



**GORDON COLLEGE  
STRATEGIC PLANNING SESSION  
SEPTEMBER 29 – 30, 2008**

## TABLE OF CONTENTS

First Group Exercise - Time Line .....	3
Second Group Exercise - Strengths & Weaknesses/Challenges .....	6
Strengths .....	6
Weaknesses/Challenges .....	7
Third Group Exercise - Threats & Opportunities .....	8
Threats .....	8
Opportunities .....	8
Fourth Group Exercise - Gordon College in Year 2020 .....	9
Fifth Group Exercise - Back Casting .....	10
Sixth Group Exercise - Consensus .....	10
Group Discussion & Reflection on the Group Consensus .....	12
Draft of Objectives .....	12
Objective 1 .....	12
Objective 2 .....	12
Objective 3 .....	13
Objective 4 .....	13
Objective 5 .....	13
Objective 6 .....	14
Objective 7 .....	14
The University System of Georgia Strategic Plan .....	15
Strategic Goal One .....	15
Strategic Goal Two .....	15
Strategic Goal Three .....	16
Strategic Goal Four .....	16
Strategic Goal Five .....	17
Strategic Goal Six .....	17

---

{ TC "First Group Exercise - Time Line" \f C \l "1" } **First Group Exercise – Time Line**

Creating a time line to review events in the growth and development of Gordon College.  
(The purpose of this exercise is to allow participants to develop a common understanding regarding how the college has evolved over the past 20 years.)

**The '60's**

Strict

Military

Great teachers

Lived in barracks

Only high school in town/also is a 2 year college

Both a private and public school

Students from all across the country

Math/Science

Co-ed but mostly male and white

Sharing in the 8<sup>th</sup> grade

Alumni heavily involved from military

**Late '60's to early '70's**

Turbulent times to include Vietnam, hippy era, desegregation

Alumni heavily involved from military

'69-'70 Gordon all private school

Unique tapestry

Began working with the State

**The '70's**

1972 State takes over

- Transition period
- High school eliminated
- Military eliminated
- Jerry Williamson is President
- No longer residential

Dropped football team

Williamson's vision was to become 4 yr college

Dropped "Bulldog" mascot and became the "Generals"

Town mourning loss of the military

Technology – well stocked science labs

Students mostly from surrounding counties

More female students

Still little diversity

**1978**

- Affordability
- Access
- No contact with the community – a wall
- Students did not have an emotional attachment
- Some computers were available

Not viewed as challenging academically

“Junior College” status

Baseball

No homecoming

No effort to reach out to community

Barracks town down

Columns come down

Cannons relocated

Nursing program one of top in state

Part of a system

Late ‘70’s to the ‘80’s and ‘90’s

Reputation of not being a good place to work.

**‘80’s**

1984-1986

- Beginning with ’72, Pres. focus to transition to 4 yr. school
- Micromanagement
- Residence halls
- Purchased athletic field
- Programs growing
- Emphasis on faculty with terminal degrees

Library built, student center, fine arts buildings created

**‘90’s**

Staff/Faculty did not communicate with each other

Participation discouraged

Phones removed from faculty offices

Community was alienated

Mid ‘90’s

- Increase in enrollment from surrounding counties and Atlanta Metro.
- Little interaction with Board of Regents

**2000’s**

Demographics change

Housing on campus

More diversity

Students from Gordon do well in 4 yr colleges

Good name of the faculty promotes the college

2000-2001

- Chancellor sent an assessment team to check into several community concerns
- People outside had little interaction
- Not allowed to go to BOR system meetings
- Transition period after Pres Williamson left
- Faculty Senate & Staff Council created

2002

New president takes over – Dr. Weill and sees:

- Beautiful campus
- Strong faculty
- Strong academics

- Gordon cut off from the community
- Lawsuits
- Anger/hurt/distrust

To heal: Symbolic

- Alumni association started
- Community Education started
- Outreach to community
- Arboretum
- Walking trail
- Endowment of faculty/staff

Mid 2000's

- Level change
- System discussion – selective programs
- System staff learn about Gordon
- Approved for two programs

Students transferring to other USG schools did better than those already attending that same USG school

SACS reaffirmation

QEP

Academic literacy in F.Y.

