

# DENISON

*An Open Letter to the Denison Community from President Adam Weinberg, June 2015*

## Looking Forward

A Denison education prepares people to become the architects of their own lives. We provide an education that offers students the experience and tools needed to ask big questions about the kinds of lives they want to lead, and the knowledge, skills, values and networks to fulfill their ambitions. In my two years at Denison, I have been struck by the number of alumni who speak with deep emotion about their Denison experience. They talk about how as young people they never imagined the lives they have led, and how grateful they are to Denison for setting them on such a satisfying path.

Relationships are at the center of the Denison experience. Connections begin between students and faculty. They form the core strength of an education that takes place in our close-knit environment. Relationships run equally deep between students, as they forge friendships that can last a lifetime and transcend generations. And relationships between staff and students demonstrate a sense of caring and community that pervades Denison. The intersection of all these relationships gives Denison a special culture of mentorship and support that anchors the student experience.

Denison is thriving. Through a combination of fundraising, conservative fiscal management and stellar investing, we have been able to build a strong foundation for growth. We used these resources wisely to diversify our community of students and faculty; to invest in new buildings; to expand the faculty; to develop a robust undergraduate research program; and to cultivate one of the top athletics programs in the NCAA's Division III. Today we have a fantastic community of students, an incredibly talented and committed faculty and staff, one of the most beautiful campuses in the country and loyal alumni who want to do more to help. Metrics tell only part of the story, but ours are impressive, as outlined in Chart 1.

**Chart 1: Quantitative Gains**

<i>Metric</i>	<b>1994</b>	<b>2014</b>
Acceptance Rate	84%	51%
First-year Retention	78%	90%
Endowment Size (fiscal year-end)	\$140m	\$780m
First Generation Students	*	19%
Ethnic/racial diversity of Students	10%	32%
Students in top 20% of HS class	53%	81%

\*Data not available, but estimated at 5% or less

## The Context for Denison in 2015

Any path forward should protect and strengthen the attributes that serve us well. Topping the list are talented faculty and staff, who are deeply committed to our students in classrooms and in laboratories, athletic fields, studios, and offices; a talented, diverse and interesting community of students; a liberal arts curriculum that is challenging and flexible; and a residential experience that reinforces the curriculum and contributes great value to learning. Other important assets include our beautiful campus and financial aid practices that position us as a leader among all national liberal arts colleges in affordability. In addition, we have an incredibly strong and loyal network of alumni and parents, who are invested in our future.

We should remain committed to the core attributes that frame the student experience. First and foremost, we are a liberal arts college. On campus, we often refer to William Cronon's classic essay, "Only Connect," in which Cronon defines a liberally educated person as someone who can: 1) listen and hear, 2) read and understand, 3) talk with anyone, 4) write persuasively, 5) solve a wide variety of puzzles and problems, 6) respect rigor as a way of seeking truth, 7) practice respect and humility, 8) understand how to get things done in the world, 9) nurture and empower the people around them, and 10) see the connections that help one to make sense of the world and act in creative ways.

Denison's mission statement echoes Cronon's vision to educate and inspire students to be autonomous thinkers, discerning moral agents and engaged citizens. Simply put, we seek to produce graduates who can think critically, understand profoundly and connect broadly.

This experience starts in the classroom and then branches across campus. Generations of alumni speak with pride about finding their intellectual voice in the classroom while also developing leadership skills and personal attributes by participating on athletic teams, running organizations, grappling with campus issues, managing residential units and creating or performing in the arts. By the time they graduate, 75 percent of Denison students have held a leadership position. As a senior put it last year, “Our education happened in those sometimes unexpected places, where, perhaps, we didn’t even notice.”

*Simply put, we seek to produce graduates who can think critically, understand profoundly and connect broadly.*

Another core attribute is a commitment to performance or excellence. Students are expected to step up and participate. Denison is a place for active, not passive, learning. In the classroom, everyone is expected to participate in the conversation. In every facet of their Denison experience, students are pushed and prodded toward self-awareness and self-discovery. Denison is for doers and builders—a place where people receive the mentorship and opportunities to develop skills, values and habits of the liberal arts.

At the same time, we have challenges to confront. Parents are asking about price and return on investment; students are worried about loan debt; and alumni are asking how we are adapting to a changing world. In essence, education is bifurcating, with some colleges focused on using technology to offer high access at a cheaper price, while colleges like Denison seek to offer a world-class education that launches students into successful lives. To do this effectively, we need to focus on three areas.

