Recommit and Realign
Strategic Action Agenda 2018-2020
Year 1

We are now in the two year-window that will take us to the midpoint of our ten-year *Strategic Plan: Creating Pathways to Excellence, 2015-2025*. Like the 2016-2018 version, this "Strategic Action Agenda" (SAA) reflects a two-year implementation horizon developed for the 2018-19 and 2019-20 academic years.

Mission and Context
We are a mission-driven institution, and our educational mission has never been more important than it is today. Last year's Strategic Action Agenda, "Defending Democracy," referenced the short- and long-games that are at play in dealing with our current political situation. The College decidedly is in the long-game of preparing future citizen intellectual leaders, who we expect to make a difference in our world, beginning with their time at the College and most certainly in their post-Skidmore lives. At the same time, as a liberal arts college, we need to model the difference we want to see in the world – in the respect we afford one another as a matter of course, in our ability to have conversations across political and ideological divides without demonizing those with whom we disagree, and in our willingness to address important issues in public settings, as well as in classrooms and other more private campus venues.

Central to fulfilling our mission is our capacity to chart our own educational course – most especially in our curriculum. As we complete the process of implementing our new General Education Curriculum, we should take pride in the fact that it represents the most current thinking of our faculty about what all our students most need to learn today. Even as we attended to the changing world in deciding what to include in that structure, we were not forced by external pressures or the need to alter the composition of our student population to make choices that would conflict with our basic educational values.

Skidmore continues to operate from a position of financial strength. As we close the books on Fiscal Year 2018, we can report a small but substantial surplus in our operating budget ($750,000) even after a substantial transfer ($3.3 million) to the funding for the Center for Integrated Sciences (CIS). Moreover, we realized excess revenues of more than $3.8 million due to over-enrollment. Some of these funds will be needed in the coming year (see below), but I am confident that a portion of these funds will also be available to support CIS. Our endowment is approaching $380M,[1] and our growing appeal to prospective students is reflected in the significant increases in our applicant pool we have enjoyed in recent years. We benefit enormously from a distinctive combination of academic programs, an enhanced reputation based in no small part in student and parent satisfaction, an attractive "brand," and sound financial management, all of which have positioned us to deal effectively with potential short-term financial stresses.

We have long been proud of our commitment to meeting the full demonstrated need of students receiving aid[2] and of directing only a small fraction (approximately 1%) of our overall financial aid budget to merit aid programs (the Filene and Porter-Wachenheim scholarships). There are many reasons for us to continue this policy into the future. Moreover, as we have said on numerous occasions, our ongoing efforts to enhance our reputation will enable us to continue to attract both the numbers and the quality of students we require to fulfill our ambitious educational mission, without compromising or redirecting our curriculum to attract more vocationally-minded students. Clearly, we have much to be proud of, and we can continue to face the future with confidence.

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[1]The precise total, as of May 31st, was $379.3 million.
[2]Fewer than 100 U.S. colleges and universities meet full demonstrated need.

Finally, we must not lose sight of the longer-term goals identified in the *Strategic Plan*:

I. <u>Integrative Learning and Education</u> – to develop students' capacities to create, imagine, and change the world, and to enhance the work of the faculty as teacher-scholars.
II. <u>Access</u> – to ensure access for all our students to an extraordinary educational experience.
III. <u>Well-Being</u> – to strengthen the inclusiveness, health, and well-being of our community.
IV. <u>Sustainability</u> – to continue to build a sustainable institutional foundation for excellence.

These worthy goals project an image of the College we want to become by 2025, and we should see the challenges we currently face as an opportunity to recommit ourselves to these objectives. Over this academic year and the next, the action items identified below will move us toward their realization. If we want to be the institution we envision, one that stands on financial foundations that are even more stable than those we have today, and if we want to be solidly positioned among the highest regarded liberal arts colleges and so be able to continue charting our own educational course – in accordance with *our* mission – then we must clearly see the connections between the work immediately ahead of us and these longer-term aspirations. We also must understand even more clearly than in the past the challenges we face.

