

President Philip A. Glotzbach called the meeting to order at 3:35pm. President Glotzbach asked if there were any objections to the approval of the December 2, 2005 Faculty Meeting minutes; hearing none the minutes were approved.

PRESIDENT'S REPORT

President Glotzbach welcomed everyone back and hoped their semester is going well. He expressed a sincere thanks to the Optimization Task Force. Vice Presidents' Charles Joseph and Michael West have led this group very effectively and the task force has worked diligently since it was constituted in November under IPPC. The members of this task force have put forth a preliminary report that merits serious consideration and conversations will take place today at this meeting. President Glotzbach is very pleased to report that we have just received word of a \$55,000 grant awarded by the Camille and Henry Dreyfus Foundation for the support of the forthcoming Tang exhibit, *Molecules That Matter*. Professor Ray Giguere in Chemistry is the prime mover and principal architect of this effort and John Weber, Director of the Tang Museum has been working with him providing very important support and assistance. The President congratulated them on their work. The principal goal of this exhibit is to address the public perception of science especially related to the field of chemistry. The exhibit will open at The Tang, and then it will travel nationally including at the prestigious Chemical Heritage Society in Philadelphia. The idea of this exhibition grew out of a course called "Playing Nature", organic syntheses and society 1900-1975 that Professor Giguere developed and nearly taught for ten years.

VICE PRESIDENT FOR ACADEMIC AFFAIRS

Vice President Charles M. Joseph spoke about the continuing Mellon Upstate New York Consortium Grant. Dr. Joseph encouraged everyone to take advantage of the Speakers Bureau which provides the opportunity to bring faculty from other schools for short stays and we provide a stipend for them. Also, faculty may be listed as part of the Speakers Bureau and teach elsewhere. Dr. Joseph referred everyone to the website for further information. The consortium was recently renewed for a secondary \$500,000 grant through Mellon of which Skidmore receives about \$150,000. The consortium is comprised of Skidmore, Union, Hamilton and Colgate. The Faculty Exchange program allows the opportunity to bring in faculty from the other three colleges in the consortium for example, last semester Professor Terry Weiner and Professor Jordan Smith from Union taught at Skidmore and Professor Murray Levith and Professor David Villa taught at Union. Next year Professor Phyllis Roth will be teaching at Union and we still have an opening for one more person to leave Skidmore next year to teach at one of the three schools. For the 2007-08 year, the opportunity is available for two of our colleagues to go to one of those three campuses. If anyone is interested in these opportunities, please contact Dr. Joseph. It is very easy to arrange this and there is a great advantage to having some new colleagues here for awhile. We also have a post-sabbatical development grant through the Mellon Foundation and there were eight awards that we have just made to colleagues that will use these grants next year to supplement their sabbaticals. The grant recipients are Professor Gove Effinger, Professor Hugh Foley, Professor Carolyn Forche, Professor Catherine Golden, Professor James Kennelly, Professor John Nazarenko, Professor Viviana Rangil and Professor Susan Walzer. Dr. Joseph encouraged everyone to take advantage of these opportunities while we still have this grant for a few more years. For further information, Dr. Joseph referred everyone to the Mellon website at <http://www.skidmore.edu/alumni/fcr/melconsort/Welcome.htm>.

VP Joseph stated that there is a search beginning for a new Instructional Technologist in the Information Technology office as David Hamilton is leaving soon and going to Amherst College. Justin Sipher, Chief Technology Officer, will be in charge of the search and we are in the process of thinking about how to do this, the time table, the scope, the search committee and so on. An email was sent recently regarding this and there will be more information in the coming weeks. David will be missed and we thank him for his contributions to the Skidmore community.

VP Joseph welcomed back the following faculty from sabbatical: Professor Denise Limoli, Dance; Professor William Lewis, Philosophy and Religion; Professor John Nazarenko, Music; Professor Pola Baytelman, Music and Professor Reginald Lilly, Philosophy and Religion. Also returning from Union through the Faculty Exchange Program of the Mellon Consortium grant is Professor Murray Levith.

DEAN OF THE FACULTY

Muriel Poston, Dean of the Faculty welcomed everyone back for the semester. Dean Poston asked everyone to join her in welcoming two faculty that we made a special effort in reaching out to this year, Deborah Lewis from Dillard University in New Orleans and Bruce Danner from Xavier University in New Orleans. As a result of Hurricane Katrina, Dillard and Xavier are having challenging times – they are back in operation but with a reduced faculty and a reduced student population. We are pleased to be able to offer them an opportunity to continue their scholarship to teach in the English Department this semester and she thanked everyone for supporting this initiative. Dean Poston expressed thanks to the faculty for nominating and encouraging Professor Mark Hofmann to serve as the Associate Dean of the Faculty for next year. There will be an appropriate thank you for Associate Dean Sarah Goodwin's who will be going on sabbatical next year.

Dean Poston also indicated that the Dean of Studies nominations are still open until February 10 so everyone should be encouraged to give careful thought and consideration for their own interest or to nominate one of their colleagues. The advising of our students is critical to the success of our students, therefore this is a key position within the Dean of the Faculty staff. A reminder that the nominations for the *Ralph A. Ciancio Award for Excellence in Teaching* are due February 6 and Dean Poston suggested to consider nominating your colleagues for this as well. The summer collaborative research applications are due to the Faculty Development Committee (FDC) by February 21. Dean Poston encouraged faculty to think of ways in which they can engage their students in summer collaborative research. We are trying to raise the stipend level for the students so it can be cost effective for those that have not been able to take advantage of these opportunities so it is competitive with other summer research opportunities. Dr. Poston distributed handouts on the NITLE Workshop Descriptions and Pre-requisites as well as the NITLE schedule of opportunities for February and March (these are also available on the web). **(See Attachment)** NITLE (National Institute for Technology and Liberal Education) is one of the Mellon funded collaborative opportunities that we are partners with. These workshops are fully funded for faculty to attend and we pay for this privilege to participate. This is being done in collaboration with Mellon funding for two more years and our decision on whether we will continue is based on the participation of our faculty so she encouraged faculty to participate in these opportunities. Anyone interested in applying, should contact Justin Sipher or Beth DuPont of IT and these are offered on a first-come, first-serve basis. We have run some of the GIS workshops as that is one of our areas of expertise, but the others have been useful.

DEAN OF SPECIAL PROGRAMS

Paula Newberg, Dean of Special Programs called for nominations for the Director of MALS position at the December 2 Faculty meeting and received approximately a dozen serious candidates. She thanked everyone for their consideration. As of August 1, Professor John Anzalone will be the new MALS Director and the MALS Department is very excited about him joining them. He will also be retaining part of his seat in the Department of Foreign Languages and that is breaking a mold and starting a new model. She expressed thanks to Professor Paty Rubio for making this possible and to the Human Resources Department for helping with the whole process. The current Acting Director of MALS, Erika Bastress-Dukehart will be going on sabbatical next year. Dean Newberg announced that there will be a McCormack Fellow arriving in April, Neena Freeland and some may recall her from last year when she performed with the Ron Brown Company. She is a jazz singer that specializes in music about race and class and we've tried to connect this in some way with our Perlow Residency which will be going on approximately at the same time. Part of our calendar for her is filled, but some of you may be receiving calls in the next few weeks to be assured that we have adequately serviced the departments and the curriculum at the same time. We are already beginning to think about our residencies for next year and there will be open nominations from the College community for these. Contact Dean Newberg with any ideas or recommendations.

