



Reaffirming Our Commitment to Excellence

The Strategic Action Agenda: 2007-08

The College seeks to prepare liberally educated graduates to continue their quest for knowledge and to make the choices required of informed, responsible citizens. Skidmore faculty and staff create a challenging yet supportive environment that cultivates students' intellectual and personal excellence, encouraging them to expand their expectations of themselves while they enrich their academic understanding.

– Skidmore College Mission Statement

As we begin our third academic year under the current *Strategic Plan*, it is appropriate that we pause not only to reaffirm the shared values on which it is based but also to question how well we are living up to them where they matter the most – in the experience of our students. Are we doing all we can to help our students realize their potential for “intellectual and personal excellence”? Does our conception of excellence encompass the various dimensions of their lives or just some of them? Do we consistently motivate them to project the highest “expectations of themselves” upon their futures? Have we moved beyond the narrow, dichotomized thinking that situates the two components of a “challenging yet supportive environment” in opposition to one another? Or to ask the question more positively, have we fully embraced the essential complementarity of these two elements of effective pedagogy? How successfully are we preparing our students to live in the increasingly complex, multicultural world they will inhabit as Skidmore alumni? How clearly do we articulate the value of *responsible citizenship* throughout the College, and how well do we equip our students to realize this value in their lives? How successfully have we incorporated the environment – in all its various meanings – in our institutional planning? These are hardly simple questions. But they point to the larger purpose of our work that can easily become obscured in the quotidian detail of our busy lives. Ultimately, such reflections remind us that, in the words of the AAUP’s “1940 Statement of Principles on Academic Freedom and Tenure,” colleges and universities exist first and foremost “for the common good.” To the extent that we do live up to the indicated tenets of our mission statement we truly are meeting this responsibility.

Invoking the concept of *common good* brings together thoughts of our students and the world in which they will live as Skidmore alumni – a world they do not yet know and that is characterized, above all, by the rapidity of change. To describe this world as volatile, uncertain, chaotic, and ambiguous seems, if anything, an understatement. But the indeterminacy of our contemporary situation has both positive and negative dimensions that often interconnect. For example, continuing technological advancements that evoke new forms of creativity can also provide new platforms for amorphous terrorist networks whose organizational structures themselves increasingly mimic the distributed architecture of the Internet. Large-scale economic realignment and international political instability (especially in the Middle East, Africa, and Asia) present obvious challenges along with sometimes less evident opportunities. Continuing developments in science and technology offer the promise of longer, more productive lives, while the increasing cost of health care threatens our country’s economic future. Technological and economic development is associated with accelerating global climate changes that portend pronounced and lasting effects in virtually every dimension of human life. Whether the issues of 2007 represent substantially greater challenges than those confronting Americans in, say, 1777, 1857, 1937, 1947, 1957, or 1967 is debatable. What is beyond dispute is that, at a time when

American higher education confronts unprecedented public skepticism, the world has never been in greater need of the educational values that historically have defined the liberal arts college – values that collectively set the standard for excellence at our type of institution.

The first three goals of the *Strategic Plan* reference both the values recalled above and the skills that our graduates today require more than ever:

- I. We will challenge every Skidmore student to achieve academic excellence through full engagement with our rich and rigorous educational experience.**
- II. We will challenge every Skidmore student to develop the intercultural understanding and global awareness necessary to thrive in the complex and increasingly interconnected world of the 21st Century.**
- III. We will prepare every Skidmore student to make the choices required of an informed, responsible citizen at home and in the world.**

Above all, our *Strategic Plan* sets out a particular definition of excellence for Skidmore. We know that achieving excellence is not only a matter of intention or attitude but also of support, resources, and efficiency – devoting our time and effort where they do the most good. The fourth goal of the *Strategic Plan* speaks to some of the necessary conditions for achieving the first three goals and fulfilling the other dimensions of our mission as well:

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

Over the preceding years, these abstract goals have begun to take concrete shape in the decisions incorporated in the first two “Strategic Action Agendas.” Ultimately, the extent to which we have achieved the excellence we seek will be measured by the results we have accomplished – in the accomplishments of our students, in the teaching, research and creative work, and service of our faculty, and in the contributions of our other employees in reaching our stated objectives.

