SKIDMORE
COLLEGE

Strategic Action Agenda: 2006-07

One year ago, we began working together to implement the ambitious *Strategic Plan* that sets the direction for Skidmore College through 2015. One year later, it is fitting that we pause to recognize the significant progress that we have made in advancing many important strategic priorities. Those accomplishments include the following:

- We successfully launched the new First-Year Experience Program and laid the groundwork for its continuation this year and in the future.

- We attained Middle States reaccreditation with a highly favorable report from our visiting team – a report that contained some suggestions but no mandated actions on our part.

- 50% of last year's graduates studied abroad at some time while at Skidmore.

- We conducted a thorough and inclusive discussion regarding "optimization" and realigned our budget to reflect our actual student population of 2,280 NFE[1], thus making available approximately $2.8M for current and future use within the operating budget.

- The "optimization" decision enabled us to make noteworthy progress on improved compensation for Skidmore employees, in general, and for our faculty, in particular.

- We once again improved our admissions profile, substantially increasing our selectivity and yield to enroll the strongest and most diverse class ever to attend Skidmore College, a class that includes over 19% self-identified students of color. The class of 2010 also includes 19 international students – still a smaller number than we would like, but up significantly from previous years.

- We experienced the most successful year in fund raising in the history of Skidmore College – surpassing the ambitious goal of $5.5M for the Annual Fund and passing the $100M mark in the Comprehensive Campaign (which now stands at approximately $115M after just two years). In June we announced the largest single gift (by a factor of nearly 3) in the College's history, a $42M bequest from the estate of Arthur Zankel that included the naming gift for the new Zankel Music Center.

- We undertook – and now have largely completed – an incredibly ambitious agenda of campus construction (e.g., Northwoods Apartments, a comprehensive renovation of the Dining Hall, improvements in athletic fields, and Jonsson Tower renovations).

- We marked the fifth anniversary of the Tang Teaching Museum and Art Gallery, celebrating both its support for interdisciplinarity at Skidmore and the national and international reputation for innovation it has earned so quickly within the museum world.

- We brought into the College a number of new faculty members, administrators, and staff members whom we expect to strengthen the College for many years to come.

- Finally, even though we were down a bit in this year's *U.S. News and World Report Rankings* because of some numbers we reported this year (including a five-year graduation

[1] 'NFE' refers to *Net Fiscal Enrollment* – a projected two-semester average enrollment of full-time students.

rate) that we expect to be more positive in coming years, we appeared in a prominent place (fourth) on their list of "Great Schools, Great Prices."[2] In addition, we were included in *Newsweek's* roster of 25 "New Ivies" – a grouping that placed Skidmore among just 9 national liberal arts colleges. Despite the legitimate issues we all have with these rankings, the fact remains that such positive publicity helps us to progress toward our objective of increased national visibility.

All of us can take justifiable pride in these achievements. By any reasonable measure of accomplishment, Skidmore College is coming off an absolutely remarkable year.

But now is not the moment to begin believing our press clippings. We know that we still have much work to do in many areas, and we are very well positioned to undertake it. The individual actions identified in this year's "Strategic Action Agenda" build upon the successes of last year and focus our collective energy on the opportunities and challenges that lie ahead.[3] In many cases, these items reflect three larger themes that merit our attention as we move into the coming academic year. It will be helpful to identify those themes here.

Community

As noted in the *Strategic Plan*, "Skidmore historically has expressed its commitment to excellence … by fostering *individual achievement within the context of a caring, supportive academic community*."[4] We can never take for granted our commitment to community. Indeed, we must continually renew the shared sense of educational purpose it reflects, reaffirming its role in everything we do, and everywhere we do it – from the classroom, laboratory, and studio to the athletic field, dining hall, and student residences. Our educational mission should be reflected especially in our capacity to undertake *authentic critical discourse* – to engage in conversations that explore important issues by enabling all sides to be considered, as opposed to just one or two favored perspectives. One mark of authentic discourse is the willingness of all participants to listen to others and to respect differences in viewpoint that are themselves grounded in fact and sound argument. Fostering a community that encourages such authentic discourse stands as a central value at Skidmore.

This commitment to community is central to the overarching objective of the *Strategic Plan*: to inspire, challenge, and support the highest levels of excellence for all our students, not just for some or even many of them.[5] It also relates directly to our expectations of responsible citizenship – both in regard to our students and to everyone else on campus. It should be central to our expectations of our system of shared governance and our understanding of how we make and implement decisions that affect the College. Indeed, our commitment to community should inform the way we interact with one another face-to-face, in meetings, and on e-mail.

---

[2]Positioning on this roster is determined by a formula relating "a school's academic quality, as indicated by its *U.S. News* ranking, to the net cost of attendance for a student who receives the average level of need-based financial aid."

