easily than other places, but that we should remember going in that it is a particularly labor-intensive proposition. It was also said that we should look at developing incentives for team teaching and other innovative, risk-taking approaches to teaching and learning, and that these activities needed to be supported by intentional training, attendance at workshops, visits to other campuses, etc. **This item is a priority.**

*Quantitative Literacy—The discussion began with one participant asserting that quantitative literacy was crucial to many aspects of professional, personal, and community life, and that we should look at how well we’re doing in preparing our students in this regard. It was also stated that this should be done across the curriculum, rather than trying to satisfy it in one course. **This issue deserved continuing attention.**

*Leadership—The plan notes that leadership development is stated as a key priority of the College, and acknowledges that a variety of leadership development activities take place. **The call for the creation of a more focused and coherent program was still valid and is a priority.**

*In a comment on language used in the plan, it was suggested, and the group agreed, to drop the term “extracurricular,” and use only “curricular” and “co-curricular.” The word “extracurricular” implies that the activity falls somewhere outside the College’s teaching and learning mission.

*Center for Teaching and Learning—The person who raised this issue expressed her enthusiasm for CTL’s evolution into a true on-campus teaching and learning “think tank.” Dean Fabritius and Sarah Lashley, the CTL director, discussed several new initiatives that were moving CTL in that direction. The group agreed on the benefits of realizing this vision for CTL—the improvement of the experience that we provide our students and the national attention that would come to the College as leader in the emerging field of the “scholarship of teaching and learning (SoTL),” to name just two. While in agreement with this sentiment, one participant cautioned that the “learning” element receive as much attention as the “teaching.” **This initiative is a priority.**
*Career Services—A member of the Career Services staff said that she and her colleagues would like to see this initiative sharpened, that its current language was a bit vague. This prompted a good conversation, essentially raising two questions—first, what does it mean to be a leader in career services among places like Centre, and, second, who are they? President Roush told the group of Andy Chan, the VP for Personal and Career Development at Wake Forest, who spoke to the Board of Trustees at its January 2013 meeting. President Roush acknowledged that these questions were a high priority for him, and that he would be initiating some efforts to find answers. This item is a priority.

*Examine Teaching Load—Thinking creatively about the apportionment of faculty time is at the heart of this initiative, and it prompted a wide-ranging discussion. The language in the plan talks about a “5+1” approach, which would create a process by which faculty members could devote a portion of their time to a special professional project, collaborative research with students, etc. Several participants in the conversation noted the possible benefits of such a process. For example, one person noted the growing importance of collaborative research and experiential learning; providing more opportunities for faculty to support such work will strengthen our students’ experiences and make us more attractive in student recruitment. Another person said that such a program would help with faculty recruitment, as well. The group agreed that it was important to understand the implications of such a program—for example, what would be the impact on resources that the College could devote to faculty compensation? What are the numbers required to implement it? It was suggested that we should really think about this in terms of “6-1,” so as not to suggest that a five-course teaching assignment was the norm in terms of faculty time, with the “1” as something “above and beyond.” One person said that some programs—psychology, for example—are already doing something like this. Others suggested additional means to achieve greater flexibility in the use of faculty time. For example, some classes could use a larger lecture experience once a week, which would allow a more intensive and focused experience the remainder of the class. Team teaching is another example of an alternative approach to this same end. It was noted that in some academic programs, a less-than-six-course load was not uncommon. Other factors, such as course releases for division chairs, Stodghill Professorships, Posse mentorship, etc., also affect a six-course average. This topic is a priority.

*Faculty Diversity—The group was reminded of a proposal developed by several faculty members. After discussion of this proposal, other participants noted other means to address faculty diversity, including visiting and exchange positions. This initiative is a priority.

*Staff Diversity—Kay Drake and Stephanie Fabritius both noted that focused efforts have been made to increase the diversity of the staff, but that it has been difficult to achieve significant progress. This issue is a priority.