***First, we need to continually strive to provide a high-touch, high-quality experience.*** The Gallup Organization has done extensive research on student learning, concluding that students get the most from college when they experience a combination of six factors: a professor who made them excited about learning; professors who cared about them as a person; a mentor who encouraged them to pursue their goals and dreams; experience working on a long-term project; a job or internship where they applied what they were learning; and a high level of involvement in extra-curricular activities.

To the extent Gallup is correct, Denison is a benchmark campus, but we need to adapt as our students and the world change. The changes are complex, but they include helping students prepare for a global world in which change will be constant, team work the norm, creativity and entrepreneurship expected, and where habits of wellness will be crucial to their long-term health.

One of Denison’s major strengths is our increasingly diverse student population. Over the last decade we have become diverse by almost every conceivable factor, from race and ethnicity to political and religious views, geographic origin and sexual identity. A more diverse student community makes Denison stronger, relevant and intellectually rich. And a more diverse student population requires that we make sure that all students feel welcomed, respected and supported. It also requires us to work hard to ensure that students are learning to engage the differences that exist within our community.

Central to this process is mentorship. In a recent book, *How College Works*, Dan Chambliss and Christopher Tackacs use empirical data to document the centrality of relationships. In essence, they document that students gain more from college when relationships form quickly, deeply, and endure.

*People, far more than programs, majors or classes, are decisive in students’ experience of college. Without the motivating presence of friends, teachers, and mentors even the best-designed, potentially most valuable academic programs will fail. So students who want to both enjoy college and get the most from it in the long run must find at least a few good friends, and a couple of great teachers. A great mentor—a trusted adult advisor, if one can be found, adds a tremendous advantage. (163)*

***Second, we need to ensure that our students succeed as they transition from the liberal arts into graduate programs and the professions.*** We need to help students determine their professional aspirations and acquire the knowledge, skills and experiences to find the “on ramps” and get started. Our students will graduate into a competitive global economy. We want them to succeed.

Currently, our recent graduates are doing fine, with 90 percent engaged in work, education or service within six months of graduation. But a more nuanced examination points to places we can improve. In conversations with long-standing employers and leaders of graduate programs, it is clear that, for college graduates, the environment is

getting more competitive. This problem manifests itself in two related ways. First, there are small but significant gaps between what students receive through the curriculum and what they need to compete successfully for certain entry-level positions or training programs. For example, a group of alumni in New York City who work in the financial sector wrote to me recently, “Employers are increasingly demanding that entry-level hires have skills immediately applicable to their position. Employers still recognize the long-term potential of liberal arts graduates; however, in a demanding world with cost cutting, outsourcing and increasing turnover, there is more pressure to ensure that direct-from-college hires have the ability to make an impact from day one.” The second problem is lack of confidence among some of our students. Realizing that they lack experience and have gaps in knowledge, some students believe they cannot compete for the top entry-level positions, training programs, and graduate programs and hence do not apply.

The old model of “career services” cannot meet the needs or expectations of this generation of students. We need a new model that builds from within the liberal arts, giving students opportunities to explore different paths and to graduate prepared to succeed with profession specific aptitudes.

**Third, we need to pay attention to a rapidly changing landscape for student recruitment and retention.** Our student enrollment statistics place us among the lucky few. In 2015, we had record number of applications. But we also need to be aware of a shifting landscape. Students and families are more price conscious and are searching for colleges that meet specific needs. Likewise, students are less committed to any one institution, with a third attending more than one college before earning a degree.

**Chart 2: Enrollment Metrics**

<i>Metric</i>	<b>Denison</b>	<b>GLCA</b>	<b>U.S. News 20-40</b>
Acceptance Rate	51%	59%	34%
Yield Rate	26%	23%	33%
Tuition Discount Rate	60%	55%	41%
First Year Retention	90%	88%	93%
Six-Year Graduation Rate	81%	77%	86%

For national liberal arts colleges, student enrollment is defined by five metrics: acceptance rate (percentage of students who apply that are offered admission), yield rate (percentage of accepted students who select the college), discount rate (percentage of tuition reduction offered to average student), retention rate (percentage of first-year students who return for the sophomore year), graduation rate (percentage of students who graduate within six years).

