

# Defending Democracy

## Strategic Action Agenda 2017-2018

### Year 2

Without support from suitably educated citizens, no democracy can remain stable.

- Martha Nussbaum, *Not for Profit: Why Democracy Needs the Humanities*.

We are now in the second year of implementing our new *Strategic Plan: Creating Pathways to Excellence*. This “Strategic Action Agenda” (SAA) is the second stage of the two-year implementation horizon developed for the 2016-17 and 2017-18 academic years. This iteration reflects the progress made to-date and identifies work to be completed in the current year.

We approach this year’s work in a new and unfamiliar context. It is not an exaggeration to say that democracies are under threat around the world – and, in some ways, the concept of *democracy* itself is under attack. In some regions of the world, democracies are under active threat from rising authoritarianist trends and from specific actors who seek to maximize their own power and diminish those of the citizenry. In the United States of America, democracy is challenged by threats to the necessary social conditions for a successful democracy. These include our seeming inability to maintain a robust but respectful public discourse about important topics; attacks on the press as an institution with a fundamental role in a democracy; assaults on the process of truth-seeking and the value of the concept of *truth* itself; and a diminished role for the reliance on facts, data, and cogent arguments in our political life.

Some of these challenges are playing out in a contest over the meaning of *free speech*. In fact, freedom of speech stands at the heart not only of the political arena of any democratic nation but also of our work as educators. At an educational institution committed to promoting *informed, responsible citizenship*, these issues take on special significance. Upholding freedom of speech sometimes forces us to acknowledge the existence of views not only that are different from our own but that we find reprehensible. But we can affirm the right to assert a particular point of view and, at the same time, subject that viewpoint to a vigorous critique. Ideas are important. They have consequences both in the world and for those who choose to accept them. Indeed, as we teach our students, it is a central tenet of liberal education that we are responsible for our beliefs. It is therefore important that we hold both ourselves and one another accountable for what we think and say. It is also important that we do so in a way that respects the dignity, worth, and rights of everyone involved in the conversation.

There is a short and a long game in play here. The short game addresses the immediate political situation through public commentary, political action, and protest. As an educational institution, we have a limited role in this public context. Members of our community can and *should* participate directly here, but Skidmore, as an institution governed by laws applying to non-profit organizations, is limited in its ability to take political positions. The College’s proper arena is the long game. Our purpose is to graduate well educated and well informed citizen intellectuals who have acquired the knowledge and the cerebral and moral skills needed to support democratic institutions – graduates who are prepared to enter the larger world and make a positive difference. These skills and types of knowledge are described in Skidmore’s “Goals for Student Learning and Development.” They include the ability to:

- think critically, creatively, and independently;
- integrate and apply knowledge and creative thought from multiple disciplines in new contexts;
- examine one’s values and their use as ethical criteria in thought and action;
- integrate and apply knowledge and creative thought from multiple disciplines in new contexts; [and]
- embrace intellectual integrity, humility, and courage.

We should be proud of having embraced these objectives. Today more than ever, we need to be committed to achieving them with our students and modeling these values in our classrooms and in the shared public conversations we have over the course of the year. Our *Strategic Plan’s* reaffirmation of the principles of liberal education, creativity, and inclusive excellence is pertinent to this work. Attention to the latter concept is especially timely in a moment that has seen a troubling public resurgence of hate and violence.

This “Strategic Action Agenda” speaks to these issues most directly in the area of General Education Curriculum renewal, as we move forward to implement the new GE curriculum approved last Spring by the faculty. But elements of the democratic project are referenced directly and indirectly throughout: in our continuing efforts to diversify our faculty and overall workforce, as we support the physical and life sciences through beginning construction on the new Center for Integrated Sciences (CIS), as we work to complete both the program and the physical space for the Center for Social Justice<sup>1</sup>, as we build additional financial capacity for financial aid through the Campaign, and continuing our efforts to increase awareness across our community of our environmental sustainability efforts. I call upon all members of the Skidmore community to rededicate ourselves to our common educational purpose – especially as it relates to the concept of *informed, responsible, citizenship*. Let us continue our efforts to support this educational objective in our classrooms, through our co-curricular activities, and in our public events.

Philip A. Glotzbach  
President  
September 2017

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<sup>1</sup>This is a working title; the official designation of this space is to be determined.

**I. Integrative Learning and Education—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 document phase with separate cost estimates for the North Wing, East Wing, and Old and New Dana Renovations. [Year 1]
  - *Completed.*
- Begin permitting process. [Year 1]
  - *In process – CIS North Wing permitting to be completed early in 2017-18.*
- Complete plan for interim space arrangements, in conjunction with campus-wide space utilization study (done by external consultant). [Year 1]
  - *Work ongoing. On schedule.*
- Complete CIS North Wing permitting process. [Year 2]
- Complete CIS funding plan and issue debt. [Year 2]
- Secure Board approval for CIS North Wing; begin construction phase. [Year 2]
- Using support from Arthur Vining Davis Foundations grant, pilot program for the Schupf Idea Lab. [Years 1 & 2]
  - *Successfully launched the AVD/IdeaLab pilot. Introduced ten new courses that break the traditional mold of delivery and content. Maker-in-residence to be on campus in Spring 2018.*