[3]The action items identified in this document reflect discussions within the President's Cabinet and with IPPC, the Board of Trustees, and others in the Skidmore community. As with last year's Strategic Action Agenda, a number of considerations should be kept in mind:

- Action items are grouped under the Goals and Initiatives in the *Plan* that they most directly support. The order in which items appear does not reflect their relative priority.
- Addition or deletion of items within the Action Agenda will be consistent with the *Plan* and made in consultation with IPPC and others as appropriate.
- In some instances, actions identified here represent stages of a multi-year process required to achieve an ambitious objective.
- Ongoing routine activities (e.g., budget development, review of faculty, hiring and training of residence life staff), though crucial to the operation of the College, are not generally referenced in this document.

[4]P. 10.

[5]See p. 11.

Above all, we need to remember that each of us has the opportunity to strengthen or weaken Skidmore's community on a daily basis, depending upon how we – as individuals and as groups – choose to participate in it. Together we can engender a shared sense of pride regarding what we have accomplished so far, we can interrogate our flaws and acknowledge honestly those areas where we can do better, and we can achieve even more in the future – given the collective will to work together in doing so.

Diversity

Tragic events occurring in the world today remind us once again of the need for the human community – both global and local – to develop more effective ways of understanding difference not as an obstacle to be overcome but as a source of strength. Skidmore's *Strategic Plan* identifies preparation of our students for the multi-cultural, interconnected world of the 21st Century as a foundational aspect of liberal education. This educational value relates both to the broader world beyond the College and to our own community. In the 1970s, Skidmore became a co-educational institution, a decision that not only dramatically altered the composition of its student body but also led to substantial changes in both academic and extracurricular programs. In the 1990s, Skidmore committed more resources to student financial aid, thereby increasing the economic diversity of the student body. In the more recent past, as noted above, we have successfully increased the percentage of matriculating students from underrepresented populations, as well as the number of international students on campus; we also have enhanced the diversity of our faculty and staff. Each of these developments has strengthened the College by increasing the breadth and depth of our admissions pool and enhancing the range of experiences and perspectives reflected in our classrooms and within our overall campus community. At the same time, each of these changes has engendered its own set of challenges to our individual and collective sense of the Skidmore community.

These trends will only accelerate as we continue our efforts to recreate Skidmore as a College that prepares all our students to succeed in today's world even as we respond to the changing demographics of America. Accordingly, we need to acknowledge that we are dealing with increased complexity and uncertainty in both our academic and residential life. We need to ensure that every student admitted to Skidmore experiences the College as a hospitable and welcoming place – one in which it is possible for him or her to do the difficult work needed to attain excellence. We also need to ensure that every student becomes comfortable with the discomfort of being challenged by new experiences and ideas and, above all, of being challenged to achieve excellence. This year's efforts to embrace the increased diversity of our community began prior to New Student Orientation with the selection of the First-Year Experience summer reading. They extended through Orientation itself and will continue throughout the year. All of us must support these efforts if we are to realize the promise of diversity, both this year and into the future.

Leadership

Attaining our ambitious goals also requires effective leadership from persons holding positions of responsibility at all levels throughout the College – department chairs and program directors, governance committee chairs, and heads of administrative offices, to name just a few. In many cases, people in these roles are asked to serve for a limited duration (e.g., as a department chair); in other cases, as with most administrative appointments, the term of service is more open-ended. In both instances, we ask a great deal from our leaders, yet we have not always given the degree of attention to this dimension of our collective life that it deserves.

We need to be more intentional in cultivating the personal qualities and skills required of leaders and encouraging individuals to develop their capacities for leadership throughout the College, not just in some parts of it. We need to recognize that potential leadership roles exist, at various moments, for *every* member of our community. Depending upon the issue, any person could find herself or himself presented with the opportunity to lead. We need to provide more

effective support to those colleagues whom we ask to take on leadership tasks, to help them discharge their responsibilities as efficiently and effectively as possible. Finally, we need to increase our expectations of those in leadership positions at all levels within our community – not necessarily expecting them to do more but rather expecting them to do this work better: insisting that they act responsibly, in good faith, and with the overall welfare of the College in mind, and holding them accountable for doing so.

We know how to work effectively together. Last year's "optimization" work provides an excellent example of effective leadership that brought together broad segments of the Skidmore community to address a complex institutional question. Those efforts enabled us to reshape this year's budget and advance a longstanding agenda regarding compensation. We need to draw upon such experiences to foster models of leadership and organizational structures that strengthen our collective ability to deliberate well and act wisely.