OLD BUSINESS

FEC-SGA FACULTY JOINT RESOLUTIONS IN RESPONSE TO RACIST INCIDENTS

Professor Daniel Curley, on behalf of FEC, reported on the SGA-Faculty joint resolution in response to the racist incidence that occurred at the end of last semester. SGA modeled the faculty resolution then modified from it. FEC had hoped to have a joint resolution with SGA, however the word 'anathema' was used very strongly and many faculty were uncomfortable with this. FEC passed a resolution that did not address those who commit racist actions, just those that condemn racist actions themselves. It was suggested that FEC form a committee with SGA to see if a joint resolution could be formed. Professor Curley went on to read the resolution. **(See Attachment)** Professor Phyllis Roth asked if this resolution is to replace what was voted on at the December Faculty meeting and Professor Curley indicated that this is a supplement not a replacement. President Glotzbach asked that this Motion be voted on and it was approved unanimously. He thanked FEC and SGA for coming together on this resolution as it is an important statement. This information will be available on the College website.

NEW BUSINESS

RESOLUTION

Professor Timothy Harper of Management of Business, on behalf of the University Without Walls program, offered the following resolution **(See Attachment)**:

RESOLVED, that the faculty at Skidmore College recommend to the Trustees the granting of the Bachelor of Arts degree to four students and the Bachelor of Science degree to four students.

REPORTS

ADMISSIONS

Mary Lou Bates, Dean of Admissions and Financial Aid, reported that it is just two weeks past the regular decision deadline and applications are up nearly 600 applications over last year's record number. There are consistent increases from less than 1% last year to 4-5% this year. As of today, this year's record of 6601 applications reflects a 10% increase over last year. The Admissions office is just beginning to read the applications therefore are unable to report on the SATs relative to last year. Early decision applications are up as well this year – up 12% in round one and round two, so this is a record of 444 applications. The median SAT for round one is consistent with last year's, but round two has not been read yet so a report cannot be given on this yet. The class target for September 2006 on campus is 610 students and to enroll 36 students in the London Program. This compares with a similar target for last year in September but the actual enrollment for last fall was 659 which was the result of exceeding the target on May 1. The yield was higher than expected. The summer melt – the number of students we enroll in May, then for whatever reason, they change their minds. Last year there were 26 fewer students who did that than the year before. The plan is to mail our acceptance decisions on Friday, March 24 – all regular decisions go out together. The Admissions office will be hosting three accepted candidates' days in April and information will be sent soon. Dean Bates thanked everyone who gave so generously of their time for all of the on-campus hosting programs. President Glotzbach commented that these are very good numbers and that the yield is the key parameter right now so it is very important to do whatever we can to achieve this.

FIRST-YEAR EXPERIENCE

Professor Michael Arnush, Director of First-Year Experience asked everyone to delete number 25, *Detective Fictions*, *Dark Designs* on the Scribner Seminars listing for Fall 2006 that was distributed today as John Anzalone will not be teaching this. Professor Arnush reported that the first semester of the FYE has closed and the second semester with 660+ students has started, not seminar, but the follow up still continues. Collection of some preliminary data is taking place to compile a full load assessment a year from now as charged by CEPP.

Students were surveyed about what time of day their seminar was and what impact that had on their enthusiasm about the course. The response was that early morning and late evening courses were not their preference and instead preferred courses during the day. When students enrolled in the summer, they were encouraged to give as many as ten choices and then the best consideration was given to optimize their placement with the help of IT. They were asked if the seminar they were scheduled for was one of their top choices. Their response was: 59% of students got their first choice, 14% got their second choice, 6% got their third choice and another 21% got their fourth choice or below. The key number is the first two which is about 75% of students were placed in their first choice of seminar. The students thought the courses were challenging and thought provoking. Professor Arnush encouraged everyone to join participate in the fall as they are operating at a very thin margin. The maximum that we can field is about 47 to 48 and that places pressures on departments, programs and challenges the chairs and the entire faculty. Fewer and fewer students can get their top choices when we have high numbers of students and not enough seminars. See the Fall 2005 evaluations at the following link: <http://www.skidmore.edu/fye/f05evaluations.ppt>.

There was a workshop a few weeks ago for faculty from 2005 and for incoming faculty for 2006. The focus was on debriefing for fall, discussing various issues to help prepare the faculty to teach next fall, and on mentoring. Other issues being considered are assessment, looking at a random sampling of student essays from the fall and working on that throughout the semester. A report will be shared with faculty on the level of achievement of students in writing across the seminars, how successful they are in meeting the demands and expectations of faculty, assessment of the pressures that the FYE has put on staffing and department needs. Also an assessment plan on mentoring to the students is desired. For the spring semester we are putting together two series of events that hopefully will attract students tied to race and racism, picking up on the resolution that was just passed to keep this issue in the forefront. The other focus is on the interest of Professor Ronald Seyb, the *Ralph A. Cianco Award for Excellence in Teaching* – the focal point is on free speech and censorship. Former State Assemblyman Tom Hayden will be here February 27 to speak about free speech, censorship and the war in Iraq. Bob Edwards, formerly on NPR will be here March 30. Some unresolved things are clustering seminars and living learning experiences in the residence halls and work is being done on both of these and hopefully there will be information to share at the March Faculty meeting. There should be a stipend available for those interested in running summer workshops.

THE TANG MUSEUM

Professor Sue Bender reported that on April 7 and 8, The Tang Museum, in conjunction with the Luce Initiative, will be sponsoring a conference entitled *The College Museum: A Collision of Disciplines, a Laboratory of Perception*. All faculty are encouraged to attend. The conference is designed to bring together internationally recognized scholars, teachers, artists and museum personnel who will engage both with each other and conference participants. A wide range discussion will be held in the ways in which we can use our campus museum to promote critical thinking in our students, push faculty scholarships in new directions and encourage dialogue with our surrounding community about issues of mutual concern. The events we have planned on Friday, April 7 include workshops organized by Skidmore faculty, faculty curated shows and a performance in the museum. There will also be a performance by the Theater department that will be responding to the Tang show *And Therefore I Am*. Everyone will be invited to a reception. On Saturday, there will be panel discussions and a dialogue between John Weber and Janet Cardiff about being engaged by the museum. Janet has created the main piece in John's *And Therefore I Am* show. Also a dialogue between Fred Wilson, our resident Luce Fellow and Adam Weinberg, Director of the Whitney Museum will take place. There will be a cast of people coming from England, Germany, and across the country. For a specific schedule of events, contact Sue Bender. In about two weeks a conference schedule and registration form will be sent to everyone. Registration is free for all Skidmore faculty, staff and students. There has been an excellent response from other campuses with interest in attending these events. The plan is to bring students into the conversation as well and a post-conference conversation is being planned for one of the Thursday open late nights to discuss what students thought of the conference and what are their own hopes and aspirations to interact with The Tang.