Trends
Storm clouds are indeed gathering on the horizon, both for higher education in general and for Skidmore in particular. To cite just one example, a recent article in the *Boston Globe* repeats several now-familiar themes. Primary among them is the observation that many small colleges that are highly dependent upon tuition revenue (as is Skidmore) see those funds increasingly falling short of meeting expenses:

> Two reports issued recently by national credit rating agencies forecast more troubles for small schools as the gap between their revenue and expenses widens. Moody's found in July that one in five small private colleges nationwide is under fundamental stress. It predicted more are likely to close or merge in the coming years.[3]

Colleges in the most precarious positions are seeing drops in enrollment, compounding their financial distress. Moreover, there are nationwide declines in the overall number of high school graduates, with projections for this trend to continue as well. This means that schools such as Skidmore will face even greater competition to attract the students we want and need. It is important to acknowledge that the schools featured in the *Boston Globe* piece are mostly situated quite differently than Skidmore. But even colleges with endowments significantly larger than ours – e.g., Earlham and Vassar – have grappled with substantial deficits in recent years. Beloit College, with an endowment smaller than Skidmore's, is reportedly facing a budget deficit representing more than 10% of its operating budget. Skidmore is not immune to the forces at large in our society and beyond, and we ignore them at our peril.

In fact, over the past few years we have reported several challenging trends in our own applicant pools, starting with a steady decline in the percentage of applicants not requiring financial aid and a corresponding increase in the percentage of applicants seeking aid. In 2008, for example, approximately 55% of our applicants requested financial aid; in 2018, that number had increased to 75%. Second, as we have enrolled each successive class, we also have felt growing pressure from competitor schools that offer non-need-based ("merit") financial aid as a fundamental component of their recruitment strategies. Third, we have experienced declines in the "yield" of accepted candidates not requiring financial aid. This year, these trends converged in a dramatic way to affect our efforts to enroll the Class of 2022.

A Pivotal Moment
As we reported to the Skidmore community last spring, to meet our targets and bring in this year's strong first-year class we sought, we were forced to increase our budgeted (need-based) financial aid substantially – by an estimated $1.4-1.6 million. After this summer's "melt," and with the clarity we have

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[3]"Small colleges are struggling financially, and they can't raise tuition high enough to fix it," by Laura Krantz, *Boston Globe*, 11 August 2018.

gained as the new academic year begins, we now know that this number is smaller than originally projected: $1.2 million. Even so, this change moved the percentage of students in the entering class receiving aid from an anticipated 42% to 47%. Most importantly, we believe that this experience is not just a one-time aberration but rather indicates what we are likely to find in the future.

The positive side to this rise in the percentage of new students receiving financial aid is that it advances the second goal of our *Strategic Plan*, "Access," moving us further along toward the College we plan to become: an institution that enrolls increasing numbers of students receiving institutional aid. The negative side is that we now must fund this sharp and unanticipated increase in financial aid. Moreover, even if, contrary to expectations, the Class of 2023 were to require a closer-to-historical level of financial aid, the increased aid we have directed to the current entering class represents a four-year commitment. Compounding this budgetary issue is an anticipated increase in health insurance costs of $300,000. Finally, as planned, we still must identify an additional $500,000 in the budget to complete funding for the $35 million in new debt we assumed last year to help fund the Center for Integrated Sciences.

We initially had decided to address the current year's budget challenges by using the available reserve funds mentioned above, which are the fortunate result of careful financial management over the years and positive enrollment trends. But we also understand that every dollar spent in this way represents one less dollar that potentially could be directed to the CIS or other strategic purposes. So I am pleased to report that the now-completed analysis of the financial aid needed for our returning Sophomores, Juniors, and Seniors reveals that the required amount is considerably less than previously anticipated.[4] Specifically, the savings on financial aid for returning students will be slightly more than the budget overage for the new first-year class. Although, this welcome outcome does not alleviate the pressure to fund the health insurance increase and CIS debt service, it eases considerably the immediate demand on our cash reserves for the coming academic year.

Even so, this temporary reprieve does not alleviate the sense of urgency we all must share to make fundamental changes in our budget – both for fiscal year 2019 and successive years. Let me restate this point as clearly as possible: *Our most recent admissions experience, along with the other factors noted above, must serve as an institutional wake-up call.* The bottom line is that this year presents a new financial challenge and therefore demands a response different from what we have done in the past. Essentially, we have one year to determine how to realign our budgets to ensure a sound financial foundation for the College in FY '20. Then we must project this new level of financial discipline into future budget years. This is not a one-year problem, and it decidedly will require a multi-year solution.

