



An
Engaged
Community
Learning
Transforming
Fulfilling



BRIDGEWATER COLLEGE

Bridgewater, Virginia



Strategic Plan 2002



BRIDGEWATER COLLEGE

Board of Trustees

December 2002

The Bridgewater College Strategic Plan, approved by the faculty and Board of Trustees in 2002, sets forth the strategic direction of the College for the next several years. Not merely a proposal for incremental improvement, it is instead an institutional commitment to dramatically advance the college along its path of achieving excellence in every area. Following almost two years of discussion, research, and review by representatives of the student body, the faculty, staff, alumni, and governing board, this document emerged with the extraordinary consensus as our plan for the future. The title, “Bridgewater College: An Engaged Community – Learning, Transforming, and Fulfilling,” summarizes the core values represented in the plan.

This strategic plan will not simply be filed in the College’s archives. It will be a vibrant, challenging, and aspiring commitment to higher levels of excellence in all endeavors. The stated Strategic Imperatives represent the specific priorities for the College, and their influence will result in the fundamental direction for its future. The path will not always be easy, but it will be fulfilling and exciting. I seek your generous support as we work together to achieve these ambitious goals.

Sincerely,

Glenn R. Barnhart, Chairman
Strategic Planning Committee of 2002

Preface

The Bridgewater College Mission Statement commits us to “educate and develop the whole person.” Such an education will be characterized by learning, transformation and fulfillment. We will achieve this mission within our traditional educational environment: small, residential, liberal arts, and church-related. Since its beginning in 1880, the College has been committed to educating and developing the whole person. “The founder [D. C. Flory] stood for the development of all aspects of man’s nature, the moral, the physical, and the social, as well as the intellectual.” (Francis Wayland) Because of the sacrifices, creative efforts and accomplishments of prior generations of administrators, faculty, staff and students, in pursuing that goal, we can build on a solid foundation. In affirming our strong heritage of transformative education in a small, residential, liberal arts college environment, we do so with full appreciation for the obstacles faced by such colleges today: the preference of a great majority of college-bound students for large universities; the comparative lower cost of public institutions; the increasing cost of maintaining small classes taught by professional scholar-teachers; and the diminished understanding of and appreciation for the liberal arts. The Jeffersonian “Academical Village” which influenced our own founder is in danger of extinction. Its value is no longer even widely appreciated. We approach the future, however, with courage, conviction and confidence because the educational experience we offer in the Academical Village is fulfilling, liberating and transforming. We are convinced that what we do is not only important but, in an era of narrow vocationalism, lack of civility and civic accountability, the prevalence of terror and violence, and the decline of the human spirit, our approach to education was never more urgently needed.

In the past few years, as we have worked on the goals in the 1991 Plan (amended in 1997), we have made significant changes, including the following:

- Instituted Personal Development Portfolio program
- Instituted an Honors Program
- Added more than 20 new faculty positions
- Reorganized the administration of the College, employing four new Vice Presidents
- Changed the academic calendar from a term system to a semester system
- Introduced a core curriculum for transferable skills
- Revised the general education curriculum
- Increased full-time enrollment from 847 to 1,240, experiencing the seven best years in enrollment in the College’s history
- Improved student morale and social activities on campus, particularly weekend social events that have recaptured many of the “suitcase” students who formerly left campus on the weekends
- Moved our retention rate to historic highs
- Improved the College’s image and made the College more visible to a broader community
- Completed the ten-year reaccreditation process with the Southern Association of Colleges and Schools
- Achieved success in athletics. Several sports teams, players and coaches won conference and national recognition. The men’s and women’s basketball teams both went to the “Sweet Sixteen” in the NCAA tournament. The football team played for the national championship before a national television audience in the Stagg Bowl
- Completed a \$60 million capital campaign
- Completed and opened the McKinney Center for Science and Mathematics
- Renovated the Carter Center for Worship and Music
- Renovated Bowman Hall as a modern academic facility
- Planned, constructed and opened the Fred O. and Virginia C. Funkhouser Center for Health and Wellness