In the 2006-07 academic year, we organized our efforts around three overarching themes: *community*, *diversity*, and *leadership* – as a way of categorizing that year's efforts to advance the four goals of the *Strategic Plan* – and we can take pride in having advanced each of these important agendas. By way of a brief review, opening the Northwoods Apartments and closing Moore Hall strengthened our student community by increasing the percentage of upper-class students residing on campus. Our greatly enhanced dining facility has provided a new campus focal point for student interaction as well as much needed meeting and banquet space for College functions. And we have seen continued progress toward achieving a more collaborative spirit of shared governance – especially in relations among the faculty, the Student Government Association, and the administration.

We also engaged in some difficult but important conversations around the topics of community and diversity, even as we saw continued progress toward admitting a more racially and ethnically diverse student body (over 23% of the students entering this fall are self-identified students of color). In June, we received national recognition in the *Chronicle of Higher Education* for the success of our opportunity programs in supporting both access and academic achievement for the students they serve. Building upon the good work of those who served before, we continued to strengthen our leadership in Academic Affairs by naming a new VPAA and appointing an Interim Dean of Special Programs, a new Dean of Studies, and a new Director of the First-Year Experience. We increased the effectiveness of the Office of the President through the appointment of an Executive Director. We addressed issues of leadership in the area

of intercultural literacy by naming an interim Director of Student Diversity Services and hiring our first Director of Intercultural Studies (who will join us in January). Through a series of leadership development workshops and a diversity-hiring workshop, we continued our efforts to support academic department chairs and program directors in doing their important work.

Though still modest in relation to some of our principal competitors, our endowment, which stands at approximately \$285M at the time of writing, has benefited both from excellent market performance (under the guidance of the Investment Committee of the Board of Trustees) and from the *Creative Thought - Bold Promise Comprehensive Campaign*. The Campaign itself now totals approximately \$139 M and already has enhanced both our operating and capital budgets, as well as our endowment. 2006-07 saw an unprecedented fundraising effort that totaled more than \$52M and included a record \$6.5M in Reunion giving alone. These results have enabled us to move forward with site preparation for the new Zankel Music Center, and I am also extremely pleased to announce the addition of a new endowed chair through the continuing generosity of the Tisch family.

Last year we continued to make good on our commitment (under the “Total Comprehensive Compensation Framework”) to bring salaries throughout the College to the median of our comparison group, with special attention to faculty compensation. And we completed work on a revised *Campus Plan* that will guide improvements to Skidmore’s physical plant over the coming decades. Overall, we made significant progress in virtually every area identified in last year’s “Strategic Action Agenda.” But even with such significant progress, it would be unrealistic to expect work on the broad objectives articulated last fall to be completed in a single year. Accordingly, as we organize the work of the new academic year, we reaffirm the importance of those themes – in some cases incorporating language from the previous document into this one, in other cases rearticulating and revising the themes to reflect better our present situation.

An Environment of Excellence

This year we continue to build upon the realization that we cannot take for granted our commitment to community, and we seek to fortify our community’s commitment to excellence in all its dimensions. Just as our students’ ability to achieve excellence depends, in part, on our ability to support their efforts in multiple ways, so too does the success of our faculty require institutional support. Accordingly, we will develop new ways to support the work of our faculty members throughout the entire faculty life-cycle – from hiring (with ongoing efforts to offer competitive salaries and to continue increasing the faculty’s diversity), through the pre-tenure years (in part, by strengthening our “new faculty curriculum” and working to clarify our expectations relating to promotion and tenure), through the middle and senior periods (in part, by increasing our resources relating to support for both pedagogy and research and creative work – including the hiring of a sponsored research officer to assist faculty members in identifying and securing external grants), and by helping departments and programs plan thoughtfully for the pending retirements that will likely occur over the coming years. We also will give increased attention to supporting the work of other employees through training and other forms of professional development.

We will place new emphasis on excellence in science and enhancing scientific literacy among all our students through our ongoing science planning, a new science lecture series, and FYE programming relating to this year’s common text, Tracy Kidder’s *Mountains Beyond Mountains*. Our efforts in this area will be aided by a newly received grant of nearly \$549,000 from the National Science Foundation. These funds will enable the College to establish the Skidmore Scholars in Science and Mathematics (S³M) Program to recruit and support financially needy but academically competitive science students, particularly those from underrepresented groups (thus helping to address the second goal of the *Strategic Plan* as well).

We will continue to support the work of FYE instructors both in teaching and mentoring, along with FYE programming, all of which is crucial to creating among our newest students an understanding of what is entailed by membership in our academic community. We will intensify planning for the programming that will be made possible in the new Zankel Music Center. We also will continue our efforts to create an even stronger foundation with all of our present students for their lifelong relationship with the College. Above all, we need to view each of these efforts as a way of enhancing our efforts to support our students as we challenge them to strive for and *attain* ever-higher levels of excellence.