Different views among faculty about the positive and negative of the past

Faculty retirements and additions – more diversity

Still a hangover from Williamson era

**Second Group Exercise – Strengths and Weaknesses** { TC "Second Group Exercise - Strengths & Weaknesses/Challenges" \f C \l "1" }

Sharing perspectives on Strengths and Weaknesses of Gordon College – reflections on conditions internal to the college. (This is not a consensus exercise – people are free to share differing perspectives.)

**{ TC "Strengths" \f C \l "2" }** Strengths

Strong academics  
Facilities – beautiful campus  
Financial situation  
Increased funding in academics  
Access mission – do good job of preparing students  
Meeting state needs: Nursing, Early Childhood, HOPE – STEM Teachers  
Alignment with state  
Physical location to help meet needs  
Faculty collegiality  
Faculty belief in self-governance  
Caring faculty  
Students have access to faculty  
Class size  
Emphasis on student service  
History of having residence population  
Ease of interaction among faculty/staff/administration – sense of community  
Broader vision in planning  
Administration, faculty and staff are involved in the community  
Affordability  
Transferability of credits  
Good Foundation  
70 acre purchase  
Facilities Master Plan  
Proximity to Atlanta Metro area  
Many faculty/staff live close by  
Safe place  
Four representatives in state legislature  
High morale – no sense of decay  
Sense of growth/development  
Long history/legacy  
Have built on the past – looking toward a vibrant future  
“Friend Image”  
Strong leadership cabinet - dedicated  
Provide an entire college experience: sports, lectures, recitals, theater  
Open to everybody  
Learning communities  
First-Year programs  
Student success in nursing – retention and pass rate  
Staff – learning outside the classroom how to be successful young adults

Yearly evaluation provided feedback – not just student feedback  
 Clear expectations  
 Interaction with K-12 schools  
 Good relationship with Board of Regents  
 Honors program and honors dorm  
 Also attract strong students  
 Variety of student activities including commuter activities  
 No risk of over-tenuring

{ TC "Weaknesses/Challenges" \f C \l "2" } Weaknesses/Challenges

Student access to financing  
 State is last in need-based aid.  
 Even with loans, students have financial challenges  
 6 to 12% budget cuts for next two fiscal years.  
 Unknown – managing associates and baccalaureate  
 Need for expanding numbers of classrooms and faculty in the classrooms.  
 Location: hard to attract part-time faculty  
 Website  
 Location – student perceptions  
 Increasing gasoline prices –  $\frac{3}{4}$  of students are commuters  
 Low tuition when state resources are cut  
 Sufficient staff to meet demand  
 Third tier is lowest funded  
 Estranged alumni  
 Fledgling Alumni Association  
 Adjustment for community becoming a college town  
 Need a more proactive recruitment approach  
 Finding a way for alumni to take pride in the institution  
 Loyalty to the 4 year school  
 Some students still not connected to the community  
 Growth challenges town  
 Communication – website, publications  
 Comparative faculty salaries – compression issues  
 Limited degree choices  
 Students don't think in terms of transferability  
 Retention and graduation rates  
 Majority are traditional age students, not non-traditional/adult students (extend locations)  
 U.G.A. – Griffin  
 Helping the well-prepared students thrive  
 Gas shortage implications – impact on classes?  
 Few online classes

### **Third Group Exercise – Threats and Opportunities** { TC "Third Group Exercise - Threats & Opportunities" \f C \l "1" }es

Sharing perspectives on Threats and Opportunities external to Gordon College that should be considered when planning for the future. (This is not a consensus exercise – people are free to share differing perspectives.)