John Weber, Director of The Tang Museum also commented that many calls have been received from all around the country from other colleges, universities and museums with interest in this conference. The Tang event cards were distributed to everyone at this meeting.

MIDDLE STATES

Sarah Goodwin, Associate Dean of the Faculty reported that Skidmore passed the accreditation standards last fall. Preparations have begun to prepare for the team visit on March 19-22. Those that will be meeting with the team, such as faculty members in leadership positions in various elective committees and those that have been involved in the self-study process, will be contacted soon. The itinerary has not been finalized yet but that is being put together. The team will be spending one and half days meeting with people on-campus then half-day conferring and writing their report which will be submitted before they leave. She thanked everyone that has been involved in this lengthy process. The report may not represent the consensus of all the community but it represents a confluence of many voices. President Glotzbach thanked the steering committee and Associate Dean Goodwin for the incredible work they have done.

OTHER

OPTIMIZATION REPORT

President Glotzbach sought unanimous consent to move to a “Committee of the Whole” to have a discussion for about thirty minutes on the preliminary report from the Optimization Group. **(See Attachment)** This discussion will be chaired by Associate Dean Sarah Goodwin. VP Joseph briefly stated that we are here to discuss how the report came to be, what the process is that we hope to follow, and then members of the sub-committee will join him on stage to answer questions from the audience.

A brief summary of this is a result of a charge from the President and IPPC to the formation of this committee. The committee was charged to look at a series of strategic questions regarding the size of the population of residential students and how important that is. The committee was asked to report back to IPPC in February and first conversation took place this morning with IPPC about the report. This meeting is the first opportunity to have a discussion with the community. At least one open forum or more if needed, will be open to the community as well. The goal is to do this as soon as possible and everyone will be notified in advance. It is important that people are heard as this is a very pivotal issue. The committee has met twelve times in the last couple of months. Dr. Joseph thanked committee colleagues for giving up their time over the semester break to deal with this important issue. A list of FAQ's is included and several people worked on this including VP Mike West, Mike Hall, Director of Financial Planning and Budgeting and Joe Stankovich, Associate Director of Registrar and Institutional Research.

There are three items that will be discussed specifically: whether or not the College should reduce our current residential student population to the originally budgeted target of 2150 students - recognizing the fact that we have been above 2150 for some time now, or to maintain our current student population of 2280, or the option of increasing our student population over the current enrollment by 100 to approximately 2380. It was recommended in the preliminary report that we look at the second of these options to maintain our current population. We want to recommend to IPPC and the community in this preliminary report to emphasize that we are looking at 2280, in maintaining our current enrollment. We aren't talking about adding any students at this point. We are talking about the possibility of using revenue generated by the currently enrolled 130 students in such a way that can put into the operating budget. We are looking at about \$2.8M in terms of lift – that is a figure that also has to be nuanced in some ways and he recommended asking VP West about this today. In the Strategic Plan we identified some very ambitious goals and one of them is about the competitive compensation package. This kind of addition of money that has been used as a surplus could be front loaded into an operating budget and that might help us there as well as some other places. We are not recommending that we return to 2150, although that is an option and we can discuss that. Our concern is that this would lead us in the wrong

direction in terms of a loss of revenue at a moment when the College stands poised to move forward with a very aggressive strategic plan. We are also recommending that we not increase the enrollment by 100 at this point because we have not vetted that carefully enough and there are questions that would arise in terms of how that would actually affect us as a campus. We do believe that we have not answered that charge specifically enough and want to pursue that more in the future – we can discuss this further during the question and answer period today. Whether it is \$2.8M or \$10.8M there are choices that have to be made. In general, there are around five areas where we think we need help. As a consequence of either, what stands in the strategic plan is a goal or in terms in dealing with the over enrollment that we are currently trying to accommodate. We will look at the possibility of helping out with the GSA.

We have a President and VP of Finance and Administration devoted to the idea of helping out more with our compensation packages and this provides us with one of several opportunities to do that. There may need to be some added staffing in Academic Affairs that would include infrastructure costs. We are short of classrooms in many ways. We have a supplies budget that is lagging in many ways and there are support systems, like IT that would help with the over enrollment of students that we have right now. The same goes for Student Affairs and Academic Affairs as cannot be separated as we have to look at needs in both of those areas very carefully. There is the huge area of financial aid. Dean Bates may be able to answer questions about that as this is something that we have to have constant attention focused upon. There is the future. We have to have some type of reserve in terms of making sure that we are not in the out years creating a financial strain but to make sure we have enough funds to enable us to move forward with that. We have received several suggestions from the community and encouraged everyone to keep suggestions coming to the email address that is posted.

Over the last twelve meetings that the committee had, we had a very good exchange with the Chairs of FEC and CEPP. The report went to IPPC on Tuesday. We shared the report with IPPC and the whole community and with the committee governance structure as well – all committees have access to this report. We thought it was wise to submit this to both IPPC and the community with interest in getting the information out quickly. The understanding is that we could have larger conversations as well as committee conversations to vet the document more specifically in the coming weeks. We look forward to hearing what CEPP has to say about this but we welcome comments from everyone. We ask that all your comments be shared directly with the sub-committee of the Optimization Group so that we can keep IPPC apprised. Please submit all comments to the committee by February 24. Now that everyone has the report in hand, hopefully this will allow enough time for everyone to review and comment on. We hope to have more than one open forum before February 24. The sub-committee will be back again at the March 3 Faculty meeting to give an update. If our work is finished at this point, then we can make recommendations, but if there are concerns that need to be expressed, we will allow a reasonable time to address these, but soon after the March Faculty meeting. Then a final report will be issued to IPPC after the March 3 meeting and then IPPC will provide a recommendation to the President. The five main statements are: 1) we are not adding more students next year, 2) no decision has been made as this is a preliminary report – we need to keep the Board of Trustees informed on what we are discussing, 3) the Trustees may have us cut back to 2150, 4) we will continue to process your feedback over the next month and we will report back to you on March 3, and 5) the sub-committee will eventually need to continue to study the possibility of actually adding students. Our priority here is to provide the where-with-all to address the needs of our current class size and our community by releasing potentially available dollars into the operating budget. VP Joseph then invited his colleagues down to the stage for the “Committee of the Whole” discussion.

At the conclusion of these discussions, President Glotzbach reported that the “Committee of the Whole” met and discussed the topic of the Optimization Report and adjourned.

ANNOUNCEMENTS

Professor Kate Leavitt announced the FDC Grant Recipients. **(See Attachment)**

FACULTY MEETING
February 3, 2006
Gannett Auditorium

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Professor Leslie Mechem briefly discussed the Skidmore Employees Federal Credit Union opportunities.