The 2006-07 Action Agenda

The action items set forth in this document will direct our attention throughout the coming year toward these three key areas of community, diversity, and leadership. I ask all of us, in the course of our own work at the College, to consider what we can do to honor these guiding values. As we do so, it is important to keep in mind that the *Strategic Plan* charts our general course over a ten-year period. But even as we take such a long-term perspective, we must be mindful that the actions we take today will lay the foundation for successful completion of tasks that will rise to prominence at a later date. External circumstances will influence our planning as well – perhaps impelling us to defer some items and substitute others. There may well be some worthy projects that we decide, in the end, not to undertake at all (or at least not during the *Plan's* 10-year horizon). As we make such decisions, it is critical that we strike the right balance between ambition and prudence. The *Strategic Plan* lays out the course for a marathon, not a sprint. So we need to set an early pace that moves us forward purposefully while being sustainable over the long run. The College has experienced tremendous change over the past three years. Just as we must continue to press ahead, we also must provide ample opportunity to consolidate, evaluate, and celebrate our past gains.

I can assure you that the President's Cabinet has incorporated this awareness into our planning for the coming year, and we will work with the IPPC to monitor the burdens we are asking members of our community to assume, in both the near term and the future. The fact that this year's Action Agenda comprises considerably fewer action items than last year's version provides one indication of this attention.

Before concluding, let me express my profound gratitude to the entire Skidmore community – to our faculty, students, and staff, but also to the Board of Trustees, our alumni, and our parents. Your efforts and support have allowed us collectively to move the College so quickly along such an exciting trajectory.

I do hope that each of us is looking forward to a new academic year that will surpass even the highest expectations of the past.

Philip A. Glotzbach
President

Goal I – Student Engagement and Academic Achievement

We will challenge every Skidmore student to achieve academic excellence through full engagement with our rich and rigorous educational experience.

Projects/Action Steps

- ***Enhance institutional structure to support academic excellence.***

1. **Clarify and refine the structure of Academic Affairs.**
   Continue to define the roles for the Vice President of Academic Affairs, Dean of Faculty, and Dean of Special Programs and clarify those definitions for the community. Continue to work on structural and programmatic implications of integrating the Office of the Dean of Special Programs and the Office of the Dean of the Faculty within Academic Affairs. Clarify areas of separation, integration, and shared responsibility. Develop jointly sponsored ventures within AA (including science lecture series and diversity symposium).

   Administrative Responsibility: Vice President for Academic Affairs, Dean of the Faculty, and Dean of Special Programs.

2. **Enhance Skidmore's capacity for academic assessment.**
   Work with the Assessment Task Force to clarify institutional goals, evaluate completed projects, develop assessment cycles, and create a permanent structure for assessment.

   Administrative Responsibility: Vice President for Academic Affairs.

- ***Increase student academic engagement in the first year.***

3. **Continue to implement the First-Year Experience (FYE).**

   - ☐ Support faculty attention to writing in FYE and engagement with the Tang through faculty workshops.
   - ☐ Continue to monitor the effects of FYE staffing on ID programs as well as majors/minors.
   - ☐ Resolve FYE-HEOP issues.
   - ☐ Encourage collaboration among FYE, DOS, and SAS to serve first year students at-risk.

   Administrative Responsibility: Vice President for Academic Affairs, Dean of the Faculty, and Dean of Student Affairs.

4. **Enhance academic support for at-risk students as identified in the Retention Study (2003-04).**
   Clarify and articulate responsibilities among the Dean of Studies, the Director of First-Year Experience, and Associate Dean of Student Affairs responsible for new student support functions in the Office of Student Affairs.

Facilitate student advising, support, co-curricular and community building for students during orientation and the first year.

Coordinate retention efforts between sophomore and junior year for specific at-risk student populations.

Administrative Responsibility: Dean of the Faculty and Dean of Student Affairs.

- ***Increase support for research and creative activity across the faculty career.***

5. Strengthen support for research and creative activity across the faculty career.

- ☐ Encourage faculty (in consultation with chairs) to develop 3-5 year plans.
- ☐ Complete early-stage assessment of the Mellon Consortium grant.
- ☐ Complete recruitment of Director for Sponsored Research.
- ☐ Develop more focused mentoring strategies for faculty at different career stages.
- ☐ Contract with COACHE survey to focus on job satisfaction of junior tenure-track faculty.
- ☐ Continue analysis to determine feasibility of increasing sabbatical support for yearlong sabbaticals and consider more effective ways to allocate travel support funds.
- ☐ Continue to develop additional resources to support faculty scholarship and creative activity.
- ☐ Make faculty achievements more visible to Advancement, Alumni Affairs, Admissions, and the community at large.

Administrative Responsibility: Vice President for Academic Affairs and Dean of the Faculty.

- ***Strengthen our system of shared governance and our capacity for developing leadership throughout the College.***

6. Continue a community conversation about our goals for shared governance and the effectiveness of our current structures and procedures.

Cultivate leadership skills and provide leadership development for all institutional academic leaders, including department chairs, program directors, and other academic professionals.