We also need to remember, as we affirmed last year, that each of us has the opportunity either to strengthen or weaken Skidmore's community on a daily basis, depending upon how we – as individuals and as groups – choose to participate in it. Together we can engender a shared sense of pride regarding what we have accomplished so far, we can interrogate our performance and capacity and acknowledge honestly those areas where we can do better, and we can achieve even more in the future – given the collective will to work together in doing so. These actions are necessary if we truly are to make good on our commitment to excellence.

Intercultural Literacy and Responsible Citizenship

The values of *responsibility* and *mutual respect* have both individual and collective dimensions and are central to the Skidmore community. The importance of these values was highlighted last year during intense campus discussions pertaining to diversity. One encouraging outcome of those discussions is the “Give More, Respect More, Skidmore” project that will be in evidence beginning with New-Student Orientation this fall. This project was developed last spring by a group of first-year students working with Associate Dean of Student Affairs Sue Layden and Interim Director of Student Diversity Programs Mariel Martin; it is supported by funds provided through the Intercultural and Global Understanding Task Force. On a related front, we have just begun to explore the educational notion of *intercultural literacy* and how we can best help our students to achieve it. This conversation needs to continue, not just this year but into the future – especially as we continue our efforts to understand how our excellence as an academic community is tied to our ability both to reflect and understand the complexity of the larger world.

As noted above, we have built on last year's success to increase once again the percentage of students from underrepresented populations as well as the number of international students in our new entering class. Continuing to increase our diversity is integral to strengthening our academic community, utilizing our broader and deeper admissions pool to enhance the range of experiences and perspectives reflected in our classrooms and within College as a whole. We also need to persist in our efforts to diversify our faculty, administration, and other employee populations. At the same time, changes in the makeup of our multiple populations carry with them their own set of challenges to our individual and collective sense of the Skidmore community, in both our academic and residential life. These trends will only accelerate as we enhance our efforts to recreate Skidmore as a College that prepares *all* our students to respond to the changing demographics of America and succeed in today's global environment. We must continue working so that every student admitted to Skidmore experiences the College as a hospitable and welcoming place – one in which it is possible for all of them to do the difficult work needed to attain excellence in their own lives. To do so, we need to redouble our efforts to assure the facility of our faculty members in their increasingly multicultural classrooms. Finally, we must create a community in which all of our students come to recognize the discomfort of being challenged by new experiences and new ideas as a necessary component of excellence in their education.

The *Strategic Plan* connects the concept of *responsible citizenship* to our relationship with our physical environment (p. 26). Ideally, we should understand the theme *environment of excellence* as referring both to a context conducive to the attainment of excellence and to one that

itself bears the marks of successful environmental stewardship. This year we will intensify our efforts to reduce, re-use, and recycle. We will continue to incorporate environmentally sensitive features into our facilities designs (for example, as we move towards developing plans to replace Scribner Village), and we will factor environmental responsibility into other planning as well. These efforts, in part, will lead us to communicate more effectively the advances we already have made, e.g., by incorporating geo-thermal heating and cooling into the Northwoods apartments, the renovated dining complex, and plans for the Zankel Center. We also have made great progress in improving our stewardship of Skidmore's North Woods themselves – through our recently completed Campus Planning process, through the work of summer stewards, and by beginning an important dialogue with members of the greater Saratoga Springs community who regularly enjoy this important resource. But of course much still remains to be accomplished. On a still broader front, we will continue our efforts to enhance Skidmore's connections to the larger Saratoga Springs and Capital District regions. We see these external relationships as integral to the functioning of our campus community, and we will seek new ways to contribute as a responsible corporate citizen within these broader contexts.

The *Strategic Plan* also acknowledges the importance of leading a healthful, sustainable life (p. 25), and we should give this notion of *personal sustainability* more prominence throughout the College. This year we will continue our efforts within the areas of Student Life and Athletics to enhance opportunities and programming for students that will enable them to practice healthful lifestyles that, in addition to their intrinsic values, help them to improve their academic performance. The renovated dining hall contributes both to the creation of campus community and to the health of our students through the improved nutritional content of the food we serve. As we continue our quest for excellence in all dimensions of college life, we must remain mindful of the stress that increased demands can place upon all of us. Accordingly, we must look for ways to direct our individual and collective energy where it does the most good, to avoid unproductive uses of time and energy, and where possible to embrace the discipline of unburdening ourselves of an old responsibility before taking on a new one. In the end, excellence is achieved not by doing many things acceptably but by doing fewer, more important things well.

