SKIDMORE COLLEGE SELF-STUDY
FINAL REPORT

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Presented to:

Middle States Commission on Higher Education

Skidmore College
Saratoga Springs, NY 12866

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Executive Summary

Skidmore chose for this Self-Study to focus on a special topic rather than to address the standards for accreditation one by one. This has given us the opportunity to focus specifically on *integrative learning*, addressing the questions: How well are our students integrating their learning at college? How well do we as an institution and a community support integrative learning? What evidence do we have, and what could we be doing better? Some of what we found surprised us.

For the purposes of this study, our concept of integrative learning encompasses students' learning across disciplinary boundaries, across time as they progress through their education, across the boundaries that traditionally separate the curriculum and the cocurriculum, and across the border between the campus and the world beyond. In this concept, the students integrate learning from many different disciplines, moments, and sites, shaping—from within everything the College offers—the meaningful and ongoing process that is their Skidmore education.

Deeply integrative learning requires creative structures for both teaching and learning, and we have tried to consider these hand in hand. We believe that integrative learning is a crucial part of the liberal arts education. It complements the more traditional silo structure of the department-based disciplines, and it bridges students' academic life and the cocurriculum. At its best, it incorporates reflection and self-awareness that help to prepare students for their intellectual, professional, civic, and personal lives after college. And just as integrative learning requires creative teaching, it also calls for more strategic collaborations across the campus's administrative boundaries. In this regard, our Self-Study aims both to document what we are doing now and to support the development of future possibilities, based in part on evidence we present here.

In a much more capacious, conceptual framework, we have also considered how best to bridge the traditional model of the liberal arts college with the kind of college we are in the process of becoming. Just as the library as a house of books has changed into a dramatically different workspace that integrates paper with the new digital universe of research and learning, so also our campus finds itself considering new and creative pedagogies and curricula as we make that transition to a technology-rich college. Part of this process, too, is to consider questions being raised nationally about the value of the liberal arts education in a context that is increasingly digitalized, economically challenging, and globally defined. Our larger framework for our study of integrative learning, then, has been this context and the questions: How well are we bridging tradition and creativity to ensure that our students meet our goals for their integrative learning and development? And what kinds of organizational structures and initiatives will help us do this better?

Our emphasis throughout has been to identify weaknesses rather than to celebrate accomplishments. We have sought to make the Self-Study process useful. Among our primary concerns here is our general education curriculum. Expanding on our tradition of bridging

disciplinary boundaries, our Committee on Educational Policies and Planning (CEPP) has undertaken a substantial review of our general education curriculum with the intent of proposing a new model to the faculty. We aim here to provide data and recommendations that support the curricular review.

Two intertwining threads came into view during our work on this Self-Study. In order to improve our students' ability and inclination to learn integratively—to draw connections among their disparate "Aha!" moments and create for themselves a coherent understanding of their education—we do need to make this an explicit goal. And if we want that integrative learning to be transformative, we need to continue to inform ourselves about, and implement, practices that most support the deepest and most transformative learning for our students.

As we prepared for this process, we came to understand integrative learning as it occurs across both time and space. We have considered how intentional we are in cultivating our students' abilities to make connections over time—that is, from the moment they are accepted into Skidmore on into life after college. This includes a capacity for hindsight and forethought: the metacognition involved in reflecting on the past and projecting into the future.

Skidmore students also must integrate any number of different spaces in their educational experiences. How do we plan for them to draw the connections that will help them make sense of disparate spaces over time? How can their education at Skidmore help them to move with confidence into the many new and unpredictable spaces they will encounter after they graduate? Can we be more intentional with our designs of spaces, pedagogies, and curriculum to ensure that our students integrate their learning? These are questions we address in the body of this report.

In addition to bridging theory and practice and bridging the disciplines, we aim to have strong connections between our students' curricular and cocurricular lives. When in 2007–2009 we developed our Goals for Student Learning and Development (see Appendix C), we made a conscious decision to include the cocurriculum along with the curriculum in our thinking. We have asked in our Self-Study how well we are in fact bridging the curriculum and the cocurriculum, for example in fostering responsible citizenship and broad problem solving.

Our Self-Study has five chapters. In the first, "General Education," we present what we have learned about integrative learning as it bears on the Skidmore curriculum, both in its current form and as we seek to revise our requirements and the concepts that inform them. Chapter II, "From the First-Year Experience to Life Beyond College," presents what we have learned about how our students are integrating their learning over time on campus and in the context of their postcollege planning and lifelong learning. In Chapter III, "Physical and Digital Spaces for Integrative Learning," we present three case studies of campus buildings and how they relate to our ambitions for integration: one classroom building, the Tisch Learning Center, represents an architectural concept from the past that does not promote integrative learning as we now envision it; one, the Scribner Library, is realizing some of our greatest ambitions and represents the fruits of effective collaborations to transform an existing building with traditional uses into one that meets new and future needs; and one, the Center for Integrative Sciences, represents our vision for a new way of conceiving space to support integrative learning in every detail.

Chapter IV, "Diversity and Inclusion," argues that learning about the complexity of social identities is inherently integrative; the chapter provides an overview of both the remarkable gains we have made in these areas since our last Self-Study and also the many areas where we still aim

to make improvements. In this chapter, we suggest that Skidmore has changed dramatically over the past 10 years to become a much more diverse campus. But we have considerable evidence that our vision of a profoundly diverse and inclusive education for all of our students is not yet realized. We have come to see how little we know about what our students are actually learning about intercultural understanding, communicating across differences, and theoretical and practical relationships between power and identity. Finally, in Chapter V, "Responsible Communities: Civic Engagement, Sustainability, and Values and Ethics," we address the interconnections among these three concepts and the ways that our students are—or are not—learning to take part in responsible communities, integrating theory and practice and understanding both the contingency and the importance of values and ethics.