Professor Michael Arnush invited everyone to a reception at The Surrey Inn today sponsored by the First-Year Experience and the Dean of Studies office.

Meeting adjourned at 5:10pm.

Respectfully submitted by,

Mary Ellen Kokoletsos
Executive Administrative Assistant
Office of the Vice President for Academic Affairs

To: Institutional Policy and Planning Committee, and the Skidmore Community From:
Optimization Subcommittee of IPPC
Date: January 31, 2006
Re: Optimization Subcommittee Preliminary Report

On November 11, 2005, President Glotzbach charged a newly formed Optimization Task Force (actually functioning as a subcommittee of IPPC) to address "a series of strategic questions regarding the size of the population of residential students." This study was intended to "build upon the work of previous studies, especially the Optimization Report of November 2001." The subcommittee was asked to report back to IPPC in early February. We do so through this preliminary report, sent jointly to IPPC and the community. We shall discuss this report further on Friday, February 3 with IPPC and later in the day at the February Faculty Meeting, with time for an open discussion. Moreover, we are pledged to sponsoring one or two open forums for community members over the coming weeks so that there is clarity on this pivotal issue at this pivotal moment.

Membership of the current IPPC subcommittee includes: John Chaplin (Advancement); Cheryl Jacobs (Student Government Association); Ann Henderson (Registrar and Director of Institutional Research); Chuck Joseph (Vice President for Academic Affairs and co-chair of the subcommittee); Jim Kennelly (Management and Business); Barbara McDonough (Government); Paula Newberg (Dean of Special Programs); Muriel Poston (Dean of the Faculty); Denise Smith (Exercise Science and co-chair of IPPC); and Mike West (Vice President for Finance and Administration and co-chair of the subcommittee). Joe Stankovich (Registrar and Institutional Research Office) also joined the group regularly. While not a member of IPPC, Professor Kennelly was asked to join the optimization group as an additional and experienced faculty voice (Jim served on the original optimization group in 2001).

The subcommittee met twelve times between mid-November and late January. Several invited guests provided useful information and counsel on relevant issues. These colleagues included Dean of Admissions and Financial Aid, Mary Lou Bates (who visited us several times); Director of Student Aid and Family Finance, Bob Shorb; Dean of Student Affairs, Pat Oles; Director of the Office of International Programs, Cori Filson; Director of the First-Year Experience, Michael Arnush; Chair of the Faculty Executive Committee, Tim Bums; Chair of the Committee on Educational Policies and Planning, Matthew Hockenos; and Molly Appel, Student Government Association. The subcommittee also gained greatly from commentary offered at an open forum on December 15, and has taken this into consideration during its deliberations.

We suggest that you consult the Optimization Task Force web site posted on the College's Institutional Research page at:
http://www.skidmore.edu/registrar/ir/campus-only/dept_assistance/dept_assistance.htm where various data and reports are posted that should prove useful in understanding the compass of the subcommittee's discussions. With the help of Joe Stankovich, Mike Hall,

and Mike West, we have compiled a Frequently Asked Questions list that offers answers to many of the fundamental questions folks have been asking. This too may be accessed through the web site mentioned above. We have also circulated an e-mail address, ippcopt-list@skidmore.edu, to which several community members have sent questions and suggestions. You are encouraged to continue sending comments to this list.

The President recommended that the subcommittee address several questions relating to enrollment. Our group focused on three specific targets:

- (1) Reduce our current residential student population to our originally budgeted target of 2,150 students, recognizing that we have been over-enrolled for several years now relative to enrollment expectations.
- (2) Maintain our current student population at 2,280.
- (3) Increase our student population over the current enrollment by 100, bringing us to approximately 2,380 students.

In exploring these three models, the subcommittee considered several factors, including our enrollment history and the resulting challenges of accepting more students than targeted without providing the commensurate services required to serve our community. More specifically, these factors include: access and financial aid, gender balance, diversity, the expanding growth of our largest majors, and the changing demographics over the next several years; the cultivation of our rising academic quality and expectations of excellence as they relate to instructional issues, mentoring, infrastructure and the academic support needed to provide a contemporary, robust educational experience in accord with the goals of the *Strategic Plan*; selectivity, and what we must continue to do in remaining competitive with our peer institutions; the emerging need to globalize the Skidmore experience for our students and how study abroad, as one example, will factor into enrollment in the coming years (and how we must be vigilant in balancing on-campus enrollment over the fall and spring terms); issues of student life including the quality of residential life, adequate counseling, health and fitness opportunities, and more generally, adequate services and facilities

Having examined these key issues in some depth, the subcommittee is planning to recommend that IPPC and the community focus its energy on addressing and maintaining our current enrollment of 2,280 students. We would anticipate recommending this adoption as a targeted enrollment for the foreseeable future for many reasons. Since we now have sufficient experience in recognizing the needs of a population this size, we are hardly working in the dark. It is therefore a matter of planning and budgeting sufficiently to meet the needs we know exist. We have, historically, been unable to plan as effectively as we would like in projecting and meeting the operating budget needs in our community. Indeed, it would have been fiscally irresponsible to annualize a large chunk of incoming revenue that could not be depended upon from year to year. Stabilizing our student population at this level (recognizing that enrollment management is as much of an art as a science) presents us with an opportunity currently unavailable—that is, we can move the tuition generated by the 130 students above our current budgeted net fiscal enrollment of 2150 directly and immediately into our annual operating budget. Financial models

suggest that as much as an additional \$2.8 million would become available to the operating budget. This strikes us as beneficial to our students in meeting their needs; advantageous to our support staff and faculty as well, since more dollars will be available to address these needs without further stretching such precious human resources as our time; and by creating the opportunity to advance the goals of our strategic plan more expeditiously than would otherwise be possible (remembering that Campaign dollars are out there, but often only available at some point in the future). Finally, the ambitious goals of the *Strategic Plan* include as one priority, not only sufficient time for all of us to do our best work in offering the experiences we want for our students, but also by providing a competitive compensation package to which the College is pledged.

A little background on how we have reached our current enrollment and what the budgetary consequences are may be useful as a context. Over the past 5 years (from FY2001 to 2005) our actual net fiscal enrollment (NFE) has grown from 2101 to 2219 students, with an additional increment projected for FY 2006 to 2280. The recent increase in student enrollment has occurred for several reasons: we have been more successful in retaining students, we have experienced an increased yield in the past two years, and we have experienced a decrease in summer melt. Further, the institution of the First Year London program was an early attempt (2001-02) to manage increased enrollment opportunities. Improved retention, a higher yield rate, and lower summer melt are all positive factors for Skidmore and in fact reflect institutional goals that have been pursued vigorously in the past few years. Although we hoped to make gains in these areas, we did not have an adequate plan in place to accommodate and support (academically and otherwise) an increase in our enrollments as these goals were realized much sooner than projected (and we did not change the budgeted NFE in anticipation of achieving these goals).