Leadership

Strengthening the College as an environment of excellence requires creative work by the literally hundreds of persons who hold positions of leadership at all levels – department chairs and program directors, chairs of governance committees, heads of administrative offices, and officers in the Student Government Association and other student organizations, to name just a few. These persons are called upon to establish the conditions necessary for collective work in pursuit of ends that we could not attain working alone – a basic definition of leadership. In many cases, people in these roles are asked to serve for a limited duration (e.g., as chair of a committee or department); in other cases, as with most administrative appointments, the term of service is more open-ended. In both instances, we ask a great deal of our leaders. Yet we have not always devoted the attention to this work that it deserves. Specifically, we have not always identified the expectations associated with leadership roles or provided sufficient mentoring for those taking them on, nor have we consistently assessed the quality of contributions made by those who have assumed such roles. We need to remedy these deficiencies.

First of all, we need to be more intentional in articulating and cultivating the personal qualities and skills required of leaders and encouraging individuals to develop their capacities for leadership throughout the College, not just in some parts of it. We need to recognize that potential leadership roles exist, at various moments, for *every* member of our community. Depending upon the issue, any person could find herself or himself presented with the opportunity to lead. Indeed, many pedagogical functions performed by faculty members in our classrooms require effective leadership skills; likewise, many functions of leadership call for the skills of a teacher. As implied above, we need to provide more effective coaching to both those

students and professional colleagues whom we ask to take on leadership tasks, to help them discharge their responsibilities as efficiently and effectively as possible. We need to become more adept in creating and supporting cross-functional work teams to address clearly delineated problems for bounded periods of time. We also need to acknowledge that such working groups can represent important opportunities for learning (e.g., about other areas of the College) among their members. Overall, we need to increase our expectations of those in leadership positions at all levels within our community – not necessarily expecting them to do more but rather expecting them to do their work better: insisting that they act responsibly, in good faith, and with the overall welfare of the College in mind, and holding them accountable for doing so.

This year we will undertake a national search to replace Pat Oles as Dean of Student Affairs. We also will continue work on integrating the Office of Academic Affairs and on developing a new articulation of the mission of Special Programs. We will complete the scheduled transition to a new Chair of the Board of Trustees. We will complete the next level of planning relating to the implementation of the *Campus Plan*, and we will continue to refine our long-term financial planning relating to budget and resources – from the increasing cost of health care for both current employees and retirees to the needs of the academic program for additional space. We also will continue our planning to identify more specific courses of action relating to other dimensions of the *Strategic Plan*, projecting out three to five years (and, in some cases, beyond) to provide direction in developing future Action Agendas. At a different conceptual level, we will increase our efforts to explore the concept of *creativity* and its place in both higher education and in the world beyond the academy.

This year's Action Agenda focuses our efforts on those initiatives with the greatest promise of moving us forward in accordance with the three above indicated themes: *an environment of excellence, intercultural literacy and responsible citizenship*, and *leadership*. The action items identified in this document reflect discussions within the President's Cabinet, in the IPPC, the Board of Trustees, and others in the Skidmore community. Once again, we have intentionally reduced the number of action items relative to last year. As with previous "Strategic Action Agendas," several considerations should be kept in mind:

- The order in which individual items appear does not reflect their relative priority.
- In some instances, actions identified here represent stages of a multi-year process required to achieve an ambitious objective.
- Ongoing routine activities (e.g., teaching, faculty research and creative activity, budget development, the review of personnel, hiring and training of residence life staff), though crucial to the operation of the College, are not generally referenced in this document.

Many other schools would envy the progress Skidmore has made over the past year toward achieving our strategic goals. They also would envy the quality of our faculty, the admissions profile of our student body (which we are able to recruit without a substantial investment in merit scholarships), our relatively low financial aid "discount rate," the Tang Museum, our upgraded campus facilities, the fact that our endowment has nearly doubled over the past four years, the wonderful resource of the North Woods, and many other aspects of the College. A palpable sense of forward momentum is evident to those inside and those external to our community. Undeniably, we still face significant challenges. Our aspirations continue to outpace our resources, as they always should. Accordingly, we will continue to face difficult choices. This year we will make a number of decisions that involve significant trade-offs – identifying things that we will not do in order to provide resources for higher institutional priorities. But if we

continue to work together in both the planning and execution of our strategic agenda, we will maintain and, indeed, potentially increase our rate of progress toward our goals.

