

FIVE YEAR PLAN FOR LAKE FOREST COLLEGE

2005-2010

Five Year Planning Committee

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LAKE FOREST COLLEGE

MISSION STATEMENT

Lake Forest College affirms that education ennobles the individual.

Our curriculum engages students in the breadth of the liberal arts and the depth of traditional disciplines. We encourage students to read critically, reason analytically, communicate persuasively, and, above all, to think for themselves. We foster creative talent and independent research. We embrace cultural diversity. We honor achievement.

Our faculty of distinguished scholars takes pride in its commitment to teaching. We know our students by name and prepare them to become responsible citizens of the global community. We enable students, faculty, trustees, administrators, and alumni to solve problems in a civil manner, collectively. We maintain a secure residential campus of great beauty. We enrich our curriculum with the vibrant resources of Chicago.

Lake Forest College celebrates the personal growth that accompanies the quest for excellence.

This document, submitted by a sixteen-person committee representing all campus constituencies, is intended to serve as an institutional blueprint for Lake Forest College for the years 2005-2010. It has its inspiration in the College's mission statement that strongly affirms the value of a liberal arts education. In a world of increasing technical specialization, such an approach is often denigrated as old-fashioned and irrelevant. We believe the opposite: the liberal arts have never been more current. Now more than ever, our society needs the kind of education this college provides: an education rooted in the development of basic intellectual skills that have broad applicability in all walks of life, throughout one's life. If Lake Forest graduates are to be able "to think for themselves," they need to develop the reasoning, communications, creative, ethical, and problem-solving skills that such thinking presupposes. The acquisition of such abilities is challenging, exhilarating, and often frustrating; it is invariably transforming and thereby empowering.

This plan is thus guided by a vision of this institution that is expressed in our mission statement: Lake Forest College is a residential liberal arts college offering a distinctive and exceptional student experience, in and out of the classroom, that promotes life-long engagement of its alumni with the College. Providing this experience depends on a highly qualified and motivated faculty and staff, the resources of Chicago, and a strong financial base.

The central strategy of this plan -- probably the single most important one in terms of shaping Lake Forest's specific identity within the universe of liberal arts colleges -- is the promotion and use of the cultural, scientific, and academic assets of Chicago. Among all of the national liberal arts colleges, only Lake Forest can claim to be Chicago's. This is a tremendous resource that the College must continue to develop. Chicago offers manifold opportunities for our students to receive out-of-classroom experiences that complement and deepen their education on campus. The development of ties between Chicago on the one hand and all College constituents (students, faculty, staff, and alumni) on the other should be a priority driving our curricular and co-curricular offerings. The further growth of the Chicago connection will support, directly or indirectly, all five of the main goals outlined in this plan.

This college will face many challenges in the coming five years, not to mention the years beyond. Perhaps the main challenge is one that is not externally imposed but rather embraced by most members of the College community: a determination to move this institution into the recognized ranks of the very finest liberal arts colleges in this nation. Such a task will not be easy, since many excellent institutions share a similar goal. But this college comes to the task with formidable resources of its own, including a beautiful campus with some excellent facilities, a talented faculty committed to teaching and scholarship, a dedicated staff, an increasingly diverse and capable student body, and an experienced and supportive alumni community. This plan aims to build on these strengths while setting forth some ambitious objectives that will require considerable institutional commitment.

This plan seeks to be concise, concrete, and practical by setting forth five measurable goals and seven key strategies to achieve those goals. The goals (part I) represent “end states,” that is, traits that the College should embody in 2010. The strategies (part II) are recommended steps to achieve those goals. The correspondence between goals and strategies is not one-to-one, however; a given strategy can help accomplish more than one goal. This explains why the plan does not “embed” strategies within the stated goals, but rather sets them apart in a separate section. The reader interested in specific recommended actions may proceed directly to part II.

This plan is the result of many hands. It derives first and foremost from a working draft that was proposed by President Stephen D. Schutt and the College’s senior staff in September 2004 and then revised through a subsequent planning process that welcomed the ideas of hundreds of people, including faculty, students, staff, alumni, and trustees. (For a description of the process, see Appendix I.)