*Staffing Levels—As an example of a desire “to have more depth on the staff side of the plan,” it was suggested that we need to examine staffing levels in light of enrollment growth over the past several years. Kay Drake described several elements of the “work in progress” on this issue, for example, a survey of the Senior Staff members regarding their ideas on particular pressure points in staffing levels and a pending examination of staffing levels at benchmark institutions. This issue is a priority.
*Faculty and Staff Compensation*—The group discussed issues such as targets for faculty and staff compensation and the impact of named professorships on overall faculty compensation. The group also acknowledged some issues that are particularly pronounced on the staff side, such as the lack of a clear path to promotion/increased compensation as exists on the faculty side. The group also talked about the phenomenon of salary compression for both faculty and staff, but noted that it was more pronounced for staff. **This issue is a priority.**

**Student Body and Enrollment**
*A Place of High Achievement and High Opportunity*—The group affirmed a continuing commitment to this value and goal, one that makes Centre increasingly distinctive among American colleges and universities, but one that has significant implications across the College’s operation. **Priority.**

*Update Target Enrollment*—The group agreed that the plan’s language should be updated to reflect that the College has moved beyond 1,200, the lower figure in the 1,200-1,500 range. The group agreed to restate a range of 1,400—1,500, with a target of 1,425 as of now. **Priority.**

*Diversity/The Nature of the Student Body*—The group considered the question, “If we go to an enrollment of 1,500, what do we want the student body to look like?” Some of the questions raised in the ensuing conversation included: Do we want more geographic diversity, beyond the contiguous states and from different areas of the world? What do we mean by “diversity?” What are the implications of greater diversity, however we define it, for the academic, student life, and residential programs, and how do we support/manage those implications? Is there an optimum level of diversity? **Priority.**

*What are New Means to Attract Students?*—The plan language pointed to achieving growth through new and enhanced programs, for example, the addition of men’s and women’s lacrosse. What new possibilities exist, in the academic program and in other areas of campus life? What new markets, both geographic and demographic? **Priority.**

**Facilities**
*The group listed a number of suggestions regarding facilities:*
- Renovate older labs in Young Hall.
- Create a performance space bigger than Weisiger Theatre.
- Create systems for more sustainable and efficient use of energy, to reduce both greenhouse impact and spending on energy. **Priority.**
- If an additional academic/classroom building were to be constructed, be sure to think about what changes in allocation of current space/location of current operations this might allow—for example, moving Global Citizenship and Career Services from Carnegie, or moving the College’s servers from the basement of McReynolds. **Priority.**
- Continued renovations in Grant Hall; include the proposal for new performance/studio space made earlier by faculty in Division I.
- A dramatically renovated or newly constructed natatorium.
- Significantly renovate existing residence halls and consider the construction of new residence facilities. **Priority.**
• Consider additional dining facilities that would offer late-night Grill/Hangout style food and seating options—for example, a rathskeller.
• Do a more systematic job of long-term planning for space, so as to avoid retrofitting of facilities. **Priority.**
• Create sacred space that can be adapted to a variety of faith traditions. **Priority.**
• Continue recent progress in upgrading and adding to athletic/recreational space, including the creation of informal outdoor recreational spaces, e.g., Breck Beach.
• Examine the efficiencies of current administrative spaces—for example, the Alumni House—and consider the creation of new administrative spaces for admissions/financial aid/welcome center and for career services, as two examples. **Priority.**

**Technology**

*Create experimental classrooms, using new technologies. For example, the group judged that the goals of the “learning matrix” were still valid, but that changing technology might suggest a different means. The group considered such questions as:
  • Do these media/IT tools have to be located centrally?
  • How can CTL and IT coordinate more effectively?
  • What kind of staff support is required?
  • How does the library relate to this? **Priority.**

*Devote more attention to administrative IT—For example, establishing integrated software systems, creating a comprehensive event management system, etc.

*Information Fluency Proficiency—The group agreed that this initiative was still important, but raised good questions. For example, how might it be achieved—through dedicated courses or built into existing courses in the major programs? How would the library be involved? The group agreed that this initiative is being addressed, but quite inconsistently.

*Distance Learning—The group agreed that this term is limiting and outdated in its ability to describe the use of information technology to serve the College’s educational mission. The group also agreed that whatever directions we take in this area, two guiding principles should be to use IT to serve the student experience and to administer IT as efficiently as possible so that resources can be devoted to the core student experience. **Priority.**

*Videoconferencing Capability—The group agreed that having greater capability in this area remained important, but that new software and hardware developments created greater flexibility and less need for centralized locations.

