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The Plan for

BUCKNELL 2025

A Thriving, Inclusive and Sustainable Future

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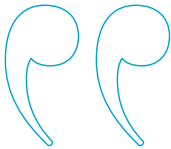
Bucknell
UNIVERSITY



The Plan for
BUCKNELL 2025
A Thriving, Inclusive and Sustainable Future

CONTENTS

<i>Acknowledgments</i>	2
<i>Mission Statement</i>	4
<i>Introduction</i>	5
<i>Cultivating Academic Excellence Across the Institution</i>	6
<i>Building and Sustaining a Diverse Community</i>	8
<i>Providing an Integrated and Exemplary Residential Student Experience</i>	10
<i>Creating a Sustainable Future</i>	12
<i>Conclusion</i>	14



Every one of us — has a valued role to play in this critical endeavor, as each of us contributes to the life and mission of the University in meaningful ways.



ACKNOWLEDGMENTS

In September 2017, President John Bravman wrote to the campus community about the need to begin anew the process of strategic planning while proposing a number of overarching commitments for the University to consider. They included:

- » fostering a shared understanding and ownership of its mission, values and institutional identity;
- » animating and extending academic excellence across the University;
- » providing an integrated and exemplary residential student experience; and
- » exercising optimized stewardship over its resources.

During the 2017-18 academic year, the University held a number of open forums to provide the campus community with a shared understanding of certain broad topics pertinent to Bucknell's strategic positioning. The forums focused on issues such as admissions, advancement, academic and student affairs, and the University's overall finances. Following the final forum in April 2018, a draft of

refined strategic commitments was circulated to the University community.

In summer 2018, in collaboration with Faculty Chair Bill Kenny, and, in turn, the Faculty Council, the University established four Working Groups formed around each of the strategic commitments. Each Working Group comprised faculty and staff members, and each was co-chaired by one faculty member and one member of the administration. The Working Groups were charged with spending the fall semester producing reports relevant to their respective commitments to the Steering Committee, which would inform the drafting of the strategic plan.

The Steering Committee was made up of the Working Group co-chairs and additional faculty and administrative leaders. It was responsible for providing opportunities for engagement of the Bucknell community throughout the process and advising an Executive Committee, comprising a subset of the Steering Committee, in preparing the final document.

Throughout the 2018-19 academic year, hundreds of faculty, staff and students engaged in the strategic planning process, including as members of the groups noted above, as well as through email; via online feedback submissions; during Executive Committee office hours; in open forums; and/or in college, department and other small-group or one-on-one meetings. The community input informed several revised drafts of the strategic plan. The final document that follows was endorsed by the faculty on April 16, 2019, and unanimously approved by the Board of Trustees on April 25, 2019.



The Bucknell University community gratefully acknowledges all of those who dedicated significant time and energy to the strategic planning process.*

Executive Committee

John Bravman, *President*
 Amy Foerster, *General Counsel & Chief of Staff*
 Prof. Bill Kenny, *Faculty Chair*
 Robert Midkiff, *Interim Provost*
 Prof. Gary Steiner, *Faculty Secretary*
 Dave Surgala, *Vice President for Finance & Administration*

Steering Committee

John Bravman, *President*
 Prof. Bill Kenny, *Faculty Chair*
 Amy Badal, *Dean of Students — Working Group (WG) No. 3 Co-chair*
 Prof. Tom Cassidy, *Mathematics — WG No. 4 Co-chair*
 Bill Conley, *Vice President for Enrollment Management — WG No. 1 Co-chair*
 Prof. Coralynn Davis, *Women's & Gender Studies — WG No. 2 Co-chair*
 Georgina Dodge, *Associate Provost for Diversity, Equity & Inclusion*
 Amy Foerster, *General Counsel & Chief of Staff*
 Prof. Cymone Fourshey, *History and International Relations — WG No. 1 Co-chair*
 Robert Midkiff, *Interim Provost — WG No. 2 Co-chair*
 Scott Rosevear, *Vice President for University Advancement — WG No. 4 Co-chair*
 Prof. Gary Steiner, *Faculty Secretary*
 Dave Surgala, *Vice President for Finance & Administration*
 Prof. Kat Wakabayashi, *Chemical Engineering — WG No. 3 Co-chair*