The pace of change and the fatigue from the hard work performed in the past several years may tempt us to lock in our gains and make slower, incremental improvements. But for all we have achieved, we are now positioned for additional – and necessary – improvements. Our past accomplishments have not yet led us out of the pack of good liberal arts colleges with which we have traditionally compared ourselves. Excellence will require even more vigor and zeal. We have made up ground; we must strive to lead the way! This Plan contains the Strategic Imperatives that must drive and shape our work in that effort.

Vision Statement

Affirming and building upon its heritage, Bridgewater College will become the recognized leader in transformative education of the whole person through engaged learning, community participation and the development of ethical leaders. The campus will be the model of a diverse, civil, involved and ethical community in which civic responsibility, intellectual activity and cultural expression are taken seriously.

Mission

The mission of Bridgewater College is to educate and develop the whole person. Our graduates will be equipped to become leaders, living ethical, healthy, useful and fulfilling lives with a strong sense of personal accountability and civic responsibility. This mission is carried out in a learning community, with Christian values, high standards of integrity and excellence, affirming and challenging each member.



Achieving the Mission

The College's Mission Statement, while succinct, is extraordinarily ambitious and aspirational. It obligates us to achieve excellence and stresses the development of the whole person. It calls for our students not only to be educated and prepared for life but also to be ethical. It commits us to educate not just the mind but also the whole person. It does not call for the College merely to *provide* something; rather, it calls for us to *achieve results*: the fully educated person. The Mission Statement also describes the nature of the community in which we will work. All members – faculty, staff, and students – are to be challenged and affirmed in a community that functions with integrity and Christian values.

Throughout its history, the College has faithfully pursued the values set forth in the Mission Statement. During the past several years, we have been even more focused on pursuing those values. The Mission Statement has been central to decision-making and in the evaluation of proposals for academic activities, co-curricular programs, physical facilities, technology and faculty positions. We regularly refer to the Mission Statement to check, stay, or set our course of action.

To achieve the mission, we must accomplish some important tasks: Portfolio education must become even more effective and pervasive; the community must become more inclusive, diverse, intellectual, and nurturing and must better reflect integrity and Christian values; we should increase enrollment while at the same time enhance our reputation for excellence and quality; we must improve faculty support and development; we must renovate several buildings on campus and consider constructing new ones; we must improve the College's visibility and standing, and its name must become more widely known; we must strengthen the College's financial resources, especially the endowment; and we must better prepare students for life and work after college graduation, providing better access to jobs, graduate schools, professional schools and other opportunities.

The College will enhance its name recognition, image and reputation and establish itself both in perception and in reality as a high quality liberal arts college.

Where the College is known, it appears to enjoy an excellent reputation for academic quality and the competence of its graduates. In recent years, the Personal Development Portfolio program (PDP) has attracted national attention. While it grows out of a long-established educational philosophy at the College, its presentation as a more cohesive, disciplined and focused approach to transformative education has attracted favorable attention from many quarters.

We are determined to create a stronger reputation throughout the eastern part of the United States, particularly in the Mid-Atlantic states. With so many fine small colleges vying for recognition, and in the face of the minimal interest of the media in small colleges, our challenge is great.

As we approach our goal of being better known, we must be clear about our identity and the message we wish to communicate and be focused in the use of our limited resources. While we want to have significantly better name recognition, we also want to be known for appropriate qualities. Our PDP program is an example of a special aspect of the College that might be communicated more broadly. It provides the College with an opportunity to “brand” itself, to capture by this distinction the “value added” component of a Bridgewater College education. Competition from less costly state institutions and other good private schools, particularly in Virginia, compels us to convince prospective students and their parents that there is something different and valuable about a Bridgewater College education. PDP, then, becomes not only our focus but also our marketing advantage. Choosing the most appropriate message, developing consistency in the way we communicate, evaluating the most appropriate media for our messages, and implementing a marketing plan will require additional staff and resources.

