

**Examining Student Cultures: A Report to President Jamiene Studley on
Selected Findings of the Skidmore College Student Cultures Project**

Patricia Colby, Department of Psychology
Susan Layden, Higher Education Opportunity Program
Thomas P. Oles, Dean of Students
Susan Walzer, Department of Sociology, Anthropology, and Social Work

We would like to thank Jamiene Studley, President, and Phyllis Roth, former Interim President and Dean of the Faculty, for their support of the Skidmore College Student Cultures Project. Thanks also to Frances Hoffmann for her guidance and many contributions. Our deep gratitude to the following student researchers: Alison Better, Stacey Brownstein, Carrie DiBiccaro, Jason Doce, Timothy Drisko, Nicola Forwood, Becca Friedman, Matt Fried, David Kovall, Hans Kunisch, Page Lessy, Jamie Levison, Katy Michos, Lara Pence, Aaron Pikcilingis, Meredith Pressman, Amanda Barnett-Rhodes, Randall Steketee, Abby Swormstedt, Heather Turetz, and Jennifer Wilder. Finally, we would like to acknowledge the many people in the Skidmore community we cannot identify by name, who consented to have their work and lives studied for this project.

INTRODUCTION

This report offers brief illustrations of how Skidmore students think about three broad areas of campus discourse: academic culture, social life, and diversity. Its purpose is to provide insight into the student experience at Skidmore College. The views we express are based on selected data collected and analyzed by students in two courses, SO351 Studying Student Worlds (Susan Walzer, assistant professor of sociology) and PS312 Growth and Responsibility in College (Patricia Colby, assistant professor of psychology).

ACADEMIC LIFE AT SKIDMORE COLLEGE

We found more than one approach to academic work at Skidmore: slacking, getting by, and excelling. Students do not necessarily fall into these styles by virtue of their abilities; they make active choices about how they want to approach their academic work in the context of other extracurricular and social pursuits. We also found that grades matter to students because they perceive them as having implications for their post-college potential and opportunities. A related theme: students want to see connections between their college education and their lives after college.

It was not a surprise to find that professors appear to be the most motivating and effective pedagogical force in the academic environment. Students work harder for professors they "like"—"like" being a euphemism for students' recognition of a constellation of qualities including respectfulness, fairness, reasonable standards, expertise, intellectual curiosity, and enthusiasm for teaching.

Some students choose not to worry about their academic work while others think it is easy to "get by." Some aspire to excel and find it a challenge to do so; and others want more challenge. Students spoke to variations in what is required of students from department to department. One person describing a junior who claimed to be writing one of his first college papers said: "I don't feel like it's fair that we're in the same place—that he graduates with a Skidmore degree and so do I."

The quotes that follow represent the varying approaches that students described taking to their academic work:

When you're sitting there trying to compete with someone for a better grade in a class, meaning that you're going to put in more study time, yes you're going to get a better grade. But it means that you are not going to go out...I could have gotten better grades. I'll admit that flat out, that I don't put 100% into my work, because...I don't want to just come out of here with an education. I want to come out of here knowing that I've been through every possible situation that I can be in.

I'm working hard, but I feel like it's the right amount. If I had more, I'd be crying. But if I had less, then I'd have a lot of free time on my hands.

I'm pretty last minute... like; I'm writing three papers today...I've gotten to the point where I work better under stress...I tend to whip it out. Whereas if I know I have a lot of time, I end up belaboring over...every word. And I drive myself absolutely insane.

I wish currently I could go out more. I wish I didn't have so much work, so that I could even just go out to dinner with a friend during the week. I wish I could do that.

Some students perceive the workload as the problem and spoke to making trade-offs in their work:

I honestly think that if I didn't have as much to do, more of my stuff would be in on time.

A junior female, when asked why she thinks she doesn't get her work done when she should, replied, "Usually because I'm doing other work. I think I work pretty hard." She went on to say: "You think, 'What's due tomorrow? I've got to get that done first.' And then, what's due the next day you don't get done quite as well."

A couple of the students who were not excelling were surprisingly frank about holding themselves responsible. One junior male said:

I think that Skidmore College tries its best. I mean I know the professors do. They definitely try their hardest. And then the people like me who make this school what it is...I could technically be classified as your spoiled white rich kid who doesn't do his work because he doesn't have to because it doesn't matter how bad he does, mommy and daddy are going to send him back for another semester. I mean, look at me. I'm almost out of here and I'm definitely not trying.

This student went on to say:

I'll be honest. I do the reading that I want to. If I'm interested in my class, I will do the work. If not, I really don't care... It's what you make of it, you know. It's what you make of it. If you want to excel, if you want to do work all your fucking life, go ahead. I don't, so I don't.

Students who reported being bored in class also reported higher levels of drinking, smoking, depression, and feeling anxious. Students perceived themselves as working harder than their peers work. They reported spending an average of 11 to 15 hours a week on homework, while also estimating that their peers spend an average of 7 to 10 hours.

When it comes to motivation, however, while students may distract each other, the faculty seems to be the most potent influence on academic engagement and effort.

The Importance of Faculty

Skidmore students talked about working hard "for" professors they "like." One junior female said of professors in her major:

They are intriguing people and they have just been so energetic and so enthusiastic. And that's really reflected, I think, in the students in the class...because they kind of want to reciprocate that I feel. If you have a professor who is really involved in what they're teaching and really passionate about it, I think it pulls the students in as well.

Other comments about what makes a "good" professor included:

They're accessible, they care, they give a fair amount of work. They don't slack on the amount of work they give you, but they give an amount that can be done, that you have to stretch yourself for. They grade fairly. They have a lot of respect for the students.

He just totally is open to discussions, even if it's unrelated to [subject], but just as long as it provokes some kind of academic, I don't know, I mean because he's also an LS teacher, so I'm sure that has something to do with it... You can tell he loves [subject]. And you can tell he loves learning, and loves teaching. And he's so good with the students. I just had to have him as an advisor after I had him as a teacher... He's so good with communicating the materials. And you can tell he just loves it, which is definitely inspiring. All of us really, really like him. He's a fair teacher. He works us hard, if we choose to work hard. That's something that most of us do because we like him so much.

I like the idea of having professors that I have respect for and that are doing things outside of here.

I think that's really a mark of a good professor—if he can interest you in something that you know that you weren't interested in the first place. Or if he can keep you hooked into it.

Students also talked about how important it is for professors to recognize them as individuals—a quality of interaction (rather than quantity). One student remarked:

He definitely is excited about what he's teaching. But I think sometimes he doesn't invest enough time into his students individually, as people... I

don't even think he really knew my name in Intro, you know, and that just kind of bugged me in a class of 16 or 18 kids.

While students did not complain about lack of time with faculty, and our survey data indicated that only 20% of the students *frequently* talked to faculty out of class, students talked about the impact of faculty attention and regard. One first year student described doing poorly on a midterm and having her teacher write a message to her on her exam:

"You're obviously an intelligent young woman...but lately you've been asleep with your head on the desk and your eyes glazed over. And you seem very distracted. I don't know if you're just not getting enough sleep or if it's something else, but please try and [pick it up] because I don't like giving you grades like these. I know you could do better."... It was a very motivating...I mean it sucked in a way, but I went and I talked to him...and since then...I've been very productive...If he had just given me a 60 and not said anything I would have been really unhappy, I mean even more unhappy. But the fact that he expressed an interest in me as a person and he complimented me as a person, it kind of gave me hope.

A senior described personal relationship as being an academic motivator:

Let's say you start to get to know your professor on a more personal level. I feel like you're more motivated to work harder for them, so that they're not put in a situation where they have to come down on you.

While some students perceived the professor as responsible for getting the class "going," others did not:

You want it to be interactive. And sometimes professors don't achieve that. Let's see, I think the most boring class I've ever had, that was the biggest problem. And also the professor didn't really have an understanding of where the students were coming from, didn't really have too much empathy for their needs, what they kind of needed to extract from the class... I remember specifically people didn't really want to really speak out in class because they didn't feel supported.

He couldn't get the class going, which is not wholly his responsibility...because if he's teaching something that is just outright boring, then there's only so much he can do.

One of the student researchers described a debate he had with a friend about whether being really good at something makes one good at teaching it; they concluded that "good" professors make their areas of knowledge accessible to students and do so with a certain amount of humility.

Students described complicated responses to the authority and expertise of their professors:

I think he's an incredibly intelligent person. And I think he's great... But he also, we wrote our first LS1 paper about a month ago, and we just got them back last week. He was so busy. And he has a lot of classes, and I understand that...And I think I sort of have, I don't know what it's called, but it's like the syndrome of doing something because authority says you should do it. So I forgive him because he's an authority figure. Like I say, "Oh if he doesn't it's okay. He's my professor. He doesn't have to give stuff back on time." When in reality we have our next paper due next Friday...And so I don't think that's very fair. I'm beginning to realize this more and more. But I still defend him when other people say stuff.

I think that teachers a lot of times forget that they are biased, that they already have all this and that you don't and I think that's what happens when you end up with like a pretentious feeling or whatever. It's like, you know, I'm so-and-so with this degree and this, this, and this, and who are you?...Well, I'm someone who is here to learn all that from you.

One of the student researchers, after interviewing students about their approaches to academics, remarked on wanting to change the image of Skidmore students as slackers—a stereotype that he had and perceived some Skidmore faculty to have:

Before I embarked on this project, I felt that not too many people here worked hard. I thought that most of the students glided through school with no care about the grades they received. But I found out that many people here do work extremely hard, and that the image some professors have of them/us is dead wrong. Sure there are students who do not care, but I think that most people here do. Maybe a study like this will change the minds of the people who think otherwise.

Grades Matter

Skidmore students expect they will have a GPA of 3.0 or higher and very few expect to fail a course while at Skidmore College.

You know they [professors] hate that when students come and say, you know, I think I deserve better. Fine, they can say that all they want, but the fact remains that it doesn't affect them, you know. Whether or not we learn, that's mutual...They teach and we absorb what we can, but that grade still is very important for us and I think some professors ...occasionally aren't considerate enough.

One student suggested that grades in one's major are more important than grades outside of it:

Okay, he was a science major, but oh look at this: He got a B- in writing seminars. Ooh, bad boy. I don't really care about that. I'm sure they don't either [grad schools].

Another student suggested that getting by is getting Bs:

I'd get better grades if I could. But I don't really put the effort into it. I do a minimal amount of work I can to slide by with a B.

If being successful is getting As, this is perceived by some students as difficult to do at Skidmore:

My academic experiences, I think, are fairly rigorous compared to what I've heard about at other schools... For me, I decided to take school pretty seriously. If you do that, if you strive for As, I think you have to do a lot of work.

On the other hand, some students spoke to frustration when their grades in a class don't match their learning:

I have classes where I get easy grades. Like I don't do anything and I get the greatest grades. And I know I didn't do anything. And I didn't put that much effort. But I'm getting these great grades. And of course I'm not going to complain because my GPA is looking great. But I mean, when I walk out, I didn't learn anything from the class... I have a nice A. But what did I learn? Nothing.

I do so much work for shitty grades.

One of the student field researchers wrote about what she thinks her good grades signify:

I wouldn't want to admit that I just try to "please" professors, but high grades do exhibit the ability to adjust to new styles and expectations, and to meet different standards of the various people who evaluate you.

The Relevance of a College Education

Students want their studies to feel "relevant." Some students value learning they perceive as applicable to future jobs while others value the skills they gain as a result of going to college, through opportunities not necessarily in the classroom:

I definitely learned a lot more out of the classroom through [working on student policy issues] than I have inside the classroom.

The people that really get ahead are the people that make independent studies, find jobs in the field they're interested in.

I felt like I learned more last semester abroad...just because I learned a lot about myself. But when you put yourself in a totally different situation, you have to. I mean, freshman year, you learn to know a lot...because you learn how to readjust. But when you barely speak the language, then you're like really learning.