Working Group No. 1 Members

Bill Conley (Co-chair), *Vice President for Enrollment Management*

Prof. Cymone Fourshey (Co-chair), *History and International Relations*
 Prof. Matt Bailey, *Management*
 Denelle Brown, *Associate Dean of Students — Diversity*
 Prof. Erica Delsandro, *Women's & Gender Studies*
 Prof. Katie Faull, *Languages, Cultures & Linguistics*
 Andy Hirsch, *Chief Communications Officer*
 Kevork Horissian, *Assistant Provost of Institutional Research & Assessment*
 Prof. Eddy Lopez, *Art & Art History*
 Karen Morin, *Associate Provost*
 Prof. Jessica Newlin, *Civil & Environmental Engineering*
 Prof. Nathan Ryan, *Mathematics*
 Jermaine Truax, *Director of Athletics & Recreation*

Working Group No. 2 Members

Prof. Coralynn Davis (Co-chair), *Women's & Gender Studies*
 Robert Midkiff (Co-chair), *Interim Provost*
 Raquel Alexander, *Dean of the Freeman College of Management*
 Prof. Mihai Banciu, *Management*
 Param Bedi, *Vice President for Library & Information Technology*
 Prof. Kim Councill, *Music*
 Prof. Judy Grisel, *Psychology*
 Pat Mather, *Dean of the College of Engineering*
 Kevin Mathes, *Dean of Admissions*
 Prof. Ryan Snyder, *Chemical Engineering*
 Prof. Tom Solomon, *Physics*
 Karl Voss, *Dean of the College of Arts & Sciences*

Working Group No. 3 Members

Amy Badal (Co-chair), *Dean of Students*

Prof. Kat Wakabayashi (Co-chair), *Chemical Engineering*
 Prof. Keith Buffinton, *Mechanical Engineering*
 Prof. Bethany Collier, *Music*
 Kari Conrad, *Associate Dean of Students — Campus Activities & Programs*
 Josh Grill, *Executive Director of Alumni Relations*
 Kate Grimes, *Title IX Coordinator*
 Prof. Sue Ellen Henry, *Education*
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 Carol Kennedy, *Executive Director, Office of the President & University Secretary*
 Ivy Kepner, *Assistant Dean of the Freeman College of Management*
 Prof. Geoff Schneider, *Economics*
 Prof. Kristy Schenck, *Management*
 Marylyn Scott, *Senior Associate Dean of Admissions*

Working Group No. 4 Members

Prof. Tom Cassidy (Co-chair), *Mathematics*
 Scott Rosevear (Co-chair), *Vice President for University Advancement*
 Prof. Ken Field, *Biology*
 Prof. Cindy Guthrie, *Management*
 Prof. Erin Jablonski, *Chemical Engineering*
 Pierre Joanis, *Vice President for Human Resources*
 Prof. Greg Krohn, *Economics*
 Andrea Leithner Stauffer, *Director of Financial Aid*
 Ed Loftus, *Executive Director of Business Planning, Systems & Budgets*
 Ken Ogawa, *Associate Vice President for Facilities*
 Tim Pavlechko, *Deputy Director of Athletics & Recreation*
 Prof. Anthony Stewart, *English*

*All names and titles current as of academic year 2018-19.





Bucknell University Mission Statement

Bucknell is a unique national university where liberal arts and professional programs complement each other. Bucknell educates students for a lifetime of critical thinking and strong leadership characterized by continued intellectual exploration, creativity and imagination. A Bucknell education enables students to interact daily with faculty who exemplify a passion for learning and a dedication to teaching and scholarship. Bucknell fosters a residential, co-curricular environment in which students develop intellectual maturity, personal conviction and strength of character, informed by a deep understanding of different cultures and diverse perspectives. Bucknell seeks to educate our students to serve the common good and to promote justice in ways sensitive to the moral and ethical dimensions of life.

INTRODUCTION

Bucknell University is committed to the personal and academic development of students and to preparing them for lives of continued intellectual exploration, creativity and imagination. For more than 170 years, Bucknell University has demonstrated this commitment through the work of generations of stewards who believed deeply in the promise of a Bucknell education. Since William Bucknell saved the original University at Lewisburg from financial ruin in 1881, faculty, staff and trustees have acted with urgency when confronted by the challenges of their time to ensure that the institution would not only survive changing paradigms but also prosper within them. Time and again, Bucknell has proven that being a vibrant and sustainable institution demands bold and strategic thinking, and sometimes a disruption of the status quo. Today's opportunities and challenges require no less.