I. THE FIVE CENTRAL GOALS

By 2010 Lake Forest College should be characterized by the following five traits:

- an exceptional student experience, reflected in a high level of student satisfaction
- high quality and strong satisfaction of its faculty and staff
- strong fit and high quality of incoming students
- extensive alumni engagement with the College
- solid financial condition

While the College already embodies these traits to varying degrees, it needs to improve in all of them. These traits -- the five main goals of this plan -- are interrelated; success (or failure) on any one of them can affect the probability of success (or failure) of the others. For example, to the extent that Lake Forest students have an exceptional experience at the College, they will tend to stay at the College, graduate, and later become involved alumni, a positive process that will ultimately reinforce the College’s financial position. Indeed, it is difficult to rank order these goals – *All five goals are important and crucial to the College’s success.*

Although interrelated, these goals can be assessed on their own merits, and it is important for the College to be able to gauge progress toward each of the goals by 2010. To that end, this plan establishes both a set of measures and, for each measure, a target. The measures are all based on either readily available data or surveys that will need to be devised and administered. For targets, this plan seeks to set the bar high enough to require a concerted effort but not so high as to be unattainable. A capsule statement of the five main goals, measures (three or four per goal), and corresponding targets is found in the accompanying grid (see next page).

FIVE YEAR GOALS, MEASURES, AND TARGETS 2005-2010

Goals	Measures	Targets	Current
A. An Exceptional Student Experience, Reflected in High Level of Student Satisfaction	<ul style="list-style-type: none"> • First-year retention rate • Six-year graduation rate • Students' rating of their academic and overall experience at Lake Forest • Students' rating of co-curricular life 	<ul style="list-style-type: none"> • 85% • 80% • 90% "very good" or "top notch"; 35% "top notch" • 90% "very good" or "top notch"; 35% "top notch"¹ 	<ul style="list-style-type: none"> • 78% (avg. last 3 years) • 65% (avg. last 3 years) • 75% very good or top notch; 14% top notch • baseline data to be determined
B. High Quality and Strong Satisfaction of College's Faculty and Staff	<ul style="list-style-type: none"> • Satisfaction of faculty and staff • Student satisfaction with faculty and staff • Ethnic, racial and gender diversity of faculty and staff 	<ul style="list-style-type: none"> • 90% "satisfied" or "very satisfied" • 90% "satisfied" or "very satisfied" • improvement vis-à-vis current diversity profile 	<ul style="list-style-type: none"> • baseline data to be determined • baseline data to be determined • see footnote²
C. Strong Fit and High Quality of Incoming Students	<ul style="list-style-type: none"> • Percentage of students in the top 10% of their HS class • Combined SAT • Ethnic, racial, gender, geographical, and socio-economic diversity • Percentage of incoming students who fit Admissions Office's profile of students most likely to succeed academically and become engaged in their Lake Forest experience 	<ul style="list-style-type: none"> • ACM/GLCA mean (2003) = 40% • ACM/GLCA mean SAT (2003) = 1235 • improvement vis-à-vis current diversity profile • instrument and base line data to be determined 	<ul style="list-style-type: none"> • LFC = 24% • LFC = 1170 • see footnote³ • baseline data to be determined
D. Extensive Alumni Engagement with the College	<ul style="list-style-type: none"> • Overall alumni participation in College activities • Annual fund participation by alumni • Major campaign participation by alumni • Number of alumni including Lake Forest in their estate planning 	<ul style="list-style-type: none"> • 2000 different alumni annually participating in one or more alumni-related activities⁴ • 30% • 50-60% • 175-210 	<ul style="list-style-type: none"> • 1665 • 20% (FY 2003-04) • 40% during last campaign • 112
E. Solid Financial Condition	<ul style="list-style-type: none"> • Endowment • Annual draw on the endowment • Tuition discount rate • Annual Fund 	<ul style="list-style-type: none"> • \$120 million in current dollars • 5% draw for operating budget • 43% • \$2.5 million 	<ul style="list-style-type: none"> • \$60 million • 6.9% (2003-4) • 52% (2004-05 rate) • \$2 million

¹ May be revised after establishing a benchmark this year.

² Full-time faculty/staff combined (Fall 2004): African-American=7.9%; Asian/Pacific Is.=5.1%; Hispanic=1.2%; White/non-Hispanic=85.8%.

