Susquehanna 2020:
Thriving at the Intersections of Mission and Market
Endorsed by the Board of Trustees, June 21, 2014

Introduction: A Context for Planning

Susquehanna University concluded its 156th academic year at commencement on May 11, 2014. From its inception to the current day, the institution has remained centered on its mission: the preparation of students for lives as citizen leaders. The evolution of an institution, founded in 1858 on fewer than 7 acres, one building (Selinsgrove Hall) and roughly 100 students, to one with more than 325 acres, 80 buildings and 2,200 students, has been uneven, but continuous. What has also been continual is that the stewards of Susquehanna have remained deep in their faith in the institution and able to find ways to sustain, nurture, and help it grow over time.

Institutions of higher education, including liberal arts colleges like Susquehanna, are among the most enduring organizations of human kind. These are remarkably resilient institutions. We need look no further than Susquehanna for evidence to support this. Among recent changes are an innovative and highly progressive new curriculum required of all students, a larger and much more diverse student body, growth in the number of faculty and staff serving our students and major building and land additions to the Susquehanna campus. We are an institution where the nexus of learning is bound up in the relationships between professors (and others) and students. We remain an institution where the physical campus is a learning tool in its own right and facilitates the holistic learning environment we prize. In addition, we remain an institution dedicated to producing citizen leaders who are expected to contribute to the betterment of society.

Yet questions remain about what the future will hold for Susquehanna and similar liberal arts colleges. The questions are serious ones centering on affordability, effectiveness, efficiency and whether the value added for this type of experience is worth the investment for our students and their families. Moreover, there are emergent forms of accessing content that may prove to compete with, complement, or potentially replace some of what we do.

We come to this time in our history both more prosperous than we have ever been but also with some vulnerability and attendant budgetary constraints as a result of four years of disappointing results in student recruitment and falling short in our efforts to reestablish our strong student retention performance. Susquehanna has experienced such cycles many times in the past. And, it has been our commitment to the practice and discipline of strategic planning that has been key to achieving financial equilibrium and setting the course for steadily improving quality.

It is in this context that we prepare this current strategic plan. The plan focuses on processes for innovation including new academic and co-curricular programs, new recruitment and marketing strategies, operational efficiencies, and increased auxiliary revenues through improved space utilization. It also contains critical tactical changes to be implemented with regard to our recruitment, retention, and communication efforts. Resolving immediate challenges is important and urgent work; however, our planning process looks beyond the immediate and seeks to consider how the current winds of change may require greater adaptation by Susquehanna. The
optimal size of the student body — a perennial debate in past strategic plans — remains an even more urgent question in the present. Growth continues to be the desired path, but we must also be prepared to continue to provide a high quality undergraduate education at a lower enrollment.

The Intersections of Mission and Market

The priorities and initiatives laid out below reflect an alignment of Susquehanna’s mission, strengths, and recent enhancements to our educational programs. They challenge the Susquehanna community to think about new ways to do our work and to improve the quality of the work that will be ongoing. At its heart, we know that learning is a relationship between a teacher and a student and we must find ways to extend these relationships within changing contexts, using evolving tools, in order to serve an ever more diverse student population. We must create the capacity to embrace the future even as we work to improve the present.

One of Susquehanna’s historical strengths has been our ability to understand the market and to develop niches where mission and market intersect. We know that many of our current successes — such as our thriving creative writing program — grew out of the entrepreneurial visions of forward thinking faculty and staff. The pathways to such successes are seldom linear which is why creating ongoing processes and spaces for experimentation is an important focus of this plan. The goal is to have the successes become beacons to attract and retain more students and serve as models for other initiatives. We must also learn from our failures so that subsequent experimentation can be more successful.

Finally, while divided into four priorities and twelve initiatives, the ideas below are not discreet proposals but are significantly intertwined. In fact, many initiatives could be reshuffled to match another priority. Will “creating new programs” “deepen intellectual engagement” or “nurture . . . experimentation”? As we “increase international student recruitment” to “build a more . . . global campus” aren’t we also “enhancing the size . . . of the student body” and “deepening intellectual engagement”? This interdependence of the priorities and initiatives will require implementation efforts that are equally coordinated and collaborative. Our collective successes and misses will ripple throughout the whole and reinforces the critical importance of working together.
Mission

Susquehanna University educates students for productive, creative and reflective lives of achievement, leadership, and service in a diverse, dynamic and interdependent world.