**2. Continue fundraising to achieve target identified in CIS funding plan (\$15M).**

- Develop and launch new CIS fundraising initiative, secure \$5-10M in commitments. [Year 1]
  - *\$5 million raised to date.*
- Secure \$5-10M in commitments – complete CIS funding plan. [Year 2]
  - *Achieved \$40M cumulative total by 5/31/17.*
- Continue to seek naming gift. [Years 1 & 2]

**3. Complete process of General Education Curriculum review.** Committee on Educational Policy and Planning (CEPP) is the leadership group for this project. [Year 1]

- *Completed the development of the General Education proposal, brought it for a vote of the faculty, approved with 2/3 majority (Spring 2017).*

- Begin implementation of new General Education Curriculum. [Year 2]

#### **4. Develop enhanced partnerships between Academic Affairs and Student Affairs.**

- Map divisional goals of Student Affairs with *Strategic Plan* and Academic Mission. [Year 1]
  - *In Process. Student Affairs has created a “WHY STATEMENT” and mapped it against the current Student Affairs mission statement. Upon review, there is a need to revamp the current mission statement to align it with both the new statement and the strategic and academic mission. This was a topic of the divisional retreat Summer 2017.*
  - *Student Affairs is engaged in enhancing the culture of assessment with a goal of utilizing data to guide our programming and other work. An assessment committee has been assembled and the group is working with external consultant.*
- Re-envision a residential program that includes learning outcomes and new opportunities for faculty-student interactions and engagement. [Year 2]

#### **5. Explore the possibility of creating an Africana Studies (Black Studies, Black Diaspora Studies, or a Race and Ethnic Studies) Program.** [Years 1 & 2]

- *Discussions with relevant committees (Committee on Educational Policy and Planning [CEPP], Committee on Intercultural and Global Understanding [CIGU], and the Curriculum Committee [CC]) and departments to clarify structure of program; identification of faculty line complete.*
- *Identified the resources for a senior hire.*
- *Revised the Faculty Handbook to allow the College to hire with tenure.*
- *Working with CEPP to develop the architecture for a Black Studies program.*

- Complete hire; create program. [Year 2]

#### **6. Enhance faculty development opportunities, mentoring and peer feedback for faculty members.**

- In addition to enhancing our existing faculty development efforts, the Center for Leadership, Teaching, and Learning (CLTL) and the Dean of the Faculty’s Office will partner with Department Chairs and Program Directors to develop a model peer observation policy based on best practices. [Year 1]
  - *Model developed and vetted with department chairs/program directors.*
- Implement model peer observation policy. [Year 2]

- The CLTL to partner with the Retiree Initiative Planning Group to explore options for utilizing retirees as mentors for faculty and staff. [Year 1]
  - *Model under development.*
- The CLTL to offer course development stipends to increase course offerings on social justice issues. [Year 1]
  - *Course development stipends created and distributed.*
- The CLTL will change its mission statement, redesign its web page, and offer increased programming on diversity and inclusion. [Year 2]

**7. Continue to use Office of the Dean of Special Programs (ODSP) scholar/artist residencies and summer institutes to create integrative experiences for undergraduate students, partnering with academic departments, the Center for Leadership, Teaching, and Learning (CLTL), and other programs.**

- Implement ODSP/CLTL proposal for combined semester-long residency for a current faculty member and a guest artist/scholar. [Year 1]
  - *Completed and funds allocated. First-year funding identified via New Initiative one-time money or Presidential Discretionary Funds. Four proposals received from faculty for 2017-2018 residency. One chosen as of 4/28/17.*
- Offer more creative summer learning opportunities for undergraduate students through on-campus jobs in ODSP, providing living and working arrangements that are economically feasible. [Years 1 & 2]
  - *Developed target numbers and program. [Year 1] Identified costs and source(s) of funding. Summer 2016 there were 121 Summer jobs provided for Skidmore students, of which 16 were subsidized. In Summer 2017, provided 138 jobs for Skidmore students.*
- Implement program; track results. [Year 2]
- Promote summer programs to undergraduate students as professional development opportunities. [Years 1 & 2]
  - *Developed target numbers; developed and implemented program. Summer 2016: 12 undergraduates & graduates enrolled in Institutes for Non-credit and 4 undergraduates enrolled for credit. Summer 2017: 22 undergraduates and graduates enrolled in Institutes, 7 for-credit and 15 non-credit.*

**8. Continue fundraising for additional academic Campaign objectives.**

- Secure \$1-3M in commitments for The Frances Young Tang Teaching Museum and Art Gallery endowment. [Year 1]
  - *\$760k in new endowment commitments in FY '17, including support for programs, internship stipends, and a staff position. Several other new leadership gifts are supporting Tang programs with total gifts of \$1.3 million and \$3.5 million in gifts of art.*
- Secure \$1-2M in commitments to support the John B. Moore Documentary Studies Collaborative (MDOCS). [Year 1]
  - *\$50k to date, with an additional undocumented commitment of \$1M.*