Let me close by thanking each person within our extended community – students, members of the faculty and staff, trustees, alumni, and parents – for your individual contributions to our past efforts and for the contributions you will make during this new academic year.

Philip A. Glotzbach
President

Strategic Action Agenda Items 2007-08

Note: Unless otherwise indicated, the expected date of completion for each of the following projects is June 1, 2008.

Goal I – Student Engagement and Academic Achievement

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

Projects/Action Steps

➤ *Enhance institutional structure to support academic excellence.*

1. **Clarify and refine the structure of Academic Affairs.**

- Continue to clarify the roles and functions of the Vice President of Academic Affairs, Dean of the Faculty, and Dean of Special Programs.
- Further explore the opportunities created by integrating the Office of the Dean of Special Programs and the Office of the Dean of the Faculty within Academic Affairs.
- Continue to foster and make visible the connections among the Office of the Dean of the Faculty, the Office of the Dean of Special Programs, the Tang, the Library, and other areas of the College—especially as those connections advance initiatives in the Strategic Plan.
- Review and adjust structure of the Office of the Dean of the Faculty.

Administrative Responsibility: Vice President for Academic Affairs, Dean of the Faculty, and Dean of Special Programs in collaboration with VPAA Senior Staff as appropriate.

2. Develop structure and process for Academic Planning and make significant progress on Academic Plan.

Administrative Responsibility: Vice President for Academic Affairs, Dean of the Faculty, and Dean of Special Programs in collaboration with VPAA Senior Staff as appropriate.

3. Clarify the mission of the Office of Special Programs and its place in the College.

- Complete the Special Programs Study Group Report.
- Organize community discussions and formulate recommendations for action.

Administrative Responsibility: Dean of Special Programs and Vice President for Academic Affairs in collaboration with the Dean of the Faculty and other groups and committees as appropriate.

4. Enhance Skidmore's capacity for academic assessment.

- Submit Assessment Task Force Report to CEPP and determine next action steps.

Administrative Responsibility: Vice President for Academic Affairs.

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

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

- Strengthen connections between FYE and Student Affairs especially with respect to a more robust offering of fourth credit hour experiences, specialized advising for athletes and international students, and a more coordinated co-curricular program.
- Develop a sustainable system for staffing a "cluster" of seminars for Opportunity Program students.

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

6. Enhance academic support for at-risk students as identified in the Retention Study (2003-04).

- Work with CEPP to complete an evaluation of how the Dean of Studies and Student Academic Services offices work together to identify and support at-risk students to promote their academic success.
- Expand the Disability Coordinator position to full-time and undertake external review of program policies and practices.

- Develop a Friendship Family Program to support engagement of international students with the local community; develop program and financial support for international students who must stay in residence year-round.

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

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

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

- With VPAA Senior Staff and other groups and committees (CEPP, FDC), pursue conversation about, and develop a plan for, a center to support faculty as teachers, scholars, and citizens from orientation through retirement and beyond. Potential programs of this center includes equipping faculty for the work of the 21st century and developing more focused mentoring strategies for faculty members at different career stages.
- Analyze the results from the Collaborative on Academic Careers in Higher Education (COACHE) survey as well as information from other sources regarding the expectations of, and support for, junior tenure-track faculty.
- Formulate course release policy to be implemented in 2008-09.

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

8. Plan for impending faculty retirements and create environment for continued success in new cycles of hiring.

Administrative Responsibility: Vice President for Academic Affairs and Dean of the Faculty in collaboration with Department Chairs and Program Directors.

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

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

- Through workshops (both external and internal) cultivate leadership skills and provide leadership development for all institutional academic leaders, including department chairs, program directors, and other administrative professionals in Academic Affairs.
- Complete revisions of Part 6 of the *Faculty Handbook* for adoption in the fall. Collaborate with FEC to create a process for further revisions.

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

- To develop leadership opportunities across the College, establish cross-divisional working groups for institutional projects (such as FYE, space operational decisions, enrollment, diversity).

Administrative responsibility: President's Cabinet.

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

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

- Increase support for student/faculty collaborative research.
- Foster collaboration among the Office of the Dean of Special Programs and other relevant areas of the college in support of student and faculty engagement in residencies and related events.

Administrative Responsibility: Dean of the Faculty and Dean of Special Programs.