As chart 2 makes clear, our metrics are stronger than other Midwestern liberal arts colleges that make up the Great Lakes College Association, but we lag behind other national liberal arts colleges. The challenge is a bifurcating market. Colleges at the top are thriving while many others struggle. To be firmly in the top category, we need to get our metrics closer to our peers, defined as colleges ranked 20-40 by U.S. News. We should seek to do this with a slightly higher discount rate (55-60 percent), positioning Denison as one of the most affordable of the national liberal arts colleges.

We compete for students against four different kinds of colleges: (1) students from the Midwest who are deciding between Denison and public and/or private Midwestern colleges, (2) students from the east and west coasts who are looking at a range of national liberal arts colleges, (3) students who are looking at a broad spectrum of colleges based on where they can pursue a particular athletic or artistic passion, and (4) students who are increasingly considering location and often are looking at southern colleges.

We tend to yield students because of our reputation, high-touch education, interest in a marquee activity, and financial aid packages. Probably the phrase we most hear is, “I walked onto campus and knew this is where I wanted to be.” We tend to lose students to other colleges for a few specific reasons. Clearly, location is a challenge. According to the research conducted for us by the higher education market research firm Stamats, only 29 percent of students are interested in a rural location, only 23 percent are interested in a small college, and only 20 percent are interested in a Midwestern college. Having said that, Columbus is becoming a great city for our target population. Recent research by OnlineColleges.com ranked Columbus the 7<sup>th</sup> best city for college-educated Millennials. The new highway places us 25 minutes from the city and clearly part of the metropolitan region. There are a plethora of ways we can now use Columbus to enhance student learning and the overall experience. Location is quickly moving from a challenge to an asset. Price is another determining factor. We need to continually examine how we can be most effective with our pricing structure. Among the factors we control, the curriculum is probably the factor that is most desirable and feasible. The other key factor is marquee activities. It is clear these activities drive enrollments at small liberal arts colleges. For example, athletics is a strong admissions driver for most liberal arts colleges. Other

marquee activities that drive enrollments are the arts, global programs and, increasingly, opportunities to engage in entrepreneurial activities. Chart 3 outlines these factors.

**Chart 3: Determining Factors for Student Recruitment**

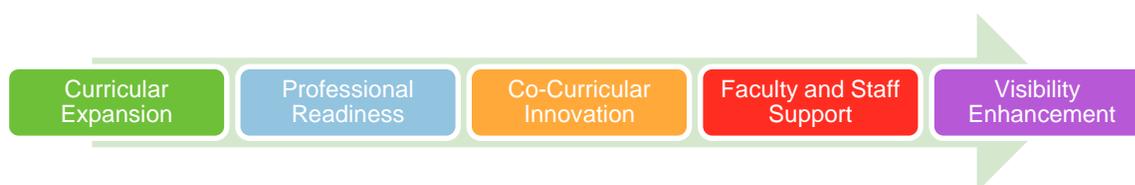
When a student selects Denison the final determining factor is:	When a student selects another college the final determining factor is:
<ol style="list-style-type: none"> <li>1. Small classes and faculty mentorship</li> <li>2. Offered more financial aid</li> <li>3. Interest in a marquee activity (e.g. athletics, arts)</li> <li>4. Sense of community</li> <li>5. "I walked onto campus and knew this is where I wanted to be"</li> <li>6. Strong Reputation</li> <li>7. Legacy</li> <li>8. Close to home</li> </ol>	<ol style="list-style-type: none"> <li>1. Another college offered more financial aid</li> <li>2. Denison does not have desired academic program or major</li> <li>3. Negative perceptions about the Midwest</li> <li>4. Another college is perceived as more prestigious</li> <li>5. Size of the college</li> <li>6. Marquee activity at that college perceived as stronger</li> </ol>

The other side of the equation is retention. Again, Denison is in a good place with strong metrics that could place us in the very top category. We lose very few students because they are displeased with Denison. Most of our retention is driven by academic difficulty and health issues. Given our strength around faculty and staff mentorship, we should be able to meet the top targets.

### Core Strategies

Our goal is to focus on a few strategies that will deepen the student experience in ways that strengthen student enrollment, while also preparing our students to succeed across the professions.