- Secure \$1-3M in commitments for Tang Teaching Museum endowment. [Year 2]
- Secure \$1-2M in commitments to support MDOCS. [Year 2]

**9. Complete hire of new Dean of the Faculty and Vice President for Academic Affairs.**

- Search Committee is in place; search consultants have been developing the applicant pool since June 2017; expected to be completed Fall 2017. [Year 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.*

**10. Continue active program for recruitment of faculty from historically underrepresented backgrounds; increase our efforts around retention.**

- Objective: continued success in hiring faculty members of color; increase success in hiring African-Americans. [Years 1 & 2]
  - *Another successful hiring season – half of the tenure line hires are faculty of color; more than half of the non-tenure line faculty are faculty of color. We continue to be a national leader in this area.*

**11. Advance development of program and planning, and identify funding for a Social Justice/Multicultural Center.**

- Form working group under auspices of the Committee on Intercultural and Global Understanding (CIGU). [Year 1]
  - *CIGU operated as a committee of the whole and engaged in a community input process, including open forums, focus groups, and reports to IPPC. CIGU engaged with an expert consultant as well as hired an architect. Next steps include: a) clarifying the mission and vision; b) determining the staffing—both the need for new employees with expertise and the work of our current employees who do related work; c) clarifying the relationship between this proposed space and the current Intercultural Center (ICC) and Intercultural Lounge; and d) exploring how this space can serve students, staff, and faculty.*
  - *March 24, 2017, IPPC unanimously approved the following motion from CIGU: “After review of current campus space, CIGU requests that IPPC (on behalf of the College) designate the current space occupied by the division of Marketing and Communications (formerly the student game room and the faculty/staff club) as the Social Justice Center (official name to be determined).”*
- In context of previous planning for Case Center and space utilization, consider spaces in Case Center and possibly elsewhere. [Year 1]
  - *Develop proposal for space and plan for usage; identify costs and source(s) of funding. Completed renovations to Case 309, resulting in additional office spaces, better alignment for the offices of Campus Life*

*and Engagement, and enhancement of shared resources and collaboration.*

- *The Office of Student Conduct has been moved to Residential Life. The renovations and the moves created work space for the Assistant Vice President (AVP) and the Deputy Title IX Coordinator.*
- *Renovations and moves related to the creation of new offices for the AVP and Deputy Title IX Coordinator are complete.*
- *The larger proposal for space usage of Case is tied to the plans for the Center for Social Justice. That conversation will continue this year. [Year 2]*

## **12. Work with College divisions to continue the focus on the recruitment, retention, and quality of the experience of employees.**

- Devise plans to increase the pool of candidates who are people of color, address historical barriers, and support leadership efforts to improve campus climate. [Year 1]
  - *Completed hire of Associate Director for Equal Employment Opportunity and Workforce Diversity.*
- Reinvalidate diversity and inclusion policies, practices, and programming in the divisions (bias response, workshops, training, and professional development). Develop hiring plan (year 1); implement (year 2); track results. [Years 1 & 2]
  - *Planning in Process. Division-based. Members from each College division participated in a Human Resources Leadership Academy with significant programs on diversity and inclusion.*
- Increase collaboration among departments and across divisions. [Years 1 & 2]
  - *Extensive College-wide programming events held throughout the year including In It (April 2017), film screenings of Hidden Figures, programming, book groups, etc. Established Inclusion Liaisons, representatives from each division of the College. "In It 2" to be held October 2017.*
- Develop new plan for more active recruiting of employment candidates in the Albany, Schenectady, and Troy areas. Develop hiring plan (year 1); implement (year 2); track results. Identify cost and source(s) of funds. [Years 1 & 2]
  - *In process. Division-based.*

## **13. Complete the first year of The Tang Teaching Museum and Art Gallery's Three-year Mellon project on diversity and the collection.**

- Hire a Mellon Collections Specialist, provide faculty stipends, complete conservation, video documentation, artist dialogues and community projects with our collection. [Year 1]
  - *Completed. Hired a curator-at-large. The Mellon grant on Black art and artists is being successfully implemented.*
- Recruit and hire a Malloy Curator who will also enable us to advance our diversity goals. [Year 1]
  - *Completed.*

**14. Complete an updated Retention Study by the Enrollment Management Group, specifically looking at international students, domestic students of color, first-generation students, students from lower socioeconomic backgrounds, and men.**

- Complete study. [Year 1]
  - *Retention Study is in progress and on-target to be completed during the Fall 2017 semester. Class of 2021 includes 13% international students (a record number); nearly 25% of the class self-identified as students of color, with 10% of the class self-identified as African-American (a record number).*
- Based upon the outcomes of the Retention Study, develop integrated plans for improving retention in identified areas of need. [Year 2]