Guiding Values

Susquehanna University is

- A selective, residential, national liberal arts college focused on an undergraduate education integrating the liberal arts and preparation for professions and careers.

- A learning community that values diversity; intellectual collaboration among faculty and students; scholarship, research, and creative activity; health in mind, body and spirit; and learning in and out of the classroom.

- An enduring community that inspires and empowers alumni to be perpetual stewards of their alma mater and to strengthen the core educational experience of students.

- A working community that recognizes its faculty and staff as its greatest resource, values cooperation, and expects ethical behavior and mutual respect from all its members.

- A responsible community committed to financial and environmental sustainability and a pragmatic and ambitious approach to its work.

- A valuable resource serving the local community and region, while engaging in the larger world through strong national and international connections.

- A physically attractive setting for reflection and learning.

- A community that expresses its Lutheran heritage through the free and open exploration of ideas, commitment to service, development of individual talents and the welcoming of individuals of all backgrounds and beliefs.
University Historian Don Housley argues that our ability to do this has always been an important hallmark of Susquehanna’s success. However, we are at a moment of such rapid and consequential change — both in our society and in higher education — that we need to intentionally cultivate our entrepreneurial spirit. The strategies needed to ensure our continued survival and prosperity in 2020 (and beyond) must be created and nourished in the present.

**Initiative 1: Create new programs at the intersection of mission and market**

**Outcomes**

- A robust process is in place for incubating new programs including support for short-term experimentation.
- New programs are in place that attract additional students.
- New minors will be developed or modifications made to existing majors to increase student engagement and retention.

**Actions**

- The faculty work with the academic deans and provost to identify areas for new curricular development and/or curricular revision. They consult with the vice president for enrollment and others as appropriate to assess student interest, marketability, and post graduate outcomes. Proposals then move forward to the Curriculum Committee.
- Staff work with the appropriate senior leadership member to identify co-curricular, athletic and other new programs and/or revisions of existing programs that would impact student recruitment and retention. They consult with the vice president for enrollment and others as appropriate to assess student interest and marketability. They then move forward with proposals for change.
- The provost and the vice president for finance and administration work with the director of institutional research and assessment to measure and assess the impact of each new program and/or modification on recruitment and retention.

**Benchmarks**

- Five new programs are in place that attract an additional 100 students.
- Five new minors have been developed or revision made in existing majors that attract an additional 100 students.
- New programs that do not meet recruitment and retention goals are eliminated after five years and resources are redeployed.
Initiative 2: Recognize and promote excellence

Outcomes

- Compensation is based on performance at all levels of the organization and opportunities for recognizing individual accomplishments are increased.
- Recognition programs are expanded or revised to even more effectively recognize and celebrate outstanding outcomes that support the goals of the strategic plan.
- There are mechanisms in place by which talent at all levels of the organization is identified, nurtured, and developed.
- We are comfortable, bold, and intentional about celebrating institutional success and individual student, faculty, staff, and alumni accomplishments to both internal and external audiences. Excellence becomes a part of our brand.

Actions

- The director of human resources will develop a compensation philosophy based on performance.
- All recognition programs will be evaluated to ensure alignment with the strategic plan. Additionally, because recognition plays such an important role in employee engagement, ongoing supervisor training on departmental recognition will be also developed.
- The director of human resources will work with senior leaders, academic deans and provost in developing formal mentoring and/or sponsorship programs to help nurture and develop faculty and staff.
- For excellence to become part of our brand, it is important to understand what excellence looks like across various disciplines and departments. The director of human resources will work with University Communications to develop an employment brand that highlights the success of our faculty and staff and truly tells the story of why Susquehanna is an excellent place to work. University Communications will work toward understanding what excellence looks like across various disciplines and departments and intentionally market to our students.