If one were to review the past ten years of Strategic Action Agendas, one would see a recurring theme of the need to control costs, moderate the rate of increase of our comprehensive fee, and seek new sources of revenue. This period includes the Recession of 2008, during which we implemented a number of more dramatic cost-saving measures. But overall, we have been able to maintain our financial stability, achieve balanced budgets, and frequently realize additional funds, primarily from over-enrollment. Many of the cost-savings and cost-avoidance decisions – including many difficult decisions *not* to fund a variety of potentially desirable initiatives – that have been incorporated into annual budgets have not been particularly visible to those not directly involved in the process. Moreover, during this time, our comprehensive fee has continued to rise while average and median family incomes nationally have remained largely stagnant – meaning that a Skidmore education moves beyond the means of more families each year. And so far, we have not been able to develop any dramatic new revenue sources. Skidmore's reality also reflects national trends in the higher education sector as a whole.

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[4]This process always involves projections at the end of the fiscal year – in this case, FY '18 – of the financial aid requirements of our returning students. Then, as over the summer we acquire more specific information about just who is returning and the amount of aid they actually need, we refine those initial projections. The final amount cannot be determined until the students actually return to campus in September.

What We Must Do
In keeping with Skidmore's mission, and in light of increasing demands for financial aid, the critical need to continue attracting excellent students, and growing operating and healthcare costs, we must renew our commitment to increasing our financial aid resources, developing and maintaining attractive academic and co-curricular programs, enhancing Skidmore's reputation and visibility, identifying cost savings across campus, and promoting operational and functional efficiencies in all units and departments.

To meet these challenges, we will need to become more sophisticated, as a community, about the strategic factors that are complicating our financial picture and apply that knowledge to the way we do our work. Specifically, *all members of the Skidmore community need to connect the dots* – to clearly see the essential connections between the institutional realities just described and the decisions we make on a daily basis. Over the coming budget cycle, we must realign our budgeting practices, seeking cost-savings from all departments and units to ensure that the College will remain on a firm financial footing, while still having the financial aid resources to enroll the students we want and need. As part of this process, we also must seek larger scale efficiencies, such as increasing our student:faculty ratio, further increasing our already strong retention and graduation rates, admitting more transfer students, and so on.

To summarize: our three most pressing financial challenges, which will drive both our immediate and long-term budgeting and cost-reduction efforts, are the following:

1. Providing funds in the ongoing budget for increased need-based financial aid.
2. Accounting for increased health-insurance costs for all employees.
3. Completing the funding of the CIS debt service.

If we are to meet these objectives, creative thinking will be at a premium. This is not a new call. Our *Strategic Plan* speaks of the need to achieve "strategic alignment" across our entire employee population:

> [I]n a broader sense, we must change how we operate to enhance planning and communication and seek new levels of both transparency and "strategic alignment" in how we do our work across the College—meaning that all of us within the Skidmore workforce must take responsibility for understanding both our strategic objectives and how our actions and decisions influence our ability to achieve them. We need to find new ways to encourage people not just to seek to follow rules in a narrow sense but to use their judgment to achieve excellence in the work they are responsible for completing (p. 25).

But our current situation places a new level of importance on these goals. To this end, we will initiate conversations across all our divisions to ensure that everyone understands the need for the indicated budgeting realignment and sees how it applies to their own responsibilities.

Thank you for your attention. Now, let us connect the dots and get to work!