Among the steps to be taken to accomplish this imperative are the following:

1. Employ a marketing director to direct and coordinate activities to promote the College.
2. Centralize and coordinate promotion and marketing activities to ensure effective, cohesive and consistent messaging.
3. Develop a message with appropriate themes, stories and images relevant for today’s students that gives an accurate and informative picture of the College and its programs.
4. Identify and promote the College’s distinctive characteristics and programs in the education and development of students as whole persons, especially the Personal Development Portfolio program.
5. Communicate more effectively the College’s academic strengths and offerings.
6. Clarify, explain and advocate liberal arts education.

Enhance the College’s Reputation



Strengthen Transformative Education

The College will strengthen its commitment to education as transformative, demonstrating excellence as measured by the “value added” to the student.

At Bridgewater College, *academic excellence* is neither a slogan nor an assumption, but a commitment that unites the campus. Excellence in education can mean many things. At Bridgewater, it implies *breadth, depth, distinction* and *discovery*. We build breadth through the liberal arts foundation; depth, through the student’s academic major; and distinction through elective courses that are tailored to individual interests. Discovery, however, cannot be packaged because it describes the spirit in which students and faculty come together. It is an intangible mix of attitude and information that can reshape the way students see themselves and the world around them. What happens in the classroom is basic to this transformative process, and at Bridgewater, the liberal arts curriculum is the beginning point.

The education aspiration of Bridgewater College can be summarized in one word: transformation. Academic excellence at Bridgewater should be equated with the extent to which transformative intellectual experiences are fostered. Bridgewater seeks to instill in its graduates not only the skills and perspectives of the liberal arts, but also the ability to connect those skills and perspectives to the task of living life to its fullest and most meaningful extent. In short, the College seeks to develop the transformative capacities of its students and graduates.

The pursuit of academic excellence itself is not, of course, unique to Bridgewater. What is distinctive about Bridgewater is the manner in which it defines and pursues excellence. Excellence is measured by the “value-added” to the student; that value is transformation. Although transformation is certainly a lofty goal that is difficult to define, the goal is both attainable and measurable.

Effectively transforming young people through the Personal Development Portfolio program and other programs is critical to the future success of the College. PDP is an enveloping, comprehensive and broad-based philosophy of transformative education that relies on a liberal arts curriculum and compatible mentoring, advising and developmental programs to produce graduates who are educated and developed for life and service.

Faculty involvement is key to how we educate at Bridgewater College. The faculty is committed to fulfill its roles as mentors, advisers and teachers. The faculty must also model the values affirmed by our Mission Statement and our programs: ethical development, mature social relationships, service to the community, strong intellectual and academic work, physical and emotional wellness, leadership development, interest in other cultures, and an appreciation for the fine arts. Similarly, all administrators and the support staff should model in appropriate ways their commitment to holistic education and development.

In achieving this imperative, the College will demonstrate the following:

1. Through the processes of reflection and integration, students will be challenged to excellence, fulfillment and transformation.
2. Teaching and advising will reflect:
 - a. *Flexibility* – Flexible teachers carry a range of pedagogical approaches with them, appropriate for different classes and different individuals in classes. Flexible advisers have the tools to deal with a range of personalities and personal needs.
 - b. *Sensitivity and Responsiveness* – Sensitive and responsive teachers and advisers develop a feel for when and how to use the appropriate tools.
 - c. *Agility* – An agile teacher combines the qualities of flexibility and sensitivity in an intelligent and effective way. This teacher is able to challenge students at different skill levels to meet minimum standards and exceed previous expectations. Agile teachers mix pedagogies to meet different course purposes. Outside the classroom, they provide students opportunities for research (including col laborations with faculty), conference papers and publications, travel and service learning. Agility, to be sure, implies different strategies in different disciplines.