Benchmarks

- Compensation philosophy developed and shared with the Susquehanna community.
- Recognition
  - Current recognition programs enhanced to show clear alignment to strategic plan, including all criteria and nomination forms.
  - At least one additional recognition program developed with a focus on innovation and efficiency.
  - Regular reward and recognition training for supervisors.
- A pilot program for mentorship and/or sponsorship will be developed in the next two years with an institutional program ready within five years.
- Within three years, a long-term recruitment and retention strategy is in place to help manage the awareness and perceptions of employees, potential employees, and related stakeholders.
**Initiative 3: Establish an innovation fund for experimentation and/or optimization of current practices**

**Outcome**

- A self-sustaining innovation fund is in place (donor funded or sustained through revenue generated and/or expenses saved).
- There is a clear and simple process for submitting proposals and a robust infrastructure in place for vetting them and deciding which ones to support.
- There is a culture of openness to new and creative ideas that support the initiatives of the Strategic Plan and a willingness to accept the risk of failure that comes with thoughtful experimentation.
- Workflow and business process reviews improve constituent services, increase efficiency, reduce operating costs, and make Susquehanna more competitive while supporting our educational mission.

**Actions**

- The vice presidents for finance and university relations identify resources to support the innovation fund.
- The vice president for finance and administration and the provost working with other members of the senior leadership team appoint a committee of staff and faculty to create the innovation fund application process and to make recommendations to Senior Leadership for funding of individual projects. Applications should identify how success will be assessed and when and how the project will come to an end.
- The vice president for finance and administration and the provost working with other members of the senior leadership team and with the director of human resources will identify areas for workflow and business process review. They will then appoint a team of staff directly involved in these processes to conduct the review and propose appropriate change.

**Benchmarks**

- By spring 2015, the Innovation Fund program will be in place. At least two grants will be funded each year through 2020.
- By 2020, at least five workflow/business process reviews will take place resulting in greater efficiencies and cost savings.
Priority: Deepen Intellectual Engagement

Intellectual engagement lies at the heart of the liberal arts experience. This is not a “new” priority — in fact, it is a recurrent theme from past strategic plans. And yet, we must continue to renew and enrich our efforts in the changing context of a “diverse, dynamic, and interdependent world.” These efforts must be comprehensive, taking place inside and outside the classroom, on campus and throughout the world as faculty, staff, and students challenge themselves and each other to appreciate, analyze, and address the beauty and fragility of our world and our place in it.

Initiative 4: Craft increasingly flexible and dynamic learning environments

Outcomes

- Daily schedules and the annual calendar are arranged in ways that allow:
  - significant pedagogical experimentation with time,
  - greater opportunities for campus wide gatherings and interaction,
  - curricular and co-curricular integration, and
  - increased choice in GO Short options.
- Faculty have developed a range of pedagogical tools, including those enhanced by technology, that increase student access and learning outcomes.
- Students possess stronger information literacy abilities as a result of intentional and regularized collaboration between library staff and faculty.
- A robust infrastructure is in place to train and support faculty in the acquisition and implementation of new pedagogical techniques.

Actions

- The provost works with an ad hoc committee of faculty and staff to review schedule and calendar alternatives. The committee will recommend appropriate changes to the faculty and administration by fall 2015.
- The director of the center for teaching and learning (CTL) and the Committee on Teaching and Learning collaborate with the provost, deans, instructional technologist, and academic department heads to identify opportunities for training and experimentation in pedagogy. The director and the provost will continue to organize and fund on- and off-campus workshops, lunch-n-learns, teaching circles, and other opportunities for discussions of pedagogy.
- The director of the CTL and the provost will identify opportunities for collaboration with other institutions in the area of online and technology-enhanced pedagogy. This includes continued participation in the Teagle Foundation-funded planning grant for the New York-Pennsylvania Consortium for Advancing Faculty Excellence (NY-PA CAFE) and the Council of Independent Colleges Consortium for Online Humanities Instruction.
- The director of the Blough-Weis Library and the librarians will work with faculty to construct and execute a plan for information literacy instruction for first through fourth year students.
Benchmarks

- A new schedule and calendar is in place for fall 2017. Increased flexibility positively affects student retention, time to degree, and faculty workload management.
- All faculty attend at least one pedagogy development opportunity biannually.
- Additional online and hybrid classes are in place that appropriately enhance student options and learning outcomes.
- Susquehanna students reach an acceptable level of achievement as defined by the Association of College and Research Libraries’ Information Literacy Competency Standards for Higher Education.