11. Develop a plan for the College calendar.

- Review results of calendar survey. With VPAA Senior Staff, Academic Staff, IPPC, and other groups determine next action steps.

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

12. Address the issue of writing across the curriculum.

- Implement the first stage of the new Writing Program.

Administrative Responsibility: Dean of the Faculty.

13. Continue operational planning for the Arthur Zankel Music Center.

- With Music Department and others as appropriate, complete plan for Zankel academic program.
- Advance operational planning for collaboration with Carnegie Hall.

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

14. Advance planning for the Arts Administration program.

- Review recommendations from Arts Management working group; broaden consultation; develop curricular proposal; and consider models for program implementation.

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

15. Advance planning for institutional way to integrate “Creative Thought Matters” more effectively into the life of the College and highlight it within the external world.

- Develop catalog of “best practices” through which the College already encourages creative thinking – especially for our students.
- Working with the Cabinet and other appropriate groups develop proposal to create and fund an institutional structure that will enhance our ability to identify and focus attention – both internal and external to the College – on most effective ways to foster creativity.

Administrative Responsibility: President.

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

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

- Continue to educate the Skidmore community about Information Literacy. With IRC, review the results of the survey distributed to academic departments and institute next steps.
- With IRC, IT, Library, and others, continue to work on Plan for Digital Assets Management.

Administrative Responsibility: Vice President for Academic Affairs in collaboration with Chief Technology Officer and College Librarian.

- Develop a plan to create a cross-functional, cross-divisional, institutional database and data collection effort that will support the College’s effort to foster lifelong relationships with its core constituents – alumni, family, and friends.

Administrative Responsibility: Vice President for Advancement in collaboration with Chief Technology Officer.

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

17. Pursue various initiatives to strengthen the natural sciences.

- With the help of science faculty, refine and complete the science plan.

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

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

- Expand faculty follow-up to Math/Science Open House participants.
- Increase number of high school visits to National Consortium for Specialized Secondary Schools of Math, Science and Technology (NCSSSMST).
- Contact the guidance/college counseling offices at all NCSSSMST member schools with an invitation to request copies of our “Preparing for College” underclass brochure for distribution to 9th, 10th and 11th grade students.
- Create a special math/science focus to the fall visits to the high schools of current enrolled Porter scholars.
- Implement the first phase of the National Science Foundation Skidmore Scholars in Science and Math (S³M) Award.

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

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

19. Increase financial support for Special Programs.

- Develop advancement prospects to support new and continuing programs in conjunction with articulated plan for Special Programs.
- Institutionalize advancement opportunities for ODSP.

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

Goal II – Intercultural and Global Understanding

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

Projects/Action Steps

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

20. Under the leadership of the Office of Academic Affairs, develop clear educational objectives to enhance intercultural literacy.

- Assess and support curricular innovation relating to the goals of intercultural and global understanding as identified in the President's document on "Intercultural Literacy."
- Continue community conversations around diversity and global awareness to enhance cross-cultural understanding.

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

21. Implement the Bias Response Team approved by IPPC in May 2007.

Administrative Responsibility: Dean of Student Affairs.

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

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

- Establish routine inclusive hiring workshops for department chairs and others involved in academic searches.
- Work with consortial partners (Colgate, Hamilton, Union) to advance diversity initiatives (such as distance mentoring, spousal hiring arrangements).

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

23. Implement the diversity hiring initiative in Advancement.

Collaborate with 6-12 other liberal arts colleges and the Council for the Advancement and Support of Education (CASE) to create a program to increase the number of graduates from underrepresented populations entering the field of advancement. Actively recruit for entry-level positions that will introduce individuals from these groups to advancement work while creating peer and mentoring networks to facilitate their growth and development.

Administrative Responsibility: Vice President for Advancement.

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

24. Enhance the effectiveness of the Office of Student Diversity Programs. Develop effective collaboration between the Director of Student Diversity Programs, the Assistant Director for Equal Employment Opportunity and Workforce Diversity, and the Director of Intercultural Studies.

- Expand the ICC program.
- Develop a race dialogues program (e.g., NCBI, Michigan Inter-Group).

Administrative Responsibility: Dean of Student Affairs.

- Working across divisions, consolidate community support for the work of the three diversity positions: The Assistant Director for EEO and Workforce Diversity, the Interim Director of Student Diversity Programs, and the Director of Intercultural Studies.