Administrative responsibility: Vice President for Academic Affairs with others as appropriate

- ***Enhance intellectual life for the faculty, students, and others who comprise the extended Skidmore community.***

7. Develop broader opportunities for faculty-student collaborative research.

Work with FDC to develop additional funding opportunities and redefine faculty-student collaborative research more inclusively (to extend beyond the sciences).

Administrative Responsibility: Dean of Faculty.

Foster collaboration among the Office of the Dean of Special Programs and other relevant areas of the college in support of student and faculty engagement in residencies and related events.

Administrative Responsibility: Dean of Special Programs.

8. Develop a plan to coordinate extra-curricular events more intentionally.
To build intellectual community, work on coordinated planning for events and streamlining calendar. Work with IPPC and other groups as appropriate to evaluate current practices for scheduling speakers, symposia, etc. Work with appropriate groups (especially IPPC) to explore "common hour" proposal.

Administrative Responsibility: Vice President for Academic Affairs, Dean of the Faculty, and Dean of Special Programs.

9. Address the issue of writing across the curriculum.
Continue work with the Committee on Educational Policies and Planning (CEPP) and faculty at large to explore educational and resource implications of a proposal to address writing across the curriculum.

Administrative Responsibility: Vice President for Academic Affairs and Dean of the Faculty.

10. Complete efforts to secure construction funding for the Arthur Zankel Music Center and begin funding initiative to endow the Center's operations.
Achieve or exceed projected total of $30M for construction and achieve $1-3M in endowment.

Administrative Responsibility: President with Vice President for Advancement.

11. Continue to integrate the Frances Young Tang Teaching Museum and Art Gallery into academic programs.

- ☐ Explore recommendations of the Luce Grant Report.
- ☐ Continue to cultivate faculty interest in developing and co-curating Tang exhibits.
- ☐ Continue and broaden the discussion within our community (e.g. in FYE) about the possibilities of the Tang as a site for innovative teaching and learning.

Administrative Responsibility: Vice President for Academic Affairs, Dean of the Faculty, Dean of Special Programs, and the Director of the Tang.

12. Continue to enhance the resources available to support the Tang.
Raise additional $1.5 M (of $15M Campaign goal) for Tang endowment, $500K for programs and exhibitions.

Administrative Responsibility: Vice President for Advancement.

13. Continue to increase financial support for academic programs.
Raise $1-2M (of $10M Campaign goal) for support of academic programs and endowment.

Administrative Responsibility: Vice President for Advancement.

- ***Continue to strengthen information resources across the College.***

14. Ensure through institutional planning that the College's technological infrastructure, resources, and services are appropriately aligned with institutional needs and expectations.

- ☐ Continue Chief Technology Officer as an invited guest to Institutional Planning and Policy Committee (IPPC). Consider adding position permanently to the IPPC early this fall. Explore educational opportunities presented by Internet II.

Administrative Responsibility: President in collaboration with IPPC and FEC.

- ☐ Continue to educate the Skidmore community about Information Literacy using IRC as one forum to address issues such as how our students (and faculty) are choosing and evaluating electronic sources.

- ☐ Broaden the discussion of Information Literacy to include issues of pedagogy with a workshop for faculty where we reacquaint them with some of our electronic information resources and then discuss the issues of academic life in the electronic age.

Administrative Responsibility: Vice President for Academic Affairs in collaboration with others as necessary.

- ***Strengthen the natural sciences to increase the number of science majors and enhance the science literacy of all Skidmore students.***

15. Pursue various initiatives to strengthen the natural sciences.

- ☐ Strengthen the academic advising/mentoring of first and second-year students with interest in the sciences.

- ☐ With the help of science faculty, refine the science plan and explore solutions to the space problems.

- ☐ Cultivate support for science programming and curriculum development.

- ☐ Launch the science lecture series in consultation with the Lubin Chair.

- ☐ Within the constraints of the budget, determine order of additions to science faculty, paying attention to necessary start-up funds and laboratory space.

- ☐ Increase the number and enhance the effectiveness of endowed chairs in Science.

Administrative Responsibility: Vice President for Academic Affairs, Dean of the Faculty, and Dean of Special Programs.

16. In conjunction with the Admissions Science Task Force (ASTF), expand programmatic admissions initiatives to increase visibility of opportunities in science and math at Skidmore toward goal of increasing the number of science majors from 12% to 25% of our student population.

- ☐ Develop a science website with links to the nine science programs and departments.

- ☐ Continue to work with Admissions to cultivate high school science teachers' and counselors' awareness of science at Skidmore, including hosting visits by high school staff.

- ☐ Work with Admissions to recruit and train tour guides to present science at Skidmore accurately and effectively; offer one regularly scheduled in-depth science tour weekly.