- d. Leadership – Faculty members are expected to lead and assume responsibility for all aspects of their classes and to mentor their advisees. They should be role models for effective leadership.
 - e. Clarity – Faculty members provide clear sets of expectations for their students and advisees.
 - f. Passion – Effective teaching and advising are essentially effective communication, and nothing communicates like transcendent enthusiasm – enthusiasm for disciplines, ideas and learning.
 - g. Expertise – College students have a right to expect from faculty a superior command of the content of the course and the discipline and an awareness of the basic facts (course needs, career options, etc.) necessary for academic planning and achievement.
 - h. Genuineness – While admittedly an elusive quality to define, effective small college faculty members are likeable and approachable – in short, “real people.”
3. Students will become:
 - a. Prepared in foundational skills;
 - b. Interested in a wide range of intellectual pursuits;
 - c. Passionate about learning; and
 - d. Able to positively influence the campus learning environment.
 4. The Personal Development Portfolio program will continue to be a primary vehicle for transformation. The PDP program, indeed, is based upon the goal of transformation.
 5. To live up to its educational commitment as a liberal arts college, Bridgewater will enable its students to:
 - a. Acquire the ability to effectively speak and write the English language;
 - b. Understand how people, events and ideas of the past have shaped the world in which we live;
 - c. Develop an understanding of the diverse cultures that comprise the global community;
 - d. Understand the natural world and the method and philosophy of science;
 - e. Appreciate art, music and literature with sensitivity and critical judgment;
 - f. Understand the economic, political and social structure of our society;
 - g. Develop competence in critical and creative thinking, which will facilitate exploration of new areas of knowledge;
 - h. Seek in-depth knowledge in a particular field;
 - i. Focus on a career choice which integrates interests, abilities, values and commitments;
 - j. Strive for physical well-being and emotional maturity, and ethical and spiritual awareness;
 - k. Acquire an awareness of the need for accomplished leaders and develop personal skills in the art of leadership;
 - l. Demonstrate knowledge and skill in the use and applications of information technology media; and
 - m. Develop competence in quantitative skills.
 6. Appropriate assessment methods will be used to measure the degree of success and the “value added” to the student.

7. Communications will be integrated into the curriculum so that students learn to listen and speak effectively.
8. Ethical issues and values will be integrated into curricular and co-curricular offerings.
9. The College will continue to ensure an integrated curriculum that offers coherence in general education through the major disciplines.
10. More students will be admitted to graduate or professional education in their disciplines.
11. A distinctive leadership culture will be developed and maintained that permeates the development of students; offers ample opportunities for students to study, discuss and practice the art of leadership; provides for supervision, consultation, and assessment by the faculty and staff; and instills in students the civic responsibility to provide leadership throughout life.
12. A wide range of intercollegiate and intramural sports will be maintained that satisfies the needs of student athletes and non-athletes. The College will strive for excellence in every sport in which it participates. Intercollegiate and intramural athletics will be an integral part of the holistic development of students. Intercollegiate athletics must be an integral part of the College, not a separate and unrelated activity. Athletic activities must support the mission of the College.





The College will strengthen its support and acknowledgement of faculty work.

Teaching and service to Bridgewater College have always been important; scholarship and professional development have, however, appeared to rank further down the list of priorities. Neglect of the scholarly side of teaching sends a signal that the College considers scholarship a low priority. We need a professional model for the faculty that promotes professional self-esteem and creates for students and other constituents respect for the faculty's scholarly endeavors.

Inadequate salaries have a compound effect on faculty development. They may hurt recruitment and retention of excellent faculty members. They also may affect the time faculty can devote to professional development. Faculty may compensate for low salaries by taking on course overloads, teaching summer school, performing special project work, commuting from less expensive housing, and having spouses work. All of these reduce the time faculty members can dedicate to teaching, but the effect on the amount of time available for scholarship can be detrimental to professional development.