One junior spoke about viewing her studies here as irrelevant:

I'm at the point in my life where...I know exactly what I want to do. I know where I want to work. I know where I want to be in ten years... And I just feel that Skidmore is just not leading me to that path... What I want to study, I can't study here.

There were students, however, who noted the value of a liberal arts education:

I'm not learning, necessarily, a tangible skill... But I can write well and I can communicate my thoughts... I'm also just learning to be an educated person.

PERSONAL/SOCIAL LIFE AT SKIDMORE COLLEGE

Skidmore students value and prioritize their social experiences. They think about creating a balance between their academic and social lives. Students said in interviews:

Social life is just a big part of college. That's my favorite part of it.

I don't remember a time being like, oh what am I going to do now? You know, I kind of wish there were some times like that. I might get more work done.

Students spend more time socializing than doing their homework or attending college events. One of the student field researchers concluded her report by saying, "Right now, our social life constitutes who we are; it is in front of us and behind us at every turn. Skidmore students embrace their freedom and their social life. In fact, they celebrate it almost three nights a week."

Skidmore students talk about desiring more and deeper friendships, a culture of casual sex, and alcohol as a primary hub for social activity. Some students described their social

lives changing from greater participation in big parties and substance abuse to hanging out with friends in smaller groups and engaging in less "out of control" behavior over the course of their time at Skidmore. Interviews also revealed that some students think that the sixty-forty gender ratio at Skidmore exerts a powerful influence on heterosexual relationships.

Friendship Patterns

Less than half of the students surveyed think a sense of community exists at Skidmore College. Those who think positively about community offer comments such as: "community exists within the smaller social circles"; "everyone knows each other"; "there is a sense of community when we are off campus." Critics of the Skidmore community used the following descriptions: "cliquey"; "lack of school spirit"; and "a lot of apathy." One fifth year student said in an interview:

It seems like when we used to take chances, it was really not harmful. Like it was getting a keg in the dorm. Or it would be, you know, it would just be something dumb...It wouldn't be vandalism. It wouldn't be breaking things. It wouldn't be shooting things. It wouldn't be any of that. And yeah, there are always going to be a couple of people who are going to do that. But it seems like the numbers have been increasing. And it seems just like the level of responsibility, socially, has gone down the tubes.

Students differentiate between social interaction and friendship. Some of the students interviewed were wistful about wanting even deeper friendships than they had:

I feel like there's a certain part of myself that isn't known by anyone here at the school...I just feel like sometimes the depths of my being aren't, I don't get to share that with anyone in a way that I'd like to be able to with my friends at school. But that isn't to say that I don't have friends. And I really love my friends here at school.

It doesn't bug me, but I really wish I had some more close friends... I wish I had more guy friends, cool guys friends...that I could really connect with.

And one person suggested that Skidmore's size was a barrier to intimacy: I just feel since it's so small everybody knows about you. So it kind of makes it like you don't want to open up to people, because you don't want everybody and their mother finding out about your life.

Some students suggested that there is an evolution to friendships on campus as well as various kinds of motivation for them:

My first semester, a whole bunch of us got really, really close... And I think that was kind of bad to some extent. Because we kind of substituted each other for family. And then when people started doing other things that the other people weren't included on, people got upset. And so it was kind of like you didn't have your own life, you had their life. And so we've all kind of grown apart.

Everybody I think only has a handful of close friends. And everybody else is just acquaintances.

Sex, Sex and Alcohol, and Alcohol

Students make a distinction between social and emotional intimacy, and between sexual and emotional intimacy. At Skidmore, casual sex is known as "hooking up." Some Skidmore students reported enjoying this pattern; others did not:

Everyone is looking for sex. I had a girlfriend and I realized that before I had a girlfriend I used to think that when I had one I'd be happy. Then when I had one I'm not really happy. And I realized that the fun part is not knowing what's going to happen that night. It's the suspense, the knowing that you have to go out and work for your "dinner." I think it's a natural instinct...I'm always on the hunt...I'm always looking. It's just a natural tendency for me to look around at girls. That sounds bad, but I think that most all people are always doing that. Like the meat market idea, you go to a bar to check people out.

I think there is a lot of pressure to be sexually active at Skidmore... I feel pressure as a male being, I guess, a minority to, you know, to just have sort of casual relationships and I don't necessarily want that all the time.

This young man went on to say:

I feel like I should be in a different time period because I'm all about courting. You know, the traditional courting of a woman. And I don't think the girls go for that... I feel better just slowly getting to know this girl and I get the sense that like she wants it to be some kind of random downtown in the bars, all wasted, hook up first...I definitely feel pressure, you know, to do that, to hook up with someone as opposed to getting to know them through class or something like that... But at the same time I sometimes kick myself thinking about the opportunities I've passed up.

Students of both genders spoke to hooking up as a norm as well as not perceiving many successful relationships:

I think it's just something you do. Like you're away from home and it's like hey what the hell...It's like the Skidmore lingo: Hi, I want to hook up with you. Hi, I want to have sex with you.

My understanding is people don't date at Skidmore. I don't know. I guess people hook up, the magic word. You go down to a bar and you could find someone you don't know. That's about it. I wouldn't really say there are relationships for the most part.

It's not the sole of my existence... to get a boyfriend. I have just as much fun without one. But I think some girls are definitely looking for guys. And so are some guys. But just less guys than girls.

Some students talked about gender in relation to "the ratio"—the greater proportion of females to males on our campus. Students were well aware of the 60-40 ratio and they thought it affected a variety of behaviors:

A lot of girls [are] pretty provocative. And I think that they're like that, maybe not because they want to be date raped or anything like that, but they want to, maybe because the ratio is so bad in their favor that they feel like they have to get an edge on.

It seems to me so far that guys in college aren't looking for girlfriends. They're looking for a weekend hook-up kind of thing. Especially here at Skidmore because with the sixty-forty ratio guys feel like, ah, with so many girls to choose from, why should I limit myself? Someone actually said that to me.

There are so few men here that it definitely affects relationships here, because guys feel that they can get any girl whenever they want, because they can, because girls are so desperate. I think there are fewer relationships here than other places... I would like a boyfriend, but I don't view any of the guys here as boyfriend material because they're all too involved in doing their own thing... I need a boyfriend that's not all about, "Oh I can go home with a different girl every night."

Gender also influences the number of sexual partners students have while at Skidmore, with male students reporting in surveys that they have more sexual partners than female students reported. Half of the students surveyed said that they have been involved in romantic relationships. However, students viewed their current relationship as less exclusive than they desired, with male students desiring less committed/exclusive relationships than females did.

Alcohol often fuels sex without intimacy. As one researcher wrote, "One girl was saying how she talked to her 'crush' downtown and then saw him in Price Chopper, but couldn't

go and talk to him because 'it was just a drunken conversation and I don't want to see him again.'" She also reported another female student saying, "You actually think I like these people? No, I just hook up with them."

Nonetheless, the majority of students surveyed reported having less than one sexual experience under the influence of alcohol or drugs, while 3% of the students sampled reported between 11 and 15 experiences. Male students reported more one-night stands while under the influence of alcohol and/or drugs than females did.

One student field researcher commented that she had "tried [in her report] to avoid the cliches about college drinking, but it almost seems inescapable. Most social situations that I looked at involved alcohol."

Although alcohol dominated descriptions of social activities, some students described how social activities changed over the course of their time at Skidmore. Big parties and big drinking were described as more common for newer students:

Like I think you're supposed to have fun, to enjoy yourself and kick back a little bit, because people definitely work very hard. That's sort of like a reward... We've all been in that situation before when we were freshman and sophomore or even junior year going over to people's houses and not knowing who lives there. And not really caring. We just were out to get fucked up and hang out with your individual group of friends... And I think now it's more of like what my parents do at the end of the day. They don't come home and smoke pot, but they come home and have a glass of wine. It's more of like something to bring you down from all the shit that you've dealt with all day.

On the other hand, some seniors reported that alcohol is still dominant in social life:

I definitely think the social life is mainly drinking, or doing whatever drugs. I don't see an alternative for people who don't. I don't see what else they would do.

This student differentiated between drinking "to get annihilated" and drinking "to be social," and said that she hangs out with people "who just drink." Some of the students interviewed addressed motivations for drinking—some suggesting that it was a way to forge social connections, others suggesting that it was a way to relieve pressure:

I think alcohol aids severely in social situations for underclassmen meeting new people. It reduces your inhibitions about meeting other people... It forms a common bond with you and other people where you can sit and talk about beer if you want to... if you have nothing in common, there's something.

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I think it's almost a mind set that you have beforehand...And I don't know if it's to relieve some stress because it really isn't in my case. I know that some people...do drink because they have this problem that they want to avoid. But not me. I'm not avoiding an issue. I think that occasionally I enjoy being drunk.

This student went on to say, "I know some people that don't go home until they are so drunk they can't walk. I know a lot of kids like that. I choose not to hang out with them." Another student described having medication taken from him:

I took Ritalin for ADD...I had a bottle stolen from my house last year...And whether that's to keep them up to do the work, or whether that's so they don't eat so they lose weight, I definitely think that there are a lot of pressures.

We found it useful to have students reflect on their social behavior. One of the student field researchers studying personal lives wrote: "Perhaps we are all scared animals. We need each other, but we are afraid of each other...I'm excited about my experiences over the past two months, but I'm left with a lingering fear—Did I observe this, or did I live it?...I need to find a better understanding of myself."

DIVERSITY AT SKIDMORE COLLEGE

Students' explanations for voluntary segregation at Skidmore varied. Some students invoked family upbringing, others the tendency for people to prefer those with whom they have the most in common. Students also talked about structural barriers such as low numbers of minority students and faculty, economic issues, and the ways that campus programs and activities may reinforce segregation. Some minority students said that the admissions process does not provide a realistic sense of the Skidmore environment. We were disturbed that students reported the most problematic interactions and stereotyping as taking place in the academic context.

Voluntary Segregation

Voluntary segregation was a resounding theme in one student's field observation of the dining hall. Many multicultural students choose to sit in the gallery rather than in the main room. A sophomore Latino student commented in an interview: "You'll see a few minorities [in the big section], but if you go to the gallery, you'll feel like you're in the Bronx." Student clubs were also segregated; those focused on racial/ethnic students had almost no white members and a club focused on women's issues had only one student of color in attendance. A student observing in Case Center noticed differences by race, with white students tending to cluster and socialize and minority students tending to be more purposeful and solitary.

What kinds of explanations did some Skidmore students offer for the segregation? One white student suggested that it was the job of minority students to fit in and reach out:

If you see a club that's targeted towards minorities, most likely 99% of them are minorities. And for some reason they just kind of like exclude others...If you're going to bring 300 minority students and they're going to make their own clubs and stay within each other and not join other clubs on the rest of the campus, then how are you going to diversify the campus? They're only going to be seen in the classroom.

Minority and majority students suggested that both "sides" are responsible for segregation. In one of the student club meetings, a student field researcher heard a student say:

The minorities always talk about how the white people never talk to them and how they are cliquey and separated. But we also make ourselves cliquey in a way and separate ourselves. I think that you also have to move forward because you can't expect them to do everything. It is not all their problem. Honestly, like once you start talking to them, like one of my best friends here is white, and she actually told me that in the beginning she felt uncomfortable in a group of minorities because she thought that they would just look at her and they didn't want to talk to her. I think it has to go both ways.

Other students commented in interviews:

You don't really go outside of your friendship circle. Do you know what I mean? And if you're so used to hanging around white people, like in high school, you're going to hang around white people in college... And the same thing with minorities. Because you can't really blame either group. It's nobody's fault. Because that's just what they're used to and that's their culture. But it's kind of messed up.

As a white student who comes from a mostly white background, I feel most comfortable when I'm with other people like myself...I think most people are like that when they come here. And I don't see a lot of mixing.