³ Full-time students (Fall 2004) Nonresident alien=9.1%; African-American=4.0%; Amer. Indian/Alaskan native=0.3%; Asian/Pacific Is.=3.6%; Hispanic=5.5%; White/non-Hispanic=77.5%

⁴ These include Homecoming, Regional Events, Mentor Program, Alumni Ambassadors, Reunion Volunteer Committees

GOAL A. AN EXCEPTIONAL STUDENT EXPERIENCE, REFLECTED IN HIGH LEVEL OF STUDENT SATISFACTION

Students are the reason the College exists, and the quality of their experience should drive the College's programs and practices over the coming five years. Students who are challenged intellectually in the classroom and who find engaging opportunities outside the classroom are ultimately satisfied students who complete their education at the College and go on to become committed alumni. Thus everything the College does in terms of academic and co-curricular programming should work toward the goal of providing the best student experience possible.

One can measure the quality of the student experience and student satisfaction by the following four measures: first-year-to-second-year retention rate, six-year graduation rate, students' rating of their overall experience, and students' rating of accessibility and quality of co-curricular life. In terms of targets, we set the following for 2010:

- first-year-to-second-year retention rate: 85% (avg. last 3 years: 78%)
- six-year graduation rate: 80% (avg. last 3 years: 65%)
- students' rating of their overall experience: 90% "very good" or "top notch," 35% top notch (avg. for 2003 and 2004: 75% very good or top notch; 14% top notch. Data based on First Year Student Survey)
- students' rating of accessibility and quality of co-curricular life: 90% very good or top notch, 35% top notch (data will be gathered beginning 2005 in First Year Student Survey)

GOAL B. HIGH QUALITY AND STRONG SATISFACTION OF THE COLLEGE'S FACULTY AND STAFF

The College has indeed been fortunate in being able to attract an excellent faculty and staff. We cannot take this situation for granted, however. A high quality faculty and staff is a diverse one in terms of ethnicity, race, and gender, and while the College has had some success in the past two decades in recruiting more ethnic/racial minorities and women, we need to do more. There is also room for improvement in faculty and staff morale. A prime goal of this plan is to ensure that the College increases its efforts to recruit and retain a diverse, highly qualified faculty and staff.

Three measures can be used to gauge the quality and satisfaction of faculty and staff: their reported levels of satisfaction, student satisfaction with faculty and staff, and ethnic and gender diversity of faculty.

Targets:

- satisfaction of faculty and staff: 90% "very satisfied" or "satisfied" (baseline data should be established by an annual satisfaction survey)
- student satisfaction with faculty and staff: 90% "very satisfied" or "satisfied" (baseline data to be determined)
- ethnic, racial, and gender diversity of faculty and staff: improvement over current diversity profile (Full-time faculty/staff combined, Fall 2004: African-American=7.9%; Asian/Pacific Is.=5.1%; Hispanic=1.2%; White/non-Hispanic=85.8%)

GOAL C. STRONG FIT AND HIGH QUALITY OF THE COLLEGE'S INCOMING STUDENTS

Key to the College's future will be the kinds of students we recruit. This is not simply a question of identifying and attracting "better" students. What does that mean in our case? Principally it means three things: high academic performance, diversity, and "fit," that is, students who feel at home and flourish on the Lake Forest campus. The College, in its admissions policies and practices, should strive to recruit ever more academically able students, who are also diverse (in terms of gender, ethnicity, race, socioeconomic background, and geography) and committed to community and campus involvement.

Progress toward this goal can be measured in four main ways: the percentage of incoming students in the top 10% of their high school class; composite ACT or combined SAT score; ethnic, gender, geographical, and socio-economic diversity; and the percentage of incoming students who are in the "prime fit profile" as determined by the Admissions Office.

Targets:

- percentage of incoming students in top tenth of high school class: ACM/GLCA mean (for 2003: ACM/GLCA mean = 40%; LFC = 24%)
- composite ACT or combined SAT Score: ACM/GLCA mean (for 2003: ACM/GLCA mean SAT = 1235; LFC mean SAT = 1170)
- ethnic, racial, gender, geographical, and socio-economic diversity: improvement vis-à-vis current diversity profile (Fall 2004: Nonresident alien = 9.1%; African-American = 4.0%; American Indian or Alaskan native = 0.3%; Asian or Pacific Islander = 3.6%; Hispanic = 5.5%; White/non-Hispanic = 77.5%)
- percentage of incoming students who fit Admissions Office's profile of students most likely to succeed academically and become engaged in their Lake Forest experience: improvement over current percentage (instrument and baseline data to be determined)

GOAL D. EXTENSIVE ALUMNI ENGAGEMENT WITH THE COLLEGE

Students are not transitory beings who grace us with their presence for four years and then disappear into other pursuits. Once our students graduate, they constitute, in effect, the College's living memory and its public representation to the broader world. More concretely, alumni constitute an invaluable resource base of human energy as well as financial support that the College needs to mobilize. While important steps have been taken in the past decade to engage our alumni base more effectively, there remains considerable room for improvement.