Among the steps to be taken to achieve this imperative are the following:

1. Increase faculty salaries and benefits to be more comparable to those of peer schools.
2. Reduce teaching loads in the most stressful areas: for department chairs of large departments and faculty members carrying out special projects or scholarly activities.
3. Acknowledge faculty achievements appropriate to the campus community, our constituents and the public.
4. Review, and adjust as appropriate, the allocation of responsibilities and the weight given to particular work, e.g., labs, to effect more equitable workloads.
5. Emphasize to prospective and current students, as well as others, the professionalism, credentials and scholarship of the faculty.

Strengthen Faculty Support

Strengthen Faculty Development

The College will increase resources for faculty development, improvement and fulfillment.

While acknowledging the challenges of defining faculty development, which may be unique for each faculty member, we recognize the necessity for creating structural means of support for faculty development, along with a greater clarity of expectations for continued professional growth. The Bridgewater College *Personnel Handbook* already acknowledges the importance of professional development:

Bridgewater College subscribes to the principle that the academic environment of a college or university and the continuous professional growth of its faculty are inextricably bound together and, further, that the administration and the faculty cooperate in providing opportunities for this professional growth.

A genuine commitment to faculty development translates into a commitment to a vibrant intellectual life for the entire campus community. As Ernest Boyer writes in *The Undergraduate Experience in America*, “A coherent curriculum is only the beginning. Good faculty are essential to a good college. Members of the faculty determine the quality of the undergraduate experience. And the investment in teaching is a key ingredient in the building of a successful institution.” Emphasizing faculty development in the arenas of scholarship, teaching and service helps ensure that faculty are continually energized when they enter their classrooms or work with students one-on-one. Without structural support for faculty development, a college is likely to witness what Boyer describes as a loss of *vitality* in the academic life of a college:

Increasingly, faculty burnout is being talked about in higher education. The undergraduate college, which depends so much on vitality in the classroom, must be served by faculty members who can be renewed throughout their careers. We strongly recommend that every college commit itself to the professional growth of all faculty and provide them with opportunities to stay intellectually alive.

Knowing that faculty must be continually renewed and that an investment in faculty development is an investment in strong teaching, what are the ways in which faculty grow? Faculty development is probably best understood as a threefold process: reading, research and reflection. Faculty who bring the best of themselves to the classroom routinely reflect on their own pedagogies, stay current in their fields and pursue scholarship that stimulates their creativity and generates materials for the classroom. These activities, however, require “protected time” for busy teacher-scholars.

Ultimately, as we struggle to define faculty development, we must hold ourselves accountable to our Mission Statement, which continues to be a benchmark for the life of our college. The obligation to educate and develop students as whole persons is best achieved by committing to the development of faculty as whole persons as well. When we ask faculty to serve as mentors to students, we want students to observe professionals who continually enhance the “life of the mind” and who do so with the same balance of health, family and personal excellence that we expect from our students.

Among the steps to be taken to achieve this imperative are the following:

1. Clarify expectations for teaching, service and scholarship.
2. Provide encouragement and resources for teaching, advising skills, scholarship, research and professional development.
3. Provide reasonable resources to enable faculty to attend scholarly conferences and other opportunities for professional growth.
4. Develop more effective, innovative and interactive teaching skills and techniques through evaluation systems, workshops and other resources.

The College will substantially improve its financial strength.

In recent years, the College has benefited from stronger enrollment, dramatic improvement in operating efficiencies and development of revenue from auxiliary enterprises. Fundraising also has been strong. Even with a large increase in financial aid, the College has been able to improve its financial position sufficiently that it has not only balanced its operating budgets, but now annually budgets its significant debt service instead of relying on the plant fund or gifts for debt coverage.

