

Engaged Liberal Learning:
The First Five Years

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February 2010

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In May 2005, following extensive discussion within the campus community, and with input from and endorsement by the Institutional Policy Committee,

Tang Teaching Museum and Art Gallery, endowed professorships, student scholarships, and collaborative faculty-student research).

Increase student engagement in the first year:

- First-Year Experience (FYE) implemented as a rigorous intellectual experience with robust faculty advising and peer mentoring components. Developed significant creative connections to New-Student Orientation and the Office of Special Programs (e.g., McCormack Residency).

Increase support for research and creative activity across the faculty career:

- Hired Director of Sponsored Research and increased number of external grants to support faculty work.
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- Chief Information Officer dual report to Academic Affairs and Finance and Administration; CIO sits on IPPC.
 - Implemented new student information system.
 - Internet2 operational.
- Enhanced College web site and related support services; implemented Content Management System to distribute responsibility for content updates while retaining centralized structure and uniform appearance to web site.

A.2. Goal I initiatives underway

Enhance institutional structure supporting academic excellence:

- With assessment structure in place and adoption of the Goals for Student Learning and Assessment, articulate what evidence will be needed to assess those goals.
- Continue to pursue cross-divisional initiatives to support academic achievement, retention, and engagement of all student populations.
- Continue academic planning process to best leverage our academic resources (review methods of delivering various types of programs)

Among the successful priority initiatives that have advanced Goal II during the first half of the *Strategic Plan* are the following:

- Enhanced programming from the Office of Student Diversity Programs, including collaborative efforts internal to and beyond Student Affairs.
- Structural support for work of Director of Intercultural Studies, Assistant Director for EEO and Workforce Diversity, and Director of Student Diversity Programs (joined, where appropriate, by Cabinet members in the relevant areas).

Enhance the diversity of our faculty and other employee populations and enhance their skills that relate to achieving Goal II:

- “Diversity in Hiring” statement issued by President.
- Inclusive Hiring workshops for faculty.
- Launched CASE Liberal Arts Diversity Initiative (recruit individuals in underrepresented groups to the field of Advancement).
- Utilized College resources to make certain “opportunity hires” to enhance faculty diversity in underrepresented fields.

B.2. Goal II initiatives underway

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

- Global Skidmore web site developed; requires ongoing updating and enhancement.

Renew conversation about diversity broadly on campus; establish clear educational objectives relating to Goal II and develop shared expertise to ach

Renew conversation about diversity broadly on campus; establish clear educational objectives relating to Goal II and develop shared expertise to achieve them.

- Assess Cultural Diversity/Non-Western Culture course criteria.

Enhance the diversity of our faculty and other employee populations and enhance their skills that relate to achieving Goal II:

- Use Fulbright and other international grants to bring accomplished international scholars to campus.

C. Goal III: Informed, Responsible Citizenship

Goal III of the Strategic Plan states as follows:

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

The key language of Goal III – the commitment to educating students who will become informed, responsible citizens – is taken directly from the College’s Mission Statement. It embraces not only the notion of responsible behavior on campus, but also the belief that effective participation in civic discourse requires capabilities that are at the heart of a liberal education. Goal III also encompasses notions of living well that include both personal wellness and satisfaction and stewardship of the natural world in which we live.

C.1. Notable accomplishments related to Goal III

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

- Responsible Citizenship Task Force constituted and draft report issued. Task Force, with support of Presidential Discretionary Funds, also utilized “RFP” process to broaden development of initiatives across campus.
- Added questions on citizenship and involvement to Skidmore’s supplemental Admissions application and assessed predictive value of co-curricular ratings on citizenship and involvement at Skidmore.

Enhance residential learning:

- First-year housing assignments related to FYE seminar enrollment.
- Ongoing evaluation of Alcohol and Other Drug policies and effectiveness; enhanced capacity in Health Promotions allowing us to learn more about our students’ behavior and effective interventions.
- Enhanced efforts to promote social integrity, civic virtues, and personal responsibility.
- Bi-annual gatherings of Cabinet and SGA Senate members to enhance mentoring of students in College governance.