It's not segregation of race; it's just cliques. And if you like hip hop, I'm going to go hang out with you. If you like salsa, I'm going to hang out with you. If you are of my same background, I'm going to hang out with you. If you're on financial aid, then I'm going to hang out with you. So it's like whatever we have in common, then that's the clique you go with.

What I find is a lot of majority students at this school come from small towns. And when I actually get the chance to get to know them and talk to

them they've come from towns where they really have never seen someone of a minority group, where they've never interacted with them. So it's not so much that the students are completely against or afraid of minority students, but it's just that they don't know...And I think that a lot of times for minority students they usually come from big cities at this school. But the cities are very segregated. And a lot of their upbringing with their parents and everything they've heard their parents say things about white people. And in the schools they've heard the same thing "stay away from them, stay away from them, be afraid."

My friend invited me to go with her for spring break to her parents' condominium in Puerto Rico and it's like I had to say no and everybody came back from their vacation and they were talking about how it went. It felt so different and I felt so awkward.

I think that it's the dynamics of the world. I think that it's not focused on Skidmore at all... That's the way the world is now; it's divided.

Structural Barriers

Students mentioned a number of things they think Skidmore could do to improve the campus. The most common suggestions were increasing the number of minority students and faculty, providing financial aid, and evaluating the role of the multicultural office. A couple of students also thought that minority students should get a more realistic sense of the environment before coming to Skidmore. Students commented in interviews:

I think that the level of interaction between majority and minority students on campus is fine, except there's one problem: There's not a lot of minority students on campus. So really there isn't a lot of majority/minority interaction there. Is there? If you really want a truly diverse community, I think you really have to care about the numbers.

With the ability to be completely blind to the money issue, you can have a much more diverse student body.

I think Skidmore states that they want diversity and things like that, but if you look at the school, there is no diverse teachers... You know, if you want chicken noodle soup, what do you need to put in it? Chicken!

I think that there might also be something ingrained in the college. I really have been feeling ambivalent feelings about...the role of [the multicultural] office in the separation of minorities from majority students.

I met all my friends from...orientation. I mean obviously I met more people as I've gone along. But all of my close friends are from that. But

the minority groups had their own...orientation. And so they weren't in mine.

I think I was given false hopes...admissions at Skidmore recruited me really hard. I guess they wanted me to come here more than I wanted to come here. And I know it's because I'd represent a piece of that pie for them, a piece of that diversity pie, a little number that they put into that damn diversity report every year...And then actually I worked on the other side of the coin in admissions when I was a freshman... They wanted me to do the same thing with other students of color. They wanted me to recruit them... We need them to come here. Get them to come here. We need them to come here. But why? You know I heard a quote one time. It was by a student of color. She said, "Skidmore brings us here only to break our hearts."

Interactional Tensions

The commentary above pertains to structural issues at Skidmore, but minority students spoke to interactional problems as well:

One thing that I noticed about the campus as a whole, the way people approach you if you're a minority is that people that come from rich, rich backgrounds, they feel like they have to approach you as a minority. So they'll come up to you and say, "Yo whassup?"...instead of saying "Hi."... I don't like that. I mean I'm a regular person. It's not like I'm not going to understand when you say "Hello" or speak to me in a respectable manner.

This student also commented on other struggles he has around stereotyping:

I think in my head that they'll think I'm stupid just because I'm a minority. Like if I were white, I would just be a stupid white kid. But because my name is [Hispanic], I'm stupid because I'm a minority. Like minority and stupid go together. And when you're in a class, you have to work two times as hard to get the teacher's attention... and to get the other students' attention. And then once you do that, they all think you're a genius. You can't just be like a regular, average minority student...You're either a genius or you're stupid.

Although students noted segregation in a number of campus settings, the academic context seemed to be where the students interviewed felt most like tokens:

They were talking about black people or something. And it seemed like virtually everyone turned in my direction. And they wanted me to speak, but I refused to say anything. Like I was not going to be a spokesman for millions of people... There's been several times...that people looked at me.

And even the teachers sometimes look in my direction... Now I've become so used to it. Being in a classroom with thirty white students and I'm the only student of color doesn't bother me anymore... I'm like, "oh, one of those classes."

This student described herself as "more comfortable" and "used to" the situation, but she went on to say that it "gets exhausting sometimes." Perhaps this is one explanation for why majority students surveyed reported being more likely to *sometimes* speak to faculty outside of class, while minority students were more likely to *never* speak to faculty outside of class.

In a club meeting, a student recounted a classroom discussion about "the ghetto" that was "ignorant and incorrect" in her experience:

I don't cry, but I started to tear. I felt frustrated. I was feeling angry and sad. I was sick of having to represent myself... I have never lived in the ghetto, but I have friends that have. I felt so guilty that I didn't speak up.

Another student described in an interview assumptions that are made about her because she's Asian:

Like, for example, the assumption that I wouldn't know how to speak any English... Like the assumption that because I was from Asia, that they're all communist over there, and therefore it must have been a very restricting place, I must really enjoy my freedom here. I've actually had professors say that to me.

This student also said, "I just roll my eyes. At this point I'm just resigned to the fact that no matter what I do in life, what my face looks like will always come first."

One student described differences he perceived in standards for minority students:

I've encountered teachers giving me a better grade than somebody just because I'm Hispanic... Last year in LS1 I read my friend's paper... He covered every point that needed to be taken care of and everything was right there. And he got an A-. And I didn't even have a conclusion. I didn't have a thesis statement. And I got an A. Also you have that in the reverse. I took a class from a minority teacher... And I noticed that he expected so much more from me and he told me too... That's like ludicrous... Like to make somebody do two times the work as somebody else just because of the color of their skin?... He was like, "When I look at your paper, I'm going to grade you extra hard. Just because I know that when you get out of here, it's going to make you so much better." And I agree with him. Like yeah, you should do that. But you should do that for everybody.

Two experiences that emerged as more organically enlightening students about diversity were going abroad (experiencing oneself as a minority in another culture) and becoming friends with a person considered to be "different":

I went to Argentina for a semester, and that was a completely different experience for me, where I was living in another culture, and I was in a sense the minority student... As I started to experience diversity, if you want to put it in that sense... I sort of came to understand the importance of it.

I would say to myself, for example, "What if this happened to [friend]? How would I react to that?" She's been one of my best friends. And people would not look at her as a person because she's a black girl.

You come here on campus, you make friends first. Then you find out that person is gay. And you're like, oh that didn't make any difference.

While students spoke to the value of these experiences, a minority student made a point of saying that they should not be forced on anyone:

I don't think anyone should be put in the position of feeling... "You have to totally integrate. You have to be friends with a black person. I don't care if you have nothing in common with them." No, that's not right.

One of the student field researchers described talking to a friend about studying diversity and her reflections on her work:

His immediate response was, "Your topic is diversity? That sucks. How much space can you fill talking about diversity at Skidmore. One index card?" Before beginning this study, my initial reaction to a discussion of diversity was very similar to that of my friend; I thought discussions on diversity were useless for me because they would only serve to reinforce my perception of the hopeless state of affairs we as a campus, and a community, and a country have found ourselves in regarding racial segregation. So far this study has been instrumental in broadening my views as to the variety of approaches that could be taken in examining this issue—both on campus and in the world at large.

Perhaps the experience of studying diversity is itself an intervention. As another student field researcher reflected:

When I entered this study, diversity meant little to me... I had never noticed the division that occurs on this campus... Yet, although during and after this study I became aware of how different I was from many of the multicultural students, it also allowed me to understand them through their

eyes, as well as understand how they saw me. This I believe is the truly wonderful thing about this study—that I was able to see through their eyes for a brief period of time.

INSTITUTIONAL IMPLICATIONS

Academic

We should resist the impulse to make sweeping generalizations about “students at Skidmore.” Students choose how they want to approach their academic work in the context of their relationships with professors, the perceived relevance of their course work, grades, and their social lives. When a professor engages students, the relationship transforms students’ approaches to academic work and inspires them to positively resolve the tension between getting by and excelling. If we are going to influence students’ choices we need to know more about how students define academic engagement, success, and being well rounded.

It is clear that students appreciate and respond to teaching that demands participation and involvement. Students talk about faculty interest, reinforcement, challenge, and warmth. These are not the property of any particular discipline and they are not complicated. We believe that some of the campus discourse suggesting a conflict between high standards and nurture misses the mark. Those faculty who are able to pair positive regard with challenge are the faculty who motivate, and even inspire, students. The college celebrates excellence in teaching and the faculty devotes considerable time to pedagogy. Nonetheless, we cannot overemphasize the importance of the student-faculty relationship.

Students are concerned about the instrumental value of their education. While they may endorse the notion of a traditional liberal arts education when they select Skidmore, they want to study what is most interesting to them and they are concerned with the economic value of their degrees. Although their appreciation for the liberal arts deepens while they are here, we believe the college should address the concerns students express about personal relevance and career development more directly.

We must also pay attention to the benefits students say they gain from experiences they have outside of the classroom. The adoption of a curriculum that reduces the number of involuntary academic experiences students have may also be a step in the right direction.

Personal/Social Life

Skidmore students are concerned about intimacy, balancing work and social life, and community. Students are also aware of how the 60-40 female to male ratio influences behavior and relationships. We think concern about intimacy and community reflects a need to increase our focus on students integrating the qualities and sensibilities of a liberally educated person into the conduct of their personal lives. While there is no doubt

about the primacy of the college's academic mission, we believe the college needs to make personal development a more visible aspect of the college's program. We also believe this an opportune time to explore gender issues more, especially as they relate to personal relationships and community.

Students are quite explicit that alcohol is the common denominator in the Skidmore social scene. We know this is not unique to Skidmore. Nonetheless we need to know more about drinking here, especially why some students drink less than others do. The process of "aging out" of excessive drinking that some students describe is also worthy of more study.

Diversity

There is a sense of dissatisfaction with the number of minority students on campus, the quality of these students' experiences with Skidmore, and the contribution of diversity to the campus climate. At the same time, there is also a sense of fatigue associated with these issues.

Students talk about voluntary segregation and pressures to "represent." The responsibility for programs celebrating diverse traditions has fallen largely on minority students, and these events are not integrated. We believe that the college should devote more resources to fostering interaction and relationships among diverse groups. The responsibility for ensuring that all students benefit from campus diversity belongs to the college. We believe that recruiting a more diverse student body, faculty, and staff remains a critically important goal. At the same time, the college must also recognize and respond to the unique needs of our current minority students, faculty, and staff.

CONCLUSION

We began this project convinced that student voices needed to be heard in the campus discourse, and we finish the project with an even greater appreciation of some of the themes that emerged in the data that our students collected. We saw how motivated students can be by academic projects that they perceive as useful, skill building, and relevant to important issues in their lives. We also experienced the satisfaction of working with students who are highly engaged by their learning. We encourage the college to continue funding institutional research projects that involve students as collaborators as well as subjects.

APPENDIX K

**SKIDMORE COLLEGE
MIDDLE STATES ACCREDITATION**

Middle States Self-Study – Dates of Public Discussions

- **INFORMATION RESOURCE COUNCIL MEETINGS**
 - FYE – 9/29/04
 - Sciences – 10/06/04
 - Diversity – 10/20/04
- **COMMUNITY DISCUSSIONS**
 - Two community conversations are held for each of the 3 subtopics
 - FYE – 10/06/05 – 2 meetings
 - Sciences – 10/20/05 – 2 meetings
 - Diversity – 10/11, 10/14/05 & 10/19/05
- **FACULTY DISCUSSIONS**
 - Faculty meeting Committee of the Whole is devoted to Middle States – 11/04/05
 - The DOF and Steering Committee Chair meets with faculty of color – 11/15/05
- **STUDENT DISCUSSIONS**
 - The Steering Committee Chair and DOF meet with science students – 11/01/05
 - The Steering Committee Chair meets with Academic Council students – 4/6/05, 11/2/05 AND 11/9/05
 - The DOF and Steering Committee Chair meet with the students of color – 11/17/05

HEOP Study Group Final Report

**Submitted to the
Curriculum Committee
Skidmore College**

May 2005

Preface

In the fall of 2004 the faculty of Skidmore College voted to replace the Liberal Studies-1 common course for first year students with a comprehensive First Year Experience program that includes about 40 different seminar classes, mentoring by a student's seminar instructor, co-curricular activities, and residential learning communities. Because the role of the Curriculum Committee (CC) is to review curricular matters, such as changes in all-college requirements, new course proposals and changes to existing courses (including those necessitated when one department or program makes changes that affect another department or program at the college), the committee decided to form a sub-group to gather information about the way the college's establishment of the new FYE program would affect its Higher Education Opportunity Program. This information is expected to help the committee in the future, particularly as it seeks to serve as a vehicle for communicating information about how changes in one part of the college's curriculum affect other parts.