#### { TC "Threats" \f C \l "2" } Threats

Economy – financial aid, endowment, state reserves, foundation support  
 UGA Griffin  
 Technical College System – Griffin  
 Faculty retirements  
 Low high school graduation rate  
 Pandemic threat  
 Safety/security  
 Legislation – i.e. guns on campus  
 Clayton State & area north

#### { TC "Opportunities" \f C \l "2" } Opportunities

Rapid population growth in service area  
 Communities want a college presence  
 Opportunity for off-site locations  
 Non-traditional students untapped  
 Faculty resources in Atlanta  
 Partnership opportunities  
 More variety in teaching is positive for attracting faculty  
 Online learning market  
 Increase Foundation support  
 Cooperative programs with local schools  
 Extension of honors program and outreach to schools  
 Growth of baccalaureate programs – expand from current cohort model; new programs  
 Economic development – Gordon as an attraction  
 Building ties with alumni and community  
 Facility expansion  
 Increasing high school graduation rates  
 Help students understand the college “process” – large numbers of first generation students  
 Build alumni and community referrals for admissions  
 Grow dual/joint enrollment programs  
 Economic transformation of the area creates different jobs which will support demand for secondary education.  
 Align technology with student use  
 Develop more interactive communication among the alumni

**Fourth Group Exercise – Gordon College in Year 2020** { TC "Fourth Group Exercise -  
Gordon College in Year 2020" \f C \l "1" }

Sharing perspectives about how faculty and staff might envision Gordon College in 2020. What might the future look like? What would we hope for? (This is not a consensus exercise – people will share different ideas and learn from each other.)

Gordon College in 2020

Early Childhood Education degree on par with UGA's  
Consistently exceeds enrollment expectations – 7,500 to 10,000  
10 to 12 strong baccalaureate majors  
Research universities compete to get Gordon transfers  
BSN grads are in top hospitals  
Adequate loan funds and scholarships  
\$50M Foundation  
Noteworthy retention/graduation rates  
Healthy alumni association – 35,000 alumni  
Incubator to spawn new businesses  
Level change for graduate degrees  
New student center  
New science building  
New residence halls  
Recognition of outstanding faculty members  
Exceptional satellite programs – targeted BA/BS programs  
Daycare center to attract non-traditional students  
Weekend/evening classes  
New recreation/sports facility  
Leading provider of web-based instruction  
Small, caring community atmosphere continues  
Lots of alumni and giving  
No students transfer/graduate with over \$10K debt  
Centers outside of Barnesville  
Community is seen as a great little college town  
State of the art theater/concert hall  
No deaths related to natural or other disasters  
P-16 connected process here  
Best in class music program  
Diverse faculty/staff, student body that reflects the state population  
Selective admissions process  
Observatory  
Required community service from faculty/staff  
User friendly and employee friendly - recruiting, enrollment, advising, employee compensation, etc.  
Technology is up to date  
Maintain infrastructure  
Leader in developing sustainability  
Starbucks on campus

{ TC "Fifth Group Exercise - Back Casting" \f C \l "1" } **Fifth Group Exercise – Back Casting**  
 and { TC "Sixth Group Exercise - Consensus" \f C \l "1" } **Sixth Group Exercise - Consensus**

### Fifth Group Exercise

Back-Casting – imagine that we are in the year 2020 and we have come very close to achieving our visions. Describe what actions we took from 2010 forward that led us to this successful point in 2020. (This is not a consensus exercise – participants are encouraged to offer a wide variety of ideas about the actions that would have been taken.)

### Sixth Group Exercise

Developing a consensus about the best actions to take. We will identify which actions will be most effective, are in our sphere of influence, and that we are willing to invest our time and energy in doing.