Alumni engagement can be measured by the following means: overall alumni participation in college and volunteer activities, annual fund participation, major campaign participation by alumni, and numbers of alumni enrolling in estate planning.

Targets:

- overall alumni participation in college activities: 2000 different alumni annually participating in one or more alumni-related activities (currently: 1665)
- annual fund participation: 30% (FY 2003-04: 20%)
- major campaign participation by alumni: 50-60% (40% during last campaign)
- numbers of alumni enrolling in estate planning: 175-200 (currently: 112)

GOAL E: SOLID FINANCIAL CONDITION

The necessary if not sufficient condition for any successful plan is the financial means adequate to support the institution's core mission. For this reason, we list solid financial condition last, not because it is the least important of the goals, but because it underlies them. Without increased financial resources, the College will find itself progressively constrained in realizing its academic and non-academic purposes. Since emerging as a national liberal arts college in the early 1960s, the College has maintained a relatively low endowment compared with peer colleges, and thus has remained highly dependent on student tuition as a source of income. The positive side is that the College has learned how "to do a lot with a little." But the harsh truth is that the College has to struggle to keep up in some areas (for example, routine maintenance of our physical plant) while meeting student expectations concerning financial aid, information technology, and facilities such as residence halls and recreational spaces. In this context the College must address the need to reinforce its finances.

A college's financial condition can be assessed by four principal measures: endowment, average annual draw on the endowment, tuition "discount rate," and annual fund giving. This plan sets the following as targets for 2010:

- endowment: \$120 million in current dollars (2004: \$60 million)
- annual draw on the endowment: 5% for operating budget (2003-4 draw: 6.9%)
- tuition "discount rate": 43% for first-year students (2004-05 rate: 52%)
- Annual Fund: \$2.5 million (2004: \$2 million)

II. STRATEGIES

How can the College achieve the foregoing five goals? This section outlines a series of steps that will help the College reach its goals. The plan proposes seven main strategies, along with corresponding sets of recommended actions under each strategy. As mentioned above, any particular strategy may contribute to achieving more than one goal; therefore, there is no one-to-one correspondence of strategies to goals.

NOTE: The working draft contained many other recommended actions that the planning committee found laudable and worthy of consideration, but not rising to the level of priority

and/or urgency as do the recommendations below. These other recommended actions are contained in Appendix II. They should be viewed as possible steps that could be taken now, resources permitting, or in the future.

STRATEGY A. STRENGTHEN CURRICULAR AND CO-CURRICULAR ENGAGEMENT WITH CHICAGO AMONG ALL COLLEGE CONSTITUENTS

A core strategy – probably the single most important one in terms of shaping our specific identity within the universe of national liberal arts colleges – is the promotion and use of the cultural, scientific, and academic resources of the city of Chicago. The development of ties between Chicago on the one hand and all College constituents (students, faculty, staff, and alumni) on the other should be a central priority driving our curricular and co-curricular offerings. The continued development of the Chicago connection will support, directly or indirectly, all five of the main goals outlined above.

RECOMMENDED ACTIONS:

- Consolidate in one campus center all Chicago-related initiatives and the administrative support they require, including an active web-based database on Chicago programs.
- Secure a second three-year grant from the Andrew W. Mellon Foundation in support of current Chicago initiatives.
- Increase curricular and co-curricular involvement with leading Chicago educational, scientific, artistic and cultural institutions.
- Expand alumni programs and connections in Chicago, to the benefit of both alumni and students seeking mentorship, internships or employment.
- Establish a dedicated endowment in the next campaign to support Chicago Initiatives.
- Facilitate student travel to and from Chicago by educating students about public transit, increasing incentives to use it, and providing College transportation options when public transit is unavailable.
- Determine the cost effectiveness and student interest regarding a possible residential space in Chicago for 40 to 50 juniors and seniors participating in semester-long internships.