This report was prepared by the Curriculum Committee members charged with the task of gathering information for CC (henceforth known as the "HEOP study group").

Ngina Chiteji
Coordinator of the HEOP study-group

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I. Group members

Ngina Chiteji, Natasha Fahey, Kate Graney, Joanna Zangrando

II. Rationale for formation of the group and mission statement

The Curriculum Committee (CC) decided to form the sub-group at its 3/25/05 meeting after reviewing a proposal to revise the summer course HE-HPG "Pre-LS/Study Skills Workshop" submitted by the Higher Education Opportunity Program (HEOP) Office. HE-HPG is a course that all incoming HEOP students enroll in during the summer before their freshman year begins. The HEOP office was requesting minor changes to the course title and course description to reflect the college's move from an LS-based curriculum to the Scribner Seminars format for the fall of our students' first year.

Because it became clear that CC might receive additional requests to revise the course in the future as HEOP worked to adjust to the new FYE format, CC decided to form a study group to examine the HEOP/FYE transition. Pursuant to this objective, prior to beginning its work the study group defined its mission as follows: "The primary objective of the study group is to gather information about the Higher Education Opportunity Program and the HEOP summer course that may serve as background to guide CC in the future."

III. Whom we consulted

The study group consulted three outside parties. The group met with Susan Layden, Director of HEOP and Monica Minor, the Associate Director. The group also had a separate meeting with Michael Arnush, the Director of the First Year Experience.

IV. What we learned

The Higher Education Opportunity Program and its mission

Skidmore's Higher Education Opportunity Program and its companion "Academic Opportunity Program" (AOP) exist to provide students from underrepresented groups and students from disadvantaged backgrounds the opportunity to earn a Bachelor's degree. This involves a dual focus on access and achievement, i.e., allowing such students entry to the college and assisting them toward successful completion of the baccalaureate degree. The students who are admitted as part of HEOP/AOP possess a strong potential for academic and personal achievement, but they are students who might be precluded from obtaining a college degree because of their disadvantaged backgrounds otherwise (HEOP Mission Statement).¹ At the state level, the HEOP program emerged out of legislation approved by New York in the 1960s. Skidmore College's commitment to the program dates back to 1969, when Skidmore became one of the first institutions in the state to set up a program on its campus. The AOP program, which targets students who either reside outside of New York State or in-state students who do not meet the economic eligibility standards stipulated by the State, was created in 1999 (Layden, et al. 2005). HEOP is funded jointly by the State of New York and by the college.

¹ The HEOP mission statement can be found on the HEOP website at www.skidmore.edu/administration/HEOP

The high aspirations of the program participants notwithstanding, the HEOP/AOP student population is 'academically and economically disadvantaged' (Layden, et al). It comprises students who would not be admissible under the College's standard admissions rules.²

The two programs are not specifically targeted at minority students. Instead it is background characteristics such as academic preparation and income rather than race or ethnicity that determine eligibility. However, because of the correlations between race, income, and neighborhood and schooling characteristics nationally (see Wilson, 1996; NRC, 2001; and Neckerman, 2004; for example), many of the students admitted are students of color. Accordingly, HEOP/AOP has been highlighted as a key element of the college's effort to promote diversity and intercultural understanding on campus.³

The HEOP/AOP summer program

The HEOP/AOP office runs a summer program intended to build the academic skills that the incoming HEOP/AOP students will need to be successful, and it provides continued support throughout the year and throughout the students' college careers. The HEOP grant from the state requires that the students be given such special support to facilitate their success in college, in order to make up the deficits they face at the point of entry.

The summer course HE-HPG is part of the effort to enhance students' preparation for college-level work. The course traditionally was anchored to Liberal Studies-1 (LS1), which all first-year students at the college were required to complete in the fall. LS1's focus on improving student writing and teaching students to think and read critically made for natural complementarities between the two programs. HE-HPG therefore used readings and assignments similar to the ones that the students would encounter in the fall to structure a course of benefit to all incoming HEOP/AOP students.

The HEOP/AOP office has found that having a strong relationship between what is done in the summer and what the students encounter in the fall is the key to success. The pedagogy informing the design of the summer course is learning theory. Students are given repeated exposure to a given topic with a layer of support taken away each time they face an assignment. And, while the students do not do the exact same assignments that they do in the fall, they do face assignments that are likely to be similar, so that they are adequately prepared for the types of assignments they are likely to see in the fall. This prevents the summer course from being an ineffective, abstract study skills course. In designing the summer course the HEOP/AOP staff, in conjunction with Psychology Professor Sheldon Solomon, decided to apply the learning theory paradigm because abstract study skills courses do not produce positive results for the population in question.

The impact of FYE on the HEOP/AOP program

The college's transition to a Scribner Seminar format poses a challenge for the program, because the new format no longer has all first-year students taking a common course. This has necessitated changes to HE-HPG for the summer of 2005. The '05 summer course will be built around the Human Dilemmas Scribner

² Ultimately, however, the graduation rates and G.P.As of these students compare favorably with those of the Skidmore population at large. The College's 2005-2015 Strategic Plan notes that graduation rates for HEOP students are in the realm of 90 percent to 94 percent (footnote 20, Part C "The College We Aspire to Be: Strategic Goals and Priorities," in the Strategic Plan).

³ These are parts of Goal II articulated in the Strategic Plan. In fact, the College's Strategic Plan identifies preserving the continued success of HEOP/AOP as a "priority initiative" (Part C "The College We Aspire to Be: Strategic Goals and Priorities" in the Strategic Plan).

Seminar cluster, a course being team-taught by eight faculty (for which there will be different sections). HEOP/AOP has chosen this route because it allows them to design a summer course that will be immediately relevant for its entire incoming class. With about 40 students expected in the fall of 2005, the HEOP/AOP office has a large number of incoming students to support.

Limits to student choice

The HEOP/AOP Office acknowledges that the 2005 transition plan limits students' choices about which Scribner Seminar they will take. However, the Director reported that HEOP/AOP students' choices are limited in several other ways upon entry to Skidmore, and that this is done to make sure the focus in the first year is ensuring that they master the basic skills they will need to go forward to be successful. Because incoming students know that the HEOP/AOP program is highly structured, the inability to choose from the full slate of available Scribner Seminars is not expected to cause controversy among this student population.

Constraints that HEOP/AOP operates under

Part of the rationale for limiting student choice in '05 is logistical. The HEOP/AOP director reports that given current staffing levels it is not possible for the staff to provide adequate support to students in 40+ different Scribner Seminars. In addition to the challenges this would pose for the design of the summer course, it also would be a problem because one of the ways the staff traditionally has provided its support during the school year was by sitting in on the LS1 class that the first year students were taking so that the staff would be familiar with the material that the students are working on.⁴

The FYE program's assessment of the HEOP/AOP transition plan

Michael Arnush, the Director of FYE, accepts that channeling incoming HEOP/AOP students into the Human Dilemmas (HD) Scribner Seminars in Fall '05 is an approach that allows HEOP/AOP to make a transition that has been required with a very short amount of planning time. He views this as a short-term solution only however, and he notes that the college will need a different solution soon because there is only one faculty member from the current list of those offering an HD Scribner Seminar who has offered to teach again in the Fall of '06.⁵ The FYE Director also emphasized that, in his opinion, it will be important for the permanent solution to involve as much choice as possible, since it is his understanding that part of the reason that the faculty supported the FYE proposal is because it offers more faculty and students more choices than LS1 did.⁶

The impact of the HEOP/AOP transition plan on FYE housing policy

Michael Arnush reported that, pursuant to the goal of creating residential learning communities, students taking the same seminar will be housed in close proximity to one another, preferably on the same floor of a dorm. At the time of the study group's meeting with the FYE Director, all the HD seminars are scheduled to be placed in Tower, but Arnush noted that it was likely that the FYE office would split the HD seminars into

⁴ Having students assigned to 40+ different seminars would make it difficult to design a summer course that could serve all the students well, since the summer course needs to incorporate readings from the fall class and assignments that are similarly structured in order to be effective.

⁵ The FYE Director also noted that it is not clear that this individual actually will teach a Scribner Seminar again in '06 because CEPP's policy recommendation is that it is not advisable for any instructor to teach a seminar in back-to-back years due to the advising and mentoring responsibilities that come along with the assignment.

⁶ Michael Arnush notes that since the spirit of the new FYE program is to allow faculty to create their own courses—ones that they will be passionate about—everyone undoubtedly will agree that it would not make sense to standardize the Human Dilemmas course and to ask a subset of the faculty who have currently expressed interest in teaching in the Fall of '06 to teach it.

two groups so they could have the HD students distributed over two buildings. This would create a greater opportunity for the HD students to mingle with students from other seminars in the dorms.⁷

The FYE Director expressed some concern that having HEOP/AOP students in the same seminars in the future could limit the degree to which students from diverse backgrounds end up living near one another. This may be particularly relevant for Skidmore's students who come from privileged backgrounds. Having HEOP/AOP students distributed over a few seminars might indeed decrease the likelihood that the average white or advantaged student would have the experience of living near someone different from him or her.⁸

Teaching assignments in the FYE program in future years

The FYE Director also informed the study group that the present FYE guidelines suggest that Scribner Seminars are to be taught by tenure-track faculty. This raises questions about the ability of people who are not in this category to teach seminars in the long-term. In the upcoming semester there are four instructors who do not fit this criterion teaching Scribner Seminars. If these FYE guidelines are strictly enforced in the future, the two members of the HEOP/AOP office who are serving as instructors for two of the HD seminars in the Fall of 2005 may not be able to teach a Scribner Seminar in the future.⁹

The FYE summer reading

The FYE Director informed the study group that during the summer of 2005 all incoming Skidmore students will read *The Burial at Thebes*. This reading will be something that the FYE program builds co-curricular activities around, and it is something that the program is encouraging its instructors to incorporate in the classroom (though instructors are not required to do such). The FYE program hopes to make similar use of a common summer reading in future years. Accordingly, this represents a potential element of commonality across seminars that the HE-HPG might be able to make use of (although the degree to which an FYE summer reading can serve as a core, staple reading for HE-HPG may depend on how much this reading varies from year to year, and upon the degree to which Scribner Seminar instructors are willing to make the summer reading a key part of their syllabi in the fall).

V. Summary remarks, ideas, and thoughts on future transitional issues

The HEOP/AOP office has noted that having some common readings, perhaps 5-6, across the FYE seminars that the HEOP/AOP students enroll in would help them continue to run a summer program that provides the support that the incoming students need. The program's staff also expressed hope that faculty teaching the seminars in which HEOP/AOP students are enrolled will be open to the possibility of having program staff sit in on the seminar, as this is also an important way that the office traditionally has delivered support to its students. Finally, the HEOP/AOP Director says the program would welcome FYE

⁷ At the time of the CC study group's meeting with Michael Arnush, he was scheduled to be meeting with the Office of Residential Life later that day.