                                                                                    Philip A. Glotzbach
                                                                                    President
                                                                                    October 2018

I. <u>**Integrative Learning and Education**</u>—**To Develop Students' Capacities to Create, Imagine, and Change the World, and to Enhance the Work of the Faculty as Teacher-Scholars:** *We will invest in pedagogical and scholarly programs and educational strategies that develop the capacities of students and faculty members to achieve, model, and demonstrate excellence as scholarly, creative, and integrative learners. In doing so we are committed to developing and implementing new and creative pedagogies and curricula that will support our transition to a technology-rich college.*

1. **Continue the progress towards construction of the Center for Integrated Sciences (CIS).**
   - Complete construction of CIS North Wing.
     - ➤North Wing construction phase begun: summer 2018. [Year 1]
     - ➤North Wing construction phase 90% completed, scheduled for substantial completion in August 2020. [Year 2]
   - Complete construction of Greenhouse.
     - ➤Greenhouse construction phase begun: summer 2018. [Year 1]
     - ➤Construction phase 90% completed, scheduled for substantial completion in August 2019. [Year 2]
   - Complete construction of new parking lot and storm water retention pond.
     - ➤New parking lot and storm water retention pond construction completed: fall 2018. [Year 1]
   - Develop planning scenarios (a) for moving into Phase I and (b) for moving into Phases I and II. [Years 1 & 2]
   - Develop planning horizon for returning to the City of Saratoga Springs to acquire building permit(s) for Phase II. [Years 1 & 2]

2. **Continue fundraising for CIS.**
   - Complete Phase 1 fundraising goal of $50M by securing $3.2M in new gifts by 5/31/19. [Year 1]
   - Develop a solicitation plan for funding Phase 2 construction. [Year 1]
   - Secure a naming gift for CIS. [Year 1 or 2]

3. **Create a Black Studies Program.**
   - Hire a tenured faculty member to lead the Black Studies program. [Year 1]
   - Following a successful hire, develop the curriculum and requirements for a minor in Black Studies and submit to the Curriculum Committee for approval. [Year 2]

4. **Support the work of the faculty as teacher-scholars through enhanced faculty development activities, including skill-building opportunities, mentoring and shadowing, and research support.**
   - Implement new training and programming activities for the "Hub," supported by funding from the Arthur Vining Davis Foundation.
     - ➤Hire part-time manager of the Hub. [Year 1]
     - ➤Develop new course-based making activities. [Years 1 & 2]
   - Expand the practice of meeting with prospective faculty candidates and providing post-hiring follow-up regarding opportunities for support, grant proposal development, and transition issues related to research and scholarship transfer. [Year 1]

- Explore reconstituting the Grants Committee in order to: 1) identify strategic needs and areas of opportunity that advance the College's long-term vision and aspirational objectives; 2) identify potential funding opportunities; 3) identify resources necessary for developing credible and competitive applications; 4) develop and submit application(s). [Year 1]
  - ➢ Build capacity to compete effectively with peer and aspirant institutions for funding from programs such as HHMI's Science Education Initiative, NSF S-STEM, Clare Boothe Luce, NSF Advance, etc.
  - ➢ Provide development opportunities for early stage faculty to assume leadership roles in applying for grants of strategic institutional importance.
  - ➢ Use Digital Measures to identify opportunities for cross-disciplinary collaborations.
- Launch First Year Experience shadowing program. [Year 1]
- Support, encourage and promote faculty research, scholarship, and creative works through the Tang Teaching Museum's collection-based projects. [Years 1 & 2]
- Explore options for supporting humanistic inquiry. [Years 1 & 2]
  - ➢ PDF funding for humanistic inquiry symposium approved for 2018-19.
- Promote the participation of faculty (particularly early career faculty) in professional development opportunities such as the annual Council for Undergraduate Research (CUR) Dialogues meetings to increase the number of grant proposals submitted and funded. [Years 1 & 2]
- Raise $8M in support for faculty development, training, and research. [Years 1 & 2]

5. **Continue implementation of the new General Education Curriculum.**
   - Ensure that any required revisions to the criteria for the new requirements are finalized and approved. [Year 1]
   - With support from the Mellon Foundation, establish pedagogy clusters to develop courses for the new curriculum. [Year 1 & 2]
   - Revise *College Catalog* to reflect the new General Education requirements. [Year 1]
   - Support department/program efforts to integrate the requirements for Information Literacy, Oral Communication, Technology Literacy, and Visual Literacy into their curricula. [Years 1 & 2]
   - Create and test an Information Literacy rubric by assessing student work from across the disciplines. [Year 1]