Our strategies are driven by values and principles that define us as a college. First, there are historic values that run deep in our DNA, including: a belief in the liberal arts; embracing a deeply relational culture of friendship and mentorship; expecting a performance-based culture in which everyone is stepping up and in; and taking a fiscally conservative approach to managing expenses and balancing budgets. Over the last decade, other values that have become central to who we are include: recruiting and supporting a diverse student population, and embracing affordability for students of all economic backgrounds. Finally, there are new values we are working to solidify, including valuing the importance of an education that is outwardly focused (both to the local metropolitan region and the world); and being invested in the professional success of students. Using these principles as a foundation, the strategic plan focuses on five strategies:



### **Strategy #1: Expand the curriculum**

We will start by *developing new academic majors*. Curricular offerings anchor the student experience. They are an important factor in final college decisions for 80 percent of our prospective students. Currently, we lose students to Midwestern and Southern colleges because we do not offer what they want. Likewise, we can distinguish ourselves from East Coast colleges by offering something they do not. The major opportunities lie in liberal arts approaches to commerce/business, entrepreneurship, engineering, health sciences/public health, neurosciences, and education. Over the next 3-5 years we will develop new majors that give our students opportunities to explore some of these topics through the liberal arts. As part of this effort, we also will examine interdisciplinary pathways with new majors and/or ways for students (or groups of students) to design a course of study, weaving together a set of courses and experiential opportunities to explore an intellectual topic of interest as a concentration or academic major.

We also will *invest in the arts*, becoming a liberal arts college of choice for arts-oriented students who do not want a conservatory environment. We have an unusual array of strengths across the arts, including curricular strengths in

music, theater, dance, cinema, art history, studio art, and creative writing. We also have co-curricular strengths driven by strong student organizations. And we have a unique strength with our proximity to Columbus. Our vision is to give students opportunities to explore the arts in different ways. Some students will want to go deep in a chosen artistic passion while others will want a major outside the arts while still pursuing an artistic interest. And other students will want to work across the college in ways that create robust interdisciplinary programs and pathways.

An investment in the arts will enhance the student experience for all students, as the Arts Quad becomes even more central to campus life. It also will enhance admissions. Students often select a residential liberal arts college to pursue a passion. For example, about 35 percent of our students select Denison partially because they are recruited by an athletics coach. Undergraduate research is another such activity. The arts is an activity where we have huge opportunities to meet the needs of prospective students. In one piece of research, 43 percent of our applicants listed the arts as crucial to their college choice. We will provide more support to our faculty to work across their professional networks to identify and recruit to Denison high school students who are interested in the arts but do not want a conservatory environment.

To do this work, we need to support faculty to create new pathways that connect our academic programs with one another, while also formalizing relationships with arts organizations in the Columbus Metropolitan Region. Our proximity to a growing arts community in the local region is a unique asset that can open up exciting opportunities for our students and faculty. We also need a performing arts facility that has a larger stage and allows us to co-locate our music, theatre and dance faculty. We envision this building as a centerpiece of campus life.

***Third, we will take advantage of our new network of global sister colleges to support our faculty in adding global experiences to the student experience.*** The recent formation of the Global Liberal Arts Alliance (<http://www.liberalartsalliance.org>) gives us sister colleges in 14 countries and a network of 5,000 faculty and 50,000 students. This network allows us to reimagine “the global” at Denison. Ideas might include linking courses, teaching courses across campuses, bringing international faculty to campus for short- and long-term residencies, taking Denison courses to a sister college over a semester break, doing joint research and/or hosting conferences on global issues. Simply put, the GLAA will give our faculty support and opportunities to enhance the global component of a Denison experience.

And fourth, **Advising Circles** will be expanded as a signature program to make mentorship a unique aspect of the first-year Denison experience. We have been piloting these over the last few years. Each Circle places first-year students in groups of 10 to 15 with a faculty member. Advising Circles meet weekly during the first term and may meet monthly during the second semester. Advising Circles will help students transition into Denison, providing another touch point for students with mentors and peers.

***Strategy #2: Develop Denison’s career initiatives as the gold standard in professional readiness.***

Career preparation is of growing importance to prospective students (71 percent), with internships being the most desired program for prospective students (95 percent). Our work is being driven by some simple observations. First, Denison is fortunate to have loyal and successful alumni across the professions. We need to connect them to our students as career coaches and referral sources. Second, we need to use the 40 percent of the year that falls outside of the two semesters to focus students on careers and professions. And third, we need to help students to articulate how through the liberal arts they have prepared themselves for particular jobs and graduate programs.

Our work moving forward will include an emphasis on a new **team-based** approach to career exploration. The traditional model always has been “one student and one opportunity at a time.” This model has many limitations, including students who for multiple reasons are reluctant to use their career center. We are developing a new approach that builds on our successes with cohort-based programs to create teams of first-year students and sophomores who work collaboratively to focus on exploring different career paths.