Over the past 5 years our budgeted NFE (the NFE we plan to achieve and budget to accommodate) grew from 2087 to 2150. However, during the last two years there has been virtually no change in the number of budgeted students (2149 in '04, 2149 in '05, and 2150 in '06) despite the increase in actual NFE enrollment (2101 in '01 to 2219 in '05). Given that approximately 80% of our operating budget is derived from tuition and student fees, this disparity between the number of students enrolled and number of students recognized in the budget means that a substantial amount of tuition-revenue cannot be used in the operating budget (this is frequently referred to as the money from over enrollment that is below the line in the budget).

From 2001 to 2005 the average fall class size increased from 15.8 students to 17.1 students while in the spring of each year the average enrollments ranged from 15.1 to 16.5 students per class. While these increases in enrollments are quite modest it is important to keep in mind that the burden of additional students in a given class varies considerably. While we know that the percentage of seats occupied in the 100 to 200 level sections has been relatively constant (78%-80%), this high level of seats occupied presents a challenge in terms of students being able to build a schedule. Further, we also know that in some heavily enrolled departments students have had particular trouble registering for required or desired courses. During the same time period, the faculty to

student ratio has remained approximately the same at 11 to 1. Changes in academic program and student expectations have placed increased responsibility on faculty and staff, e.g. FYE, mentoring, engagement in collaborative research, scholarly productivity, and other aspects of the strategic plan. All of these have and will increase the academic quality of our programs and should be supported by the operating budget.

As we undertook our work, the optimization task force has been guided by a few underlying questions: how do we make sure that we are providing a quality educational experience for our students; how can we maintain or improve our selectivity for incoming students; what resources are needed to support the students we currently have, and how would these resources need to be adjusted if we had fewer or more students; how do we appropriately plan our enrollments and project our budget in ways that are aligned with the mission of the college and our strategic plan?

In formulating our recommendation, the subcommittee examined a number of issues as we attempted to project the consequences of recommending to IPPC for its consideration one of the three enrollment models outlined earlier. The subcommittee does not recommend returning to our previous target of 2,150 students since this would lead to several years of retrenchment at a moment where the College is doing well and moving forward on many fronts, including quantity of applications, admissions, gains in retention, and improving quality of student academic accomplishment. Moreover, the loss of revenue accruing from such a cut back would not only preclude us from meeting our critical needs but would also drastically stall the implementation of a strategic plan that has been enthusiastically endorsed by our community. The subcommittee also briefly considered the possibility of adding 100 students beyond our current enrollment of 2,275. And while the increased revenue from such an addition would surely help us to make even greater strides in realizing the goals we have outlined as a community, it would come with other costs-as yet undetermined costs that we believe must be interrogated more deliberately with greater input from the community. The subcommittee does agree that the possibility of eventually increasing our enrollment warrants careful study in the coming years and with significant consultation throughout the community. We intend to discuss with IPPC how such a study might be structured; but for now at least, we do not recommend growth beyond our current enrollment. . Moreover, the subcommittee recommends reserving dollars as a contingency fund to help contain unintended enrollment growth while allowing programs and services to continue moving forward even if student enrollment drops in one year or another. We could thus avert compromising selectivity by needing to accept less than qualified students or make midyear cuts to balance the budget for enrollment shortfalls simply to meet an annual budgeted target.

Please bear in mind that the Optimization Subcommittee is charged with presenting its report and recommendations to IPPC, which represents the various constituencies of our community. That said, if we were to adopt the current enrollment as our targeted enrollment, thus making available considerable additional revenue, choices would then need to be made as to where and how those dollars would be invested. Needless to say,

there are many competing needs. Providing the academic support needed to deliver programs to our students is surely a priority, and has already been discussed in a very preliminary way.

The subcommittee deliberated a number of important questions:

(1) What staffing needs are currently going unmet in providing academic services for our 2280 students? But such needs must be measured against other pressing costs. For example, what amount of financial aid might be needed to insure access to a Skidmore education among those students wishing to attend the College from the more than 6,000 applications we have been receiving over the last few years?

(2) We also recognize that we have a large constituency of non-residential students and learners whose participation in our academic programs throughout the entire calendar year forms an integral part of our curricular and co-curricular commitments. Accordingly, how can we identify the wherewithal to allow members of the faculty and staff to contribute fully to these academic opportunities as we rethink the overall scope of academic affairs on this campus? How can we provide the time for faculty and staff to take on more independent study supervision, and engage more regularly in collaborative projects with our students? And similarly, how should we provide the time needed for faculty and staff to make informed choices about participating in the shared governance structure so basic to our culture?

(3) What are the needs for student life in making sure that our students can grow and thrive in and beyond the classroom? Do we have adequate staffing in counseling services; SGA sponsored clubs, recreational programs, and performance spaces? What about information technology needs, the addition of sufficient academic classrooms and social spaces, and our increasing recognition that more time is needed to foster mentoring in a serious and dedicated way? And finally, as mentioned earlier, what monies might be available, immediately, to improve compensation for the entire community?

This seemingly inexhaustible list of needs is a daunting one. Even with the influx of significantly more dollars generated by tuition revenue into our annual operating budget, it is clear that we cannot do everything. But to do nothing would, we believe, be a mistake. We need to make informed choices as to how the funds would be distributed. The subcommittee fully recognizes that a tension exists between current unmet needs and the important priorities of the *Strategic Plan*. By allowing this revenue (remembering that we currently have access to these dollars without adding more students but cannot tap the revenue in projecting our planning cycle) to be inserted into the operating budget, we believe we can make considerable progress in accomplishing the many goals we wish to attain.

Let us reiterate that we do not recommend an increase in our residential student population above the number currently being accommodated. But by establishing the current enrollment of 2,280 as a target, we can depend upon the tuition revenue generated as a steady stream, thus releasing those dollars to better serve our students and the

Skidmore community. In so doing, we believe that Goal. IV of the *Strategic Plan* - Independence and Resources ("We will preserve Skidmore's independence by developing the resources required to realize our aspirations") is well served.

The Optimization Subcommittee is confident that we as a community have the resources required to provide our students with an even better experience than we can currently offer. We are also confident that IPPC will represent the College wisely in working through the challenging choices that are ahead. Finally, we look forward to our discussion with IPPC Friday morning, and later in the day at the February Faculty Meeting.

Thank you.

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NITLE Workshop Descriptions and Prerequisites

Adobe Creative Suite (3 days)

This workshop introduces Photoshop, Illustrator and InDesign as an integrated environment for creating content for web and print.

Advanced Final Cut Pro (2 days)

If you have the basics down, this is the next step. Learn how to handle larger projects (working with the media manager and online editing feature), advanced editing techniques (split cuts, etc.), working with still images (demystifying square vs. non-square pixels), increase your workflow (keyboard shortcuts), compositing, motion and more.

Prerequisites: Introduction to Final Cut Pro class or similar familiarity with the application. Basic familiarity with Photoshop:

Advanced Flash (3 days)

This course is primarily devoted to action scripting and producing interactive Flash Movies using Flash MX. Topics include scripting buttons, movie clips, and site navigation. (Available only at CET.)