But more improvements must be made. The College is too dependent on student tuition and fees – currently, at least 70 percent of its operations budget. The percentage must be reduced in the coming years. The endowment must increase to at least \$80 million in current dollars. Likewise, the annual fund needs to grow substantially. We must lower the discount rate applied to tuition charges. If the goals of this plan are to be achieved, the College must have significantly more financial resources.

Among the steps to be taken to achieve this imperative are the following:

1. Increase the endowment to a total of at least \$80 million.
2. Lower the tuition discount rate by an average one-half percent annually over the next 10 years.
3. Substantially increase Annual Fund and unrestricted giving.
4. Implement and complete a major capital campaign.
5. Maintain a policy of financial equilibrium such that increased revenues offset increased expenditures; maintenance of buildings and facilities is planned and funded; and real growth in endowment is sustained.
6. Maintain a balanced operating budget and a budget process that includes effective systems of monitoring and control.

Increase Financial Strength

The College will increase its enrollment to 1,500 students.

The previous Long-Range Plan targeted 1,200 as our maximum and optimum enrollment, predicated on the assumption that existing physical resources could accommodate that number. To the extent that we had fewer than 1,200 students, we assumed we were not achieving economies of scale. The 1,200 number was reached in 2000. In reaching this goal, we believe we successfully added net marginal revenue even with significant financial aid increases. In short, growth was profitable.

Significantly, we have increased enrollment while also improving the academic profile of our student body. This has required effective enrollment strategies, including innovative financial aid programs. Now that we are at or near capacity, we must stabilize both the quality and quantity of admissions with significantly fewer financial aid dollars per student. We also must continue to grow.

We believe we can grow to 1,500 students without giving up the value of a small community. Important benefits could be added:

- We could add enrollment to some of the under-enrolled classes, particularly upper-level classes. Adding even a few students to small classes might make the difference in course viability and strengthen some disciplines.
- We might add additional majors. We have recently added a communications major. Today's students are asking for other majors that we do not now offer, such as journalism, graphic design, criminal justice, certain pre-professional studies and others. While not diminishing our commitment to liberal arts, we must evaluate the expressed desire for additional majors.
- Providing more students for co-curricular activities should enhance our music, forensics, theatre and athletic programs.

Increase Enrollment

- We could add additional housing options such as apartments. Traditional dormitories will become increasingly less popular. We will need to offer alternatives.
- Higher enrollment should make us stronger economically. If we are able to build necessary new facilities and still improve net revenue, increased enrollment should enhance our financial health.
- Larger size gives an appearance of success. Some of the schools we most admire, as well as the most successful Brethren college in terms of enrollment, have at least 1,500 students. They do not appear to have sacrificed the benefits of smallness but have realized some advantages of larger size.



Clearly, there will be costs, and those costs must be identified and evaluated. Growth must produce a net benefit. Growing to 1,500 would be a major change for our college. It represents growth of about 20 percent over the enrollment of 2001-2002. If we are to retain a 15:1 student-faculty ratio, it would require at least 12 new faculty members, a major cost. Staff for various student support services would probably also need to increase. All the details of this kind of growth need to be carefully planned to ensure that growth is beneficial and as painless as possible. Along the way, we must evaluate the impact growth will have on the campus and assess the challenge of maintaining the higher necessary enrollment to fully utilize new facilities that might be added.

Among the conditions to evaluate and steps to be taken to achieve this imperative are the following:

1. Growth should be gradual and consistent with recent experience.
2. Additional housing options should be planned and implemented.
3. New majors, minors and concentrations must be evaluated which react to the needs and expectations of current and prospective students within the liberal arts environment.
4. Careful evaluation will be given throughout the growth process to identify benefits and values afforded by the additional growth and the likely increases in operating and capital costs.

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strategic imperative

Improve Student Services and Facilities

The College will enhance student services and facilities.