We also will work to create a strong culture of **mentorship and advising** from faculty, staff, and alumni. We need a whole-of-community approach to career advising. Faculty and staff mentorship is crucial to help students to ask big questions about themselves and the lives they want to lead. And alumni and parents play a crucial role as career coaches who can help students explore particular sectors and developing strategies on how to prepare themselves.

Core to our work will be establishing best-in-class **summer opportunities** with more funded summer opportunities. Starting summer 2016, we will have roughly 200 funded summer opportunities. This includes 125 students

conducting research with faculty and close to 100 opportunities for domestic and international internships across the professions. We plan to make this a priority and raise funds to support between 300 and 400, making us a leader in this area.

Another central feature will be to recapture January and May by running **professional skills seminars**. We know that students who seek certain fields have gaps in the vocabulary and specific skills of the field. We will start to offer programs in January and May that target specific skills and professions with the expressed goal of filling in these gaps.

Once we develop this model, we will make these new forms of support available to students **post-graduation**, particularly during the initial five years as they transition.

***Strategy #3: Focus co-curricular efforts on innovation, diversity and wellness.***

A residential campus is a place for students to acquire and practice liberal arts skills and attributes. This always has been a hallmark of a Denison education. We will focus on three areas to enhance this aspect:

First, we will establish an **innovation lab** that brings together students, faculty and staff to design and execute projects that create social value. Innovation labs are a relatively new concept that sits at the intersection of entrepreneurship, civic engagement, leadership and design thinking. (For a good overview see: <http://www.evertrue.com/blog/2015/03/24/higher-ed-innovation-labs>.) Our lab will draw on our award-winning leadership programs and current strengths in community service and entrepreneurship. The lab will draw people together across differences to understand problems, map assets, develop effective solutions, work to create things of lasting value, and help students connect this learning and experience to their personal, professional and civic aspirations. The lab will offer workshops and training on skills related to social innovation, entrepreneurship, design thinking and leadership. It also will house student efforts to work on issues and create new products and projects both on and off campus.

Second, we will weave together a number of existing efforts to create a **wellness approach to residential living**. Research on student success shows that mental and physical health or illness impacts academic progress in ways that are more salient than ever. While Denison is unusual in providing 24/7 health care and outstanding support to students with health care needs, Whisler's physical facilities lag behind the rest of the campus. An integrated wellness program will increase our emphasis on the important contributors to student success.

Third, we will more fully **embrace the diversity of our student population** to create a campus environment that helps students learn to thrive in environments where they have to live and work with people who are different from themselves. This means better supporting all students while also embedding difference as a core value of the college. This is a struggle for many students who arrive at Denison with very little experience living and/or working in diverse environments. But it is also a huge opportunity as more and more students are coming to Denison because we are diverse. They want to learn to live with and experience differences of all kinds as part of their everyday lives.

***Strategy #4: Support faculty and staff as teachers, scholars and mentors***

Crucial to all of this is investing in our faculty and staff. Denison has a world-class faculty who form the core of the student experience. We also have talented staff. We have an opportunity to own mentorship as a college. Mentorship is a determining factor in college selection (66 percent of prospective students list it as an important consideration when selecting a college) and for student success. We will do this through increased support for two existing centers.

We will institutionalize **The Center for Learning and Teaching (CLT)** to focus on faculty and staff development as it relates to teaching, advising and mentoring. CLT will be housed in the library and will: facilitate teaching and learning seminars for new and early-career faculty; develop programs that address specific teaching approaches, including digital technology; conduct one-on-one consultations and classroom teaching observations; support a structured program for funding significant and innovative pedagogical projects; and construct an online database of resources and scholarship on teaching.

We also will reinvigorate the **Gilpatrick Center** as a hub for intellectual and scholarly life at Denison. A team of faculty have been working on a new mission statement and pilot programs. This work will focus on both supporting

faculty and/or students to pursue their own intellectual work, and bringing students, faculty and staff together in different configurations to explore common intellectual interests.

**Strategy #5: Increase Institutional Visibility**

Our lack of focus on marketing has led to a visibility issue. A Stamats report summarized, “At the present time, too few prospects and too few parents have a clear understanding or awareness of Denison prior to the search.” We have a strong reputation but too often lack the visibility we deserve, especially in the Mid-Atlantic and East Coast. We will expand our University Communications team to add capacity for marketing. They will be responsible for a more unified and aggressive messaging across all of our communication channels. Our core strategy will be to engage our 40,000 alumni and parents by educating and activating them to raise our visibility, especially in key cities. We need to do more to educate, excite and engage our alumni and parents to talk about the incredible attributes of the college in ways that give us the visibility we deserve.