Prerequisites: familiarity with the Flash application including basic animation, using symbols, and basic timeline navigation (goto, stop, get URL, etc). Basic understanding of a scripting language (e.g. Javascript) suggested.

ARTstor Introduction (1 day)

This workshop provides a comprehensive overview of ARTstor's tools and collections with an opportunity for hands-on exploration and a discussion of ideas for curricular integration of this resource.

ARTstor Express (2 hours)

This two-hour workshop provides an overview of ARTstor's tools and collections, with some opportunity for hands-on *practice*. We ask that this workshop be scheduled in conjunction with at least one other digital media workshop in order to maximize the cost effectiveness of our sending an instructor to your campus.

Computer Mediated Communication (1 day)

Computer-mediated communication is increasingly commonplace in the liberal arts classroom, propelled by the widespread implementation of course management systems such as Blackboard and WebCT. Email, listservs, and discussion boards are now familiar tools for many faculty. Coupled with emerging communication tools in the form of social software, opportunities abound for instructors to infuse technology and extend communication in and out of the classroom. However, the availability of such tools does not guarantee their meaningful integration into the pedagogical context of the classroom, and attempts to do so often end in frustration on the part of teachers and students. This one-day workshop for faculty aims to scaffold the meaningful use of computer-mediated communication in the classroom through a combination of hands-on work with a variety of CMC tools, such as those mentioned above, and a focus on the pedagogical contexts in which these tools can best be used. Participants will leave the workshop with strategies for the integration of computer-mediated communication, anchored in their own classroom practices.

Digital Video Production with iMovie (1-1/2 days)

Learn to capture, compress, and edit video with iMovie Quicktime Professional. MediaCleaner Pro will also be covered extensively for compression and advanced features, such as subtitling.. There will be a discussion of other capture applications and digital video issues.

Prerequisite: proficiency in basic computer skills (opening and closing files, working with multiple windows and applications, navigating the file system).

DVD Studio Pro (1 day)

For those who need more control in their DVD production, beyond the functionality available through iDVD, this class will cover: MPG2 compression, workspaces (Basic, Extended, Advanced), creating menus (still and motion), themes, chapter markers, working with audio, multiple tracks (audio, video and subtitle) and output to DVD.

Prerequisite: proficiency with Final Cut Pro (or similar video editing app), Photoshop.

Final Cut Pro (2 days)

This introduction to Final Cut Pro video editing will cover basic digital video concepts, logging and capture techniques, basic editing, titling, and compression for web delivery or output back to tape.

Prerequisites: basic familiarity with a non-linear video editing application (e.g., iMovie, Premiere) suggested.

Flash (1 day)

An introduction to Macromedia Flash for the creation of interactive elements that achieve pedagogical objectives.

Prerequisites: for advanced technology users. Web Workshop II or the equivalent highly recommended.

iMovie and iDVD (1 day)

This one day intensive class is designed to get you up and running using the latest version of iMovie and iDVD. Learn to capture, edit and compress video for web delivery and output to tape in iMovie. The iDVD portion of class will cover everything you need to create a DVD from your iMovie project including chapter markers, slide shows, working with themes/creating custom themes.

Prerequisite: proficiency in basic computer skills (opening and closing files, working with multiple windows and applications, navigating the file system).

Live Stage Pro (2 days)

Live Stage Pro is an authoring tool for creating interactive QuickTime content. Learn to combine and extend Video, VR, Flash, and text, using drag and drop and Live Stage Pro's own scripting language (Qscript) to develop interactivity. We will be creating customized controllers and interfaces and user controllable tracks (subtitling), dynamically accessing content from web and streaming servers.

Motion and Soundtrack - (1 day)

This workshop introduces tools for enhancing digital video with graphics and sound. Motion, Apple's motion graphic design and production application allows you to create motion graphics for film, video and DVD. It integrates seamlessly with Final Cut Pro and is easier to learn than competing software. It does, however, have very demanding hardware requirements which may make it impossible to offer in some locations.

Soundtrack's easy-to-use interface makes it possible for you to create your own music tracks for video projects. This application uses pre-recorded Apple Loops that one can drop into a timeline to build a song. Soundtrack automatically syncs up the loops to your project tempo and key. If you would like to compose your own loops, Garageband makes this possible. There will be ample opportunity for hands-on experience with these tools.

Prerequisite: Basic Final Cut Pro

Multimedia Narrative (3 days)

This workshop is designed to provide faculty, librarians and technologists with a set of tools that will enable them to make an argument or tell a story through digital media. Inspired by the Center for Digital Storytelling model, but with a more pedagogical focus, Multimedia Narrative is intended for those who wish to create pedagogical materials, or teach their students to communicate effectively through multimedia projects. The workshop builds technical skills on an theoretical understanding of the various media involved, and focuses on effective writing for multimedia, video-based narratives. Participants will acquire basic mastery of simple tools for scanning and manipulating still images, and editing digital video with iMovie.

Prerequisites: any technological skill level is welcome. Participants are asked to bring an idea for a project, along with some materials for its development, such as audio tapes, photographs, VHS tapes, or digital files. CET will provide CDs or DVDs to house the final project.

Pedagogical Implications of Wireless and Mobile Technologies (1 day)

This workshop explores the pedagogy of mobile, wireless computing. As college campuses set up wireless networks, and the number and variety of networked devices increase, how can we best teach and learn in this environment? We will describe the evolving world of wireless networks, including 802.11x(WiFi), Bluetooth & Cellular; and how devices such as Personal Digital Assistants(PDAs), laptops, tablets, cell phones are being leveraged to create a new ubiquitous computing environment. This technology promises to have a significant impact on our campus existing wired client/server infrastructure; leading to more p2p networking, cell phones, and exciting new convergent devices. This paradigm shift will also impact security and campus workflow. The majority of this workshop focuses on the changed learning environment: small group collaboration, information literacy with the always-on Web, multitasking within the classroom, asynchronous and synchronous wireless discussions, publishing to PDAs, handheld simulations, and location-based communication. We will examine learning in classrooms, libraries, labs, and general campus spaces. Materials include recent case studies of wireless pedagogy from across the United States.

Photoshop Level 1 (2 days)

This course covers basic scanning and still image manipulation using Adobe Photoshop. Topics include: basic color theory, terminology, image file types, document management tools,, cropping and rotating images, basic and intermediate selection tools, drawing and painting tools, basic color correction, and type tools.

Prerequisite: proficiency in basic computer skills (opening and closing files, working with multiple windows and applications, navigating the file system).

Photoshop Level I(1 day intensive version) Same content; faster pace; limited practice time.

Photoshop Level If (1 day)

This course continues where Level I left off, and covers advanced selection and color correction, filters and special effects, an in-depth session on web graphics and image compression, and ample time for questions and individual work. Curriculum will be tailored to the needs of the participants.

Prerequisite: Photoshop Level I or equivalent. If you have not been through CET's Level I class, we strongly recommend that you take it first unless you have extensive prior experience with Photoshop.