STRATEGY B. IMPROVE PROGRAMS, FACILITIES, SUPPORT INFRASTRUCTURE, AND TECHNOLOGY TO MEET THE NEEDS OF OUR CURRENT STUDENT BODY AND TO ACCOMMODATE POSSIBLE ENROLLMENT GROWTH

At about 1,350 students currently, Lake Forest is a relatively “undersized” college when compared with most other prominent national liberal arts colleges, which tend to have around 1600-2000 students. There are good reasons to envision growing the size of the student body, including strengthened finances, creation of critical masses of students interested in particular activities, and more efficient use of existing facilities and

programs. Initial planning for a prudently managed increase in the size of the student body should move ahead.

At the same time, the recent growth in the student body has also created constraints on current academic programs and physical resources. These include departments with new majors experiencing unanticipated student demand (notably Communications), classroom and office availability, residence hall capacity, athletic and recreational facilities, cafeteria accessibility at peak times, and IT reliability, in addition to routine maintenance that has been deferred. These constraints need to be addressed in the near term in a manner that makes future growth possible in a smooth, gradual process. This strategy can contribute directly or indirectly to all five main goals.

RECOMMENDED ACTIONS:

- Expand and improve spaces and resources for athletics, club sports, intramurals and general recreation.
- Make best use of all campus buildings and improve classroom and related spaces for various academic buildings.
- Renovate and upgrade campus residence halls in order to build a closer residential community, increase overall capacity, and improve comfort and accessibility for persons with physical disabilities.
- Expand and improve spaces for the fine arts – art, music, and theatre -- ideally by building a fine arts center.
- Review and implement, where appropriate and feasible, the recommendations for technology improvements now being developed through our collaboration with Kalamazoo College (funded by a major grant from the Mellon Foundation).
- Increase funding for library materials, both print and electronic formats, to bring Lake Forest's acquisition expenditure per student from the 25th percentile to the 50th percentile among Oberlin Group libraries.
- Develop a preservation plan for historic campus buildings based on 2004 grant of \$150,000 from The Getty Charitable Trusts, supplemented by other fundraising, and featuring representation by the Lake Forest-Lake Bluff Historical Society, the Preservation Foundation and other local partners.
- Maintain the structural integrity and architectural beauty of the College's buildings, and enhance the College landscape.
- Strengthen support for the Learning and Teaching Center.
- Provide suitable parking space and expand local shuttle service.

STRATEGY C. INCREASE SUPPORT FOR FACULTY AND STAFF LEADING TO GREATER PROFESSIONAL FULFILLMENT AND EFFECTIVENESS AND ENGAGEMENT IN COLLEGE LIFE

The growth strategy of the past 10 years has seen student FTE enrollment rise from 925 to 1350 (+46%). Additional faculty and staff have been added, but not in the same proportion. One result has been an increase in the student-faculty ratio from about 10.5:1 in 1995 to 12.7:1 today, a trend that is manifest in larger average class size in

many, though not all, departments. As many staff reported in open meetings, the same trend is true for them; many of the staff perceive an increase in work load over the past few years. Given these pressures, any future growth in student FTE should be conditioned on an even stronger growth in faculty and staff. This strategy can contribute directly to Goal B (High Quality and Strong Satisfaction of Faculty and Staff), and indirectly to Goals A (An Exceptional Student Experience and Strong Student Satisfaction) and D (Extensive Alumni Engagement with the College).

RECOMMENDED ACTIONS:

- Hire additional full-time faculty to lower the student-faculty ratio to no more than 12:1.
- Increase the effectiveness of the Faculty Personnel Policies Committee's Subcommittee on Recruitment of Women and Minorities, so as to further diversify the faculty.
- Hire additional full-time staff to provide the services needed by the recent growth in enrollment and facilities, including a disabilities coordinator.
- Continue to give first consideration to compensation in the annual operating budget, and continue to increase faculty and staff compensation at competitive rates, consistent with College Council's 2004 report on the Board-approved Salary Program.
- Evaluate and implement, where feasible, the recommendations of the Faculty Work Life study group.
- Reduce the demands of committee work on faculty and staff by, e.g., reducing the frequency of committee meetings, lowering the number of faculty required on certain committees, streamlining committee agendas, and eliminating outdated committees.
- Provide meaningful advancement opportunities, including training, for administrative staff who desire new assignments, expanded responsibilities and greater job satisfaction.
- Increase publicity, internally and externally, for professional achievements of our faculty and staff.
- Seek, to the extent feasible, to keep emeriti faculty involved and appreciated as members of the campus community.
- Provide suitable housing options for full-time faculty and staff.