**Building a Budget to Support the Plan**

The biggest challenge for Denison, and all independent liberal arts colleges, is not the quality of the education. It is the affordability of the experience. Denison is emerging as a national leader in working to develop financial models that will keep tuition increases low and the overall price affordable. Our work is focused on containing operating costs with new approaches like joint purchasing with other Ohio liberal arts colleges; carefully examining our expense structure to make sure resources are used effectively and are focused on the education of our students; and raising support from our alumni, parents and friends to continue to make strategic investments in the college. One key component of the model is price, which is a major driver for 70 percent of our prospective students. Denison is well positioned as one of the most affordable national liberal arts colleges. We want to continue to position ourselves as more affordable than other top colleges. The next fundraising campaign will focus heavily on endowing financial aid.

**Measuring Success of this Plan**

Chart 4 provides metrics to measure success of this plan. The Admission Ranking refers to the score assigned to a student by the Admissions Office. NSEE Index measures how often students are engaged in pedagogical practices that are most often associated with a high-quality educational experience. With this index, we are measuring ourselves against other highly ranked liberal arts colleges on 65 scores, and the percentage represents how often we score at the mean or higher. Two points about these metrics require some explanation. First, it is the way these metrics fit together that matters most, not one single metric. We want to be a selective college that enrolls the students we believe will most thrive at Denison. Hence we are focused on yield rates. We want to do this while remaining one of the most affordable of the national liberal arts colleges. Thus we are comfortable with a discount rate around 55 percent. Once they arrive we want students to be highly engaged, and we want to retain them. And then we want them to succeed as they graduate. Second, these are not metrics to measure the strength of Denison, but rather the success of this plan in moving some specific needles. As part of this plan, we will find better ways to capture additional metrics and report out to faculty and staff on a regular basis.

**Chart 4: Institutional Metrics To Measure Plan**

Metric	2004	2014	2020
Acceptance Rate	44%	51%	38%
Yield	30%	26%	32%
Admission Ranking	4.8	5.2	5.3
Discount Rate	51%	60%	56%
First-year Retention	89%	90%	92%
Graduation Rate	73%	81%	85%
NSEE Index	n/a	82%	85%
Career (6 months)	n/a	87%	95%
Career (5 year)	n/a	n/a	100%

**A Vision for Denison**

Prestigious liberal arts colleges are marked by world-class faculty, academically gifted students who bring an array of attributes to the table, stunning campuses, excellent curricular and co-curricular programs, large endowments and a strong brand. This plan seeks to firmly place Denison among the top national liberal arts colleges by positioning us as a college that is known for attracting talented and diverse students who thrive in an environment marked by strong mentorship, a performance-based culture, and success at launching students into the professions. We also will differentiate ourselves as a suburban college whose proximity to a thriving metropolitan region makes us more interesting, relevant and vibrant when compared to other liberal arts colleges. And we will support this program with a large endowment that is prudently managed, allowing Denison to be more affordable than other highly ranked liberal arts colleges.

To get there, this plan carves out space for faculty and staff to try new ideas that are focused on clear college-wide objectives. Across all this work, we will tap into new energy, monitor progress and make changes as needed, and give people permission to try, experiment, learn, fail and succeed. We need to be a college that encourages faculty and staff to try new things, even if some do not agree with an idea. We need an environment that encourages innovative thinking and iterative ways of doing.

At its core, this plan is about embracing relationships. Relationships anchor Denison. This plan is fundamentally about leveraging the unusually strong relationships that exist between faculty, staff, students, alumni, and parents. We will give faculty more ways to connect with each other to shape new academic majors, help students transition into Denison, and strengthen the arts. We will invest in two existing centers to create ways for faculty and staff to interact around teaching, learning, scholarship and mentorship. Relationships will be strengthened between our students and alumni/parents to provide new ways to explore different careers and develop the capacity to launch into them. Relationships between students will be enhanced to make our campus a design studio to learn the arts of innovation, diversity and wellness. Finally, we will expand our network of relationships by connecting to the Columbus metropolitan region and global sister colleges to provide new opportunities for students to go local and global.

By being a place driven by relationships, Denison will define what it means to be a strong, relevant liberal arts college that produces graduates who can think critically, understand profoundly and connect broadly, and thus are prepared to be successful in their personal, professional and civic lives.