<b>Consensus Votes</b>	<b>What actions we took that led us to 2020</b>
13	Increased level of giving by creating a Board of Fundraising Trustees.
2	Frequently shared/communicated the plan process with a strong sense of common goal.
17	Added baccalaureate programs which:
	- Reduced teaching load
	- Additional new hires
	- Faculty obtained recognition for research/activities
1	Targeted the students we could best serve with new programs.
4	Increased number of top 10% high school applicants.
13	Expanded exceptional (Honors) student programs.
9	Established a Center for Excellence in post-secondary teaching.
7	Developed an award winning marketing campaign with ideas from student body.
7	Provided entertainment/cultural activities for the community.
5	Hired someone to focus on teaching and technology.
8	Completed construction on new student center, recreation facility, and parking deck.
4	Developed a formula to reduce impact of salary compression.
0	First fusion reactor here.
8	Developed single/improved teaching site in Henry County.
14	Developed unique partnership with city/county/schools to create an economic development zone.
9	Created scholarship for need based aid.
2	Members of the college have taken on increased rolls in the community.
2	Developed a program for process improvement/automation for college.
1	Added department chairs to support growth.
8	Established a very active alumni association.
4	Recruited faculty and staff in minority journals.
0	Applied for grant and had public/private partnership for daycare.
8	Continued annual review in each department – how to make processes better.
12	Developed an advising program with continual review and assessment – best in

---

---

<b>Consensus Votes</b>	<b>What actions we took that led us to 2020</b>
	class.
2	Engaged in further dialogue with K-12 in region and targeted engagement with high school guidance counselors.
7	Expand library-university grade.
8	Increase academic scholarships.
10	Agreements with research institutions for our graduates.
2	Conducted annual emergency preparedness drills.
2	Completed a sustainability survey (campus) and implemented findings.
11	Increased graduation rates in area high schools through faculty outreach program.

---

{ TC "Group Discussion & Reflection on the Group Consensus" \f C \l "1" } **Group Discussion and Reflection on the Group Consensus**

Discuss how to organize around the highest priority actions. Do these actions fall within the existing committee structure? Would new committees or task forces need to be chartered to take on new actions? How would we measure our progress? Are there milestones we should establish to evaluate progress?

{ TC "Draft of Objectives" \f C \l "2" } **Draft of Objectives**

Added baccalaureate programs  
Developed a unique partnership to create economic development zone  
Created Board of Fundraising Trustees  
Expanded exceptional student programs  
Developed a best in class advising program with evaluation/assessment  
Increased high school graduation rates through faculty outreach

{ TC "Objective 1" \f C \l "2" } **Objective 1**

Expand the curriculum to improve access and meet workforce needs.

- Expanding capacity/meeting needs
- Additional baccalaureates
- Additional majors
- Off campus offerings
- Expand into web-based instruction
- Promote growth in faculty
- Attracts faculty
- Increases admissions

Progress would be measured by the number of degrees and number of majors.

This objective will meet the following USG Strategic Plan goals:

- Goal One – Renew excellence in undergraduate education to meet students' 21<sup>st</sup> century educational needs.
- Goal Two – Create enrollment capacity to meet the needs of 100,000 additional students by 2020.
- Goal Three – Increase the USG's participation in research and economic development to the benefit of a Global Georgia.

{ TC "Objective 2" \f C \l "2" } **Objective 2**

Facilitate important student transitions.

- Develop a best-in-class advising program with assessment: advising, teaching and learning, out of class experiences
- Engage students in co-curriculum activities
- Concentrate on transitions
- Embrace the QEP
- Learning support – college level

- College level – transfer
- College level – our majors
- Majors – workforce

Progress would be measured by retention, graduation, and transfers.

This objective will meet the following USG Strategic Plan goals:

- Goal One – Renew excellence in undergraduate education to meet students' 21<sup>st</sup> century educational needs.
- Goal Six – Increase efficiency, working as a System.

{ TC "Objective 3" \f C \l "2" } **Objective 3**

Focus recruitment process to support capacity expectations and curriculum growth.

- Enhance targeted recruitment
- Populate new programs fully
- Offer attractive learning experiences
- Set annual goals

Progress would be measured by enrollment growth, enrollment growth in honors and majors, and student profiles/GPA's.

This objective will meet the following USG Strategic Plan goals:

- Goal Two – Create enrollment capacity to meet the needs of 100,000 additional students by 2020.