For a college committed to the education and development of the whole person, student facilities and programs must be adequate to achieve that commitment. Students are expected to be full participants, to be engaged, and to seek out opportunities for growth and fulfillment. Meeting space, areas for social activities, comfortable living accommodations, good food, adequate space for recreation and leisure, as well as good study, research and academic space are important. Adequate parking, health service and career counseling are not simply extras; they are important aspects of campus life. Just as we expect our students to be ready for work and careers, we must provide them with resources to facilitate employment and job evaluation. If we are to achieve an integrated, cohesive, participating community, students will need options and opportunities that enhance maturation and the development of independence.

The following steps will be taken to achieve this imperative:

1. Improve personal counseling services, particularly as to issues special to women.
2. Enhance career counseling services. Especially to be considered are:
 - a. Consolidating outreach programs on campus and placing responsibility for those programs in career services;
 - b. Strengthening recruitment and increasing employer contacts;

- c. Significantly increasing involvement in the internship and practicum programs;
 - d. Further educating the faculty as to resources available in career services;
 - e. Enhancing alumni career and mentoring network for current students; and
 - f. Evaluating adequacy of staff, particularly if new and expanded responsibilities are assigned.
3. Provide new options in housing, particularly apartment-style housing units.
 4. Evaluate adequacy of parking.
 5. Improve gathering, socializing and meeting spaces.
 6. Evaluate adequacy of health services.

In keeping with and building upon the religious and ethical characteristics that have shaped it from its beginning, the College will model for its members and others a diverse, tolerant, civil and informed community, globally aware, culturally sensitive and fully participatory.

The College community, not only its student body but also the faculty and staff, is made up of principally Protestant Christian, caucasian Americans (in fact, a significant percentage are native Virginians) who speak only English. The increased recognition of the importance of pluralism and multiculturalism at the College has led to greater diversity in terms of religion, ethnicity and culture.

The College need not renounce or abandon the characteristics and values of its own heritage or its majority constituency. We both celebrate and affirm those characteristics and values. We are committed, however, to becoming a more diverse, open and inclusive community in which all are full participants. No one is to be merely a spectator. All are fully invested; we all belong here.

Our community must be more diverse. We shall continue working to achieve greater diversity on the Board of Trustees, in the administration and staff, and in the student body. We shall also affirm the integrity and value of all community members, our religious and cultural traditions, our uniqueness, and our differences. Even in areas so often the subject of partisan, even violent, conflict such as religious, political and ethnic, we will model openness, civility, maturity and respect. We will be a model for how a diverse community can live together in harmony, peace and justice.

Our commitment to be citizens of the global community will go beyond our respectful treatment of each other; we shall also become informed about other countries and cultures, making sure that we are informed citizens of the world. We shall seek more exposure to other cultures through study, special campus events, learning languages and travel.

On campus, as an engaged community, we will participate fully in campus life; not only in recreation, athletics, co-curricular activities, and academic programs but also in convocations, lycea and other forums for learning and cultural development.

Among the steps to achieve this imperative are the following:

1. Provide for the coordination and improvement of international programs and activities by designated staff in a central office.
2. In addition to traditional methods, initiate innovative ways to encourage foreign language study, such as intensives, immersion studies and studies directed to particular disciplines and careers.

Model A Diverse and Inclusive Community



Upgrade Facilities

3. Increase participation in Brethren Colleges Abroad, other international study programs and activities that expose students to other countries and cultures.
4. Improve the knowledge base of the community as to other countries and cultures, as well as international issues, through academic programs, better use of faculty and other campus resources, visits of international guests and other means.
5. Develop a more diverse and equitable community with full opportunity to participate. Among the steps to be implemented are the following:
 - a. Recruit more female and ethnic minority trustees;
 - b. Recruit more female and ethnic minority faculty and staff;
 - c. Recruit a more diverse student body;
 - d. Improve gender equity in all intramural and intercollegiate sports; and
 - e. Make certain that as to students, staff and faculty, benefits, obligations, treatment and opportunities to participate are equitable.
6. Develop cultural, civic and educational programs to inform the campus community about non-majority ethnic, national and religious groups, and provide opportunities for engagement and dialog, which will model civil and sensitive discourse and relationships and assure that all participants are respected.