STRATEGY D. REINFORCE CURRICULAR AND CO-CURRICULAR PROGRAMS IN WAYS CONSISTENT WITH THE CORE VALUES OF A LIBERAL ARTS EDUCATION, WHILE ATTRACTING A DIVERSE STUDENT BODY COMMITTED TO THESE VALUES

We must continue to strengthen those aspects of our mission that define us as a liberal arts college. These include cultural diversity (reflected in our courses, co-curricular programming, and admissions policies), internationalism, and student-faculty research. This strategy can help realize goals A (An Exceptional Student Experience and Strong

Student Satisfaction), B (High Quality and Strong Satisfaction of Faculty and Staff), and C (Strong Fit and High Quality of Incoming Students).

RECOMMENDED ACTIONS:

- Strengthen diversity among the student body by continuing to admit international students at the average rate of the past decade (at least 10% of student body), while expanding the breadth of nations represented and increasing the admission and retention of Latino, African-American, and Asian-American students.
- Provide more international experiences for our students, notably through more study-abroad opportunities, international science programs, more opportunity for the study of foreign languages, and continued improvement of the annual Global Symposium.
- Increase the level of intellectual engagement outside the classroom, by improving ways to help students collaborate on class projects, providing assistance to student groups with ideas for speakers and programs, and involving alumni as academic mentors.
- Develop a stronger sense of ethics and citizenship on campus, perhaps involving ongoing programs that generate discussion.
- Provide more support for faculty/student collaborations on research, including financial support for students who present work at professional meetings.
- Strengthen programs designed for sophomores, including discussions of departmental and Independent Scholar options for majors; make first-year students aware of these upcoming opportunities.
- Develop new admissions practices that will be seen as distinctive to prospective students, with the goal of improving the fit between incoming students and what the College has to offer.
- Encourage and support faculty and staff interaction with students outside of the classroom.
- Strengthen important College traditions, as recommended in the Traditions Task Force Report.

STRATEGY E. IMPLEMENT THE ALUMNI ENGAGEMENT PLAN

The College's 13,000 alumni help the College in many ways that go beyond financial support. Yet there is much untapped potential among the world-wide body of former LFC students. We need to engage and mobilize this support more effectively, notably through carrying out the recommendations of the Alumni Engagement Plan. This strategy will contribute directly to Goals D (Extensive Alumni Engagement with the College) and E (Solid Financial Condition); it will contribute indirectly to Goals A (An Exceptional Student Experience and Strong Student Satisfaction), B (High Quality and Strong Satisfaction of Faculty and Staff), and C (Strong Fit and High Quality of Incoming Students).

RECOMMENDED ACTIONS:

- Increase staff and resources for Alumni Relations, including hiring a director.
- Create on-campus programming that keeps alumni coming back to the College time after time, year after year.
- Enhance off-campus, regional programming as an outreach to alumni.
- Leverage alumni networking contacts to support the College’s “Geographically Extended Classroom” initiative.
- Improve communication with alumni.
- Engage alumni more fully in student life, admissions, and career advancement.

STRATEGY F. IMPROVE ALL CRITICAL ASPECTS OF THE COLLEGE’S FINANCIAL RESOURCES

Few, if any, of the initiatives in this five year plan can be implemented without a concurrent strengthening of the College’s financial base. This in turn requires greater funding through contributions and improved revenue yield, as well as continued sound financial and operational management of the College’s resources. This strategy can help achieve all five goals.

RECOMMENDED ACTIONS:

- Launch a capital campaign aimed at doubling our endowment, with themes consistent with our Mission and the initiatives of this five-year plan.
- Increase net tuition revenue primarily through:
 - a. increases in tuition commensurate with an increasing perceived value of a Lake Forest education.
 - b. revisions to our management of tuition discounts, while striving to avoid unintended consequences that adversely impact other goals of the College (e.g. diversity).
 - c. possible moderate enrollment growth, consistent with earlier cautions in this plan and with the recommendations of the Enrollment Growth Task Force.
- Implement sound and creative initiatives to contain operating costs through means such as favorable renegotiation of contracts for various services, cost-effective investments in energy reduction, shared costs with the other institutions, and outsourcing of selected activities.