Project Management in a Liberal Arts College Setting (1 day)

The Project Management Workshop will address how to maximize collaborative work in digital media. Topics include planning a timeline, storyboarding, tool selection, and complementing face to face meetings with electronic communication. We will focus on social issues as well, such as: faculty-student collaboration etiquette; balancing students' school work with their IT projects; building small group trust; collaboration between IT, student, faculty, and librarian populations; effective yet diplomatic critique; creating and accomplishing realistic goals; project assessment. (Enrollment limited to 40.)

QTVR Production using QTVR Authoring Studio (1-1/2 days)

In-depth coverage of producing QTVR panoramas, object movies, and scenes. Learn to shoot QTVR panoramas and objects using a variety of photographic equipment. Use QTVR Authoring Studio to create multi-node QTVR scenes. Use Photoshop to preprocess QTVR images.

Prerequisites: proficiency in basic computerskills (opening and closing files, working with multiple windows and applications, navigating the file system). Basic Imaging with Photoshop and Basic QuickTime Video Production strongly suggested, but not required.

Social Software in Education: Introduction to Collaborative Writing Tools (1 day)

Social software tools such as weblogs and wikis are open, collaborative environments for writing and knowledge sharing. When used in the classroom, social software has the potential to foster new social patterns, enhance community, and expand the critical audience for student writing. This one-day workshop will offer an introduction to social software in education, examining specific pedagogical considerations, followed by a "best practices" presentation and the opportunity to explore several collaborative writing environments. This workshop is a very basic introduction for faculty who find themselves asking "what is a social software, anyway?"

Social Software Implementation on the Liberal Arts College Campus (1 day)

This workshop is the companion to "Social Software in Education: Introduction to Collaborative Writing Tools," designed for instructional technologists and faculty who have discovered and explored blogs and wikis on their own. This one-day *workshop has a hands-on focus; participants will learn how to create and distribute content using blogs, RSS, aggregators, and trackback, and explore other collaborative writing environments.*

Prerequisites: "Social Software in Education: Introduction to Collaborative Writing Tools." or the equivalent.

Social Software Users Group (1-1/2 day)

Slightly different from our other workshops in that each meeting's agenda is driven by the needs and interests of those attending, the Social Software Users Group brings together members of the MANE community who are using these applications, or are otherwise working in or interested in the field. The rubric of "social software" covers a variety of *applications, practices, and projects, including blogs, wikis, RSS, trackback, Friendster, Flickr, the Facebook, social network theory, and del.icio.us*. Topics for the January meeting may include the state of existing tools in this rapidly developing field, current liberal arts college uses, implementation issues, using social software to connect classes and resources across campuses, brainstorming new uses, the creation of new tools, and research directions. We hope SSUG ' will become a venue for collaboration on many levels, from information-sharing to inter-campus [projects](#). IT staff, librarians, faculty, and students are welcome.

Streaming Media (1 day)

This workshop will provide an overview of streaming technologies, with a focus on preparing and optimizing Quicktime streaming media for web delivery. We will consider http vs. true streaming, setting up a quicktime streaming server and streaming for live events.

Videography (1 day)

"Home video" taken while traveling the world can be an excellent source of material for multimedia productions, and it completely avoids the copyright problems one encounters in using commercially produced video. In this module participants will learn the basics of video production, and will gain a firm understanding of what it takes to produce usable raw video footage, including the necessary equipment. Examples of common mistakes and ways to avoid them will be included. Topics will include: introduction to analog video standards; VHS, SVHS, Hi-8, DV, etc.; NTSC, PAL, SECAM; introduction to video camera types; Digital Video, Hi-8, VHS; video camera operation; basic videography.

Videography (2 days)

Same as above, but designed with technologists in mind, with additional emphasis on fighting, microphones, and techniques for assuring the highest possible quality of image and sound, as well as a more in-depth exploration of the underlying technology of the video camera.

Web Workshop I (3 days)

This workshop covers worldwide web history and concepts, basic and intermediate HTML, basic web graphics, and design issues, and introduces Macromedia Dreamweaver as a web-authoring tool. Exact content will be tailored to the needs of the participants. One-third to one-half of this workshop will consist of free time to work on your own web projects, so be sure to bring ideas and materials to work on!

Prerequisite: ability to navigate the web using a browser..

Web Workshop II (3 days)

This workshop will cover advanced aspects of Macromedia Dreamweaver, including complex tables and frames, forms, image maps, style sheets, DHTML, and site management. It will also introduce Fireworks, Macromedia's graphics application.

Prerequisite: Web Workshop 1 or the equivalent.

- [NITLE](#)
- [Opportunities](#)
- [Calendar of opportunities](#)
- [Archive of opportunities](#)
- [Reception for Music Librarians](#), Music Library Association (MLA) Annual Conference, Memphis, TN, February 22, 2006
- [Teaching Islam: an Associated Colleges of the Midwest workshop](#), Lake Forest College, Lake Forest, IL, February 24-26, 2006
- [Interactive Performance Collaborations for Digital Artists: Workshop](#), Lake Forest College, Lake Forest, IL, March 9-12, 2006

[Opportunities](#) | Opportunities by Date

Opportunities - Opportunities by Date

February 2006

- [Reception for Music Librarians](#) , February 22, 2006, Music Library Association (MLA) Annual Conference, Memphis, TN
Meet and network with music librarians from NITLE [participating colleges](#) who are attending the MLA annual conference.
- [Teaching Islam: an Associated Colleges of the Midwest workshop-](#), February 24-26, 2006, Lake Forest College, Lake Forest, IL
Opportunity to network with Islamists from [participating colleges](#) that are also part of the [Associated Colleges of the Midwest](#).

March 2006

- [Interactive Performance Collaborations for Digital Artists: Workshop](#) , March 9-12, 2006, Lake Forest College, Lake Forest, IL
Collaboratively compose a work for presentation at summer events.
- [Student Music Composition Contest: Submissions Due](#) , March 10, 2006, See Orpheus Alliance website
Undergraduate composers at [participating colleges](#) benefit from the opportunity to have their work evaluated and possibly performed professionally.
- [Managing and Supporting GIS: Workshop by Design](#) , March 12-15, 2006, Trinity University, San Antonio, TX
Increase your knowledge of GIS software, with a focus on data acquisition, metadata, DAM, etc. This workshop is designed for instructional technologists, librarians, and GIS specialists.
- [Introducing GIS \(iGIS\): Workshop-to-Go](#), March 15-17, 2006, Hamilton College, Clinton, NY
Learn basic functions of GIS and spatial data visualization for use with classes.
- [Presentation Technologies: Workshop-to-Go](#), March 17, 2006, Kalamazoo College, Kalamazoo, MI
Increase your ability to use presentation technologies effectively in teaching
- [Extreme Makeover: Collegiate Edition - Understanding, Defining, and Managing Accessibility to Technology at your College or University](#) , March 23-24, 2006, Sarah Lawrence College, Bronxville, NY
Participants will explore the topic of accessibility to technology and the legal, ethical, and practical requirements that universities and colleges face when creating technology spaces. For instructional technologists and other college administrators who wish to learn about and act upon accessibility issues in the collegiate setting.