Initiative 5: Develop a common, intentional co-curricular student experience

Outcomes

- A robust and varied residential social and co-curricular program is in place that reflects attractive options for first-fourth year students.
- A framework for co-curricular engagement is in place that increases class and institutional identity. Such a model should complement and build upon Susquehanna Traditions.
- There are more effective collaborations among faculty, members of the student life and athletic staffs, and others to support student success initiatives both in and out of the classroom.
- A single peer leadership-training program is in place that engages students at various levels and supports the overall co-curricular program.

Actions

- The vice president for student engagement and success (VPSES) works with Student Life staff, deans, faculty in residence, athletics, and others to design and execute the co-curricular programing described above.
- The VPSES collaborates with the assistant vice president of alumni, parent & donor engagement to connect current students to the Susquehanna Traditions campaign and to engage alumni support for co-curricular programming as appropriate.
- The VPSES works with the provost to put in place a system of class deans to support the success of all students across their four years at Susquehanna.

Benchmarks

- Decrease in attrition of academically qualified students.
- All students have a co-curricular transcript that reflects a minimal level of co-curricular engagement.
- Susquehanna Traditions expands as a touchstone of student experience and subsequent alumni engagement.
Initiative 6: Increase the impact of scholarship and creative activity

Outcome

- Greater clarity regarding expectations for scholarship and creative activity is articulated for all faculty ranks. These expectations would respect the breadth of possible work and give appropriate flexibility to individuals.
- Recognition of faculty scholarship and creative activity as a central component of Susquehanna University’s identity.
- Faculty scholarship and creative activity remain a high institutional priority as reflected in resource allocation and the creation of more robust structures for supporting faculty work in this area.
- Scholarship and creative activity in collaboration with, or directed by, faculty mentors is a hallmark of the Susquehanna student experience.

Actions

- The Faculty Affairs Committee (FAC) will develop new Faculty Handbook language that codifies the departmental role in establishing guidelines for scholarship and creative activity and makes the evaluation process more transparent. Following approval by the faculty, the FAC will work with academic departments to implement the approved guidelines.
- The FAC works with the Committee on Faculty Scholarship and the provost to propose to faculty a revised or new faculty structure to coordinate activities that support and promote faculty scholarship and creative activity.
- The provost and the deans continue to prioritize funding for faculty scholarship and creative activity as appropriate within existing budgetary realities.
- The provost works with the vice president for university relations, the director of foundation and government relations, the deans, and faculty to identify and pursue fundraising opportunities for faculty scholarship and creative activity via grants and potential donor opportunities.
- The provost works with the deans and other members of the senior leadership team to give ongoing recognition to scholarship and creative activity (both of faculty and of students in collaboration with faculty) in appropriate public venues.

Benchmarks

- Faculty response to the Higher Education Research Institutes faculty survey in 2017 and 2020 will show improvement on a number of measures of faculty perceptions of clarity of expectations and support for scholarly and creative activity.
- A 10% increase in the number of grants or other outside funding for faculty scholarship and creative activities from external sources.
- Total university funding for faculty scholarship and creative activity will remain constant.
- The level of faculty scholarship and creative activity as recorded in Activity Insight will remain constant.
Initiative 7: Pursue sustainability as the heart of learning to live in our diverse, dynamic, and interdependent world

Outcomes

- Faculty explore curricular initiatives that address sustainability within new or existing programs, the Central Curriculum, and the GO Program.
- The University collaborates with local community and government entities to address sustainability issues.
- The University systematizes efforts to coordinate sustainability efforts including setting goals and targets as appropriate.