There are myriad reasons for true excitement and optimism about Bucknell's future. At this important moment in the evolution of higher education, few institutions can match the combination of Bucknell's academic breadth and depth across three distinguished colleges in a highly personalized, undergraduate, residential-learning environment surrounded by a local community rich with civic learning and leadership opportunities. Bucknell is poised to activate these characteristics in ways that strengthen the institution today and set it on a course toward a thriving, inclusive and sustainable future.

At the same time, to plan strategically for a future in which Bucknell *thrives*, the University must also acknowledge its challenges, and the way they are intertwined with — and in some cases exacerbated by — accelerating external forces. Bucknell faces realities that are already stressing academia broadly, and in particular, private, small and modestly endowed institutions. Notably, the size of the prospective student pool across the country, especially in the markets from which Bucknell traditionally attracts a majority of its students, is declining at a steady rate. At the same time, the demographics and expectations of prospective students are shifting in material ways. As Bucknell expands into new geographic regions, it is met with competition from many high-caliber institutions that face similar challenges, but do so with the benefit of considerably stronger financial resources. Failure to address these realities with strategic intent and urgency risks Bucknell's vibrancy, if not its relevance as a premier institution of higher learning.

The strategic commitments and associated priorities* detailed in this plan are necessarily and intentionally interconnected; they cannot be properly understood in isolation from one another. Importantly, the creation of this plan is not the end of Bucknell's strategic planning process. Rather, it is a starting point meant to guide the path toward fully realizing Bucknell's potential as an institution of higher learning that prepares students for successful and engaged lives while readying them to serve the common good, promote justice and improve the world around them. Over the coming months and years, the Bucknell community must work together to identify and implement the tactics necessary to achieve the initiatives that follow and ensure a bright future for Bucknell.

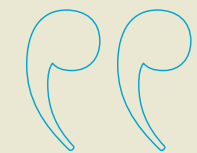
*For purposes of this strategic plan and its subsequent implementation, the following definitions apply:

Priority: The broad direction for Bucknell as it relates to a particular commitment.

Initiative: A specific effort that will help to advance a priority. The 15 initiatives in this plan have been assigned corresponding dates (i.e., semester and year). It is anticipated that each initiative will be achieved by the end of the noted semester, although work will necessarily continue up to and beyond the stated dates.

Tactic: A detailed action aimed at readily achievable, near-term results as it relates to a particular initiative or priority.

While the strategic plan is intended to provide a roadmap or framework for strategic thinking and decision-making into the future, it is not meant to be an aggregation of the tactics necessary to implement the plan. Tactics will be identified and pursued following the adoption of the plan.



Time and again, Bucknell has proven that being a vibrant and sustainable institution demands bold and strategic thinking, and sometimes a disruption of the status quo.





BUCKNELL UNIVERSITY IS COMMITTED TO
*cultivating academic
 excellence across the
 institution.*

DISCUSSION

Bucknell — distilled to its fundamental purpose — exists to educate individuals and, through that education, change people’s lives. While that notion is true of institutions of higher education broadly, the breadth of Bucknell’s academic programs and activities in their myriad forms, including classroom, laboratory, field- and community-based, performance, artistic, etc., provided across three colleges in an undergraduate, highly personal, residential-learning environment, uniquely positions the University to offer students a transformative experience that prepares them to *thrive*, not only at Bucknell, but throughout their lives.

Ensuring academic excellence across the institution requires strong independent academic units. Those disciplinary foundations are also essential to successful integrative learning across disciplines. And in our increasingly diverse and global society, where complex problems require the capacity to simultaneously think deeply within *and* across issues, our aspiration to foster transformative learning and educate students to “... serve the common good and to promote justice in ways sensitive to the moral and ethical dimensions of life” demands cross- and interdisciplinary education. Through an intentional approach to creating new and strengthening existing interdisciplinary scholarly programs, we can enhance student and faculty academic engagement at Bucknell, and well beyond, in myriad ways.