Collaborative and Technology-Assisted Approaches to Teaching Arabic , March 24 - March 26, DePauw University, Greencastle, IN

For faculty, chief academic officers and other staff members at NITLE participating colleges who are interested in enhancing their institutions' offerings in the Arabic language and developing collaborative approaches to teaching Arabic-teams made up of a faculty member and an academic officer are encouraged.

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**SGA-Faculty Joint Resolution
In Response to Racist Incidents at Skidmore College
February 3, 2006 Faculty Meeting**

Whereas recent incidents of racist graffiti and racist language directed toward minority populations at Skidmore College contradict the very principles of liberal education; and,

Whereas we consider membership in our educational community a privilege, and we must continue to earn our places in the community; and,

Whereas we ought to maintain at all times an attitude of respect and consideration for one another, and to judge our respective contributions by the merits of our ideas and the quality of our work, not by race or ethnicity, and furthermore not by gender, socio-economic status, sexual orientation, sexuality, or religion; and,

Whereas the Skidmore Honor Code requires of us the highest standards of mutual respect, civility, and honorable comportment. Therefore, be it

Resolved, we, the students and faculty of Skidmore College, categorically condemn incidents of racism as wrong, dishonorable, harmful to all, and contrary to our educational mission; and be it further

Resolved, we deem that those who commit racist acts violate the spirit of our community and must be held accountable for their actions; and be it further

Resolved, we pledge to conduct ourselves in an exemplary, admirable, and honorable fashion, to uphold high standards for acceptable behavior, to act with respect and civility toward all members of our community, and to welcome the meritorious contributions of all members without regard to race, ethnicity, gender, socio-economic status, sexual orientation, sexuality, or religion.

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CANDIDATES FOR THE DEGREE

February 3, 2006

UNIVERSITY WITHOUT WALLS

RESOLVED, that the Faculty of Skidmore College recommend to the Trustees the granting of the Bachelor of Arts degree to four students and the Bachelor of Science degree to four students.”

BACHELOR OF ARTS

William A. Doane
Damien C. Michaud

Michael S. Parker
Young Hee Won

BACHELOR OF SCIENCE

Richard A. Coley
Emily Victoria Edghill

William Charles Haydon
Yiannis Kalogriou

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Faculty Development Awards

Faculty Development Grants, Spring 2005

Hédi Jaouad, Associate Professor of French

~ *Migrant Humour in France*

James Kennelly, Associate Professor of Management & Business

~ *CIEE International Development Seminar – Multiple Perspectives on Peace and Conflict in Northern Ireland*

Mary Beth O'Brien, Associate Professor of German

~ *East of Eden, Nostalgic Depictions of Communism in Post Wall German Cinema. Archival research at the Bundesarchiv-Filmarchiv, Berlin Germany*

Paty Rubio, Professor of Spanish, Chair of Foreign Language

~ *Two-Volume Anthology of José Donoso's Prose*

Lisa Aronson, Associate Professor of Art History

~ *Archival Study of the Late Nineteenth Century Nigerian Photographer J. A. Green*

Susan Bender, Professor of Anthropology

~ *Archaeological Fieldwork in South Park, Colorado*

David Domozych, Professor of Biology

~ *The evolution of the green plant cell wall: pectins and proteins of the green alga, Penium Margaritaceum*

Catherine Golden, Professor of English

~ *The Victorian Post in History and Fiction*

Katie Hauser, Associate Professor of Art History

Mimi Hellman, Assistant Profess of Art History

~ *Funding to support research for implementing a new capstone Art History Course*

Penny Jolly, Professor of Art History

~ *Rogier van der Weyden's "Pregnant Magdalene: On the rhetoric of dress in the "Descent from the Cross"*

William Lewis, Assistant Professor of Philosophy

~ *Translation and publication w/commentary: Lousi Athusser, "Lettre à comité Central d'Argenteuil, 11-13 Mars 1966"*

Doretta Miller, Professor of Art

~ *Shipping costs of Paintings for 5th Biennale International Exhibition of Contemporary Art, Florence Italy*

David Miller, Professor of Art

~ *Support the production of new canvases*

Shirley Smith, Associate Professor or Foreign Language

~ *Italian Concessions in China*

Jan Vinci, Senior Artist-in-Residence, Music

~ *A Two CD Recording Project – Global FluteScape: Traditions and Inventions*

Faculty Development Grants, Fall 2005

Will Bond, Artist-in-Residence, Theater

~ *"History of the World from the Very Beginning: A Monolog for the Theater"*

Monica Das, Assistant Professor of Economics
~ *Economic Growth and Inequality: An Empirical Analysis of the Indian Experience*

John Nazarenko, Senior Artist-in-Residence, Music
~ *John Nazarenko Trio Recording*

Mehmet Odekon, Associate Professor of Economics
~ *Poverty and Human Rights*

Maeve Powlick, Lecturer, Economics
~ *Youth Empowerment and Community Development: A Participatory Action Research Project at Harvey Milk High School*

Dawn Riley, Assistant Professor of Education
~ *Research in the Public Interest – Conference Support*

Gordon Thompson, Associate Professor of Music
~ *The Hurdy-Gurdy Men: The Life of British Popular Music in London, 1959-1968*

Barbara Black, Associate Professor of English
~ *A Room of His Own: A Literary-Cultural Study of Victorian Clubland*

Monica Das, Assistant Professor of Economics
~ *An Investigation of the Ecology versus Economy Debate*

Crystal Moore, Associate Professor and Director of Sociology, Anthropology & Social Work
~ *The Role of Older Patients' Family in Medical Communication and Decision Making*

Iona Park, Associate Professor of Art & Art History
~ *Use of digital photographic equipment and supporting technology to investigate landscape as subject matter.*

Mark Rifkin, Associate Professor of English
~ *Faith and Debt: The Memoirs of Henry Obookiah and the Transnationalization of Hawaii*

Paty Rubio, Professor of Spanish and Chair
~ *Retrieval of Spanish essays written by José Donoso for ABC and El Pasi, the Madrid newspapers, and which are found in Hermeroteca Nacional in Madrid.*

Jan Vinci, Senior Artist-in-Residence, Music
~ *Recording Project: Global FluteScape: Premiers and Rare Gems*

Susan Walzer, Associate Professor of Sociology, Anthropology & Social Work
~ *Love, Marriage, and Cultural Imagery*

Faculty Development Grant: Major Project Completion, Fall 2005

Margo Mensing, Associate Professor of Art
~ *A site-integrated project, meta-metasequiao, a collaborative project with John McQueen*

Paul Sattler, Associate Professor of Art
~ *variations on a theme of painted works*

Jan Vinci, Senior Artist-in-Residence, Music
~ *Recording Project: Global FluteScape: Premiers and Rare Gems*

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