*Computer Classrooms—As with videoconferencing, the group agreed that greater access to computing capability within the classroom remained important, but that advances in hardware and software have created other ways to achieve it; for example, through use of collaborative functions to tie laptops together in a classroom. **Priority.**

**Finance and Resources**
*Goals for the Capital Improvements Fund (CIF) and the Endowment—The group suggested acknowledgment of the fact that the goal of $25 million by 2012 for the CIF had been surpassed, with the CIF now well over $30 million. While the goal of a $325 million endowment by 2010 had not been reached, it was agreed that, with the Third Century Campaign in its opening phase, the goal of $750 million by 2020 should be retained. **Priority.**

*Alumni Relations—The group suggested greater use of the Centre alumni and friend groups by other offices on campus, for example, Career Services.
### Appendix D - Strategic Action Items

This list will change as the Committee on Planning and Priorities reviews each action item.

<table>
<thead>
<tr>
<th>Objective/Action Item</th>
<th>Strategic Direction One - Life Examined, Life Empowered</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
<td><strong>Breaking Down Walls</strong></td>
</tr>
<tr>
<td><strong>1A.1</strong></td>
<td>Create more interdisciplinary courses and other learning experiences.</td>
</tr>
<tr>
<td><strong>1A.2</strong></td>
<td>Encourage and support team teaching across disciplines.</td>
</tr>
<tr>
<td><strong>1A.3</strong></td>
<td>Facilitate self-designed majors.</td>
</tr>
<tr>
<td><strong>1A.4</strong></td>
<td>Make creative thinking a more central and formal aspect of the Centre Experience, exploring and implementing models of both convergent and divergent thinking and learning. In a rapidly changing world, information and knowledge can become outdated overnight, placing an even greater premium on the ability to see problems and issues from new perspectives. The campus conversations noted the demand for such creative-thinking/problem-solving skill and the benefits that could come to our students and to Centre from becoming a leader in this area. Creative thinking has recently been adopted as the subject of the College’s Quality Enhancement Plan, to be developed as part of Centre’s upcoming reaccreditation process.</td>
</tr>
<tr>
<td><strong>1A.5</strong></td>
<td>Incorporate opportunities for reflection and analysis in campus activities, so that students can create a more conscious learning experience in these aspects of their campus lives. For example, how might a coach enable her students to view the connections between the skill and attributes they are developing on the through their athletic practice and performance in the light of their academic and other campus life experiences, and vice-versa?</td>
</tr>
<tr>
<td><strong>1A.6</strong></td>
<td>Create a broad and challenging program of leadership development, including opportunities for students to apply the knowledge and perspectives derived from their coursework to the practice of leadership, and to use their experiences as campus leaders to illuminate their academic experiences.</td>
</tr>
<tr>
<td><strong>1A.7</strong></td>
<td>Achieve and apply a new understanding of “sustainability.” Though defined in many ways, stated most simply, the sustainability perspective suggests that we make choices, adopt practices, and take actions that do not compromise the ability of future generations to meet their own needs. Sustainability should be seen in three dimensions—the economic interests of all, social justice for all, and environmental practices that assure opportunities for the present and for future generations. In many ways, “sustainability” is another way to describe thinking and acting with common sense and common decency, with a concern for the whole community and its long-term future. This perspective should inform all aspects of our teaching and learning experience, and all aspects of the College’s operations.</td>
</tr>
<tr>
<td><strong>1A.8</strong></td>
<td>Explore the development of a curricular component regarding sustainability.</td>
</tr>
<tr>
<td>1A.9</td>
<td>Expand study-abroad opportunities in terms of location and format, length of experience, timing of experience, and continue the globalization of the campus experience—including the curriculum, the student life program, and the composition of the student body itself.</td>
</tr>
<tr>
<td>1A.10</td>
<td>Expand the new study-away opportunities, currently in Washington, D.C. and Chicago, to other areas of the U.S.</td>
</tr>
<tr>
<td>1A.11</td>
<td>Explore and take action on “partnerships heretofore unimagined” as a way for the College to enrich the experiences it offers its students, expand its reach, and strengthen its impact on the nation and world. Technological “connections,” the opportunity to help meet the nation’s growing medical needs, and identifying ways in which Centre can contribute to the Commonwealth’s status as the “horse capital of the world” are three examples of potential partnerships.</td>
</tr>
<tr>
<td>1A.12</td>
<td>Expand global perspectives in the curriculum, including the revision of the Global Studies Committee</td>
</tr>
<tr>
<td>1A.13</td>
<td>Increase the use of alumni connections through cooperative partnerships between campus offices and the Office of Alumni Affairs</td>
</tr>
<tr>
<td>1A.14</td>
<td>Emphasize the use of creative thinking throughout the curriculum.</td>
</tr>
<tr>
<td>1A.15</td>
<td>Create curricular goals for all First-Year Studies courses.</td>
</tr>
<tr>
<td>1A.16</td>
<td>Explore the possibility of exchange programs with India, countries in the Middle East, etc.</td>
</tr>
<tr>
<td>1A.17</td>
<td>Create a program that would allow students to apply and compete for grants to fund student research projects or study abroad projects.</td>
</tr>
<tr>
<td>1A.18</td>
<td>Explore the addition of a General Education course requirement on diverse cultures.</td>
</tr>
<tr>
<td>1A.19</td>
<td>Explore a summer language immersion program, possibly for rising seniors in high school.</td>
</tr>
<tr>
<td>1A.20</td>
<td>Explore the possibility of a global citizenship and/or leadership certificate program.</td>
</tr>
<tr>
<td>1A.21</td>
<td>Enhance Centre's language offerings to include a broader list of languages.</td>
</tr>
<tr>
<td>1A.22</td>
<td>Create science-specific study-abroad courses for CentreTerm</td>
</tr>
<tr>
<td>1A.23</td>
<td>Explore the development of a year-long and/or summer + fall intensive international study-abroad program</td>
</tr>
<tr>
<td>1A.24</td>
<td>Expand campus cultural programming to include a more global perspective.</td>
</tr>
<tr>
<td>1A.25</td>
<td>Investigate the incorporation of one to three Faculty Fellows into the work of the CTL to focus on issues of higher education and new pedagogical approaches to education.</td>
</tr>
<tr>
<td>1A.26</td>
<td>Explore the development of a senior capstone experience related to creative problem solving or creative expression.</td>
</tr>
</tbody>
</table>