6. **Expand opportunities for integrative learning experiences for students.**
   - Encourage faculty to continue developing Applied Civic Engagement courses that involve significant partnerships among faculty, staff, students, and community actors. [Years 1 & 2]
   - Enhance awareness of the Tang Student Advisory Council and increase the prominence of its role. [Year 1 or 2]
   - Explore the feasibility of developing certificate programs in areas such as Documentary Studies, Civic Engagement, etc. [Year 1 or 2]
   - Use academic technology to support creative pedagogies, enhance student engagement, and promote more flexible teaching spaces. [Year 1 or 2]
   - Continue to leverage our Project Pericles affiliation to expand opportunities for students to engage in integrative learning experiences through programs such as the Debating for Democracy Workshop (at Skidmore 12/1/18), D4D Letter to an Elected Official Competition, and Periclean Faculty Leadership Program. [Years 1 & 2]

7. **In partnership with the Lucy Scribner Library, identify economical options for reconfiguring spaces in the Library to create more inclusive and inspiring work spaces for Skidmore students and faculty.** [Year 1]

8. **Secure $2M in spendable and endowed support for career development programming and experiential learning beyond the classroom.** [Years 1 & 2]

II. **Access—To Ensure Access for All Our Students to an Extraordinary Educational Experience:** *Students will have full access to opportunities for educational excellence across all three phases of their Skidmore careers—at admission, as undergraduate learners, and in transition to their post-college lives.*

9. **Increase financial aid budget to support meeting our enrollment targets and maintain our institutional commitment to need-based financial aid.** [Years 1 & 2]

10. **Secure $8.4M in spendable and endowed support for financial aid.** [Years 1& 2]

11. **Strengthen collaboration and coordination between Academic Affairs and Student Affairs to increase retention and enhance student academic support.**
    - Working with the Office of Academic Advising, the Opportunity Program, and Student Academic Services, develop a more proactive advising model to help assist "at-risk" students. [Years 1 & 2]
    - With the assistance of the Enrollment Management Group, analyze the recent retention study and develop strategies and interventions to improve the persistence and success of under-served populations. [Year 1]
    - Evaluate software applications, the course management platform, digital communications, etc., to ensure compliance with the Americans with Disabilities Act (ADA). [Year 1 & 2]

12. **Based on the outcomes of the Retention Study and analysis of the Opportunity Program (OP), the Enrollment Management Group will develop integrated plans for improving retention in identified areas of need.** [Year 1]

13. **Support institutional enrollment goals.**
    - Increase transfer enrollment target by 15-20%. [Year 1]
    - The Enrollment Management Group to develop initiatives to support the expanded recruitment and enrollment of students. [Year 1]
    - Continue personalized engagement with African American applicants applying for financial aid to facilitate completion of their required financial aid documents. [Years 1 & 2]
    - Admissions, Financial Aid and Budget offices will evaluate and recommend financial aid modeling to support student enrollment goals and Skidmore's continuing commitment to need-based financial aid. [Year 1]

14. **Transition to Slate, an admissions/enrollment solution, encompassing CRM, outreach, travel management, online applications and online reading.** [Year 1]

15. **Improve the provision of clear, effective, and accurate information by the Office of the Registrar and ensure that the office is able to provide user-friendly academic resources, such as the following:**
    - A secure electronic transcript delivery service for current students and alumni. [Year 1]
    - Electronic diplomas. [Year 1 or 2]
    - A registration planning tool for students and advisors. [Year 1]
    - Improved report writing tools with the ability to pull live data from the student system. [Year 1]
    - A transfer articulation database that provides transfer-credit-equivalency information to potential transfer students and to matriculated students looking to take classes at other institutions. [Year 1]
    - A better student system interface for faculty and advisors (e.g., grading, class lists, student profile, etc.). [Year 1]
    - A new degree audit system. [Year 1]

16. **Evaluate Faculty-Led Travel Seminars with the goal of increasing participation by under-served populations.** [Year 1]

17. **Assist the Library in its efforts to encourage faculty to use open access and open education resources**.
    - Implement the SGA Open Educational Resources project. [Year 1]

III. <u>Well-Being</u>—To Strengthen the Inclusiveness, Health, and Well-Being of Our Community: *We will create new opportunities for developing the skills that will make Skidmore a more healthful, inclusive, and creative community.*