⁸ The degree to which this occurs depends partly on what percentage of HEOP/AOP students are students of color, and upon what percentage of the college's non-white population is comprised of HEOP/AOP students. Note also that residential "segregation" is less of a prospect for the HEOP/AOP students. Unless this group of students is immensely large, these students will end up living among students who are different from them even if they are placed in the same seminar simply because of the sheer size of the non-HEOP/AOP population on campus.

⁹ The precise language in the proposal that the faculty voted on at its October 2004 meeting reads "Participation by the tenure-line faculty in the FYS is an essential aspect of the first-year experience" (p. 4, "First Year Seminar Proposal")

faculty participation in the summer program. Faculty who taught LS1, such as Sheldon Solomon, routinely participated in the delivery of HE-HPG during the summer months in the past.

One idea for a potential long range solution to HEOP/AOP's transition challenge that the study group discussed was for HE-HPG to be revamped so that it is built around a subset of Scribner Seminars, maybe eight courses. Then, perhaps a few readings from each of these courses could be used as the basis for the application of the learning theory framework that has been so critical to the summer course' success. Prospective Scribner Seminar instructors could be asked to share their syllabi with the HEOP/AOP office before the summer. The study group's discussion with Michael Arnush indicated that this would be feasible since the teaching assignments for Fall '06 should be made by December 15. This presents the possibility that HEOP/AOP could use some Scribner Seminars as "flagship" courses for HEOP/AOP students.

The summer reading appears to present less of a potential for being something that the summer course could be structured around because faculty are not required to use the reading. Similarly, while in theory the peer mentors might represent a resource that the HEOP/AOP office could tap, given the fact that most Scribner Seminars are not likely to be offered in consecutive years, the peer mentors will not necessarily be familiar with the material in the course for which they are serving as a mentor. And, while some peer mentors will be enrolled in the seminar for which they are serving as a mentor, not all will be. Additionally, the HEOP/AOP Director reports that experience suggests that the student population that her office works with is best served by having a professional support staff rather than using other students in this capacity.

Another idea that the study group discussed was the possibility of strengthening the college's writing center via use of professional personnel. The study group thought this might create a resource that the HEOP/AOP program could make use of, while simultaneously benefiting the student body at large.

The study group recognized several resource issues that the college may need to address to help ease HEOP's transition. First, it may be necessary to provide financial incentives to entice a number of Scribner Seminar faculty to participate in the HEOP summer program, given the time commitment required. With LS1's common curriculum, and the fact that two members of the HEOP/AOP office taught this course, there was less of a recruitment burden involved in attempting to ensure that there were LS1 faculty on hand to participate in HE-HPG in the past. Second, the study group recognizes that staffing the writing center with professionals would require additional funding for the center.

Some outstanding questions that may need to be examined in the future include the following: Is there any role that peer mentors can play in providing assistance to the HEOP/AOP program? Similarly, would it be possible and useful for HEOP/AOP to tap into the existing tutoring system run through the Dean's Office in an attempt to provide support for students if they enrolled in unusual courses (like the math-based robotics Scribner Seminar)? Is there data that the College can collect over the next year that might shed light on some of the transition issues? For example, will it be possible to know how much choice the first-year students have de-facto, i.e. how many students get closed out of their preferred seminar and how many classes the average student will have tried to enroll in before settling on the one in which she is enrolled? And, to help clarify the housing issues, what proportion of the HEOP/AOP population do students of color represent? And, what percent of students of color participate in HEOP and AOP?

VI. Conclusion

The challenges facing the college as its nationally recognized HEOP/AOP program seeks to transition to the new FYE format for first-year students are not simple. Yet the college's faculty, staff, and

administrators have pulled together in the past to tackle difficult issues. The task at hand is helped by the fact that both the HEOP/AOP and FYE programs share the goals of engaging Skidmore students and promoting academic excellence and personal development as our students seek to make their transition to adulthood.

This study group views itself as having started a dialogue about the impact of the FYE program on the HEOP/AOP program. The study group suggests that this work be continued during the 2005/2006 academic year--either by the study group or by the CC-FYE subcommittee--as the college works to find a permanent solution to the challenge that it faces. For example, next year's study group (or the CC-FYE subcommittee) could assign itself the task of helping the HEOP/AOP and FYE programs both reflect upon their experiences in the first year of FYE and assess the procedures each put in place for the fall of '05. It also could try to help them work together to plan for the following year.

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Federal dollars in Support of S&E Education (Avg. for years '95-'99)