Today’s world is changing quickly — sometimes in unexpected ways. In a culture that values innovation, creativity and entrepreneurship, Bucknell needs to intentionally leverage existing and emerging technologies. Bucknell also must become more nimble, a word rarely associated with institutions of higher learning. One avenue to support responsiveness to a changing world is through a more flexible curriculum, particularly one that enhances our ability to expose students to a greater breadth of academic offerings during their tenure at Bucknell. Such flexibility would be particularly beneficial for first-year students who are exploring and developing their academic interests, whether or not they have an intended course of study already in mind. A more flexible curriculum may also create the opportunity for a University-wide general education program that provides all students an accessible, high-impact and developmentally progressive shared academic experience.

Finally, we cannot underestimate the importance of the relationships we build with students and the role we play in helping guide them not only through their experience here, but also as they prepare for their personal and professional lives beyond Bucknell. Done well, mentorship and advising build lasting, influential relationships between students and faculty and staff. Successful programs in these areas are crucial for each student’s academic success and personal development, ensuring that they are growing and benefiting from a personalized and enriching experience to the fullest extent possible.



PRIORITIES

- » Bucknell will identify and strengthen academic programs and activities that contribute to transformative learning.
- » Bucknell will continue to develop and deliver academic programs that build upon the intersections between departments and among the three colleges while ensuring the independent disciplinary strengths of the individual academic units that form the core of the University.
- » Bucknell will implement and assess exemplary academic advising, broad-based intentional mentoring, and other student-centered policies and programs to support student achievement, success and development as measured by quantitative and qualitative data.

INITIATIVES

By fall 2020, Bucknell will implement strengthened academic advising programs, as measured in part by decreased adjustments to students’ academic progress reports during their senior year and as demonstrated through highly effective and mutually fulfilling advising relationships.

By spring 2021, Bucknell will determine the desirability, feasibility and, if appropriate, scope and goals of a University-wide core curriculum.

By fall 2022, Bucknell will offer additional, formal academic programs that allow students to pursue in-depth disciplinary study beyond their major.

By fall 2022, Bucknell will expand its interdisciplinary academic programs between and among academic units (e.g., colleges, departments/programs, centers and institutes), including those that meet the standard for inclusion on a student’s academic record.



BUCKNELL UNIVERSITY IS COMMITTED TO
*building and sustaining
a diverse community*

in which all students, faculty and staff experience a sense of belonging supported by a foundation of inclusion, equity and access.

DISCUSSION

As noted in the University's Diversity, Equity & Inclusion

Statement, an essential component of ensuring academic excellence is our commitment to fostering an inclusive, diverse campus community. Any objective assessment of the University's stated goals around diversity, equity and inclusion as articulated in the 2014-19 Diversity Plan would reveal that, while significant progress has been achieved, we have fallen short of meeting our goals and aspirations.

Divides exist on our campus, as they do across society, including those based on social identities of race, ethnicity, national origin, gender, sexuality, age, and religion and spirituality, as well as socioeconomic, citizenship and ability statuses. Students on our campus also experience social divides based on affiliation or lack thereof with Greek-letter organizations, varsity athletics, etc. Data show that many members of underrepresented and other non-modal student groups at Bucknell are at once truly satisfied with their *education* but dissatisfied with other aspects of their Bucknell *experience* at rates higher than those of members of modal populations. While the University affirms the immense potential for diversity of experience, perspective and thought in the classroom and across campus to enhance *everyone's* educational experiences, we must also acknowledge that identity- and affiliation-based differences have resulted in some members of our student community having considerably less satisfactory experiences than others. Equitable access is a critical component of the University's promise to its students, including not

only as it relates to admission to Bucknell, but also — once students are enrolled — as it relates to academic experiences, residential and social spaces, and co- and extracurricular opportunities. Thus, we are committed to identifying and addressing structural, institutional and cultural factors that create barriers to equitable access.

The responsibility of creating a broad understanding and appreciation of these issues cannot fall solely to members of underrepresented groups, who are too often put in positions of having to educate members of modal populations around issues of diversity, equity and inclusion. While *all* Bucknell community members can and should learn from one another, such learning must be reciprocal and involve acknowledgment of differentials of power and privilege, as well as differences in experience and perspective. Providing the necessary structures and programs to support and challenge *all* students, faculty and staff to expand their understanding of these matters, while also building compassion for self and others, reinforces the values articulated in the University's Mission Statement while preparing Bucknellians to live in a complex, diverse and highly interconnected world.

The issues articulated above must be at the forefront of the President's Diversity Council's work. It is imperative, however, that colleges, departments/programs, centers, institutes and administrative units all play a central role in supporting the University's growing excellence through diversity.