18. **Convene a pan-institutional group with representatives from various institutional initiatives that focus on faculty, staff, and student well-being to promote strategic alignment of efforts in this arena.** [Year 1]

19. **Recruit and hire a new Director of Human Resources.** [Year 1]

20. **Implement Skidmore's Weeks of Welcome Program, which is built upon eight dimensions of wellness: social, intellectual, emotional, diverse and inclusive, physical, environmental, occupational and spiritual. Throughout the first eight weeks of the semester there will be programs and activities that will allow students to engage with each dimension.** [Year 1]

21. **Move Social Justice space concept to fruition, including developing the program and renovating the space in Case Center.** [Year 1]

22. **Continue *In It* Series Program, holding *In It 3* and *In It 4*.**
    - Broaden modality from speakers, film screenings, and panels, to include workshops. [Year 1]
    - Continue to ensure that various constituencies (students, faculty, staff—including union employees) can participate. [Years 1 & 2]

23. **Continue to provide diversity, inclusion, and equity workshops and training.**
    - Utilize consultants to offer workshops and training opportunities for students, staff, faculty, and the Board of Trustees. [Years 1 & 2]

24. **Skidmore will become a smoke-free campus on January 1, 2019. The new policy will apply to all members of the Skidmore Community and to guests who visit the campus. The purpose of the policy is to provide the community with a healthy working and learning environment by limiting the potential exposure of students, faculty, staff and visitors to the effects of secondhand smoke.** [Year 1]

25. **Promote more effective and efficient internal communication channels.** [Years 1 & 2]
    - In addition to other efforts, develop a graphic representation of the *Strategic Plan* that will be accessible to a wide audience and will facilitate tracking progress. [Year 1]

26. **Support community partnerships to strengthen Skidmore's connection and service to the broader community.**
    - Identify local organizations that would benefit from the donation of older IT technology (e.g., hardware) that has been replaced and taken out of circulation. [Year 1]
    - Expand curricular opportunities for students to work with people beyond campus through Applied Civic Engagement Courses (ACE), including service-learning courses and community-based research. In the process, build student connections to the larger community through a more coordinated and cohesive approach to civic engagement across the institution. [Years 1 & 2]
    - Conduct an audit of existing opportunities for civic engagement and community service and establish benchmarks and goals at an institutional level for community partnerships and desired achievements. (Carnegie Classification for Civic Engagement is due in 2020.) [Years 1 & 2]

27. **Provide additional training and education for faculty, staff, and students to give appropriate support to all members of our community.**
    - Through a partnership between Academic Affairs and Student Affairs, bring CampusConnect to Skidmore. CampusConnect is a training program that focuses on helping individuals build the necessary knowledge, skills, and self-awareness to respond effectively to students' emotional distress. [Year 1]
    - Enhance communication and collaboration among the various campus groups that promote well-being. [Years 1 & 2]
    - Review and Restructuring of our Sexual and Gender-Based Misconduct and Title IX processes and procedures to ensure that students are receiving the highest level of service, support, and continued compliance. [Year 1]

28. **Increase opportunities to engage in conversations and trainings around diversity, inclusion, and equity in an effort to encourage and support more members of our community to meaningfully engage with these issues.**
    - Through the Center for Leadership, Teaching, and Learning (CLTL), continue to host workshops and discussions on incorporating diversity and inclusion principles into teaching and learning practices. Continue to expand educational resources posted on the CLTL website that strengthen faculty and staff skill sets regarding diversity, equity, and inclusion. [Years 1 & 2]
    - Enhance collaboration with the Inclusion Liaisons to help promote pan-institutional efforts to promote diversity, inclusion, and equity. [Year 1]

- Utilize the Tang as a resource to promote diversity and inclusion conversations for faculty, students, and staff. [Years 1 & 2]
- Review and revise (if necessary) protocols and value statements about bias and free speech. [Year 1]

29. Continue focus on engaging alumni from underrepresented groups with the College.

- Create Diversity & Inclusion Steering Committee comprised of LGBTQ and Alumni of Color representatives across class years (16 members). [Year 1]
- Expand our Alumni of Color Network and our Alumni Pride Network by providing opportunities for alumni to self-identify interests in programming and volunteering. [Year 1]
- Continued semi-annual eNewsletter, *Network News,* featuring news from campus, the steering committee, student diversity highlights, etc., and continued web presence at www.alumni.skidmore.edu/diversity_inclusion. [Years 1 & 2]