Actions

- The Committee on Sustainability will work with interested departments and faculty to develop courses and programs that address sustainability in both specific majors and the broader curriculum, including Perspectives, intensive requirements, and the cross-cultural requirement.
- Faculty and staff, coordinated through the Committee on Sustainability, collaborate with local entities such as: the R.K. Mellon Foundation-funded Freshwater Research Initiative, the Susquehanna River Heartland Coalition for Environmental Studies, the Selinsgrove Community Energy Conservation Initiative and the AmeriCorps VISTA program (that is addressing food insecurity and poverty in the local area) to develop curricular offerings, internships, and service-learning opportunities for students.
- The director of facilities management continues to develop and maintain capital projects that conform to LEED certification and continues to utilize existing and new technologies to maximize energy efficiency, the use of renewable energy, and waste reduction across University systems. The director also collaborates with the Committee on Sustainability to investigate the reduction of carbon emissions in all university activities.
- The Committee on Sustainability coordinates the alignment of student sustainability groups and initiatives.

Benchmarks

- There is an increase in the number of sustainability-related programs, courses and Central Curriculum requirements.
- There is documented student engagement around sustainability themes through the academic curriculum, paid and unpaid internships, and service-learning opportunities as a result of community partnerships.
- There are documented increases in energy efficiency, renewable energy, and waste reduction and capital projects conform to LEED-compatible standards.
- Carbon emissions from all university activities are reduced by a targeted percentage.
- A self-sustaining umbrella organization for student sustainability efforts is created with faculty and/or staff advisors.
Making Susquehanna a more diverse and inclusive place is not a new commitment for SU. It has been a priority in every strategic plan we have written. We are especially heartened by our progress in increasing the diversity in the student body, which now stands at 15% — the highest in our history. However, what is new is the increased emphasis on international recruitment. We want to use the success of the GO program as an impetus to further internationalize our campus and create strategic partnerships across the globe. A growing cohort of international students aligns as well with our enrollment goals outlined in Initiative 11 below.

**Initiative 8: Recruit and retain a diverse faculty, staff, and student body**

**Outcomes**

- Benchmarks for representational diversity in our students, faculty and staff have been maintained.
- The academic performance, retention and persistence to graduation for Susquehanna’s students of color are comparable to those of majority students for both women and men.
- Improved campus climate survey results are supported by increased cultural competency of faculty and staff through robust and sustained professional development.
- Susquehanna creates stronger partnerships with organizations and institutions in the Greater Susquehanna Valley to increase tolerance and embrace diversity.

**Actions**

- The senior leadership team will continue to maintain accountability measures for diversity outcomes via divisional and departmental Diversity Action Plans.
- The senior leadership team will identify and nurture community partnerships to increase tolerance and embrace diversity.
- The provost, the vice president for student engagement and success and the director of human resources will work together to provide ongoing professional development to increase the cultural competency of faculty and staff.
- The provost, vice president for enrollment, the vice president for student engagement and success will work with the director of the center for academic achievement and the director of first-year programs to align efforts to increase the academic performance, retention and persistence of students of color.
- The vice president for enrollment will continue to recruit and enroll qualified students from protected classes.
- The director of human resources, acting as the affirmative action officer, will collaborate with hiring managers to develop diverse pools and provide Susquehanna the opportunity to continue to hire qualified candidates from protected classes.
Benchmarks

- In 2020, the Susquehanna community continues to be diverse and inclusive, as follows:
  - Students are at least 15 percent American minority.
  - Faculty are at least 20 percent American minority.
  - Administrators are at least 12 percent American minority.
  - Hourly staff are at least 6 percent American minority.
- Improved campus climate survey results that demonstrate the increased cultural competency of faculty and staff.
- Improved campus climate survey results that demonstrate a more welcoming environment for students in protected classes.

Initiative 9: Integrate the GO experiences of students, alums, faculty, and staff into campus culture

Outcomes

- The curricular aspects of the cross-cultural requirement and post GO experience are strengthened.
- Susquehanna graduates pursue and receive more international postgraduate opportunities.
- A robust co-curricular program is in place to support GO/international activity on campus.
- The positive impact of GO on students has become a significant aspect of alumni engagement.