PRIORITIES

- » Bucknell will foster a campus environment that recognizes the impact of power and privilege while addressing historical and emerging barriers to equity and inclusion.
- » Bucknell will build a comprehensive, coordinated approach to supporting underrepresented students, faculty and staff while continuing its commitment to building diverse communities.
- » Bucknell will provide all students, faculty and staff the structures and programs to thrive in a diverse world.

INITIATIVES

- By fall 2021**, Bucknell will create and initiate a plan that aligns the availability and usage of its residential and social spaces in furtherance of the University's strategic priorities.
- By spring 2020**, Bucknell will prepare and begin implementing the next iteration of its Diversity Plan, informed by an evaluation of the 2014-19 Diversity Plan.
- By fall 2020**, Bucknell will implement a program of ongoing, progressive education for faculty and staff that focuses on issues of diversity, equity and inclusion.



BUCKNELL UNIVERSITY IS COMMITTED TO

providing an integrated and exemplary residential student experience.

DISCUSSION

While many aspects of the first-year experience prove to

be impactful for students broadly speaking, the first-year experience does not systematically support *all* students through the *entirety* of their first academic year. A reimagined approach should help facilitate a student's transition — beginning with admission — into and out of the first year in a manner that helps each student navigate the campus environment academically, personally and socially. A comprehensive model for the first-year transition will provide students the opportunity to explore their individual identities while ensuring that they share certain common first-year experiences that prioritize self-awareness, inclusion and relationship-building, and responsibility to others. With these foundations, students will be better equipped to avail themselves of Bucknell's many strengths throughout their entire experience at the University.

Among the strengths of Bucknell's residential living-learning environment is the ability to integrate and promote intellectual engagement throughout the student experience, both in traditional academic settings and in students' activities "beyond the classroom." Examples of such experiences include study abroad, integrated living and learning experiences (e.g., Residential Colleges), hands-on integrated project experiences (e.g., the MakerSpaces), and service-learning and community service. There is a correlation between students who participate in such

opportunities and successful outcomes. Currently, however, such engagement is limited in scope and access, with only part of the student population participating and benefiting. An intentional approach to increasing access to such opportunities and adopting an integrated, seamless living and learning experience will promote intellectual aspiration and help fulfill Bucknell's mission.

There is a national dialogue around Greek-letter organizations and their place within higher education. As colleges and universities focus on issues of inclusivity, student safety and their respective academic missions, they continue to grapple with balancing the benefits and challenges posed by fraternities and sororities. Although participation in Greek-letter organizations has yielded lifelong connections and a sense of belonging for many students at institutions of higher education across the country, the policies governing and structures and practices of these organizations at Bucknell create barriers not only between groups of students but also between individual students and the University's mission. Bucknell must address these barriers, as well as student safety and the inequities between Greek-letter organizations and other student groups, including as they relate to access to social spaces, policies governing parties and events, and dining programs, so as to allow *all* students the opportunity to develop a sense of belonging and connection at Bucknell.



PRIORITIES

- » Bucknell will generate, promote and sustain a culture of intellectual aspiration.
- » Bucknell will identify and invest in programs that promote academic and cultural engagement throughout the entire student experience.
- » Bucknell will prepare students for informed and engaged citizenship, from the local to the global; implement additional leadership development programs; and offer intentional, structured learning opportunities afforded by the University's location in the Susquehanna River Valley.

INITIATIVES

- By spring 2021**, Bucknell will implement a reimagined first-year experience that begins once a student accepts the University's offer of admission.
- By spring 2020**, Bucknell will identify opportunities to strengthen and perhaps grow the Residential Colleges, affinity housing, faculty-in-residence and other residential programs.
- By spring 2020**, Bucknell will initiate programming and policy changes to bring Greek-letter organizations into greater alignment with the University's strategic commitments, particularly with regard to the overall residential experience.
- By fall 2019**, Bucknell will finalize and begin implementing its Civic Action Plan.



BUCKNELL UNIVERSITY IS COMMITTED TO

creating a sustainable future

through the responsible stewardship of its financial, natural, human and other resources.