**15. Conduct institutional and demographic research in support of expanded recruitment of prospective students.**

- Continue focus on enrollment of underrepresented cohorts in the entering class. [Years 1 & 2]
  - *We have completed a report on recruitment, enrollment and retention of African-American students, including both national data and Skidmore - specific data. We are creating initiatives to address needs identified in the report and will continue this work during Year 2.*
- Integrate new “Prior Prior Year” federal policy [meaning the College will use financial data from two tax years prior to students’ enrollment] into institutional financial aid budgeting and packaging. [Year 1]
  - *Successfully implemented Prior Prior Year federal policy for financial aid budgeting and packaging for the 2017-18 academic year for first-year and returning students.*
- We are researching national data on regions of growth in the U.S. and will identify some potential new areas for recruitment of students. [Year 1 & 2]
  - *We have researched national data on regions of growth in the US and identified some potential new areas for recruitment of students.*
- Pilot targeted recruitment initiatives in one or more of the identified regions. [Year 2]
- Admissions and Communications and Marketing to collaborate on producing new Admissions marketing materials designed for “digital natives.” [Year 1]
  - *Launch for the 2017-18 recruitment cycle new admissions marketing materials (electronic and print) created in collaboration with Ologie.*
  - *Completed the new Admissions Viewbook, which reflects the “Gen Z” preference for multiple entry points in print (i.e. multiple pieces packaged in one) and our commitment to use “print as a premium” so as to drive students online for more, relevant information. The Viewbook will also be accompanied by a mobile-optimized companion piece this Fall.*

- 16. Develop and implement an additional admissions application platform (The Coalition Application.)** [Year 1]
- *We have installed and will launch a new alternative application platform, the Coalition Application, for students to use, beginning in the 2017-18 application cycle.*
- 17. Review institutional Americans with Disabilities (ADA) compliance (both facilities and pedagogy).** [Year 1; year 2]
- *Planning in process.*
- 18. Continue to enhance outreach and programming in Career Development Center (CDC).** [Years 1 & 2]
- *One of the CDC's largest focuses this academic year has been establishing more local internships, particularly within sites that are close to campus. The CDC has focused on tours, trainings, and recruitment in Finance, Consulting, and Media & Communications. Local opportunities are promoted heavily—through a weekly newsletter, on social media and by notifying faculty members. Worked on building relationships with faculty and staff so that if internship/employment requests come their way, they know they have an Employer Relations professional available to take on the relationship with the company.*
- 19. Continue efforts to make Summer courses accessible to all students.**  
[Years 1 & 2]
- Lower per-credit cost of Summer internships and track results. [Year 2]
    - *Lowered cost of internships for credit resulting in an increase from 62 to 71 in number of Summer internships from 2015 to 2016. Summer internships for credit totaled 90 for 2017.*
- 20. ODSP to partner with Admissions to position Summer programs as important avenues for recruiting high-achieving and underrepresented high school students.** [Years 1 & 2]
- *Seven Pre-College students enrolled in Skidmore in Fall 2016. 16 Pre-College students admitted to Skidmore for Fall 2017, and 8 enrolled.*
- 21. Continue fundraising for additional academic Campaign objectives relating to access.**
- Secure \$2-5M in new endowment commitments for financial aid. [Year 1]
    - *\$1.8 million in commitments.*
  - Secure funds to provide 20-30 Summer Educational Experiences – Beyond the Campus (SEE-Beyond) experiences and career internships. [Year 1]
    - *55 Summer Educational Experiences (35 career internships and 20 SEE-Beyond) funded; exceeded goal by 100%.*
  - Secure \$2-5M in new endowment commitments for financial aid. [Year 2]
  - Secure funds to provide an additional 20-30 SEE-Beyond experiences and career internships. [Year 2]

## **22. Increase participation of alumni of color in regional college events.**

- Increase participation by 20%. Develop plan (year 1); implement and track results (year 2). [Years 1 & 2]
  - *Plan developed and metric added to Alumni Relations dashboard to monitor progress.*
- Develop additional programming of particular interest to alumni of color and LGBTQ alumni. Develop plan (year 1); implement and track results (year 2). [Years 1 & 2]
  - *Diversity and Inclusion Steering Committee (DISC) has been established, lead volunteers have been recruited & the group has met twice. Goals for activity have been established, including regional gatherings and a breakfast during Reunion Weekend.*

### **III. Well-Being—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.*

## **23. Complete hiring for open positions providing support for diversity and inclusion initiatives.** [Years 1 & 2]

- Complete hires for Deputy Title IX Student Affairs position, a Director or Deputy Diversity and Inclusion post, and a half-time support person for the CDO. [Year 2]
  - *Filled many key diversity and inclusion positions, including Deputy Title IX Coordinator and Associate Director of Equal Opportunity and Workforce Diversity. Will complete remaining hires. [Year 2]*

## **24. Continue progress with prevention and education regarding sexual and gender-based misconduct.**

- Hire a permanent Title IX Coordinator who will report directly to the President to oversee compliance with relevant laws and policies (including Americans with Disabilities Act (ADA) compliance. This person will work directly with Deputy Coordinators and investigators to respond to complaints and lead prevention and education efforts. [Year 1]
  - *Completed hire as of 1/9/17.*
- Hire a replacement for the Associate Director for Equal Employment Opportunity and Workforce Diversity. [Year 1]
  - *Completed hire.*
- Support efforts by Student Government Association (SGA) to raise awareness within the student community and the larger College community of sexual and gender-based misconduct. [Years 1 & 2]
  - *Peer Health Educators conducted a Bystander Intervention Training for 35 members of SGA in April 2017. The program focused on prevention of sexual misconduct.*