Actions

- The dean of global programs chairs an ongoing International Strategy Committee made up of the provost, vice president for finance and administration, vice president for enrollment, and the academic deans to create and oversee short and long term planning in this area.
- The dean of global programs works with faculty and staff on additional curricular and co-curricular programing to strengthen and deepen student's international and cross cultural experiences and competencies.
- The assistant provost for postgraduate outcomes works with the Career Development Center staff, the faculty coordinator for postgraduate advising and the faculty to increase student awareness of and application to international postgraduate experiences.
- The dean of global programs works with the assistant vice president for alumni, parent and donor engagement to integrate GO and other international experiences into alumni programming.
Benchmarks

- A comprehensive internationalization plan is in place by September 2015.
- Post GO reflective courses — existing and additional — are strengthened, developed and offered. These courses are integrated with other curricular and co-curricular programs.
- 8% of graduating seniors pursue an international postgraduate experience.
- International programming for alums is in place including at least two modified GO Short programs for alums. The latter is a source of revenue to support the GO program.

Initiative 10: Increase international student recruitment and retention

Outcomes

- International students make up 8% of the student body.
- Increased international partnerships.
- A robust English Language Learner (ELL) program.
- An appropriately robust infrastructure is in place to support international students and programs.

Actions

- The vice president for enrollment works with the vice president for finance and administration to put resources in place to expand international student recruitment including hiring a second recruiter, expanded use of agents, and additional support for international travel.
- The dean of global programs works with the International Strategy Committee to identify and pursue appropriate international partnerships.
- The dean of global programs and the vice president for finance and administration continue to manage our partnership with Language Consultants International to provide a successful on-campus ELL program.

Benchmarks

- International students make up 8% of the student body.
- The following partnerships are in place:
  - At least five direct enroll opportunities for GO long students.
  - At least two dual degree programs.
  - At least five additional exchange agreements.
- The ELL program enrolls 50 students annually with at least 50% going on to enroll at Susquehanna.
Susquehanna has the capacity to offer more students a high quality education. Our goal is to test the proposition for growth by investing in our recruitment operation and maximizing its efficiency. Overall size is also a function of retaining current students. Consequently, strengthening persistence will be a focus. The ongoing success of our alumni — in leadership, achievement and service — remains the best “proof point” of our value proposition.

Whether or not the market will allow for the recruitment of a larger student body remains an open question. The university will also be prepared to adapt to lower enrollment scenarios. Although we will maintain the standards of excellence that are the hallmark of a Susquehanna in whatever market reality emerges, the goals expressed here reflect the optimal outcome for Susquehanna.

**Initiative 11: Increase the size of the student body to 2500 and the overall graduation rate to >80%**

**Outcomes**

- We consistently enroll entering classes of 700+ students.
- Retention from first to second year is at least 90%.

**Actions**

- The vice president for enrollment will devise a strategy and make the strategic investments to maximize the efficiency and the productivity of the admissions process. These include streamlining internal application processing and review; revising marketing messages (both print and web) to connect more effectively with students and parents; hiring a new financial aid leveraging partner to optimize enrollment and net revenue; staging the on-campus visit experience and open house programs to meet prospects and parent’s needs; and building more effective personal recruiting relationship with prospective students through earlier outreach and a comprehensive communication plan prior to senior year.
- The provost will work with the academic deans and the vice president for student engagement and success to monitor and assess efforts in the areas of retention, including those planned within this document.
- The director of institutional research and assessment with work with the manager of enrollment management information systems, the director of the Center for Academic Achievement and others to assemble and analyze data on student attrition. This analysis will be used to calibrate and assess retention efforts.
- The senior leadership team will see to the execution of this strategic plan so as to increase recruitment and retention.
Benchmarks

- In 2020, total enrollment is 2500.
- In 2020, the overall graduation rate is >80%.

Initiative 12: Continue to create intentional pathways by which undergraduate success contributes to postgraduate lives of achievement, leadership and service for all students

Outcome

- Students will be able to articulate clearly the value of their academic, cross-cultural, and co-curricular experiences in contributing to outcomes that employers value and that provide opportunities in their post-graduate lives.
- There is an expectation, communicated throughout the institution and the alumni body, that every student will have frequent opportunities to interact with alumni (e.g. through mentoring, job shadowing, internships, and career assistance at networking events, in the classroom, and other venues).
- An internship, practicum, or comparable experience is an expectation for all students.