{ TC "Objective 4" \f C \l "2" } **Objective 4**

Improve/enhance involvement of cooperative organizations.

- Establish/expand BOT role in fundraising
- Active alumni association
- Creating scholarships
- Support faculty/development staff
- Increase unrestricted funding

Progress would be measured by amount of monies received, percentage of participation from faculty/staff/alumni, and V.S.E.

This objective will meet the following USG Strategic Plan goals:

- Goal Five – Maintain affordability so that money is not a barrier to participation in the benefits of higher education.

{ TC "Objective 5" \f C \l "2" } **Objective 5**

Promote economic development through partnerships.

- Establish partnerships
- Surveys and research
- Zoning

- Grants
- Incentives
- Industrial recruitment
- College town commerce
- Training
- Space for programs

Progress would be measured by organizing/structure over twelve months, new businesses, assessment of region, restaurants, housing, commerce, grant funding, student surveys, and training numbers.

Objective would promote student interests, provide jobs for spouses, and provide better conditions for faculty/staff.

This objective will meet the following USG Strategic Plan goals:

- Goal Three – Increase the USG's participation in research and economic development to the benefit of a Global Georgia.

{ TC "Objective 6" \f C \l "2" } **Objective 6**

Grow/enhance the culture of professional community service.

- Programming for high school teachers
- Support government/social agencies
- Support community/economic development
- Make P-16 a seamless fabric in our region
- Target middle school population

Progress would be measured by programming.

This objective will meet the following USG Strategic Plan goals:

- Goal Four – Strengthen the USG's partnerships with the state's other education agencies.

{ TC "Objective 7" \f C \l "2" } **Objective 7**

Increase efficiency, accountability, and sustainability.

- Develop a program of process improvement
- Promote sustainability in campus planning and operations
- Adjust administrative resources to respond to mission/program changes
- Actively study best practices
- Enhance customer services

This objective will meet the following USG Strategic Plan goals:

- Goal Six – Increase efficiency, working as a System.

{ TC "The University System of Georgia Strategic Plan" \f C \l "1" } **The University System of Georgia Strategic Plan**

{ TC "Strategic Goal One" \f C \l "2" } Strategic Goal One

**Renew excellence in undergraduate education to meet students' 21<sup>st</sup> century educational needs.**

Undergraduate education is the instructional heart of the University System. It should be a transforming experience for students. Each generation anew must re-examine and define the value of the liberal arts tradition to contemporary circumstances. It is critical at this moment to determine whether undergraduate students are learning what they need to lead full lives and to become productive citizens.

As a result of its strategic actions, the University System will re-examine its general education curriculum, renew its commitment to a liberal arts education for this century, and improve the quality of undergraduate teaching and learning.

The objectives of this goal include restructuring the core curriculum, increasing graduation rates, ensuring high quality academic advisement, increasing study abroad participation, and supporting and rewarding faculty members who make a meaningful contribution to undergraduate student learning and success.

Corresponding objective(s) from Gordon College:

- Objective 1 – Expand the curriculum to improve access and meet workforce needs.
- Objective 2 – Facilitate important student transitions.

{ TC "Strategic Goal Two" \f C \l "2" } Strategic Goal Two

**Create enrollment capacity to meet the needs of 100,000 additional students by 2020.**

In order to meet the needs of a growing Georgia, the USG will need to expand its capacity by up to 40% to serve an additional 100,000 students by 2020. This is a unique opportunity to shape the USG for the new century, focusing on planned, targeted growth, the optimal use of facilities and other resources, and the proper alignment of resources with programmatic needs.

As a result of its strategic actions, the University System will increase capacity to accommodate targeted, programmatic growth.

Objectives of this goal include increasing the diversity of the USG's enrollment and closing enrollment gaps for under-represented groups; increasing the USG's public relations outreach; increasing the use of access institutions to meet higher education needs in underserved areas; creating a more robust sector of comprehensive universities and further delineating their missions within the sector; increasing the joint use of facilities; and positioning the USG among leading systems in distance education.