The College should evaluate current physical facilities and undertake necessary planning to meet identified needs.

The College has a long and rich history, but that long history has resulted in some physical facilities reflecting their age. The College faces significant expense in the years ahead to maintain, upgrade and replace aging facilities.

Several buildings on campus need major renovations. Wright and Heritage halls both need central air conditioning and other improvements. Memorial Hall should be remodeled and adapted to current needs.

We continue to need improved facilities for the fine arts. While the Carter Center alleviates some of the need we have felt for a performance hall, we still need additional facilities for theatre, smaller music concerts and recitals. We ought to evaluate the feasibility of a “black box” theatre.

If we are to grow to 1,500 students, we will likely need additional dining space. Whether or not we grow to 1,500 students, we will probably need to evaluate the need for a new student center and student social and meeting areas.

The College will need to improve its library resources. It is not clear to what extent “bricks and mortar” additions will be required. Clearly, more technology, study and seminar capacity, online materials, and multi-media resources will be needed. The College needs to review its needs in light of new developments in technology and learning methods.

Among the facilities to be given special attention in order to achieve this imperative are the following:

1. Library resources;
2. Fine arts facilities, both as to academic and performance needs;
3. Additional equipment to support educational programs, especially in the sciences;
4. Memorial Hall renovation;
5. Maintaining a first-rate physical plant characterized by timely preventive maintenance and effective corrective maintenance; and
6. Enhancement of the esthetic value of the campus with continuous improvement in grounds maintenance and housekeeping.

The student body will be a vibrant community whose members participate actively in campus life, take ownership for the quality of their college experience, and exhibit life-long pride in their alma mater. Our college community will be a place where students, faculty and staff live and work in a collegial and civil environment that acknowledges and affirms each member. The academic program, the co-curricular activities, the intramural program, the support functions and life in the residence halls will facilitate and further this sense of community.

The Student Body Will Be An Engaged Community

The Mission Statement calls for the College to be a “learning community, with Christian values, high standards of integrity and excellence, affirming and challenging each member.” To constitute a true community, all members must not only have the opportunity to participate but also to be actively encouraged and enabled to take part. Community engagement is not achieved through passive observation but through interactive participation. The values of the community must be both acknowledged and cultivated in a disciplined and intentional manner. Even such core values as integrity, honesty and respect for others need to be highlighted and nurtured. Our community should afford each member a sense of fulfillment and acceptance. Active engagement in our learning community will not only strengthen the community and enhance the sense of fulfillment of each participant but also should produce alumni more loyal to their alma mater.

Among the activities to be instituted or improved to achieve this imperative are the following:

1. Encourage participation by all members of the community in the intellectual, religious, cultural, athletic and civic affairs of the community.
2. Develop a commitment to the development of leadership skills and service to others.
3. Strengthen the Honor System and improve the commitment to ethical behavior and personal integrity.
4. Create a more engaged intellectual environment.
5. Better integrate the educational and developmental experiences of the residence hall, classroom and other phases of campus activity.
6. Enhance the sense of community and ownership through more effective communications and opportunities to participate.
7. Strengthen the unity, quality and level of engagement of the community. To achieve a strong sense of community that will enable the development of each person, we will:
 - a. Promote a campus environment that recognizes individual student differences and is responsive to the needs of our students regardless of gender, religion, ethnicity or physical disabilities;
 - b. Maintain a varied social program that appeals to all races, interests and student populations; and
 - c. Maintain a system of co-curricular activities responsive to the needs and interests of our students.
8. Develop loyalty on the part of current students to be active alumni and supporters of the College.
9. Strengthen alumni activities and programs to enable students to better support and relate to the College after graduation.