Actions

- The assistant provost for postgraduate outcomes and the staff of the Career Development Center in consultation with faculty will create and execute a four-year curriculum of vocational and career development for all students. This will include the creation of a structure to provide an internship, practicum or research experience for all students who desire one.
- The assistant provost for postgraduate outcomes will work with assistant vice president for alumni, parent and donor engagement to facilitate appropriate interactions and connections between alumni and students to enhance student postgraduate outcomes.

Benchmarks

- All students who desire an internship, practicum or research experience will have one.
- Postgraduate survey results reflect higher percentages of placement.
**Requirements for Realizing Our Priorities**

In past strategic plans, the financial resources component placed an emphasis on directing new and existing resources to achieving the goals of the strategic plan. These strategic plans were predominantly concerned with improving the academic experience of our students. In this strategic plan, while the student experience remains central, greater energy is focused on attracting new students to our high quality education. Thus, we are being more direct about recognizing that the academic enterprise is the economic engine of our institution and that this engine can contribute more to the institution via new student revenue in order for the institution to remain fiscally healthy. We also need to be explicit about focusing fundraising to provide support to incubate the new programs necessary to attract these new students.

As has been noted in the introduction to this plan, Susquehanna is experiencing a period of financial vulnerability as we confront downward demographic trends coupled with stagnant family income. Based on our review of the higher education market landscape, we have determined that there is no magic bullet such as online education that will provide the solution to our enrollment and revenue shortfalls. Our conclusion is that we need to remain focused on our core competency — undergraduate education. Therefore, we need to increase the number of students in existing programs and offer new programs to attract new students. In addition, we need to increase the number of international students we recruit as well as becoming more successful at attracting transfer students.

The incremental resources necessary to secure a larger number of students as described above are relatively modest because the university is currently well below its capacity for students both in terms of staffing and facilities. We have modeled various enrollment and financial scenarios for the next five years and we conclude that for the institution to return to a modest GAAP surplus position, without additional significant cost cutting, we will need to grow the student body by 200, bringing us to a total enrollment of 2,315.

The strategic plan envisions us growing to 2,500 students in order for us to fully enjoy the benefits arising from the institution operating at its enrollment capacity. Given market conditions, achieving this level of growth will be challenging so we are also planning for less favorable enrollment and financial scenarios. Insufficient enrollment growth, or other factors that negatively affect net student revenue, such as rising discount rates or an inability to raise tuition, will require substantial reduction in costs in order to return to financial equilibrium. Since over two-thirds of our costs are in compensation, this would likely mean further reductions in staffing levels.

The three scenarios for which we are preparing are A) high growth to 2,500, B) moderate growth to 2,315 or C) no growth or growth with other significant revenue stressors. Scenario C will require careful actions to reduce staffing levels, but such actions are straightforward and need not be detailed here. Scenario A envisions highly successful efforts. The moderate growth of Scenario B (200 additional students for a total enrollment of 2,315 by 2018-19) is sufficient to produce positive GAAP margins. Consequently, a focus on this scenario is the first step in determining the viability of further growth.
The table below assigns a growth target for each year by student subgroup: transfer students, international students, new students from existing programs and new students from new programs. International and transfer student targets become goals primarily for the admissions operations while new students (from existing and new programs) become goals primarily for the Provost and academic deans. Individual departments and program areas will then set unit-level goals. Although this analysis focuses on new students, returning to our historically high level of retention is also a high priority.

| Analysis Solving for the Number of New Students Necessary to Break Even on GAAP Basis |
|---------------------------------|------------------|------------------|------------------|------------------|
|                                 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
| Structural GAAP Deficit (Scenario C - no growth in student numbers) | $(4,042) | $(4,912) | $(4,249) | $(3,868) |
| Scenario C - predicted enrollment | 2,105   | 2,097   | 2,117   | 2,133   |
| Additional transfer student goal | 10      | 15      | 20      | 20      |
| Additional international student goal | 10      | 25      | 50      | 75      |
| New students from new programs | 5       | 10      | 20      | 30      |
| New students from current programs | 10      | 20      | 45      | 65      |
| Cumulative new student goal | 35      | 70      | 135     | 200     |
| Total Student Enrollment | 2,140   | 2,167   | 2,252   | 2,313   |
| Adjusted GAAP Bottom Line - | $(3,221) | $(3,033) | $(1,326) | $50     |

We have arrived at preliminary cost estimates for the major categories of the strategic plan and to the extent that these are incremental costs that are front-runners of new revenues, they will need to be fundraised. The timing of this fundraising will dovetail with the launch of a new comprehensive campaign. The focus of this campaign will be to provide operational dollars for us to initiate and incubate new programs and new marketing activities for existing programs.