STRATEGY G. EXPAND THE COLLEGE’S POSITIVE REPUTATION LOCALLY, NATIONALLY, AND INTERNATIONALLY THROUGH EFFECTIVE PUBLIC COMMUNICATIONS

The College’s reputation as a distinctive, high quality liberal arts college has grown significantly during the past decade. We need to maintain a rising profile among our peer institutions through a sustained public communications effort. This strategy can help achieve all five goals.

RECOMMENDED ACTIONS:

- Appoint a Director of Marketing and Communications, expand the scope and improve the quality of our institutional marketing, and significantly increase local and national free media coverage.
- Maintain a strong and positive relationship with the City of Lake Forest and with residents in the neighborhoods surrounding campus.

III. CONCLUSION

The past decade has brought significant change to Lake Forest College, much of it positive. The College has witnessed the launching of new academic programs such as Communications, the completion of major campus improvements (construction of the Donnelley and Lee Library as well as renovations of Cleveland Young, Deerpath, and Nollen residence halls), the arrival of growing numbers of talented students from over 40 countries throughout the world, and a strong rise in applications (an increase of nearly two-thirds in just the past four years). With the generous support of the Mellon Foundation, the College has developed many new courses around the concept of the “geographically extended classroom” that connects students with the resources of Chicago. Not the least of the changes is the fact that the student body itself is nearly half again as large today as it was a decade ago; at roughly 1,350 students Lake Forest currently has the largest enrollment in its history. Finally, support from alumni and friends has grown significantly, as shown by the success of our recent \$70 million campaign and by growth in the Annual Fund from \$1.45 million in FY 1997-98 to over \$2 million in each of the past three years.

The challenge for the next five years is clear: while remaining true to its liberal arts mission, the College needs to maintain this momentum in ways that also fortify its fundamentals. These “basics” include the student experience, the quality and satisfaction of faculty and staff, the fit and quality of incoming students, alumni engagement, and the College’s financial condition. This plan establishes improvement in each of these basics as the five central goals of the coming period. To assess the progress made by 2010, this plan also provides a set of measures and targets. Anyone revisiting this plan in 2010 will be able to gauge through these measures how successfully the College has attained these goals. To that end, the committee recommends that the Board of Trustees, working with the President, the Provost, and other senior staff, establish a means to track progress over the next five years and to undertake a final assessment in five 2010.

This plan also posits seven central strategies for achieving the goals. Each strategy is important and will contribute, directly or indirectly, to realizing the goals. What is now called for is a coordinated approach to realizing these strategies. This will entail developing Chicago programs and ties, providing additional physical and human resources, reinforcing core liberal arts programs and values, cultivating closer bonds with alumni, strengthening the College’s finances, and, finally, raising the College’s public profile. This plan contains a total of 47 specific actions for implementing these strategies.

A plan is only as good as the people who carry it out. On that basis, this plan has a propitious future, for it has developed from the ideas of many good people, and its implementation will be a community effort. The committee submits this plan to the President and the Board of Trustees with the confidence that they will implement it with skill, energy, and the same spirit of cooperation and consultation that infused the crafting of the plan itself.

APPENDIX I

THE PLANNING PROCESS

The planning process began with a working draft written by President Stephen D. Schutt, with editorial help from senior administrators. In September 2004, President Schutt charged a planning committee, comprised of sixteen faculty, staff, students, alumni, and trustees to revise the draft through its own deliberations as well as solicitations of feedback from all campus constituencies.

This process occurred during the fall of 2004. During the course of the fall, the committee received approximately thirty email messages and held several open meetings with faculty, staff, and students. The working draft was also a main topic of discussion at the November faculty meeting, the annual EAR (biweekly staff) meeting in November, and the October and December meetings of the Board of Trustees. In all, an estimated 300 people provided input in public meetings. The committee also found useful data in a mail survey of student opinion carried out by the two student members of the committee; nearly 100 students responded to the questionnaire.

This Five Year Plan, like the working draft, is grounded in the recommendations of the 2001-02 campus work groups, the 2002-03 traditions task force and study abroad task force, the 2003-04 enrollment growth task force, the 2003-04 faculty work life task force, as well as the ongoing work of College Council and standing committees of the faculty and the trustees. The plan is also indebted to the 1996 strategic plan, *Toward a New Community*, which led to great institutional progress.