## 25. Chief Diversity Officer to advance and strengthen College's efforts related to equity and inclusion.

- Meet with individuals and groups of all constituencies: students, staff, faculty, alumni, parents, and Saratoga Springs community members. [Years 1 & 2]
  - *Ongoing.*
- Continue advancing the recommendations of the Committee on Intercultural and Global Understanding (CIGU), Middle States recommendations, and other groups and committees, and previous reports. The recommendations include the following items: Strengthen our curricular offerings; Create a Social Justice Center; Continue focus on the recruitment, retention, and quality of the experience of students, staff, faculty, and alumni of color and other underrepresented populations; and Assess current diversity training efforts for students, staff and faculty. [Years 1 & 2]
  - *We made great strides on bringing forth a call for a Black Studies program [see 5, above], identifying a social justice space in Case Center [see 10, above], various programs and efforts around retention of staff and faculty of color and allies, and partnering with underrepresented students. Identified consultants whom the College might engage.*
- Continue work on Black Studies, Social Justice Space, with consultants, and affinity groups. Consider intercultural literacy for each constituency group. [Year 2]
- Support students' efforts to raise awareness of bias and discrimination – and counter their effects – both on campus and beyond. [Years 1 & 2]
  - *CIGU and the Bias Response Group (BRG) conducted initial discussions. SGA presented a proposal for consideration, which will continue to be reviewed during in Fall 2017.*
- Build the Inclusion Liaisons group, involve divisional representation, and provide another team focused on diversity and inclusion efforts. [Year 1]
  - *Created Inclusion Liaison Group with one representative from each of the College's Divisions.*
- Continue pilot staff book reading and discussion group with two additional sections for staff members and follow-up gathering for all three sections. [Year 1 & 2]
  - *Conducted two other book groups of thirty staff each. Invited all three group members to other campus-wide events. Plan to hold an additional group Fall 2017. Engage all four groups over the academic year.*
- Partner with divisions to provide training and engagement opportunities. [Years 1 & 2]
  - *Worked with several President's Cabinet members to discuss and plan Divisional efforts. Presented at divisional retreats, Faculty and Community meetings. Continue presentations and meetings.*

**26. The President's Office to initiate and sponsor a 3-part community dialog series relating to the *Strategic Plan: The Nature of Dialog Itself; Institutional Values Relating to the College's Investment Portfolio; and Diversity and Inclusion.* [Year 1]**

- *Sponsored a Community Dialogue Series with keynotes: Fred Lawrence [Free Speech], David Oxtoby [the Deferred Action on Childhood Arrivals Act (DACA) and Divestment], and Scott Page [The Diversity Bonus].*
- Continue the Office of the President series this year, with attention to gender and racial diversity in speakers' identities. [Year 2]

**27. Establish College-wide leadership group to develop and implement health and wellness initiatives.** [Year 1]

- *In Process. Student Affairs Associate Dean for Health and Wellness is leading an initiative with the Jed Foundation aimed at improving Health and Wellness on campus through assessment and programming.*
- Work with President's Cabinet and IPPC to complete process of establishing leadership group. [Year 2]

**28. Complete advanced concept design phase for expanded and renovated Fitness Center, new Tennis and Recreation Center, and new Hockey facility.**

- Identify architect and approve plans. [Year 1]
  - *Completed. Design Phase completed and presented to the Board of Trustees in February 2017. The Board approved the design in May 2017.*
- Develop and launch plan to secure an additional \$15M in support of expanded and renovated Fitness Center, and a new Tennis and Recreation Center. [Years 1 & 2]
  - *Preliminary pyramid of gifts developed; Athletics Plan drafted.*

**29. Analyze campus health and wellness data.**

- Partner with external consultant. [Year 1]
  - *Completed phase one of the Jed Foundation Campus Program (comprehensive survey of campus framework supporting student mental health) and had a site visit from Jed experts in Spring 2017, both of which contributed to our developing a Skidmore Strategic Plan to Promote Mental Health, Prevent Suicide and Limit Substance Abuse on Campus for 2017-20.*
- Target the key areas noted in the mental health *Strategic Plan* (identifying students at risk, strengthening community connections, and decreasing barriers to care) with concrete action steps. Examples of actions already taken include the following: adding an item to our health screening form for all incoming first-year students enabling them to request information about the Counseling Center, making tuition insurance more affordable and available to families, adding extra sections of the stress-reduction class, and accessing funding for off-campus transportation for students seeking psychiatric care in the community. [Year 2]

### 30. Decide on “smoke-free campus” policy; develop and implement plans.

[Years 1 & 2]

- *IPPC Student Affairs Subcommittee collected information from schools that have gone smoke free and completed research on smoking policies at the top 50 liberal arts colleges.*
- Campus Life and Engagement will work with the Student Government Association to enforce the current policy, provide new signage, and engage the community in conversation about going smoke free.
- President’s Cabinet to decide whether to pursue policy of making the campus smoke-free. Develop plan and return to IPPC. [Year 2]
- If we move to make the campus smoke-free, convene working group (or already established body) of faculty, staff, and students to address implementation (signage, enforcement, and other community-related issues). [Year 2]

### 31. ODSP to strengthen local community partnerships, including with arts organizations, schools, and social service organizations through collaborative outreach.