Enhance campus residential environment, with special attention to common spaces:

- Completed sale of Moore Hall and opened North Woods Apartments on campus.
- Completed renovation of Murray-Akins Dining Hall to enhance quality and options related to campus dining.
- Campus Plan reflects goals of *Strategic Plan*.

Increase support for athletics, fitness, and wellness:

- Successful transition of Department of Athletics from Academic Affairs to Student Affairs.
- Established strong leadership in Department of Athletics, including director and staff; all head coaches now full-time; developed handbook for student-athletes.
- Improved athletic facilities (dedicated fields for women's field hockey and softball; resurfacing of soccer/lacrosse surface).
- Full compliance with Title IX.
- Secured financial gifts to support AOD programming.
- Enhanced wellness efforts in Dining Hall (Emily's Garden, use of local produce, community garden).

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enhance our ability to function as a socially and environmentally responsible corporate citizen:

- Hired Sustainability Coordinator; implemented comprehensive efforts across campus to promote "Sustainable Skidmore" that include energy conservation, paper and other waste reduction efforts, recycling, etc.
- Successful implementation of major community initiatives through the Advancement Office (e.g., SaratogaArtsFest, Skidmore Cares, Saratoga Reads!) and Office of Finance & Administration (e.g., project with local bank to support local small start-up businesses and initiative with regional mass transportation provider to enhance service); established Office of Community Relations and

- Ensure co-curricular and residential programs promote collaboration between faculty and Student Affairs.
- Increase number of Student Affairs professional staff in residence halls.

Enhance campus residential environment, with special attention to common spaces:

- Develop new common spaces where students can gather informally (individually or in groups) to socialize and study.
- Increase late-night studying options on campus; ensure students are able to study in residence halls.

D. Goal IV: Independence and Resources

Goal IV of the *Strategic Plan* states as follows:

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realize our aspirations.

Goal IV recognizes the financial limitations that have challenged Skidmore historically and seeks to alter that course by increasing substantially the resources available to pursue our institutional aspirations. Goal IV further articulates the importance of developing and supporting the College's human resources and managing all of our resources – time as well as financial – as efficiently as possible.

D.1. Notable accomplishments related to Goal IV (2011-2015)

- Conducted market studies to support Total Compensation Framework planning.
- Focused initial efforts on faculty salaries and achieved goal of 95% of median of peer institutions; made progress on non-faculty salaries. Subsequent economic disruptions and decision to provide no General Salary Adjustment in FY '10 and FY '11 may result in some regression relative to pe _

- Average growth rate of at least 8% per year.
- Endowment avail rate of 5% or less per year.
- Endowment at \$240 million by FY '10 and \$300 million by FY '15.
- Evaluating strategic use of financial aid to continue gains made in diversity and consistent with other strategic priorities.

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

- Completed initial study to review faculty time commitment in shared governance; further study by FEC in progress.

Develop and enhance our capacity to manage our physical resources:

- Working to address facilities needs campus wide, but especially with regard to academic space, Student Affairs (Scribner Village replacement, residence hall renovations, and athletics facilities), and Admissions.
- Architects engaged for pre-design (concept) work for Scribner Village replacement.
- Ongoing consideration of Case-Ladd Task Force recommendations.

Develop and enhance relationships essential to the Skidmore community:

- Improve participation rate of alumni – promote lifelong membership in extended Skidmore community.
- Integrate UWW ofdmni

- Complete and implement 10-year plan for renewal of campus facilities.
- Address deferred maintenance.
Financial analysis of Campus Plan.

Conclusion

At the time of the writing of this report, the President, in consultation with the Cabinet and IPPC, is reviewing the feedback received during on- and off-campus Town Hall Meetings held in the fall of 2009 and early spring 2010. The overall purpose of these meetings, as articulated by President Glotzbach, “was to engage the larger Skidmore community in reflecting upon what we could do going forward to enhance the already considerable value – across all the many dimensions of that term – of a Skidmore degree for all of our graduates.”

President Glotzbach will report back to the community later in the spring the spring e m[(Pre)-3(s)9ingable v