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

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

- Enroll a first-year class that includes 23-25% students of color and increase the enrollment of international students in the first-year class from 3% to 4-5%.
- Expand the Kettering AOP Scholars program to include a fourth Ohio high school.
- Expand international travel to include visits and interviews in Canada and India.
- Continue to expand domestic travel to target new high schools and community-based organizations (CBOs) with diverse populations.

Administrative Responsibility: Dean of Admissions and Financial Aid.

- Develop a Skidmore Chapter of the Capital District Sponsor-A-Scholar Program.

Administrative Responsibility: Dean of Student Affairs in collaboration with Vice President for Advancement.

26. Increase the College's resources for need-based student aid. Target: \$3-5M.

Administrative Responsibility: Vice President for Advancement.

Goal III – Informed, Responsible Citizenship

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

Projects/Action Steps

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

- Articulate a division-wide plan for developing informed responsible citizenship.
- Expand the alcohol and other drug program to include the “my student body” web program, the “BASICS” intervention model, and family education workshops.
- Improve advising for clubs and organizations by developing incentives for increase faculty and administrative involvement.

Administrative Responsibility: Dean of Student Affairs.

28. Assess the predictive value of the admissions ratings for co-curricular involvement and character for participation and citizenship at Skidmore.

Assess how well admission ratings of candidates’ non-academic qualities predict citizenship and involvement at Skidmore.

Administrative Responsibility: Dean of Admissions and Financial Aid and Dean of Student Affairs.

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

29. Publish a strategic plan for Health Promotion and promote campus wide discussion.

Work with the Student Affairs Subcommittee of IPPC to publish an assessment of student health, promote campus-wide discussion of ways for improving student health, and develop a strategic plan for Health Promotion.

Administrative Responsibility: Dean of Student Affairs.

Goal IV – Independence and Resources

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

Projects/Action Steps

30. Complete search for new Dean of Student Affairs.

Administrative Responsibility: President.

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

31. Continue to review, revise, and implement a plan and timetable for achieving the enrollment goal of 2,280 net fiscal enrollment (NFE) articulated in the Optimization Report and endorsed by the IPPC.

Administrative Responsibility: Dean of Admissions and Financial Aid, in collaboration with the “Numbers Group,” IPPC, and others as appropriate.

32. Continue the analysis of short-, medium-, and long-term financial implications

of selected areas of the *Strategic Plan*. [See also #41, below.]

- Analyze the projected program costs for the new Zankel Music Center.
- Based upon the Science Plan, develop a prioritized and sequenced cost analysis of projected enhancements to the sciences. (May 2009)

Administrative Responsibility: President's Cabinet, the Institutional Policy and Planning Committee, and others as appropriate.

33. Improve our institutional capacity to communicate financial information effectively throughout the Skidmore community.

Continue work of prior years to improve communications and provide fall and spring updates to College constituencies.

Administrative Responsibility: Vice President for Finance and Administration.

34. Work with the Board of Trustees to complete the planned transition in Board leadership.

Administrative Responsibility: President.

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

35. Continue fund- and friend-raising efforts in connection with the "Creative Thought. Bold Promise." Comprehensive Campaign.

- Continue the development of the Annual Fund. Targets: \$6.4 Million; 40% participation. Focus particular attention on the youngest ten classes.
- Raise \$20-25M in new commitments (gifts and pledges) to the Comprehensive Campaign bringing four-year total to \$155-\$160M.
- Raise \$22M in new gifts (both new commitments and pledge payments) in FY08.
- Increase face-to-face visits with alums by 60% to 1,750.
- Increase size of Council of 100 by 33-50% (12-15 members).
- Increase Reunion Attendance by 10-15%.

Administrative Responsibility: Vice President for Advancement.

36. Attain fundraising objectives in support of Goal I.

- Complete Fundraising for Arthur Zankel Music Center: Target - \$9M. Raise final funds needed for construction and begin fundraising for endowment.
- Reach halfway point toward Tang Campaign Goal: Target - \$3-5M. Bring overall total raised for Tang to \$7-8M.

- Based on the Science Plan, develop case for the Sciences and begin solicitations: Target - \$2-5M. Identify prospects, launch science advisory panel, and draft fundraising case.

Administrative Responsibility: Vice President for Advancement, Dean of the Faculty, and President.

37. Complete the sale of Moore Hall.

Finalize the Purchase and Sale Agreement for Moore Hall and complete that transaction by November 2007.

Administrative responsibility: Vice President for Finance and Administration.

38. Achieve fundraising goals for athletics, fitness and wellness: Target - \$250K for FOSA and \$200-500K for capital projects.