DISCUSSION

For Bucknell to maintain its relevance in the higher education

landscape, it must make resource decisions grounded by its strategic priorities and mission. And for Bucknell to thrive, it must do so *boldly*. Decisions regarding resources must be based on Bucknell's long-term environmental and economic sustainability, with transparency, communication and accountability being central components of a data-informed decision-making process.

Among the University's principal challenges are its limited financial aid resources. Currently, many of the institutions with which we compete for students have lower comprehensive costs and/or significantly higher discount rates (i.e., the percentage reduction in the University's stated tuition resulting from the application of financial aid) — and will continue to make progress on those fronts. That allows our competitors to offer stronger financial aid packages and more of them, putting Bucknell at a disadvantage in its efforts to recruit a highly qualified, diverse student body. The University is already feeling the impact of this reality; many high-achieving students who might otherwise attend Bucknell go elsewhere based on other institutions' ability to offer stronger aid packages. Increasingly, that includes a set of schools that have not historically been in Bucknell's peer set.

In furtherance of Bucknell's goal of improved accessibility, Bucknell's immediate fundraising priority is increasing need-based financial aid resources, and that will be the primary focus of the University's

next comprehensive campaign. However, given that increasing Bucknell's discount rate (currently approximately 30.5 percent) by just one percentage point costs nearly \$2 million in annual expenses, which is the equivalent of an additional \$40 million in our endowment for each discount point increase, a campaign alone cannot achieve the bold change the University seeks; doing so will require a combination of increased resources *and* reduced operating expenses. The math demands a different way of thinking about the University's financial resources, recognizing the need to allocate resources to those programs and activities that most directly support our strategic priorities and scaling back or even ending programs that have either run their natural course or, despite best intentions, have proven less effective than planned.

As an institution that seeks to guide its students in developing the critical and creative thinking skills necessary to solve the world's most pressing issues while considering the moral and ethical dimensions of life, Bucknell's imperative is to be a responsible steward of the environment. We must act responsibly to minimize our impact on, and protect, restore and enhance, our natural resources. The implementation of a University-wide environmental sustainability plan and consideration of issues such as the expanded use of renewable energy sources, biodiversity, waste minimization, development and protection of green spaces and natural habitats, and more, will advance these efforts while helping us to achieve Bucknell's stated goal of carbon neutrality by 2030.

PRIORITIES

- » Bucknell will strategically manage its budget, including by constraining expense growth and guiding the allocation of existing and new resources to programs and services that advance the University's mission and strategic goals.
- » Bucknell will grow the resources available for financial aid to increase the number of students receiving need-based financial aid and the quality of those financial aid packages.
- » Bucknell will pursue broad-based environmental sustainability efforts that address issues such as energy use and sourcing, biodiversity and natural habitat, and waste minimization and recycling, while publicly reaffirming and continuing the pursuit of its stated goal of carbon neutrality by 2030.

INITIATIVES

- By fall 2019, Bucknell will adopt a financial plan that supports its strategic priorities.
- By fall 2025, Bucknell will increase its discount rate to at least 35 percent, reflecting an increase in need-based aid.
- By spring 2020, Bucknell will complete the drafting of and begin implementing an Environmental Sustainability Plan.
- By fall 2022, Bucknell will begin its next comprehensive campaign, which will focus primarily on increasing need-based financial aid resources and supporting other select strategic priorities that most directly lend themselves to garnering philanthropic support.



Now is the time to act — the time to reject the status quo and to be as bold in our stewardship of this institution as was William Bucknell nearly 140 years ago.

CONCLUSION

On course for a thriving, inclusive and sustainable future.

As an undergraduate institution, today's Bucknell stands uniquely at the intersection of highly regarded liberal arts, engineering and management programs. In our classrooms and across our living-learning community, deeply engaged teacher-scholars and staff encourage students to push themselves intellectually, think critically and creatively, grow personally and live lives of purpose. Guided by the commitments laid out in this plan and our overarching mission, we have before us an opportunity to forge a distinctive identity that sets the University apart from its peers and enables us to attract, develop and retain the most talented students, faculty and staff.