IV. Sustainability—To Continue to Build a Sustainable Institutional Foundation for Excellence: *Deploying the concept of sustainability, broadly understood, as an organizing principle, we will invest our time, energy, and funding in initiatives to ensure the College's long-term viability and success.*

30. Maintain the fiscal discipline of balanced and fully funded budgets in FY '19 and FY '20.

- Manage Operating Budgets, Capital Budgets, New Major Construction Projects, and New Initiatives. [Years 1 & 2]
- Continue to balance the Operating Budget while holding increases in the comprehensive fee so that our fee is not greater than the median of our peer group. [Years 1 & 2]
- Maintain and fund the Total Compensation Framework Plan for faculty and staff. [Years 1 & 2]
- Identify financial aid resources required to meet enrollment goals, both in terms of numbers of students and in terms of their demographic characteristics. Examine options for providing appropriate Operating Budget funding. [Years 1 & 2]
- Review budgeting process to identify $2 million in cost-savings across the College. [Year 1]
- For new Major Construction Projects and New Initiatives, continue the discipline of providing full funding for these including a provision for an additional endowment fund to support the increased operational costs resulting from the project. [Years 1 & 2]
- Update deferred maintenance needs and review funding plan. [Year 1]
- Examine key Operating Budget parameters and cost drivers in order to develop a long-term cost-containment plan. [Year 1]
- Increase revenues from fundraising. [Years 1 & 2]
- Complete identification of funding in operating budget for CIS debt service. [Years 1 & 2]

31. Complete hire and on-boarding of new Vice President for Finance & Administration and Treasurer. [Year 1]

32. **Continue training for managers and professional development opportunities for staff in FY '19 and FY '20.**
    - Focus on quality of work, retention, and work/life balance. [Years 1 & 2]
    - Continue to support the Staff Advisory Group. [Years 1 & 2]

33. **Enhance the assessment of institutional effectiveness as called for in the most recent Middle States review.**
    - Implement the Institutional Effectiveness Subcommittee, approved in Spring 2018, including identifying divisional representatives to serve on the committee. [Year 1]
    - Support the newly-hired Institutional Effectiveness Specialist, housed in the Office of Institutional Research. [Year 1]
    - Continue the work of establishing and supporting institutional effectiveness measures and structures that are institution-wide and pervasive. [Years 1 & 2]

34. **Continue to implement the *Campus Sustainability Plan*.**
    - Work with key stakeholders in responsible functional areas to give tangible shape to Goal 5 of the *Campus Sustainability Plan* ("Engagement") by developing key metrics, agreeing on primary responsibilities, and identifying actionable steps to achieve our vision of a campus that embraces the principles of sustainability in both our strategic and operational decision-making. [Year 1]
    - Make meaningful progress toward identifying a major renewable power project(s) or other pathway(s) that will enable us, when implemented, to achieve our 60% renewable power goal.[5] [Years 1 & 2]
    - Make meaningful progress toward developing an agreed-upon pathway for achieving our 25% sustainable food goal.[6] [Years 1 & 2]
    - Complete the second STARS (Sustainability, Tracking, Assessment, and Rating System) report and leverage this report in our institutional communications, especially with Admissions. [Year 1]
    - Conduct a comprehensive, campus-wide sustainability literacy assessment to measure and track the community's understanding of sustainability principles. [Years 1 & 2]
    - Assess the feasibility of improving IT efficiency and lowering demands on resources by reducing the number of printers in use on campus and creating a laptop loan program to decrease the number of computers purchased by the College. [Years 1 & 2]
    - Develop interactive forms that allow students, faculty, and staff to complete and submit applications and other work-flow documents entirely online. [Years 1 & 2]
    - Examine the feasibility of developing a proposal for offsetting the carbon footprint of study abroad. [Year 1]
    - Work with the Sustainability Office, the IPPC Campus Sustainability Subcommittee, and the Faculty Director of Civic Engagement to develop Applied Civic Engagement courses that address sustainability.