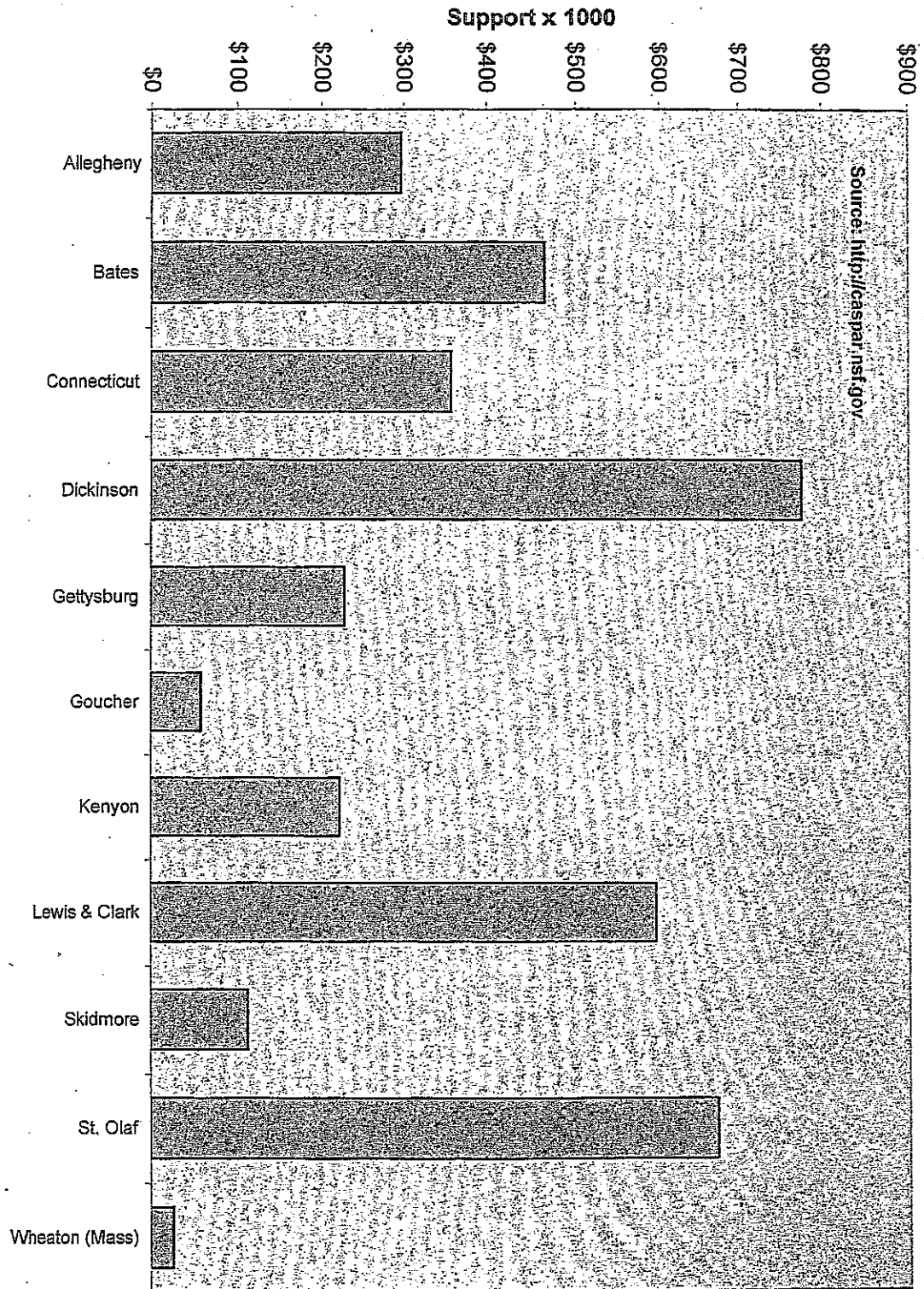


Figure 10

**Average Annual Science Funding (Totals in grants)/Faculty Member
1990-2000
(15 Institutions)**

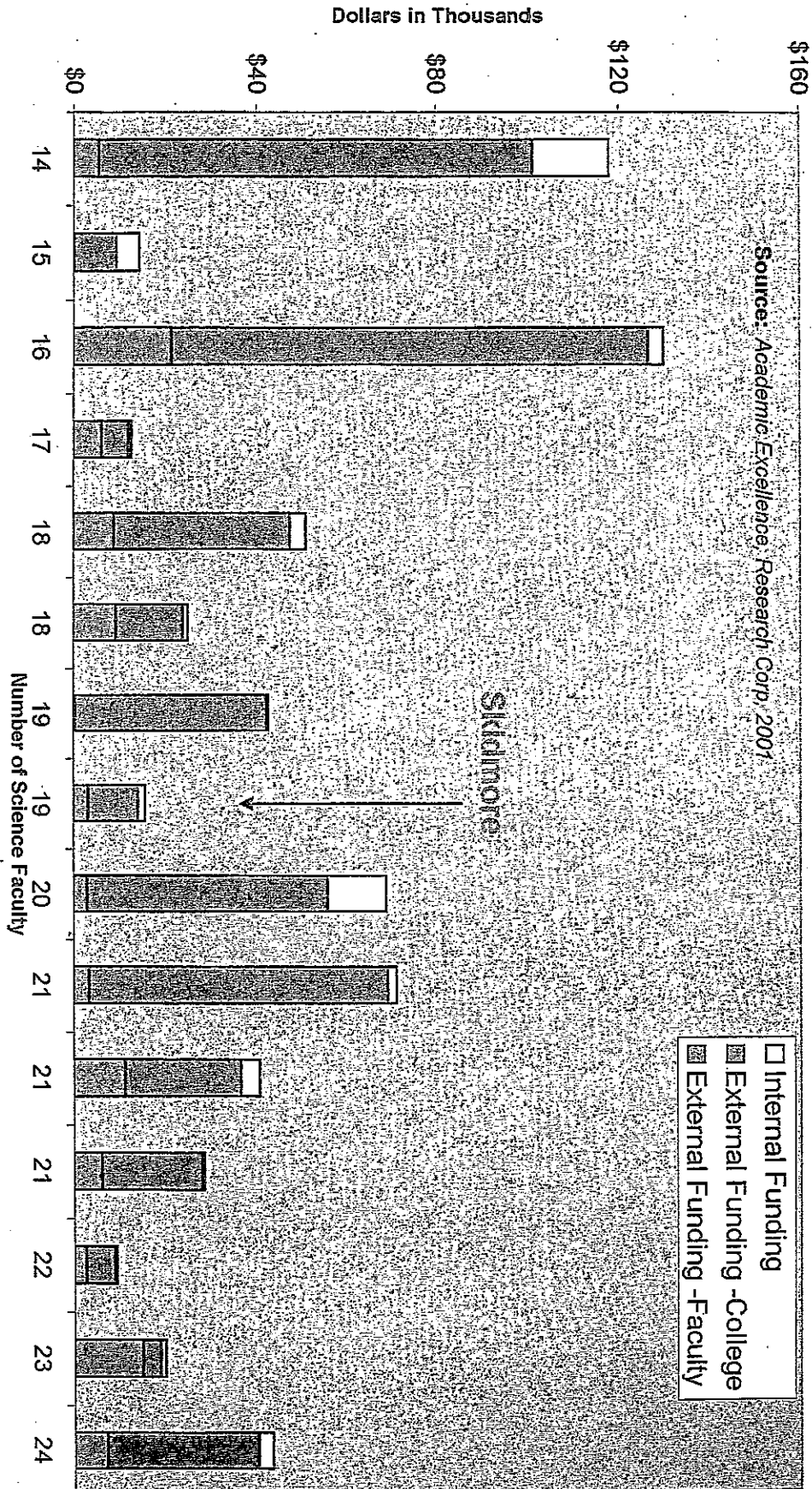


Figure 9

Funding for Science Facilities (1990-2000)
Forty-four Institutions

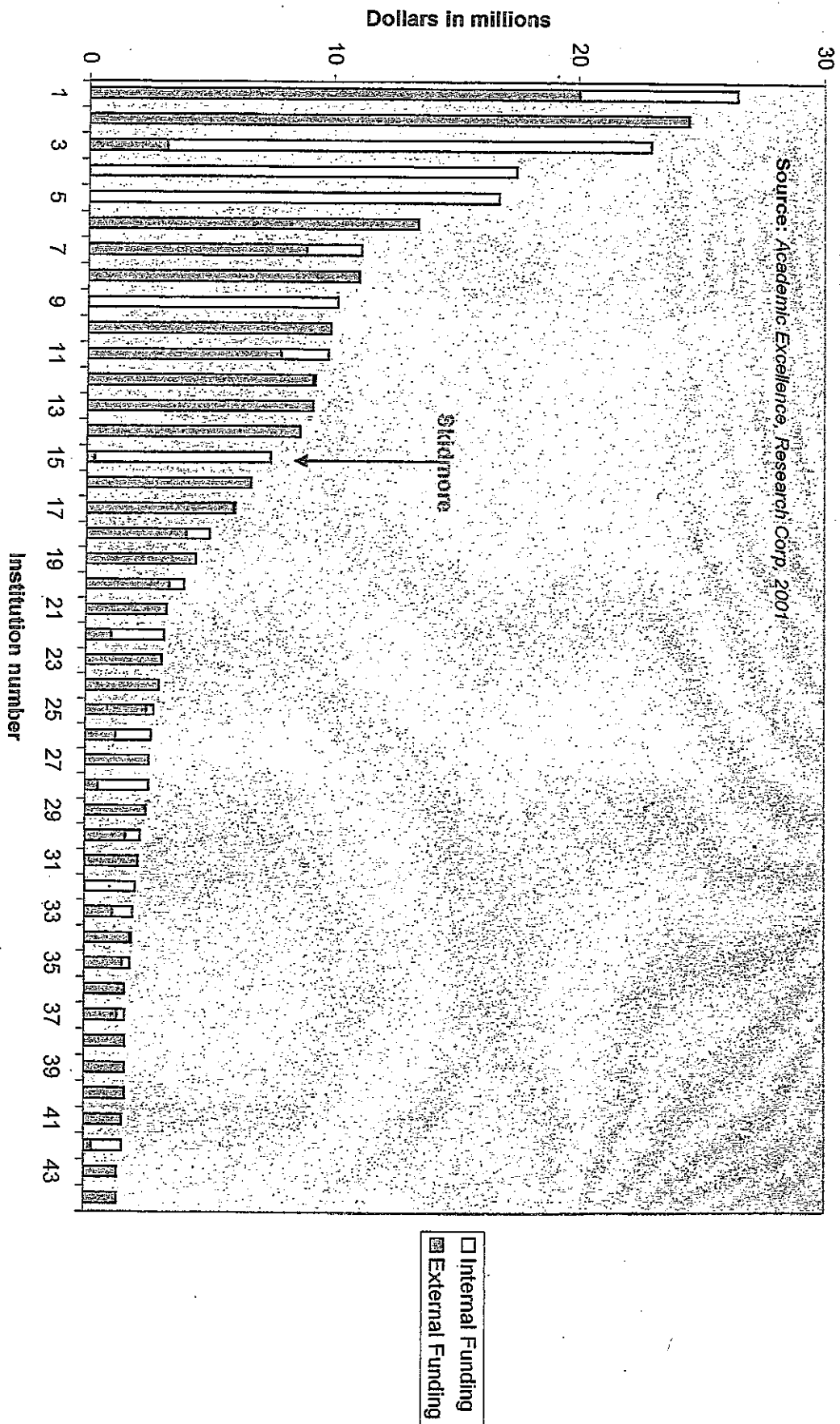


Figure 12

MIDDLE STATES

Academic Council – Student Forum, April 6, 2005

Approximately 10 students participated with about half from the sciences and several from ID programs (Law & Society/Environmental Studies) rather than departments; also Sarah Goodwin & Chris McGill

What does it feel like to be engaged?

- When homework is interesting – doesn't feel like work
- Looks forward to getting involved in the research
- Enjoys going further than asked – will write a longer paper than required because of the interest
- Time passes quickly in class
- Participates actively – sometimes too much
- Class discussion goes beyond class time
- Thinks about class after class

Faculty engagement is important.

- If the professor is engaged – the students are engaged
 - Degree of faculty engagement is important in class as well as thoughtful paper comments
 - Honest encouragement from faculty engages students; too much “negativity” doesn't
- Presentation is important; passion or emotional reaction from faculty feeds into student engagement
- Students can't care if the professor doesn't
- Students seek out engaged faculty, follow word of mouth; not always right for all students

What do professors do to engage you?

- Foster a close relationship with students
- Some departments are so small you have to be engaged
- Involve students in the department and make them feel they are part of the “department” community
 - Students value being engaged in the hiring process -- having lunch or giving tours to candidates
- More difficult to have personal relationships with faculty in larger departments
- Students welcome “open-ended” labs, and labs where research centers around student interest
- Students like it when professors “push” and present challenges to students

Difference between lectures & seminars?

- Even in some seminars – faculty lecture – so just because a class is labeled “seminar” doesn't necessarily make it a seminar. Lectures can be more engaging when, even with a large number of students, faculty provoke and encourage discussion. The faculty member makes the course engaging, whether a lecture or seminar
- Lectures become more engaging when the professor moves – changes in volume/space & movement work – supplemental materials which provide visual and concrete examples help engage students.
- Make the classroom unpredictable!

Diversity (no students of color were present, and this discussion was somewhat less animated, more tentative)

- Living arrangements with diverse students promote more conversation than just knowing students in class
- Students need to seek out friends that are diverse—but it seems that most don't
- Diversity isn't just in what people look like. Just because people look alike doesn't mean they think alike. Caucasian students come from different backgrounds and their ideas and opinions vary widely making Skidmore a diverse community in thought, if not always in color.
- Diversity should happen – it shouldn't have to be forced or an extra effort made to make it happen.
- Religion is one area where students are genuinely diverse and may be more easily engaged in discussion than in matters of race
- No clear consensus about whether these students value experiencing racial diversity; some agreement that this isn't a major part of their educations
- No clear answers on what we could do in the first year to encourage more interaction among diverse groups and more engagement with diversity

APPENDIX Q

Total faculty hired in the last 15 years in tenure-track positions in the sciences = 28									
	Biology, Chemistry, Computer Science, Environmental Studies, Exercise Science, Neuroscience, Physics, Psych								
Male	16 (57%)								
Female	12 (43%)								
Total faculty remaining as of 2003-04 = 20									
Male	12 (60%)								
Female	8 (40%)								
Those remaining on the faculty and are tenured = 11									
Male	6 (55%)								
Female	5 (45%)								
Those remaining on the faculty and are still tenure track = 7									
Male	4 (57%)								
Female	3 (43%)								
Rank of the 11 tenured faculty									
	Prof	Assoc							
Male	0	5							
Female	2	4							

APPENDIX R

Women as a percentage of all Skidmore bachelor's recipients, by major field group: 1990-2000							
Academic year ending	All fields	Total - all science fields (CH, PY, GE, ES, MA, CO, BI, NS, PSI)	Physical sciences (CH, PY)	Earth, atmos. & ocean sciences (GE, ES)	Math/computer sciences (MA, CO)	Biological/agricultural sciences (BI, NS)	Psychology (PS)
1990	60.3%	66.0%	50.0%	50.0%	62.5%	64.5%	70.0%
1991	62.7%	67.6%	46.2%	33.3%	66.7%	51.7%	73.6%
1992	53.5%	54.6%	28.6%	33.3%	50.0%	37.0%	69.0%
1993	55.3%	60.2%	66.7%	0.0%	22.2%	57.1%	71.2%
1994	54.8%	63.5%	53.3%	100.0%	50.0%	53.3%	71.2%
1995	62.6%	70.0%	46.2%	20.0%	36.4%	62.1%	84.1%
1996	64.4%	73.0%	47.1%	50.0%	55.6%	65.7%	77.9%
1997	60.9%	64.2%	62.5%	25.0%	42.9%	60.9%	74.2%
1998	60.0%	73.1%	60.0%	57.1%	44.4%	63.3%	80.6%
1999	63.9%	68.0%	87.5%	37.5%	30.0%	73.3%	76.9%
2000	58.6%	66.0%	42.9%	25.0%	25.0%	63.2%	80.5%
Total 1990-2000	59.8%	66.2%	51.5%	31.4%	44.2%	59.0%	75.7%
Total N (males & females)	5615	1203	134	51	113	315	744

Graduates with double majors and interdisciplinary majors in more than one major field group were counted twice.
1203 unique graduates in the sciences / 1357 majors counted in the total of the major field groups (134 + 51 + 113 + 315 + 744).
1542 = 77 graduates were counted twice as they had either interdisciplinary majors or double majors in two major field groups.
However, if a graduate had an interdisciplinary or double major within only one major field area, that student was only counted once.

APPENDIX S

Middle States 2006 Student Survey Results*									
All Respondents									
Area	Q#	Question		Response Percentages**					
Social	1	How do you maintain friendships started in classroom?		not very well 27	well 62	very well 11			Mean 4.1
	3	How do you describe interactions w/ students of other class years?		very negative 0	negative 1	neutral 17	positive 51	very positive 30	Mean 4.1
	4	Where do you interact most w/ students of other class years?		class 15	clubs 18	dorms 25	events 10	other 32	
	5	Are your co-curricular interests met at Skidmore?		not at all 6	somewhat 57	very much so 36			
	2	How are your grades given your work effort?		lower than effort 9	expected 85	higher than effort 6			
Academic	6	Does Skidmore meet your expectations for academic rigor?		easier 16	expected 72	more challenging 13			
	16	Think science is a form of creative thought.		disagree strongly 8	disagree 16	not sure 22	agree 39	agree strongly 15	Mean 3.4
	17	Understanding of natural sciences is essential for engaged citizen.		disagree strongly 14	disagree 47	not sure 23	agree 11	agree strongly 5	Mean 2.5
	15	Enjoyed taking a science course as a breadth requirement.		disagree strongly 21	disagree 25	agree 35	agree strongly 19		Mean 2.5
	18	Find it easy to make connections between science courses and other work.		disagree strongly 10	disagree 35	agree 49	agree strongly 7		Mean 2.5
Diversity	19	Interested in taking more science courses than what is required at Skidmore.		disagree strongly 25	disagree 43	agree 20	agree strongly 12		Mean 2.2
	7	Think learning about racial/ethnic differences important of college education?		not important 12	important 50	very important 38			
	8	Think greater diversity in classroom adds to learning experiences?		no 12	not sure 28	yes 60			
	9	Skidmore offers opportunities to know students of different racial/ethnic backgrounds.		disagree strongly 15	disagree 40	not sure 25	agree 19	agree strongly 1	Mean 2.5
	10	Discussions of sexual orientation should be focus of more courses at Skidmore.		disagree strongly 7	disagree 29	not sure 39	agree 20	agree strongly 5	Mean 2.9
	11	Skidmore offers adequate programming regarding sexual orientation/gender identities.		disagree strongly 2	disagree 7	not sure 37	agree 44	agree strongly 11	Mean 3.6
	14	Study abroad offers an important opportunity to learn about diversity.		disagree strongly 1	disagree 2	not sure 17	agree 37	agree strongly 43	Mean 4.2
	12	Best description of your relationship w/ students of other racial backgrounds.		no close friends 13	some 72	many close 15			
	13	How often do you study w/ students from different racial/ethnic backgrounds?		often study different 7	by myself 78	mostly w/same 16			