| 1B | The Power to Act |
| 1B.1 | Provide students with increased and enhanced opportunities in performance-based learning, through continued expansion and enhancement of research opportunities, community-based learning, and community service, and by creating more opportunities for linkage between the traditional curricular experience and campus life activities. |
| 1B.2 | Create a dynamic process of career development that is more integrated into the overall teaching and learning process, and that serves students and alumni in the process of human development. |
| 1B.3 | Create a model Career Services / Professional Development program, including the preparation of students for global careers. |
| 1B.4 | Explore ways to increase the amount of community-based learning within the curriculum and the possibility of recognizing CBL in the College Catalog and on student transcripts. |
| 1B.5 | Explore the possibility of undergraduate research exchanges within the ACS, how students might receive academic credit for summer research work, and the possibility of student-generated research projects. |

| 1C | A Complete Experience |
| 1C.1 | Encourage a greater sense of awareness and responsibility within the student body, moving students to a more deliberate, thorough, and thoughtful approach to their time at Centre. |
| 1C.2 | Create a more coherent and prominent mentoring model, one involving faculty and staff in a more focused process of personal development for our students. Revisit the idea of creating a "CentrePlan" as featured in the 2008 strategic plan. |
| 1C.3 | Develop a more coherent first-year experience. |
| 1C.4 | Explore the possibility of a co-curricular transcript. |
| 1C.5 | Explore the creation of a study-abroad honors program. |
| 1C.6 | Explore the creation of a college-wide focus on leadership or public policy. |
| 1C.7 | Review the athletics program and the best practice for competition. |
| 1C.8 | Examine opportunities for summer courses/education. |
| 1C.9 | Explore the development of team-taught courses across disciplines, including a focus on "thorny issues" or problem solving. |

| 1D | A New Energy |
| 1D.1 | Use IT to create partnerships with other colleges and universities, non-profits, and other organizations. |
| 1D.2 | Expand videoconferencing capability, using new hardware and software that creates greater flexibility and less need for centralized locations. |
| 1D.3 | Find new ways of using technology across the College community to improve business processes and streamline internal communication and administrative workflows. |
| 1D.4 | Develop library collections, both traditional and electronic. |
| 1D.5 | Develop and provide research instruction at all levels (including information literacy). |
| 1D.6 | Develop partnerships to facilitate better research-oriented computing resources for the College—for example, collaborative partnerships for Internet2 and supercomputing connections for analytical and quantitative research. |
| 1D.7 | Develop library spaces conducive to collaborative study and technological innovation. |
| 1D.8 | Develop and enhance discovery and access to information. (Needs further clarification) |
| 1D.9 | **Distance Learning** - though this term is limiting and outdated in its ability to describe the use of information technology to serve the College’s educational mission, IT should be used to serve the student experience and to administer IT as efficiently as possible so that resources can be devoted to the core student experience. Look for ways to develop opportunities for students to positively experience distance learning. |
| 1D.10 | Expand the use of technology in the educational process. |
| 1D.11 | Explore beneficial partnerships with R1 institutions. |
| 1D.12 | **Quantitative Literacy** - crucial to many aspects of professional, person, and community life, we should look at how well we're doing in preparing our students in this regard; identifying ways this might be done across the curriculum; identifying ways we might enhance courses with technology. Find ways to incorporate information fluency/proficiency into the curriculum. |
| 1D.13 | Explore the development of "institutes" and special programs that serve a particular educational and practical purpose, and help to distinguish Centre College as an institution (i.e. the Polling Institute at Quinnipiac University). |
| 1D.14 | Investigate ways we might collaborate with other liberal arts institutions to create "Live, Learn, Intern" programs, including taking advantage of existing exchanges and science-specific sites (i.e. field stations). |