35. **Use major campus events as moments of focus, celebration, growth and promotion.**
    - Upcoming milestone anniversaries of institutions that have helped to shape the College's distinctive character are forthcoming and will be recognized, including *Salmagundi* (55th), the President's Society (55th), the Frances Young Tang Teaching Museum and Art Gallery (20th), the Skidmore Cares Holiday Open House (15th), and the Arthur Zankel Music Center (10th). [Years 1 & 2]

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[5]The *Campus Sustainability Plan* calls for this goal to be achieved by 2025.
[6]The *Campus Sustainability Plan* calls for this goal to be achieved by 2025.

- Over the 2018-19 academic year, we will hold the CIS groundbreaking, Campaign Internal Kick-Off, the Winter Celebration, and a *Salmagundi* conference.
- Develop plan for successfully archiving (in the Scribner Library) campus information that is increasingly being created in digital form.

36. Implement a consistently proactive news coverage strategy.
- Establish proactive media relations strategy to enhance regional, national and international awareness of the College, faculty, academic programs and students' accomplishments. [Year 1]
- Increase the proactive placement of student stories in regional, national and hometown media. [Years 1 & 2]

37. Enhance content, quality and distribution of *Scope Magazine/Scope Monthly*.
- Elevate *Scope* magazine and online monthly publication with more robust and engaging content. [Years 1 & 2]
- Work on *Scope Monthly* upgrades and augmented reality integration. [Years 1 & 2]
- Increase online readership of *Scope Monthly*. [Years 1 & 2]

38. Enhance crisis communications and preparedness.
- Strengthen the existing collaboration with Campus Safety, Student Affairs, and other offices to improve crisis response effectiveness. [Year 1]
- Update the crisis communications plan. [Year 1]

39. Branding implementation.
- Continue building awareness of the Skidmore brand around campus. [Years 1 & 2]
- Build relationships to grow brand, refresh collateral, and inform the community more broadly regarding brand guidelines. [Year 1]
- Work closely with Skidmore Shop on branding and marketing. [Years 1 & 2]
- Develop new plans for increasing school spirit among members of the student body and finding concrete ways to express that spirit. [Years 1 & 2]

40. Consistently track, measure and refine activity across web, social, email and digital promotions. Strengthen and demonstrate the connection between Communications and Marketing efforts and the impact on College targets, such as Admissions recruitment and enrollment goals, as well as alumni engagement and College fundraising goals.
- Integrate all digital communication efforts with the HubSpot system. [Year 1]
- Establish a regular reporting schedule. [Year 1]
- Enhance data-sharing and results analysis in collaboration with campus partners. [Year 1]

41. Help increase engagement among young alumni and establish a sustained, digital communications approach.
- Define personas for representative young alumni groups. [Year 1]
- Develop ongoing digital outreach to build community and increase a sense of pride as a complement to ongoing solicitation efforts. [Years 1 & 2]

42. Admissions will utilize national and international demographic and census data to identify and cultivate regions with high proportions of families with incomes enabling them to pay for a Skidmore education. [Years 1 & 2]

43. **Achieve key FY19 fundraising and constituent engagement targets:**
    a. $182M and $200M in cumulative, documented commitments for the Campaign in FY'19 and FY'20, respectively. [Years 1 & 2]
    b. $25M in cash receipts, including $7.32M through the Skidmore Fund in FY'19. (FY'20 goals will be set March 1, 2019.) [Years 1 & 2]
    c. 24% alumni participation in FY'19. (FY'20 goals to be set March 1, 2019.) [Years 1 & 2]

44. **Review technology across campus, including systems.**
    a. Catalogue a list of college-wide systems and ensure that efficiency and connectivity goals are being met. [Year 1]

45. **Review previous 2007 *Campus Master Plan* and consider updating (most likely in FY20), considering that major capital projects (next phase of CIS, Athletics and Housing) are on the horizon.** [Year 2]

Reviewed by the Strategic Planning Committee of the Board of Trustees, 4 October 2018.

2018-19 SAA Endorsed by the Institutional Policy and Planning Committee, 5 October 2018.

Reviewed by the Board of Trustees, 19 October 2018.