- Determine best ways to deploy available resources to support local arts organizations; use support as a lever to create internships or job opportunities for our undergraduate students. [Year 1]
  - *Initiated new Community Arts Grant program and disbursed \$42,500 to 8 arts organizations. Several organizations will use the funds for stipends to Skidmore student interns or to produce events with Skidmore student participation.*
  - *Track results of internship/job creation. Each grant recipient will provide a report by the end of 2017 detailing use of funds.*
- Increase community awareness of ODSP programming. [Years 1 & 2]
  - *Developed plan.*
  - *Summer 2016: 13,170 guests attended Summer events. Summer 2017: Several high-profile events were scheduled which drew larger audiences than Summer 2016. Marketing efforts increased, thanks to funding from Stewarts/Dake family. Built new and strengthened community partnerships with Stewart’s Shops and Saratoga Performing Arts Center (SPAC). With SPAC, jointly produced a community event for the first time. With the new hires in media relations, web, and graphic design we have completed several new marketing and public relations programs related to ODSP*
- Continue to implement plan and track. [Year 2]
- Foster additional opportunities for outreach programming involving Skidmore students and Summer program participants. [Years 1 & 2]
  - *Developed plan.*
  - *Camp Reece hired two Skidmore students in for-credit internships for Summer 2017. SITI Summer Theater Workshop hired two Skidmore*

*students as Resident Assistants for the program (newly created positions), and two Skidmore students interned with the SITI Company and Suzuki Company of Toga, Japan in presenting the Transformation through Training International Conference. With more marketing from ODSP and more involvement on our part, the Summer student numbers have increased.*

- Continue to implement plan and track. [Year 2]

**32. ODSP to continue to build awareness of Arthur Zankel Music Center’s Ladd Hall as a major regional performance venue. Secure funding to create high profile events.** [Years 1 & 2]

- *Developed plan and identified source(s) of funding. Raised significant funding from Stewarts Foundation and several individuals. Scheduled major 2017 events for Manhattan Transfer, Stephen Petronio, Havana Lyceum Orchestra, Jon Batiste, and Selected Shorts for Zankel. With new staff in web, design, and media relations, we have increased our involvement in publicizing and marketing Zankel events.*

- Continue to implement plan and track. [Year 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.*

**33. Continue to make significant progress towards the goals in the five focus areas (Energy, Food, Waste, Lands and Grounds, and Engagement) of our Campus Sustainability Plan.** [Years 1 & 2]

- *Continued to implement Campus Sustainability Plan. On Schedule.*

**34. Make all of our sustainability efforts, including our geothermal systems, more visible and more a part of the ethos of Skidmore by improving our communications and tapping more recognition opportunities.** [Years 1 & 2]

- *Completed. On many levels, Communications and Marketing has increased its involvement with Sustainability efforts (e.g., the website and kiosk) and in developing news coverage of our geothermal systems – including a front-page Saratogian story (4/23/17) on Skidmore’s geothermal systems.*

- Continue and increase outreach and involvement of Communications and Marketing in this effort. [Year 2].

- *Communications and Marketing continues its commitment to enhance the visibility of Skidmore’s sustainability efforts, including prominent features in the new Admissions Viewbook and Skidmore Fund annual kickoff pieces regarding the recent AASHE Silver Star and NYSERDA Rev Campus Leader ratings. Plans have been made for rollout of these and other successes to local and national media outlets this Fall.*

- 35. Commit to completing the STARS (Sustainability Tracking, Assessment, and Rating System) report.** [Year 1]
- *Completed. Silver rating achieved.*
- 36. In collaboration with the IPPC, issue an annual review of investment decisions relating to the Task Force on Divestment recommendations and Board of Trustees Response.** [Year 1 & 2]
- *Report issued orally to IPPC on 5/5/17. Included in the written report to the community post Board-Meeting.*
- 37. Establish a structure throughout the divisions of the College to enhance institutional effectiveness through regular planning and assessment.**
- The Assessment Subcommittee of the Institutional Policy and Planning Committee (IPPC) has focused on student learning outcomes. In light of the Middle States recommendations, that group should evolve into a broader "Institutional Effectiveness" subcommittee where all divisions are represented. [Year 1]
    - *Deferred until 2017-2018.*
  - Continue to create and strengthen strategic alignment among major institutional planning initiatives, both within divisions and across the College. [Year 1 & 2]
    - *Reviewed ongoing initiatives. Used Retreats to discuss and work through strategic alignment.*
  - Create and strengthen a culture of assessment both within divisions and across the College; sunset programs that do not meet stated goals or are no longer needed. Bring added visibility to these efforts. [Years 1 & 2]
    - *VP for Strategic Planning Institutional Diversity and President reviewed proposal from campus assessment leaders. Need to consider succession planning with these efforts.*
- 38. Admissions will utilize national demographic and census data to identify and cultivate regions with high proportions of families with incomes enabling them to pay for a Skidmore education.** [Year 2]
- 39. Determine resource needs (e.g., housing, dining, counseling services) based on size of student body.** [Year 1]
- *Completed.*
- 40. Revamp divisional structure in Student Affairs to mitigate risk, provide space for strategic planning and implementation, and provide additional layer of process for student appeals.** [Year 1]
- *The office of Student Conduct has moved to Residential Life.*
  - *Hire of Assistant Vice President and Dean of Students completed.*
- 41. Maintain the fiscal discipline of balanced and fully funded budgets.**
- Manage Operating Budgets, Capital Budgets, New Major Construction Projects, and New Initiatives. [Years 1 & 2]
    - *President's Cabinet prepared and the Institutional Policy and Planning Committee and Trustees in February reviewed and approved the Key*