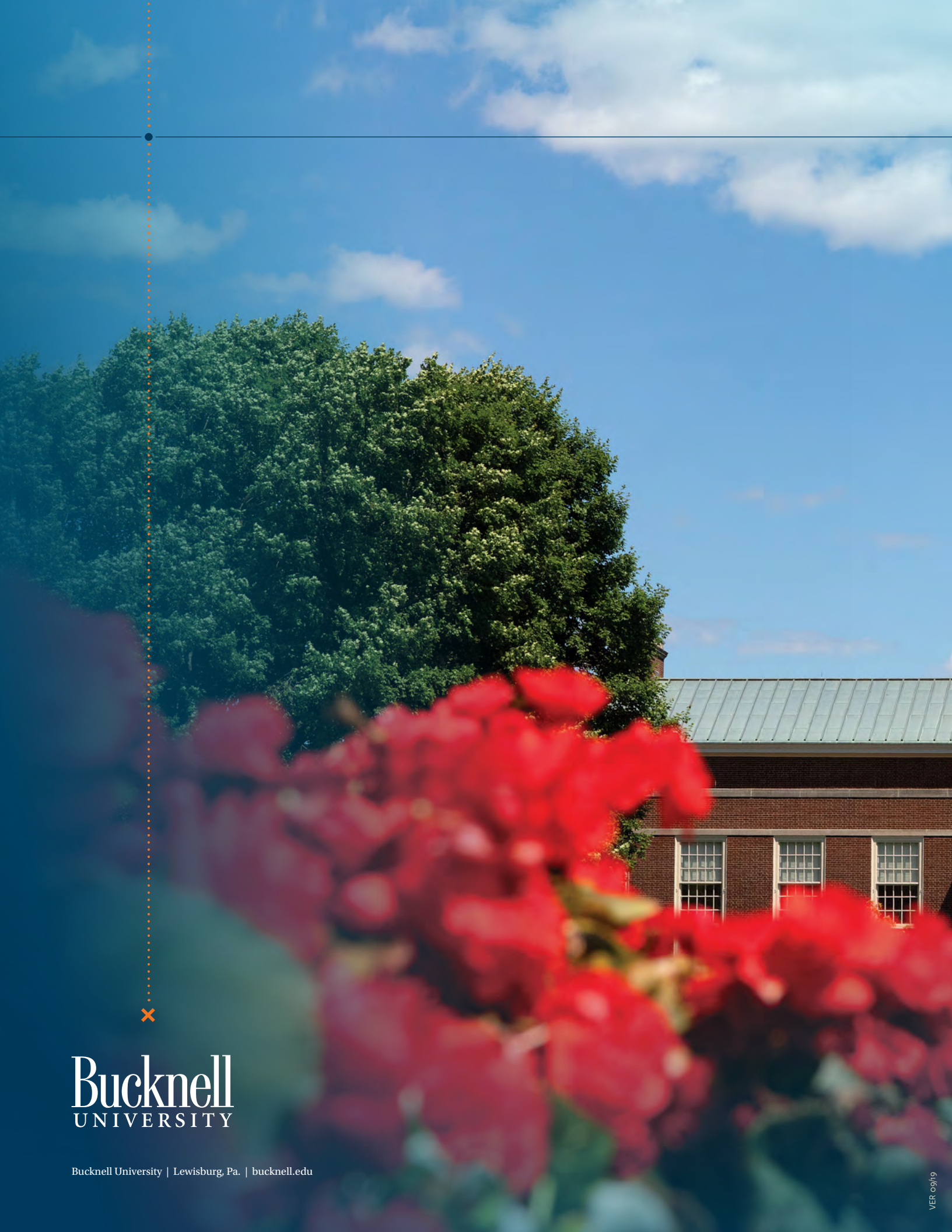
With the adoption of this strategic plan, our efforts will move into a new phase, beginning with the identification of the many departments, offices and governance committees that

will guide the development of the tactics necessary to fulfill our stated ambitions. It will be an energizing, exciting and rewarding journey. Every one of us — faculty, staff and students — has a valued role to play in this critical endeavor, as each of us contributes to the life and mission of the University in meaningful ways. While change can be difficult, we will succeed through our collective efforts — informed by data, undertaken in the spirit of transparency and fueled by an unwavering faith in the future.

Now is the time to act — the time to reject the status quo and to be as bold in our stewardship of this institution as was William Bucknell nearly 140 years ago. We have the resourcefulness, we have the will and, most importantly, we have the people who, working together, will set the University on a course for a thriving, inclusive and sustainable future.



With the adoption of this strategic plan, our efforts will move into a new phase, beginning with the identification of the many departments, offices and governance committees that will guide the development of the tactics necessary to fulfill our stated ambitions.



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