---

### 1E The People Who Make It Happen - Faculty & Staff

<p>| 1E.1 | Implement a program of steady and meaningful increases in compensation that recognizes and supports the extraordinary commitment of the Centre staff and faculty, and enables the College to recruit and retain the top-flight faculty and staff who will make Centre a leader in the liberal arts experience of the 21st Century. As stated earlier, this action step should be seen as a fundamental priority as the planning process moves into the development of other specific initiatives. |
| 1E.2 | Achieve appropriate levels of staffing—in the faculty so as to reach and maintain a desired student/faculty ratio, and in the staff to insure that the high quality and personal nature of the Centre Experience is maintained and enriched. |
| 1E.3 | Develop a diverse faculty and staff, including in background and experience, who better reflect the world in which our students will work, serve, and lead. |
| 1E.4 | Think creatively about the use of faculty time—for example, fostering team teaching as a means to break down artificial disciplinary boundaries; increasing support for and recognition of more formal and active mentoring of students; formally allocating a portion of faculty time to these and other professional development and service activities in a “6 minus 1” or a &quot;5+1&quot; model. Increasing resources available to faculty and staff for their continued professional activity, education, and development. |
| 1E.5 | Investigate ways to increase resources available for faculty development (including startup costs, conference participation, and course development) |
| 1E.6 | Explore ways to provide additional support for the continuing education of staff members. |
| 1E.7 | Explore an option for the alternative distribution of benefits for faculty and staff. |
| 1E.8 | Explore opportunities to develop shared community experiences for faculty and staff and increase opportunities for faculty and staff enrichment (i.e. the &quot;free school&quot; concept from Southwestern University) |
| 1E.9 | Bring to our campus “professors of practice,” individuals whose professional, civic, and other accomplishments can enhance our teaching and learning experience and provide our students connections to the world of work and service. |
| 1E.10 | Maintain the historic strength and engagement of the Centre College Board of Trustees. |
| 1E.11 | Develop a more systematic approach to helping faculty and staff prepare for retirement as well as a more intentional process for the institution to replace those retiring with as little loss of knowledge and expertise as possible. |
| 1E.12 | Develop globally-themed faculty development opportunities |
| 1E.13 | Encourage international faculty research |
| 1E.14 | Explore the creation of a visiting language scholar program to enhance undergraduate language development. |
| 1E.15 | Explore how undergraduate research could count as part of a professor's teaching load. |
| 1E.16 | Review the existing sabbatical policy. |
| 1E.17 | Explore ways to enhance the orientation program for new staff. |</p>
<table>
<thead>
<tr>
<th></th>
<th>Objective/Action Item</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2</strong></td>
<td><strong>Strategic Direction Two - A Place of Opportunity</strong></td>
</tr>
<tr>
<td><strong>2A</strong></td>
<td><strong>Funding Student Financial Aid and Scholarships</strong></td>
</tr>
<tr>
<td><strong>2A.1</strong></td>
<td>Increase endowment dedicated to student financial aid and scholarships. It will ensure that Centre can remain a college choice for bright and ambitious young people, without regard to their financial backgrounds and without asking them to shoulder overwhelmingly burdensome debt. Also, increased endowment for student aid will allow the College to shift resources from the operating budget to other areas, increasing their quality and reach.</td>
</tr>
<tr>
<td><strong>2B</strong></td>
<td><strong>The Nature of the Student Body</strong></td>
</tr>
<tr>
<td><strong>2B.1</strong></td>
<td>In terms of enrollment, the College seeks a size that generates sufficient net revenue to fund its operations, provides critical mass for academic and student life programs, and maintains and enhances the personal connections at the heart of the Centre Experience. For now, the College has set a target of 1,425, still below the upper end of the 1,200-1,500 range adopted in the strategic plan. Review this target enrollment and update as needed.</td>