*Operating Budget Assumptions for FY18 that meets these goals. The balanced Operating Budget for FY18 was approved at the May Board meeting.*

- *President's Cabinet prepared and the Institutional Policy and Planning Committee and Trustees in February reviewed and approved the Capital Budget for FY18 that meets these goals.*
- Complete development of CIS funding plan. [Year 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]
  - *President's Cabinet prepared and the Institutional Policy and Planning Committee and the Board reviewed in February and approved in May the Key Budget Assumptions for the FY18 Operating Budget that meet these goals.*
- Maintain and fund the Total Compensation Framework Plan for faculty and staff. [Years 1 & 2]
  - *President's Cabinet prepared and the Institutional Policy and Planning Committee and the Board reviewed in February and approved in May the Key Budget Assumptions and the Fiscal Year 2018 Operating Budget that meet these goals.*
- For new Major Construction Projects and New Initiatives, continue the discipline of including a provision for an additional endowment fund to support the increased operational costs resulting from the project. [Years 1 & 2]
  - *Completed. Work ongoing for future projects.*
- Review endowment spending rate, given projected muted investment performance in the intermediate term. [Year 1]
  - *Completed. During Fiscal Year 2017, the Investment committee recommended and the Budget, Finance and Infrastructure and the Board approved a modification to the College core endowment spending formula, whereby quarterly results are now used to enhance the weighted average calculation. Additionally, since the College experienced a budget surplus in Fiscal Year 2017, it was not necessary to take a special supplemental endowment draw to fund certain campaign expenses.*
- Review funding for deferred maintenance. [Year 1]
  - *In Process. Defer until year 2.*
- Develop a long-term cost-containment program tied to projections of key budget parameters. Limit the growth for the internal financial aid discount rate to one percentage point annually. [Years 1 & 2]
  - *President's Cabinet prepared and the Institutional Policy and Planning Committee and the Board reviewed in February and approved in May the Key Budget Assumptions for the Fiscal Year 2018 Operating Budget that meet these goals.*

**42. Manage Summer programs to generate more revenue and make a positive financial contribution to the College.**

- Attract new conference business, increase enrollments in selected Summer arts institutes, raise more funding from individuals and institutional grants, create new programs, and continue to assess the viability of existing programs. [Years 1 & 2]
  - *Developed plan. Summer 2016 Financial Contribution: \$307,900. Summer 2017 Estimated contribution: \$398,936. New Conference 2017: Transformation through Training: A Symposium on the Suzuki Method of Actor Training. New conference 2017: Camp Reece and Reece School. New conferences 2018: Berkshire Chorale, Mostly Modern Music Festival.*
- Continue to implement and track [Year 2]

**43. Expand training for managers and professional development opportunities for staff.**

- Focus on quality of work, retention, work/life balance. [Years 1 & 2]
  - *Human Resources continues in this effort.*
- Continue to support the Staff Advisory Group. [Years 1 & 2]
  - *Human Resources continues in this effort.*

**44. Engage a space planning consultant to undertake a study of space utilization across campus and to develop an overall campus space plan.** [Years 1 & 2]

- *On hold pending finalization of full funding and approvals for construction of CIS.*

**45. Complete the formation of the new division of Communications & Marketing to reflect an emphasis on Skidmore's external reputation.**

Increase national and international media awareness of Skidmore with a primary focus on unique and newsworthy stories that reflect such strategic plan goals as integrative learning, science, sustainability, access, diversity, wellness, and creativity.

- Hire a Vice President for Communications & Marketing. [Year 1]
  - Search Committee is in place; search consultants developed the applicant pool; Search Committee identified finalists; hire completed in early-Fall 2017. The new Vice President for Communications and Marketing will join us in November 2018. [Year 2]
- Focus both communications and marketing initiatives on the primary goals of attracting top students and faculty and increasing philanthropic activity, especially around the goals of the *Creating Our Future Campaign* and the *Strategic Plan*. [Year 1]
  - *We have developed a completely new message platform and graphic standards for all giving, including the Campaign.*
  - *We have implemented the new message platform and begun the work of reimagining all giving communications – including Campaign – using this new standard.*