- ☐ Develop targeted math/science recruitment program in the fall to the high schools attended by the enrolled first-year Porter Scholars.

- ☐ Expand program to involve current math/science majors in yield efforts for accepted math/science students.

- ☐ Expand faculty follow-up with students attending fall Math/Science Open House.

- ☐ Increase number of math/science magnet schools visited in fall 2006.

Administrative Responsibility: Dean of the Faculty and Dean of Admissions and Financial Aid.

17. Continue to increase financial support for sciences.
Raise $1-3M (of $15M Campaign goal) for the science initiative.

Administrative Responsibility: Vice President for Advancement.

- ***Increase our effectiveness in helping our graduates plan and prepare for their post-Skidmore lives.***

18. Enfold consideration of students' post-Skidmore lives into mentoring from the First Year forward.

Increase opportunities for mentoring of students by alumni, parents, trustees, et al. Seek ways to involve broader constituencies in mentoring of students – especially as regards choice of career and plans for post-graduate education (e.g., perhaps make this topic a focus of a Board meeting). Develop closer working relationship between Office of Academic Affairs and Advancement to take full advantage of opportunities in the extended Skidmore community.

Explore new ways to bring representatives from academic departments and programs together with Career Services and Alumni Affairs to pursue efforts already underway with such initiatives as the Mellon Foundation "Living the Liberal Arts" grant and other initiatives as appropriate. Name the new Mellon Fellow.

Develop a structure to identify and mentor students who might qualify for external awards (Goldwater, Marshall, Truman, Fulbright, etc.).

Administrative Responsibility: Dean of the Faculty, Dean of Studies, and Dean of Student Affairs.

- ***Take better advantage of the resources and capacity for innovation in the Office of the Dean of Special Programs (ODSP) to support the relevant initiatives identified under this Goal (and others, as appropriate).***

19. Continue to advance the work of the Office of Special Programs.

- ☐ Support academic innovation, public affairs activities, visiting scholars and artists, and faculty residencies; foster collaboration between the Office of the Dean of Special Programs and relevant areas of the college.
- ☐ Broaden campus discussions about engagement, assessment, citizenship, and independent learning to include pre-college, pre-professional, professional, and adult undergraduate and graduate degree students.
- ☐ Enhance adult education, and plan new graduate programs.
- ☐ Recruit new UWW director and refine the UWW mission in relation to residential college programs.
- ☐ Develop a new web presence for ODSP programs.

Administrative Responsibility: Dean of Special Programs.

20. Increase financial support for Special Programs.
Develop advancement prospects to support new and continuing programs in conjunction with articulated plan for Special Programs.

Administrative Responsibility: Dean of Special Programs in collaboration with the Vice President for Advancement.

Goal II – Intercultural and Global Understanding

We will challenge every Skidmore student to develop the intercultural understanding and global awareness necessary to thrive in the complex and increasingly interconnected world of the 21st Century.

Projects/Action Steps

- ***Increase global awareness across the community in order to sensitize all Skidmore students to a complex, diverse, and interdependent world.***

21. Develop and implement a plan for regular and thorough evaluation of Skidmore Programs and Skidmore-Approved Programs for study abroad and study away; develop advising tools and communication capacities as required to support the new study-abroad structure.

☐ Coordinate efforts between the Dean of the Faculty and Dean of Special Programs in supporting international education.

Administrative Responsibility: Vice President for Academic Affairs, Dean of the Faculty, and Dean of Special Programs.

☐ Implement ongoing assessment of Skidmore and Approved Programs abroad using ACIS-approved guidelines for faculty review of programs.

☐ Implement the ACIS guidelines for short-term study abroad.

☐ Examine the impact of changes in financial aid support for study abroad on access and equity, particularly with respect to short-term programs.

☐ Continue to plan for sustaining a China Program following termination of Freeman funding through shift to an IES-approved program. Encourage development of a proposal to support a focus on China in the Curriculum.

☐ Recommendation to CEPP regarding London JYA.

☐ Provide departure and re-entry academic and curricular support for students returning to campus from study-away programs.

☐ Create opportunities for domestic exchange or study-away opportunities for students interested in attending an MSI, HBCU, HIS or urban university. Create more opportunities for recruitment of community college students through the

development of at least four more articulation agreements with community colleges (currently have Schenectady CC and Bronx CC).

Administrative Responsibility: Dean of the Faculty, Dean of Special Programs, Director of International Programs, Dean of Admissions and Financial Aid.