These costs and fundraising targets are detailed in the table on the following page:
## Preliminary Schedule of Strategic Plan Costs
(to be primarily fundraised)

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<tbody>
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<td>1</td>
<td>Create new programs at intersection of market &amp; mission</td>
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<td>210,000</td>
<td>210,000</td>
<td>1,050,000</td>
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<tr>
<td>4</td>
<td>More flexible and dynamic learning environments</td>
<td>$20,000</td>
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<tr>
<td>5</td>
<td>Common co-curricular experience</td>
<td>80,000</td>
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<td>80,000</td>
<td>400,000</td>
</tr>
<tr>
<td>6</td>
<td>Increase faculty scholarship</td>
<td>10,000</td>
<td>10,000</td>
<td>10,000</td>
<td>10,000</td>
<td>10,000</td>
<td>50,000</td>
</tr>
<tr>
<td>7</td>
<td>Pursue sustainability</td>
<td>10,000</td>
<td>10,000</td>
<td>10,000</td>
<td>10,000</td>
<td>10,000</td>
<td>50,000</td>
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<tr>
<td>8</td>
<td>Diverse faculty, staff and student body-training</td>
<td>10,000</td>
<td>10,000</td>
<td>10,000</td>
<td>10,000</td>
<td>10,000</td>
<td>50,000</td>
</tr>
<tr>
<td>9</td>
<td>Integrate GO experience into campus culture</td>
<td>25,000</td>
<td>25,000</td>
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<td>25,000</td>
<td>25,000</td>
<td>125,000</td>
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<tr>
<td>10</td>
<td>Increase international student recruitment</td>
<td>120,000</td>
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<td>120,000</td>
<td>120,000</td>
<td>600,000</td>
</tr>
<tr>
<td>11</td>
<td>Increase the size of the student body</td>
<td>20,000</td>
<td>40,000</td>
<td>50,000</td>
<td>50,000</td>
<td>60,000</td>
<td>220,000</td>
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<tr>
<td>12</td>
<td>Internships and alumni interaction for all students</td>
<td>50,000</td>
<td>60,000</td>
<td>100,000</td>
<td>100,000</td>
<td>100,000</td>
<td>410,000</td>
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<tr>
<td><strong>Operating Total</strong></td>
<td></td>
<td>$555,000</td>
<td>$685,000</td>
<td>$835,000</td>
<td>$835,000</td>
<td>$845,000</td>
<td>$3,755,000</td>
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<td>11</td>
<td>Increase the size of the student body</td>
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<td><strong>Capital Total</strong></td>
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**Grand Total**  | $555,000 | $6,685,000 | $835,000 | $835,000 | $845,000 | $9,755,000 |
Conclusion

While higher education is clearly in a period of great challenge and transition, Susquehanna is well positioned to weather this storm by virtue of the financial strength that is the legacy of the trustees and campus leaders who preceded us. Equally important is the strength and commitment of the campus community and the board to see this through.

This plan lays out a strategy of building on the strength of our core competency — undergraduate education in a residential context — while also placing a heavy emphasis on nurturing a culture of experimentation and innovation. The initiatives seek to align our mission and strengths with the needs and desires of the market while asking the Susquehanna community to think in new ways about what we do every day.

In order to grow enrollment and our resource base, new and strengthened curricular and co-curricular programs must appeal both to our core demographic market and specifically focused new market segments (international and community college/transfer). In addition, we must strengthen student persistence by improving both the effectiveness and efficiency of current practices across the campus.

Being successful at educating the students who come here, whether there are 2,500 or 2,100 of them, is what counts in the end and what we are committed to doing. We believe this strategic plan will move us forward with the necessary urgency and flexibility, while honoring the standards of excellence that are the hallmark of a Susquehanna education.