*Survey administered Spring 2005 (n=378)
**Modes reported in bold

Middle States 2006 Student Survey Results*			Differences by Sex***									
Area	Q#	Question	Response Percentages**									
Science	19	Interested in taking more science courses than what is required at Skidmore.	Male	disagree strongly	disagree	agree	agree strongly					Mean
			Female	19 30	45 42	22 19	14 10					2.3 2.1
Diversity	7	Think learning about racial/ethnic differences important of college education?	Male	not important	important	very important						
			Female	18 7	55 47	27 47						
	8	Think greater diversity in classroom adds to learning experience?	Male	no	not sure	yes						
			Female	16 9	32 25	53 66						
	10	Discussions of sexual orientation should be focus of more courses at Skidmore.	Male	disagree strongly	disagree	not sure	agree	agree strongly			Mean	
			Female	11 5	38 21	34 43	12 26	5 5			2.6 3.0	

*Survey administered Spring 2005

**Modes reported in bold

***Significant differences - Chi-Square (Q7, Q8) or T-test/Nonparametric (Q10, Q19)

Middle States 2006 Student Survey Results*

Differences by Race/Ethnicity***

Area	Q#	Question	Response Percentages**									
			very negative	negative	neutral	positive	very positive	Mean				
Social	3	How do you describe interactions w/ students of other class years?	NonWhite 0	9	23	49	19	3.8				
			White 0	0	17	51	32	4.2				
	5	Are your co-curricular interests met at Skidmore?	NonWhite 10	69	21							
			White 5	56	39							
Science	19	Interested in taking more science courses than what is required at Skidmore.	NonWhite 40	38	13	9		Mean 1.9				
			White 23	44	21	12		2.2				
Diversity	7	Think learning about racial/ethnic differences important of college education?	NonWhite 4	38	58							
			White 12	52	35							
	8	Think greater diversity in classroom adds to learning experiences?	NonWhite 11	11	79							
			White 12	30	58							
	10	Discussions of sexual orientation should be focus of more courses at Skidmore.	NonWhite 4	17	40	31	8	Mean 3.2				
			White 8	30	39	18	5	2.8				
	12	Best description of your relationship w/ students of other racial backgrounds.	NonWhite 2	63	35							
			White 14	73	13							
	13	How often do you study w/ students from different racial/ethnic backgrounds?	NonWhite 19	69	13							
			White 5	79	16							

*Survey administered Spring 2005

**Modes reported in bold

***Significant differences - Chi-Square (Q5, Q7, Q8, Q12, Q13) or T-test/Nonparametric (Q3, Q10, Q19)

Middle States 2006 Student Survey Results*

Differences by Class Year***

Area		Response Percentages**						
Area	Q#	Question						
Diversity	14	Study abroad offers an important opportunity to learn about diversity.						
		First-Year	disagree strongly	disagree	not sure	agree	agree strongly	Mean
		Sophomore	1	2	16	35	47	4.3
			2	2	19	43	33	4.0

*Survey administered Spring 2005

**Modes reported in bold

***Significant differences - T-test/Nonparametric (Q14)

APPENDIX T

Appendix T						
Student Diversity at Skidmore College						
Fall 2000 to Fall 2004						
	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	
Ethnic/Racial Distribution						
American Indian/Alaskan	0.4%	0.5%	0.5%	0.6%	0.6%	
Asian/Pacific Islander	3.8%	4.7%	5.2%	5.6%	5.8%	
Black, Non-Hispanic	2.0%	2.3%	2.3%	2.2%	2.5%	
Hispanic	5.4%	4.9%	4.8%	4.4%	3.7%	
Other Multicultural	N/A	0.1%	0.2%	0.1%	0.0%	
White, Non-Hispanic	76.1%	73.6%	72.7%	71.1%	71.5%	
Non-US Resident	1.0%	1.1%	1.1%	0.9%	0.8%	
Not Reported	11.3%	12.9%	13.1%	15.0%	15.1%	
US Regional Origins						
New York State	28.3%	28.8%	28.9%	29.4%	29.1%	
Other Eastern	57.0%	56.2%	55.2%	54.6%	53.9%	
Midwestern	5.8%	5.7%	5.3%	5.8%	5.8%	
Northwestern	1.0%	1.1%	1.2%	1.4%	1.7%	
Southern	2.6%	2.9%	3.1%	2.5%	2.8%	
Southwestern	3.6%	3.6%	4.3%	4.4%	5.0%	
Non Northeastern US Enrollment Diversity						
Non-Northeastern US State	13.0%	13.3%	13.9%	14.1%	15.3%	
Foreign	1.7%	1.6%	1.9%	1.9%	1.7%	
Total	14.7%	14.9%	15.8%	16.0%	17.0%	

Diversity at Skidmore:
Notes toward implementing the strategic plan

A working paper, drafted in fall '04 and updated spring '05 by Associate Deans John Brueggemann and Sarah Goodwin and Dean of Student Affairs Pat Oles in consultation with President Glotzbach, and VPAA/DOF Charles Joseph

“We will challenge every Skidmore student to develop the intercultural understanding and global awareness necessary to thrive in the complex and diverse world of the 21st Century”: Goal II of the Strategic Plan, Engaged Liberal Learning for Skidmore College 2005-2015, identifies an important shift we hope to effect in how our students learn at Skidmore. To bring this shift about, we are committing to a multi-faceted initiative, one that will change many aspects of our culture. The notes that follow are intended as guides to specific actions we may undertake in this initiative.

To advance the understanding and engagement of diversity at Skidmore, our strategic efforts should be two-fold: we should strengthen the diversity of the faculty; and we should shape the students’ experiences at Skidmore to emphasize diversity in as many ways as we can. Both of these strategic efforts grow out of long-standing goals that the current Strategic Plan reinforces vigorously and that are being studied in preparation for the Middle States accreditation review. Both will be multi-faceted; both extend and expand efforts we are currently making; and we undertake this expanded and more ambitious initiative to make a more dramatic change in our culture. We want to challenge our students to develop the more complex intercultural understanding that we believe is crucial to their education. To do this, we need to make a clear commitment institutionally to a culture of inclusion, supporting campus work that encourages dialog across differences, and creating structures to encourage such dialogs, both within the curriculum and beyond it. And we need to develop a way to assess our success in engaging our students in a deeper, more transformative way with more complex and textured conceptions of personal and cultural identities.

Implementation: In advancing these efforts on two fronts—through hiring and cultivation of faculty and through initiatives shared by Student Affairs and Academic Affairs—the College will require sustained, forceful leadership and oversight at the highest levels. Each of these initiatives calls for the formation of a task force of committed individuals to work together to ensure implementation. Those two groups must have links that enable them to advance their work in tandem, in communication with each other. We suggest that the President consult as necessary and determine the best structure to forge those links. This might be the Diversity Committee that the current version of the Strategic Plan refers to, or it might be a presidential commission; in any case, there should be a core of two or three key individuals identified with specific responsibilities to ensure follow-through.

Perhaps the most crucial work to be done in support of these initiatives is the sustained cultivation of a base of support in the faculty. That will continue to be the responsibility of the leadership in Academic Affairs, and will require an elaborated strategy in itself. Finally, we assume that these initiatives will be complemented by comparable renewed efforts in Admissions to recruit an increasingly diverse student body.

A. Shaping a more diverse faculty

The College commits to enhancing the diversity of the faculty in three related ways. We seek to hire faculty and staff who enhance our community's diversity by virtue of their cultural background, especially in terms of race and ethnicity. We should also seek to hire faculty who can contribute to more sophisticated engagement of diversity within our curriculum through their particular training and experiences. Finally, we should recommit to engaging our current faculty in events, projects and experiences that will develop and extend our intellectual diversity. There is no more powerful way to bring about the transformation of our students that we seek.

Efforts to diversify the faculty in this regard should focus on (1) disciplinary areas in which sufficiently diverse pools of candidates exist; and (2) curricular areas in which candidates can complement existing programs at the College. Comparative research indicates that the most promising disciplines in the first respect are interdisciplinary fields combining, in some way, cultural studies, psychology, sociology, education, literature, the arts, and/or business. At Skidmore, the most fitting areas for expansion are likely to be American Studies, Anthropology, Art History, Asian Studies, English, Foreign Languages and Literatures, International Affairs, Management and Business, Music, Philosophy and Religion, Sociology, and Women's Studies. In some cases this work is already underway. We also aim to identify a diverse range of strong candidates for every faculty position, and will continue to seek out resources (such as the Consortium for a Strong Minority Presence) that may help us to recruit in every discipline.

In the next five years, in addition to other key curricular and departmental priorities, we will hire a critical mass of faculty who will enhance our work on diversity and intercultural understanding. In all cases, the first priority will be finding candidates of great promise who can contribute to the mission of the College. The particular tactics for this recruitment are described below. An effort will be made in all searches to interrogate the assumptions of usual practices to make sure we are enhancing the College's interests, including more sophisticated engagement of diversity, in the smartest, most effective ways.

In order to implement this goal, we might use some or all of the following strategies:

1. Create a position that combines regular faculty duties with Director of Intercultural Studies (as recommended by CEPP and Dean of Student Affairs Pat Oles). This position would be similar to the Zankel and Lubin Chairs, but would be permanent and we could hire at any rank. Such a Director would be a tenure-track faculty member who would

coordinate curricula, events and constituencies related to the goals noted above. We could constitute an interdepartmental search committee to work in conjunction with relevant chairs to find the right person. (This position could be endowed--if there is a donor or group of donors--or carved out of existing positions.)

2. Recruit and train a group of committed faculty to serve as a task force who can oversee this agenda, and advise departments and search committees on how to recruit diverse faculty, support the efforts of the new Director of Intercultural Studies, champion and deliver curricular offerings that deal with intercultural and global understanding.

3. Continue to be as strategic, intentional and aggressive as possible about recruitment processes. Guide search committees before they craft job descriptions about how to design jobs, create pools of applicants and so on. This would perhaps entail earnestly interrogating assumptions that underlie searches, beginning the process earlier, assertive outreach to individuals and networks of candidates, different kinds of interview processes and so on. The faculty task force could share this work with chairs who are hiring, supported by the Dean's office and, in principle, by the VPAA.

4. Target a specific number of new faculty lines and/or lines freed by retirements in order to establish new lines for these positions. In determining where to deploy the lines, we would seek out departments that need lines to meet enrollment and curricular demands, have curriculum that relates to diversity, and have potential pools of applicants that are racially diverse. We should ask departments to make the case for such need and motivation. We might also allow two or more departments to search at the same time in a new line, granting the hire to the best possible candidate.

5. We could also set aside one or more lines to keep on hold if a department already engaged in a search has a need and opportunity to hire an additional faculty member who can enhance diversity as well as other institutional and department goals.

6. Create more opportunities for visiting minority scholars like those in American Studies. This is not necessarily cost-effective, but it is in absolute terms less costly than other scenarios. This might involve seizing opportunities to hire promising minority faculty members that make themselves available, creatively composing full- or part-time positions for them.

7. Facilitate smart mentoring for any minorities we hire in multi-year contracts. This could entail identifying the very best mentor available, making available an additional mentor who is equipped to offer guidance related to diversity, and training chairs in how to mentor faculty.

8. Do as much of this as possible at the same time to create clustering of increasingly diverse faculty. Encourage them to build community among themselves and with current faculty by providing some targeted resources for seminars, travel to conferences or exhibitions, and other collaborations.