- ***Renew the conversation about diversity both within the Skidmore faculty and broadly across the campus community; building upon the work of the Middle States review and other past efforts, establish clear educational objectives relating to this Goal and develop shared expertise in achieving them.***

22. Continue the work of the Intercultural and Global Understanding Task Force. The task force is a broadly representative advisory and leadership group co-chaired by the President and a member of the Skidmore faculty. This group will continue to advance a College-wide effort to accomplish the objectives within this strategic *Goal* by advising the President, initiating broad-based conversations, and identifying actions in support of specific *Initiatives*. The task force will have the capacity to support such efforts through resources provided by the President from Presidential Discretionary Funds.

☐ Link work of IGUTF with IPPC.

Administrative responsibility: President.

23. Under the leadership of the Office of Academic Affairs, develop clear educational objectives to enhance diversity.

☐ Support curricular innovation relating to intercultural and global understanding.

☐ Organize residencies that focus broadly on issues of diversity and global understanding.

☐ Initiate community conversations around diversity and global awareness to enhance cross-cultural understanding.

Administrative responsibility: Vice President for Academic Affairs, Dean of the Faculty, Dean of Special Programs, and Dean of Student Affairs.

- ***Enhance the diversity of our student populations while providing the resources necessary to support all of our students in meeting our educational objectives.***

24. Build upon the progress achieved to date toward increasing the percentage of students of color within the Skidmore population.

☐ Maintain HEOP/AOP class target at 40 students, providing necessary programmatic support.

- ☐ Continue support of the successfully launched AOP partnership with 3 Ohio schools.

- ☐ Continue to pursue funding for and development of HEOP/AOP partnerships in metropolitan New York City.

- ☐ Continue to evaluate first-generation status in the admissions selection process.

- ☐ Continue to expand the number of high schools with diverse populations and CBOs (Community Based Organization) visited by admissions and HEOP/AOP staffs.

- ☐ Expand international recruitment travel to include several days in India.

Administrative responsibility: Dean of Admissions and Financial Aid with Dean of Student Affairs and Dean of the Faculty.

25. Enhance the effectiveness of the Office of Student Diversity. Complete the hire of a new Director of Student Diversity Programs and develop effective collaboration between this office and the new Director of Culture-Centered Inquiry, as well as with the Office of the Dean of the Faculty.

Administrative Responsibility: Dean of Student Affairs in collaboration with the Dean of the Faculty.

26. Increase the College's resources for need-based student aid.
Launch fundraising initiative focused on New York City for additional resources to support scholarships for opportunity program students.

Administrative responsibility: Vice President for Advancement.

- ***Enhance the diversity of our faculty and other employee populations and enhance their skills that relate to achieving this Goal.***

27. Continue efforts to recruit, attract, and retain candidates for faculty positions who enhance the diversity of the faculty.

- ☐ Plan for and convene a Symposium on Diversity in collaboration with the Mellon Consortium Colleges that focuses on recruiting and retaining faculty of color.

- ☐ Recruit Director of Intercultural Studies.

- ☐ Develop a workshop on inclusive hiring.

- ☐ Strengthen community support for diversity initiatives.

Administrative Responsibility: Vice President for Academic Affairs and Dean of the Faculty.

28. Continue efforts to recruit, attract, and retain candidates for administrative positions who enhance the diversity of the campus community.
The Assistant Director for Equal Employment Opportunity and Workforce Diversity will work with senior administrators and directors to ensure that ads for positions are written so as to attract the broadest possible applicant pool. Senior administrators will be responsible for ensuring that heads of hiring units work in advance to establish and solidify professional networks to help attract broadly diverse applicant pools. Ensure that offers of compensation are competitive. Empower the Cabinet officer responsible for a hiring unit to close a search that has not developed an appropriately diverse applicant pool.

Administrative responsibility: President in collaboration with members of the President's Cabinet and hiring units.

Goal III – Informed, Responsible Citizenship

We will prepare every Skidmore student to make the choices required of an informed, responsible citizen at home and in the world.

Projects/Action Steps

- ***Foster pedagogical innovation relating to responsible citizenship; support campus initiatives that teach and exemplify this value.***

29. Encourage pedagogical innovation relating to responsible citizenship.
Create opportunities for faculty members to develop new ways to interrogate the concept of responsible citizenship within courses and enhance curricula in ways that encourage our students to engage this value actively (e.g., the SENCER project in the sciences). In a parallel effort, develop creative ways for faculty members to fulfill their service responsibilities by working with students and student groups in co-curricular settings to foster responsible citizenship – both on and off campus.

Administrative responsibility: Dean of the Faculty in collaboration with the Dean of Student Affairs.

30. Expand opportunities for service learning and student volunteer work.
Enhance the integration of service learning into the curriculum through support for a Service Learning coordinator. In conjunction with Student Affairs, develop a plan for a center for service learning and civic engagement.

Administrative responsibility: Dean of the Faculty and Dean of Student Affairs.

Continue the Mellon Service-Learning Initiative. Expand and strengthen support from Student Affairs for student internships and volunteer opportunities. Coordinate Community Service Program with faculty Service Learning leadership.