</tr>
<tr>
<td><strong>2B.2</strong></td>
<td>Continue to recruit and support international students who choose to attend Centre, integrating them fully into the campus community and the academic life of the College.</td>
</tr>
<tr>
<td><strong>2B.3</strong></td>
<td>In terms of composition, the prime consideration is a student body prepared to work and succeed in a rigorous liberal arts experience. Centre will also maintain and strengthen its traditional commitment to being a place of socioeconomic opportunity, as well as attracting a student body that mirrors the society in which our students will live, one that reflects the growth segments of the U.S. population and student populations underserved by Centre. Centre must reach out to these growing student populations to remain competitive, to be a place of opportunity, and to provide an educational experience that prepares its students for life in an increasingly diverse nation. The College will pursue this direction through many means; one among them could be becoming a partner school in the Posse Foundation’s Veterans Program, established in 2012 to identify, encourage, and support veterans who can excel at selective four-year colleges.</td>
</tr>
<tr>
<td><strong>2B.4</strong></td>
<td>Explore new initiatives in Student Life to reshape campus culture and attract a more international and diverse student body.</td>
</tr>
<tr>
<td><strong>2B.5</strong></td>
<td>Explore ways to enhance the current exit process for departing students (both those graduating and those leaving without completing a degree) to capture information related to student satisfaction and the Centre Experience</td>
</tr>
<tr>
<td><strong>2B.6</strong></td>
<td>Explore the relationship between Admission and Athletics and how the two might work best together to attract outstanding Centre students.</td>
</tr>
<tr>
<td><strong>2B.7</strong></td>
<td>Explore the implications of the elimination of varsity athletics</td>
</tr>
<tr>
<td>2B.8</td>
<td>Investigate ways to better integrate of student-athletes throughout the Centre Experience.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>2B.9</td>
<td>Explore ways to achieve national prominence in all 25 varsity sports.</td>
</tr>
<tr>
<td>2B.10</td>
<td>Explore ways to increase the diversity of international students.</td>
</tr>
<tr>
<td>2B.11</td>
<td>Explore ways to expand the number and type of special scholarship opportunities available for students.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective/Action Item</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategic Direction Three - In This Place</strong></td>
</tr>
<tr>
<td>3A</td>
</tr>
<tr>
<td>3B</td>
</tr>
<tr>
<td>3C</td>
</tr>
<tr>
<td>3D</td>
</tr>
<tr>
<td>3E</td>
</tr>
<tr>
<td>3F</td>
</tr>
<tr>
<td>3G</td>
</tr>
<tr>
<td>3H</td>
</tr>
<tr>
<td>3I</td>
</tr>
<tr>
<td>3J</td>
</tr>
<tr>
<td>3K</td>
</tr>
<tr>
<td>3L</td>
</tr>
<tr>
<td>3M</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>3O</td>
</tr>
<tr>
<td>3P</td>
</tr>
<tr>
<td>3Q</td>
</tr>
<tr>
<td>3R</td>
</tr>
<tr>
<td>3S</td>
</tr>
<tr>
<td>3T</td>
</tr>
<tr>
<td>3U</td>
</tr>
</tbody>
</table>

### Objective/Action Item

#### Strategic Direction Four - A Strong Foundation

| 4A | Seek dramatic growth in the endowment, largely through the Third Century Campaign with a goal of $200 million to be achieved by December 31, 2018. |
| 4B | Explore ways to establish an endowment to specially fund student work, public service grants, and internships. |
| 4C | Sustain successful alumni, parents, and friends operations. |
| 4D | Under the leadership of the Finance and Investment Board Committees, explore endowment management and investment policies. |
| 4E | Maintain a position as a leading college in alumni giving. |
| 4F | Increase the size of the endowment to $325 million by 2010, and to $750 million by 2020. |

#### Strategic Direction Five - Grounded, Yet Ready for Change

| 5A | Reexamine current financial commitments to be sure we are meeting the needs and goals of existing programs. |
| 5B | Examine what changes to the use of current space might be beneficial, what positive changes additional space might enable, and how we might reallocate existing space. |