Administrative Responsibility: Vice President for Advancement.

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

39. Continue to implement the Total Comprehensive Compensation Framework.

As we move forward with the Total Comprehensive Compensation Framework – which applies to all Skidmore employees – continue to make movement to bring both salaries and benefits to the median of our peers, or better - give special attention to areas where current salary levels impede our ability to hire our first-choice candidates and continue to monitor progress toward meeting targets in relation to appropriate external comparison groups. Explore ways to create long-term funding for faculty salary competitiveness through Comprehensive Campaign.

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

40. Present proposal to the Board of Trustees to eliminate or limit to a fiscally viable level the increase in Skidmore College's retiree health care cost (FASB liability) in the operating budget over the next three-to-five-years.

Eliminate or limit to a fiscally viable level the increase in retiree health care costs in the operating budget over the next three to five years. Provide an analysis of the advantages and disadvantages of proposals as they relate to: benefits at our peer and aspirant institutions; FASB liabilities at these institutions (if available); faculty, staff, and current retirees; legal liability; succession planning; grand-parenting certain active faculty and staff; new hires; and other benefits at the College. Provide the community with ample opportunities to understand and comment on proposed changes to policy as they are being developed. Present final proposal to Board of Trustees for decision by May 2008.

Administrative Responsibility: Vice President for Finance and Administration in collaboration with President's Cabinet, the Institutional Policy and Planning Committee, and

others as appropriate.

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

41. Develop a financial analysis of the Campus Plan.

Develop a financial analysis of the first phase of the Campus Plan indicating the probable cost of initiatives identified as having highest priority in the near term. Explore ways to create long-term funding through fundraising (Comprehensive Campaign and Special Campaigns), possible debt financing, and the operating budget. Update the web site on the Campus Plan, including phasing and next steps.

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

42. Develop a strategic plan for Case Center.

Develop a strategic plan for Case Center and Ladd Hall that considers questions about how a campus center, a learning center, and an intercultural center will function in the future, taking into consideration the interactions among Case Center, Ladd Hall, the Dining, and the Library, as well as implications for the operating budget.

Administrative Responsibility: Dean of Student Affairs.

43. Address deferred maintenance.

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

Administrative Responsibility: Vice President for Finance and Administration.

44. Further develop campus sustainability efforts and practices.

Communicate to the community the College's commitment to sustainability. Support faculty planning for the Focus the Nation project, hire a new three-year-term Sustainability Coordinator, assist CDTA in marketing its new transportation program, continue the Lights Out Energy Savings Program for Scholarships, enhance the recycling programs on campus, promote the new two-sided copy campaign, and conduct related activities.

Administrative Responsibility: Vice President for Finance and Administration and Vice President for Academic Affairs in collaboration with President's Cabinet, the Institutional Policy and Planning Committee, and others as appropriate.

45. Continue to improve the College's stewardship of the Skidmore North Woods.

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

community and beyond.

- Continue work of the North Woods Stewards and Friends of the North Woods in educational outreach, policy development, communication, and enforcement of policies for the North Woods.

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

46. Continue program planning for the replacement of the Scribner Village Apartments.

Continue program-planning work for Scribner Village Replacement with goal of adding enough rooms to allow all returning juniors and seniors, and some sophomores, to live in apartments. As part of this study review other services that are appropriate to include in the new proposed facility, such as additional common spaces for studying (including group spaces), limited student studio space, aerobic workout facilities, and related. Explore ways to create long-term funding through Special Campaign, gifts, and other sources.

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

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

47. Launch new online affinity networks.

We will increase our capacity to connect alums after graduation through the creation of new and expansion of existing on-line affinity networks.

Administrative Responsibility: Vice President for Advancement.

48. Increase visibility of Skidmore in national media.

Establish baseline of frequency of appearance in key periodicals and launch targeted efforts to place stories in those venues.

Administrative Responsibility: Vice President for Advancement.

49. Revamp Skidmore website to better reflect College identity.

Launch On-line version of *Scope*, create a more media-rich website; significant reconstruction of admissions website.

Administrative Responsibility: Vice President for Advancement.

50. Restructure existing staff to create Office of Community Relations.

To cultivate stronger relations with the local community, we will launch a new Office of Community Relations through a reallocation of responsibilities within our current Office of Communications. With the new Office of Community Relations, bring coherence to and direct the College's many community outreach efforts.

Administrative Responsibility: Vice President for Advancement.