Administrative responsibility: Dean of Student Affairs and Dean of the Faculty.

Focus on events and residencies that bring the broader community (city, campus, alums, retirees) into conversations on matters of civic concern.

Administrative responsibility: Vice President for Academic Affairs, Dean of the Faculty, and Dean of Special Programs.

31. Continue to place additional emphasis on citizenship in the Admissions process.
Continue to require students to write a short essay reflecting community and citizenship as part of the application process. Continue to weigh assessment of character (CQR) in the selection process. Study relationship of IQR/CQR assessments assigned during application review with personal conduct and community involvement at Skidmore.

Administrative responsibility: Dean of Admissions and Financial Aid.

- ***Enhance the campus residential environment, with special attention to common spaces.***

32. Ensure that the revised Campus Plan and related space planning enhance student community and the values of the *Mission Statement*.
As we complete the current revision of the Campus Plan [see #50, below], ensure that planning continues to develop additional common spaces where students can gather for study (especially group work and late-night study) and the informal interaction that is foundational to campus community.

Administrative responsibility: Dean of Student Affairs, Vice President for Finance and Administration, and Vice President for Academic Affairs.

33. Complete the new student residential complex.
Complete the new student residential complex for juniors and seniors on time (by Fall '06) and on budget.

Administrative responsibility: Vice President for Finance and Administration.

34. Complete the sale of Moore Hall.
Identify a suitable buyer for Moore Hall and complete that transaction.

Administrative responsibility: Vice President for Finance and Administration.

35. Modernize the primary campus dining facility.
Complete the expansion and renovation of the campus' primary dining facilities. As part of this project, develop a new flexible space that can be used for dinners, small conferences, etc.

Administrative responsibility: Vice President for Finance and Administration in collaboration with the Dean of Student Affairs.

36. Update dining plan.
Provide new meal plans that enhance the dining experience more effectively and meets the nutritional needs of students, supports the creation of community on campus, and proves attractive to residents of the new student apartment complex.

Administrative responsibility: Vice President for Finance and Administration and the Dean of Student Affairs.

- ***Increase support for athletics, fitness, and wellness.***

37. Develop campus-wide strategic plan for health promotion and strengthen recreational programs including club sports.

Administrative responsibility: Dean of Student Affairs.

38. Ensure that the quality of food served in our dining halls is consistent with our overall goals for student health and wellness.
In conjunction with plans to renovate dining facilities and revise dining plans, emphasize freshness of produce and foodstuffs. Where possible seek local producers and sources of organic produce, etc. Involve students actively into this process.

Administrative Responsibility: Vice President for Finance and Administration.

39. Increase support for intercollegiate athletics, intramurals, health, and wellness programs.
Raise $250K for Friends of Skidmore Athletics and $200K for capital projects.

Administrative Responsibility: Vice President for Advancement.

Goal IV – Independence and Resources

We will preserve Skidmore's independence by developing the resources required to realize our aspirations.

Projects/Action Steps

- ***Continue to develop institutional capacity for effective planning and proactive internal communication.***

40. Continue analysis of expected outcomes of the *Strategic Plan*.

Administrative Responsibility: President in collaboration with the IPPC.

41. Continue the analysis of short-, medium-, and long-term financial implications of the *Strategic Plan.*

Administrative Responsibility: Vice President for Finance and Administration.

42. Implement last year's decision to stabilize the size of the Skidmore residential student population at 2,280 Net Fiscal Enrollment (NFE).
Finalize action plan to achieve – over a specified number of years – a residential student body of 2,280 NFE. Improve the balance on-campus between first and second semester enrollments.

Administrative Responsibility: President in collaboration with the Cabinet, IPPC, and others as appropriate.

43. Develop an action plan for the systematic evaluation of operations within administrative offices across the College.

Administrative Responsibility: President in collaboration with President's Cabinet.

44. Continue to improve strategic communications across the College.
Integrate planning for strategic communication in highest level of administrative decision-making. Review and revise, as needed, the comprehensive campus communications program.

Administrative Responsibility: President in collaboration with the Vice President for Advancement.

45. Continue to improve our institutional capacity to communicate financial information effectively throughout the Skidmore community.
Continue work of the prior year to improve communications and provide periodic updates to College constituencies. As part of this effort, continue to identify and track key strategic indicators correlated most directly with the objectives identified in the *Strategic Plan*. Continue to develop a format for presenting these indicators concisely and effectively to College constituencies highlighting changes and trends over time.

Administrative Responsibility: Vice President for Finance and Administration.

- ***Develop and enhance both our key financial resources and our capacity to manage them.***

46. Continue the development of Annual Fund.
Raise $5.83M for the annual fund and increase participation of alumni to 42%.

Administrative Responsibility: Vice President for Advancement.