Corresponding objective(s) from Gordon College:

- Objective 1 – Expand the curriculum to improve access and meet workforce needs.
- Objective 3 – Focus recruitment process to support capacity expectations and curriculum growth.

**{ TC "Strategic Goal Three" \f C \l "2" }Strategic Goal Three****Increase the USG's participation in research and economic development to the benefit of a Global Georgia.**

In an open world with permeable borders, Georgia must increasingly compete not only with fifty states, but also with other countries. It must seek to determine its own future, which entails controlling, creating, directing, and attracting the resources to ensure economic growth and a high quality of life.

In a knowledge economy, creating and attracting intellectual resources is as vital as controlling and directing natural resources. Georgia cannot succeed on the world stage without a strong University System, marked by prominent institutions and programs that develop Georgia's own human capital and draw the best talent from around the world. The University System is a vital key to Georgia's future self-determination.

As a result of its strategic actions, the University System will increase Georgia's control over its own future in a global company.

Objectives of this goal include increasing the USG's competitiveness for federal research funds, increasing the number of health profession graduates, and creating a long-term, System-level academic plan for workforce development.

Corresponding objective(s) from Gordon College:

Objective 1 – Expand the curriculum to improve access and meet workforce needs.

Objective 5 – Promote economic development through partnerships.

**{ TC "Strategic Goal Four" \f C \l "2" }Strategic Goal Four****Strengthen the USG's partnerships with the state's other education agencies.**

The University System is part of a public education network. The quality of the University System depends, in large part, on the pipeline of students from K-12 systems. The USG has a significant interest in assisting the Department of Education with setting standards that lead to college success, as the USG has responsibility for ensuring the success of college students.

As a major source of classroom teachers, counselors, and other school leaders, the USG must play a leadership role in public education at all levels.

As a result of its strategic actions, the University System will work with all of Georgia's education agencies to meet national and international benchmarks on student preparation and achievement.

Objectives of this goal include supporting the plans of the Alliance of Education Agency Heads to increase the high school graduation rate, decrease the high school drop-out rate, and increase post-secondary enrollment rates; to improve workforce readiness skills; to strengthen teacher quality, recruitment, and retention; to develop strong educational leaders, particularly at the building level; and to improve the SAT/ACT scores of Georgia students. In addition, the USG will create a closer working relationship with the Department of Technical and Adult Education.

Corresponding objective(s) from Gordon College:

Objective 6 – Grow/enhance the culture of professional community service.

{ TC "Strategic Goal Five" \f C \l "2" } Strategic Goal Five

**Maintain affordability so that money is not a barrier to participation in the benefits of higher education.**

Through the HOPE Scholarship Program, Georgia is a national leader in providing merit-base financial aid to students. The total cost of attending college remains a challenge to some students and their families.

As a result of its strategic actions, University System institutions will remain affordable for students and assist economically disadvantaged students in meeting the cost of college.

Objectives of this goal include establishing a need-based financial aid program and diversifying and increasing revenue sources.

Corresponding objective(s) from Gordon College:

Objective 4 – Improve/enhance involvement of cooperative organizations.

{ TC "Strategic Goal Six" \f C \l "2" } Strategic Goal Six

**Increase efficiency, working as a System.**

The University System is fortunate to enjoy strong financial support from state leaders. The USG must continue to earn that support by demonstrating accountability for the use of its resources, by maximizing non-state revenues, and by increasing the efficiency of its business operations. The USG must work with state leaders to develop an appropriate business model for current economic trends and conditions.

As a result of its strategic actions, the University System will increase its efficiency while increasing academic quality.

Objectives of this goal include increasing the efficiency of business functions, developing a leadership culture and engaging the workforce in process improvement, and establishing accountability metrics for the System.

Corresponding objective(s) from Gordon College:

Objective 2 – Facilitate important student transitions.

Objective 7 – Increase efficiency, accountability, and sustainability.