While incorporating many of the fundamental aims and recommended actions of the working draft, the resulting document is a thorough revision of that draft. For readers comparing the two documents, there are two large differences. First, the final plan represents a distillation of the many actions recommended in the working draft. The committee went through the working draft with a proverbial fine tooth comb, and moved some items to a priority position (those in the text), placed other items in a “worthy but less urgent” category (those in Appendix II), and eliminated others altogether. Even though the final report contains a large number (47) of recommended actions, it is more focused than the working draft, which contained nearly three times as many such actions. Second, compared with the working draft, the final report seeks to make clearer distinctions among goals, measures, targets, strategies, and recommended actions. Unlike the working draft, for example, the final report is direct and specific in defining goals, measures, and targets. The committee firmly believed that the plan needed to specify goals that were amenable to measurement and to establish ambitious but realistic targets that could be assessed at the end of five years.

APPENDIX II

OTHER RECOMMENDED ACTIONS

The planning committee considers the following actions, all contained in the original working draft, to be meritorious and worthy of further consideration and development. These actions should be taken in the near term only if it can be determined

STRATEGY A. STRENGTHEN CURRICULAR AND CO-CURRICULAR ENGAGEMENT WITH CHICAGO AMONG ALL COLLEGE CONSTITUENTS

No additional recommendations

STRATEGY B. IMPROVE PROGRAMS, FACILITIES AND SUPPORT INFRASTRUCTURE, AND TECHNOLOGY TO MEET THE NEEDS OF THE CURRENT STUDENT BODY AND TO ACCOMMODATE POSSIBLE FUTURE ENROLLMENT GROWTH

- Improve and increase campus residential capacity by demolishing Moore Hall and replacing it with a new residence hall on South Campus, and/or by economically renovating one or more of the following: Gregory, McClure or Roberts Hall. Endeavor to obtain external, third-party financing for these South Campus improvements.
- Install new campus signage and lighting during summer 2005, and take other steps to enhance the cross-campus pedestrian corridor envisioned in the master plan

STRATEGY C. INCREASE SUPPORT FOR FACULTY AND STAFF LEADING TO GREATER PROFESSIONAL FULFILLMENT AND EFFECTIVENESS AND ENGAGEMENT IN COLLEGE LIFE

- Sponsor a new annual event such as a celebratory barbecue or meal and group attendance at one of the College's athletic contests, theatrical productions or musical performances.

STRATEGY D. REINFORCE CURRICULAR AND CO-CURRICULAR PROGRAMS IN WAYS CONSISTENT WITH THE CORE VALUES OF A LIBERAL ARTS EDUCATION, WHILE ATTRACTING A DIVERSE STUDENT BODY COMMITTED TO THESE VALUES

- Consider instituting study abroad programs that are shorter than a semester – e.g., programs that could be run during a May Term following the end of the regular spring semester – to facilitate participation by students whose schedules would preclude semester-long programs.

- Develop one or more new study abroad programs that would serve and appeal to students in their sophomore year: consider potential programs in both English-speaking and non-English-speaking countries.
- Strengthen international elements in our curriculum: not solely in language, area studies and related courses, but across the disciplines.
- Consider strengthening foreign languages at the College, including partnering with other institutions or adding new languages to the curriculum.
- Consider whether the College should require – or merely encourage – every student to participate, at some point during her or his College career, in an original student-faculty research project, a semester-long internship, a study abroad program, an intensive service learning experience, or some equivalent knowledge-integrating experience.
- Establish a May Term, additional summer research opportunities and/or other out-of-classroom programs that will encourage participation by students whose schedules would otherwise preclude it.
- Encourage individual faculty to use distance learning technologies to enrich on-campus courses and to serve students who are away from campus on study abroad, Chicago internships, etc.
- Find ways to make academic advising more consistent and advising loads more equitable; review the quality of a faculty member’s advising during her or his third-year and tenure reviews.

E. IMPLEMENT THE ALUMNI ENGAGEMENT PLAN

No additional recommendations

F. ENHANCE ALL CRITICAL ASPECTS OF THE COLLEGE’S FINANCIAL RESOURCES

No additional recommendations

G. EXPAND THE COLLEGE’S POSITIVE REPUTATION LOCALLY, NATIONALLY, AND INTERNATIONALLY THROUGH EFFECTIVE MARKETING AND PUBLIC RELATIONS

No additional recommendations