47. Continue to build parent support.
Increase Parents Fund by 11% to $900K. Raise additional $2M in gifts for program, capital, and endowment purposes. Continue to engage parents in key college programs such as admissions and career services.

Administrative Responsibility: Vice President for Advancement.

48. Complete the third year of the Comprehensive Campaign.
Specific actions include the following:

- ☐ Hold Campaign Celebration on November 15, 2006.
- ☐ Launch campus campaign in fall and complete in spring.
- ☐ Complete solicitation of past trustees and alumni board members.
- ☐ Raise $25M in new campaign commitments.

- Raise $19.5M in cash (exclusive of Zankel bequest).

Administrative Responsibility: Vice President for Advancement.

- ***Achieve and maintain competitive compensation for Skidmore faculty, staff, and administrators; enhance our ability to support their professional development.***

49. Implement the next phase of Comprehensive Total Compensation Framework.
As we move forward with the Comprehensive Total Compensation Framework, which applies to all Skidmore employees, continue moving both salary and benefits to the median of our peers giving special attention to areas where current salary levels impede our ability to hire our first-choice candidates. Explore ways to create long-term funding for faculty and staff salary competitiveness through the Comprehensive Campaign and other sources.

As part of this important work, initiate a study to review offerings of post-retirement health care and review the previous recommendations of the College Benefits Committee concerning cost sharing for employee health-care benefits relative to peer institutions, changing regulations, and fiscal responsibility.

Administrative Responsibility: President in collaboration with Vice President for Finance and Administration and the Vice President for Academic Affairs.

- ***Develop and enhance our capacity to manage our physical resources.***

50. Update Campus Plan.
Complete revision of Campus Plan, including space needs and space utilizations studies. Discuss the revised Campus Plan widely within the College community, seeking input and making changes as necessary, before it is finalized. Develop a financial analysis indicating the probable cost of initiatives identified as having highest priority in the near term. Secure Board approval and begin implementation.

Administrative Responsibility: President with the President's Cabinet, in collaboration with IPPC and others as appropriate.

51. Address deferred maintenance.
Implement next phase of work to address issues of deferred maintenance. Finalize long-range schedule for completing this work.

Administrative Responsibility: Vice President for Finance and Administration.

52. Improve the College's stewardship of the Skidmore North Woods.
Complete and implement a management plan for the Skidmore North Woods that balances the values of preservation and flexibility of use for the College's immediate and long-term needs. Ensure effective management for appropriate educational and recreational uses by the Skidmore community and local residents. Communicate the results of this work effectively within the Skidmore community and beyond.

Administrative Responsibility: Vice President for Finance and Administration in collaboration with President's Cabinet, the Campus Environmental Committee, and others as appropriate.

- ***Develop and enhance relationships essential to the Skidmore community.***

53. Cultivate and strengthen relationships across the College and between the College and the Saratoga Springs community.

Provide administrative support for Saratoga Reads! and help launch Saratoga Arts Fest. Document one important aspect of Skidmore's contribution to the region through an economic impact study and publicize the results. Develop campus programming brochure for local community. Assist the Vice President for Finance and Administration in engaging the community in a campus planning effort.

Develop a multi-year action plan to enhance key relationships across the College and with important external constituencies through improved communication and collaboration. Implement the first phase of the plan, focused on strengthening the relationship between the College and the local community.

Administrative Responsibility: Vice President for Advancement in collaboration with the President and the President's Cabinet.

- ***Cultivate a broader positive awareness of Skidmore within local, regional, and national populations.***

54. Continue to broaden awareness of the College both within and beyond the American higher education community; reinforce the College's message on campus as appropriate.

Consistent with our institutional heritage and academic mission, move into the second phase of efforts to portray Skidmore effectively to external groups and reinforce that message on campus as appropriate.

Hire new Director of Strategic Communications. Identify opportunities for consistent portrayal of Skidmore's core values and identity across the campus – especially in public spaces. Explore opportunities to extend use of the phrase "Creative Thought Matters."

Administrative Responsibility: Vice President for Advancement in collaboration with the Cabinet.

55. Continue to improve our spring yield in the Admissions process.

Continue to increase contact between accepted students and Skidmore faculty and current students during April. Expand number of faculty joining families for lunch at ACDs. Facilitate opportunities for accepted students not visiting campus to engage with faculty via email during April.

Administrative Responsibility: Dean of Admissions and Financial Aid.

56. Launch new campus website and implement content management system.

Administrative Responsibility: Vice President for Advancement.

57. Broaden the base of support and leadership within the alumni community. Launch the Council of 100 and increase membership by year's end to 35-40. Launch Young Alumni Engagement Initiative to increase active participation among members of the youngest 20 classes in the life of the college.

Administrative Responsibility: Vice President for Advancement.