9. Cultivate support for a culture of inclusion among *all* of our new hires, by shaping search committees strategically; ensuring that job descriptions and advertisements place appropriate emphasis on our goals in this area; and putting diversity-related meetings on the agenda of candidates visiting campus wherever possible. Further, include this initiative on the agenda of all new faculty workshops in such a way as to provide information, cultivate support, and brainstorm about new possibilities.

B. Shaping the student culture around diversity

In addition to seeking to hire a more diverse faculty and renewed attempts at recruiting a more diverse student body, we propose a complementary initiative in Academic Affairs, Special Programs, and Student Affairs—and indeed every area of the college. The goal of this initiative would be to encourage a general transformation in our campus culture to become increasingly inflected by and inquisitive about diverse cultures and identities, broadly understood to include race, ethnicity, religion, social class, and sexual orientation. The initiative would emanate from the President's office and our strategic planning, and it would be intended to affect every aspect of the campus, including personnel, events, facilities, curriculum, exhibition spaces, publications, and student life. Leadership in each area would be challenged to contribute in some concrete way.

The Strategic Plan states, "We seek to recreate Skidmore as a more diverse, globally conscious community better able to prepare *all* our students for the world each of them will encounter upon graduation." Such a community will be consciously and strategically shaped to be effective in transforming our students. It will thrive in a climate that unsettles our students' assumptions about their own and others' identities, and that foregrounds dialog, difference, and controversy in the educational process. This will require an unflinching commitment at multiple levels of the College to a culture of inclusion.¹ It will also require a commitment of College resources to supporting the goals outlined in the Strategic Plan for enhancing the diversity of our student population and expanding support for students' academic work. The overarching goal is a campus culture in which each student may thrive, and in which all learn to re-examine assumptions, both their own and others'.

In order to implement this goal, we might use some or all of the following strategies:

1. Create a task force of key faculty and staff to generate ideas for this initiative and to work with the new Director of Intercultural Studies to implement them. This group will work in coordination with the group advancing faculty hiring, and will oversee the implementation of this initiative by enlisting the relevant parties to make efforts such as those outlined below. It is essential that this group be charged with establishing concrete

¹ The concept of a culture of inclusion intended here comes from Richard Light's Making the Most of College. Light writes, "[D]eans and other adults should convey to all incoming students that they have a once-in-a-lifetime opportunity to experience, in their college years, a new set of people with new ideas that may challenge their own. They should encourage students to see these few precious years as a special chance to meet, work with, and get to know others who are unlike themselves" (196). Light, Making the Most of College: Students Speak their Minds (Cambridge: Harvard UP, 1991).

goals and assigning responsibility for implementing them, tracking progress, and reporting outcomes. Further, this group must explicitly and intentionally bridge Academic Affairs and Student Affairs, and its first charge would be to draft a plan, accountability, and a timetable for initiatives such as those outlined below.

2. Create a new position in Student Affairs to replace and improve upon the work of the MSA office. The Director of Student Diversity Programs would work with the Director of Intercultural Studies and other offices and programs in Academic and Student Affairs to implement and assess the diversity initiative.

3. Charge the Director of the First-Year Experience to build readings in and experiences of diversity into first-year program, during orientation and throughout the year. Make it clear from the moment students arrive that they will be challenged to think differently, to make friends across cultural divides, to learn about and live with people who are different from them—that it's a precious opportunity.

4. Charge Student Affairs and Academic Affairs to develop programs that study diversity and inclusion, and also provide opportunities for students to fully engage diversity outside of the classroom and across courses. Programs we might consider include a sustained campus dialog program involving faculty, students, and staff; a formal living-learning option concerned with inclusion; and/or the clustering of related courses explicitly focused on diversity. The college might consider designing and launching such a program with the kind of resources and urgency evident in the development of the first-year seminars.

5. Continue to support and foreground events that bring a wide range of cultures to campus, especially in contexts that highlight controversy and encourage debate. Examples include the Perlow residencies, Tang exhibitions, and Salmagundi seminars. Leadership would consistently insist on inclusion and dialog whenever possible in programming related to diversity. At the same time, we must work to make the link between the curricular and co-curricular program more explicit, visible, and rigorous; we should consider ways to more fully engage the whole community with diversity-related events, perhaps by offering fewer events that are not jointly sponsored by academic and student affairs. This would require increasing faculty involvement in the planning and delivery of hard co-curricular programs while working toward a complementary reduction in the level of responsibility the multi-cultural clubs assume for such programs. This might permit the multi-cultural student clubs to focus more on providing the kind of safe personal and community space students who are "other" need for the difficult work of crossing boundaries.

6. Frame study abroad more intentionally as an experience of cultural diversities. In the Skidmore programs abroad, use local resources as much as possible to build experiences of profound difference—of a variety of cultures in those global cities-- into the students' education there. Develop re-entry and follow-up opportunities to encourage and deepen students' learning about cultural diversities and personal identity.

7. Expand the number of programs—such as the week-long immersion-like IA study in Ghana, service-learning and exchange programs with historically black colleges to complement the growth in OIP.
8. Work with the students—perhaps through a renewed Student Cultures Project—to learn from them what works to encourage a climate of open, vibrant, positive dialog and mutual respect among different students. Charge the task force with performing, or having performed, a direct assessment of student engagement with matters of race and ethnicity, with the goal of identifying and then replicating the loci and means of their most powerful learning experiences while at Skidmore.
9. Support and sustain the goals articulated in the Strategic Plan to “understand why the performance of certain other student sub-populations fails to meet our expectations and ... increase our efforts to meet their needs more successfully.” Ensure responsibility for oversight of and follow-up on our efforts in doing this.
10. Continue to dedicate pedagogy workshop time to ways to build dialog around diversity effectively into the curriculum and the classroom.
11. Develop assessment tools as part of our overall assessment of student learning to gauge and understand the nature and extent of our students’ engagement with matters of cultural, racial, and ethnic differences.
12. Develop specialized training programs, workshops, and orientation programs for students, new faculty and staff, and provide consultation to students, faculty, and staff confronting problems or questions about diversity. Offer these programs on a systematic schedule to athletes, student life staff, SGA, campus safety, support staff, and others as needed.

APPENDIX V

Appendix V									
Study Abroad by Student Majors and Fields									
Class of 2000 to Class of 2004									
Fields	Arts	Humanities	Social Science	Pre Professional	Sciences	Other	Total		
	13%	28%	21%	16%	17%	5%	100%		
Fields - by Majors									
HUMANITIES									
Art History	63			Biology	32		ARTS		
Classics	8			Chemistry	5		Art	109	
English	186			Comp Sci	9		Dance	7	
French	43			Environ Studies	8		Theater	34	
Spanish	36			Exer Science	10		Music	21	
German	4			Geology	6		Total	171	
Philosophy	4			Math	12		OTHER		
Religion	16			Neuroscience	8		Self Determined	22	
Total	360			Psychology	140		Women's Stud	8	
				Physics	1		Asian Studies	22	
SOCIAL SCIENCES									
Amer Studies	16			Total	231		Total	52	
Anthropology	56			PRE PROFESSIONAL					
Economics	40			Business	175				
Government	83			Social Work	21				
History	21			Education	18				
Sociology	57			Total	214				
Total	273								
By Majors with the Greatest Global Diversity Course Offerings*									
>= 20 GD Courses									
Art History	63			10-19 GD Courses	56				
Art	109			Anthropology	186				
Government	83			English	21				
History	21			Music	16				
French	43			Religion	279				
German	4			Total					
Spanish	36								
Total	359								
N = 1116 student's spending 1301 semesters abroad									
*These majors accounted for 49% (636/1301) of all graduates studying abroad over this time period									
NOTE: ONLY 1st registered major used for 202 semesters where students had double majors									

APPENDIX W

Appendix W										
Study Abroad Semesters by Region and Country										
Fall 1999 to Spring 2004										
Regions										
Europe	Australia*	New Zealand*	Canada	Lat Am	Asia	Africa	Middle East	Unknown	Total	
N 992	128	18	1	58	46	37	20	1	1301	
% 76.2%	9.8%	1.4%	0.1%	4.5%	3.5%	2.8%	1.5%	0.1%	100.0%	
Countries										
Europe			Latin America			Asia				
England*	318		Costa Rica	12		China	15			
France	192		Mexico	11		Japan	14			
Spain	188		Ecuador	7		India*	5			
Italy	183		Panama	5		Samoa	5			
Ireland*	37		Chile	5		Tibet	4			
Germany	12		Brazil	5		Nepal	2			
Scotland*	17		Br W Indies*	4		Mongolia	1			
Austria	16		Argentina	3		Total	46			
Switzerland	6		Cuba	2						
Denmark	6		Belize*	1		Africa				
Czech Rep	5		Bermuda*	1		South Africa*	11			
Netherlands	4		Bolivia	1		Ghana	10			
Russia	2		Generic	1		Kenya*	7			
Greece	2		Total	58		Cameroon	2			
Europe	2					Madagascar	2			
Cent Eur	1		Middle East			Zimbabwe*	2			
Sweden	1		Israel	13		Africa*	1			
Total	992		Egypt	2		Uganda	1			
			Morocco	2		West Africa	1			
			Mid East	1		Total	37			
			Turkey	2						
			Total	20						
* English Speaking Countries (650 semesters); 42% of total semesters abroad										
Non-English English Speaking Countries (751 semesters); 58% of total semesters abroad										
N = 1116 students spending 1301 semesters abroad										

APPENDIX X

Appendix X											
International (Global Diversity) Curriculum - Courses and Sections											
Fall 1999 to Spring 2004											
		</									

APPENDIX Y

[illegible]

APPENDIX Z

ACRONYMS	
ALANA	African American, Latino/a, Asian, and Native American
AOP	Academic Opportunity Program
CAFR	Committee on Academic Freedom and Rights
CAPT	Committee on Appointments, Promotions and Tenure
CAS	Committee on Academic Standing
CEPP	Committee on Educational Policies and Planning
CFG	Committee on Faculty Governance (as of 2005-05 is FEC)
CJE	Christian Johnson Endeavor
DOF	Dean of the Faculty
DOS	Dean of Studies
FAST	Financial Aid Strategy Tool
FDC	Faculty Development Committee
FEC	Faculty Executive Committee
FYE	First-Year Experience
HEOP	Higher Educational Opportunity Program
IPC	Institutional Planning Committee
IPPC	Institutional Policy and Planning Committee
LS1/LS2	Liberal Studies 1 and Liberal Studies 2
MALS	Master of Arts in Liberal Studies
OIP	Office of International Programs
SGA	Student Government Association
SOAR	Society Organized Against Racism (S.O.A.R.)
SSP	Scribner Seminar Program
UWW	University Without Walls
VPAA	Vice President for Academic Affairs

PERTINENT WEB LINKS

Admissions	http://www.skidmore.edu/admissions/
Advancement	http://www.skidmore.edu/advancement/index.htm
Assessment	http://www.skidmore.edu/administration/assessment/
Committee Listing	http://www.skidmore.edu/administration/dof/campus-only/committees/Committees0506.htm
Dean of Student Affairs	http://www.skidmore.edu/administration/dean-students/dosa_index.htm
Dean of Studies	http://www.skidmore.edu/administration/dean-studies/
Dean of the Faculty	http://www.skidmore.edu/administration/dof/
Financial Planning & Budgeting	http://www.skidmore.edu/administration/budget/
First-Year Experience	http://www.skidmore.edu/fye/
Human Resources	http://www.skidmore.edu/administration/hr/
Institutional Research	http://www.skidmore.edu/registratr/ir/
Master of Arts in Liberal Studies	http://www.skidmore.edu/administration/mals/index.htm
President's Office	http://www.skidmore.edu/administration/president/
Special Programs	http://www.skidmore.edu/administration/osp/
University Without Walls	http://www.skidmore.edu/administration/uww/
Vice President for Academic Affairs	http://www.skidmore.edu/administration/academicaffairs/
Board of Trustees	http://www.skidmore.edu/administration/trustees/index.htm