- Complete the first stages of a redesign of the Skidmore’s public-facing website in a way that reflects the *Strategic Plan* but also improves the user experiences with better content and navigation and mobility. [Year 1] Expected completion January 2018. [Year 2]
  - *Development of new website is under way, in collaboration with external consultants Ology. We have held multiple on-campus meetings to solicit input from the campus community and to inform the community of progress.*
  - *Design and development of the skidmore.edu site continues with many key milestones reached over the Summer. Plans to use the new design with affinity sites (e.g., Creating Our Future campaign) are in place and under way as well.*
  - *Efforts to ensure adequate user testing, creative focus groups, and all relevant campus and stakeholder input have pushed expected completion to February or March, 2018.*
  
- Establish and lead a robust “intranet” or portal, that moves thousands of internal college web pages and sites off the public-facing site and helps more securely and intuitively connect students, faculty, and staff members to the information they need. [Years 1 & 2]
  - *Communications & Marketing has spearheaded multiple on-campus discussions. Funding to be identified.*
  - *After completing extensive internal review, the portal project was not undertaken by the College but remains of interest. Communications & Marketing believes this is a campus-wide initiative that must be pursued and supported at a future time.*
  
- Better inform the campus, alumni, and trustees about national news coverage of Skidmore and relevant issues affecting higher education. Increase emphasis on value and successful outcomes for Skidmore graduates including career, entrepreneurial, internship, and graduate school opportunities. [Years 1 & 2]
  - *Regional and national news coverage has increased significantly since the change in leadership in media relations last Fall. We are now systematically tracking and analyzing all major news coverage and sharing with the individuals involved.*
  - *Continuing to share major news coverage. College leadership receives regular reporting of coverage via e-mail to Cabinet, the President’s Office, and the Board.*
  
- Emphasize diversity/inclusion successes and goals across all facets of communications and marketing. [Years 1 & 2]
  - *Communications & Marketing has been involved in all diversity initiatives and increased its own diversity through hiring. The division is attentive to opportunities for representing diversity in all campus web, print, and public communications and discuss diversity goals and initiatives at most weekly staff meetings.*

**46. Begin the multi-year process of assuring that all aspects of the Skidmore identity are compelling and consistent.**

- With the guidance of external consultants, develop a compelling graphic standards system that assures consistency across all platforms – website(s), print materials, wayfinding, wordmarks, logos, and other elements that represent the College’s identity. [Years 1 & 2]
  - *The new graphic system is now well underway for cross-campus platforms in concert with Ologie. Proposed standards will be presented to the campus in Fall 2017. Funding to be identified.*
  - *Graphic standards have been established for giving and recruitment communications and are being implemented. Proposed campus-wide brand and design standards are anticipated to be presented late Fall 2017 or early Spring 2018 in alignment with new website and Office leadership.*

**47. Build upon the collaboration among Communications, Campus Safety, Student Affairs, and other offices to significantly strengthen crisis response effectiveness through additional training, planning, and preparation.**

[Year 1]

- *Communications and Marketing sponsored a half-day campus-wide crisis communications and participated in a number of emergency planning sessions in collaboration with Campus Safety and others. Development of a crisis communications plan in process.*

**48. Meet fundraising goals leading to the public launch of *Creating Our Future Campaign*.**

- Increase number of staff visits to 2000 per year. [Year 1]
  - *1,750 visits in Fiscal Year (FY) '17.*
- Raise \$6.9M for Skidmore Fund. [Year 1]
  - *\$7.018M for FY '17.*
- Secure \$20-25M in new campaign commitments. [Year 1]
  - *\$23.1M new commitments secured in FY '17.*
- Raise \$7.1M for Skidmore Fund. [Year 2]
- Secure \$20-25M in new campaign commitments. [Year 2]

**49. Increase alumni participation in college events.**

- Increase participation of young alumni in regional college events by 20%. [Years 1 & 2]
  - *Did not meet goal for FY '17 due to staffing vacancy as a result of Family Leave. [1,062 in FY '16 vs. 993 in FY '17].*
- Increase participation of alumni of color in regional college events by 20%. [Years 1 & 2]
  - *Did not meet goal for FY '17 due to a staffing vacancy resulting from family leave. Participation: FY '16, 294; FY '17, 291.*

**50. Increase alumni participation in fundraising.**

- Increase alumni donors by 10%. [Year 1]
  - *Did not meet goal; 6,294 donors; 2% increase.*
- Increase alumni donors by 10%. [Year 2]
- Increase Legacy Society Members by 50. [Year 1]
  - *Did not meet goal; 29 new Legacy Society Members.*
- Increase Legacy Society Members by 50. [Year 2]
- Increase Presidents Society Members by 10%. [Year 1]
  - *Did not meet goal; 1,129 Presidents Society donors FY '17 (4% increase).*
- Increase Presidents Society Members by 10%. [Year 2]

**51. Complete hire of new Collyer Vice President for Advancement.**

- *Completed. Search Committee was named, search consultants developed the applicant pool; and final candidates were identified. The new Collyer VP for Advancement will join the College in mid-October 2017.*

2016-17 SAA Endorsed by the Institutional Policy and Planning Committee October 14, 2016  
 Reviewed by the Board of Trustees, October 20, 2016  
 Tracking Document Reviewed by the Board of Trustees, May 18, 2017

2017-18 SAA Endorsed by the Institutional Policy and Planning Committee September 22, 2017