As we engaged in the research for this report and wrote the drafts, the College was following a parallel process of preparing for the next *Strategic Plan*. Throughout both processes, we have aimed to keep our parallel work in view, so that each would be informed by the other. The primary goals that inform the current draft of the *Strategic Plan* relate directly to our topics here as well as to our recommendations. Those goals—to foster creativity, inclusion and excellence; wellness and responsible citizenship; and sustainability (in multiple senses)—have also informed our thinking in the Self-Study. Integrative learning, we believe, is deeply creative. And as this Self-Study demonstrates, we also believe that each of these goals represents an aspect of integrative learning at its best.

We have provided extensive evidence in our Documentation Road Map that we are meeting the Standards of Excellence for accreditation. This report aims to illustrate the many, complex, and interrelated ways we are meeting Standards 7, 9, 12, and 14: the standards for Institutional Assessment, Student Support Services, General Education, and Assessment of Student Learning. But we believe that our work here reflects our commitment to all of the standards, and in particular our effective planning and assessment practices. It is our hope that this Self-Study will not only help to demonstrate in a vivid way how we are meeting the Standards of Excellence for accreditation, but also help us become better educated as a community about the evidential and conceptual bases for our aspirations and for the changes in which we are engaged. In this regard, the Self-Study itself represents accreditation as an integrative learning process

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Introduction

Skidmore College is a highly selective, independent, liberal arts college with an enrollment of approximately 2,500 men and women from 45 states and 60 countries. With its relatively small size and student-faculty ratio of eight to one, the College is a close-knit academic community. Skidmore is known for its faculty of teacher-scholars devoted to the instruction and mentoring of students. As we believe our Self-Study demonstrates, Skidmore also has a long history of integrative learning practices that go back to our founding. We have aimed here to bring those into focus and to bridge our traditions with creative and forward-looking plans for change.

Founded in 1903 by Lucy Skidmore Scribner to meet the educational needs of women in the Saratoga Springs area, Skidmore was chartered as a four-year, liberal arts college in 1922. Throughout the College's history it has challenged itself to "make no small plans." Its bold initiatives include the decision in the early 1960s to build an entirely new campus and the move to coeducation in 1971. In 2000, the College opened the Frances Young Tang Teaching Museum and Art Gallery, which has earned a national reputation for pushing beyond the boundaries of a traditional college museum in bringing fields of study together in creative ways. The Zankel Music Center, Skidmore's most ambitious building project ever, opened in 2010. Featuring an acoustically superb 600-seat concert hall where Grammy-award winning recordings have been made, an intimate 100-seat recital hall, expansive rehearsal facilities, and state-of-the-art technological infrastructure, it has quickly become a major resource not only for music but for college-wide and community events as well. Plans are now in hand for our new Center for Integrated Sciences, an innovative interdisciplinary facility near the entrance to the campus that will exemplify our "intensely interdisciplinary, relentlessly creative approach to science teaching, learning, and research," according to President Philip A. Glotzbach.

One of Skidmore's distinguishing features is its approach to the liberal arts, expressed through a curriculum that combines traditional liberal arts disciplines with career-specific fields. With 48 baccalaureate degree programs, the College emphasizes an interdisciplinary approach to all areas of study and fosters experimentation and creativity across the disciplines. A central belief at Skidmore is that every life, every endeavor, and every career is made more profound with creativity at its core, and creative thinking is an integral part of the campus culture: as we say, "Creative Thought Matters." The fabric of student experience is woven around this notion. Fundamental to the Skidmore curriculum is the belief that a rigorous, creative, and engaged liberal arts education is the best preparation both for a life of continued learning and for a meaningful career, particularly as graduates face the challenges and opportunities of a world of rapid and unpredictable change.

The College's Mission Statement makes clear our commitment to undergraduate students' learning and development; as it states:

The principal mission of Skidmore College is the education of predominantly full-time undergraduates, a diverse population of talented students who are eager to engage actively in the learning process. 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.

In keeping with the College's founding principle of linking theoretical with applied learning, the Skidmore curriculum balances a commitment to the liberal arts and sciences with preparation for professions, careers, and community leadership. Education in the classroom, laboratory, and studio is enhanced by cocurricular and field experience opportunities of broad scope.[1]

Significant developments since our 2011 Periodic Review Report[2] have included continuing to achieve fiscal stability in the wake of the 2008 financial challenges;[3] a new leadership structure in Academic Affairs, with a return to a combined Dean of the Faculty/Vice President for Academic Affairs position, and a new DoF/VPAA, Beau Breslin; and a newly consolidated Office of Institutional Research. This fall, we lost our Vice President for Student Affairs, Rochelle Calhoun, who was recruited by Princeton University to become their new VP for Student Affairs. After considerable research and reflection, we have closed both our longstanding external degree program, the University Without Walls, and our Master of Arts in Liberal Studies program. We have completed our comprehensive campaign, "Creative Thought, Bold Promise," with a record $216.5 million. Our endowment has increased from $271 million five years ago to its current value of $335 million. With a steady enrollment and an applicant pool that has grown dramatically in recent years, we have continued to strengthen and diversify the student body.[4] We have also continued to increase the diversity and international character of the faculty, while paying significant attention to campus climate and new pedagogical demands stemming from our increased diversity. We have completed a major student housing project— replacing the outdated Scribner Village with the Sussman Village apartments, bringing approximately 200 more students back to campus from off campus. We have an exciting design for the much-anticipated Center for Integrated Sciences, which is a primary focus in our new comprehensive campaign, "Creating Our Future." Another major new initiative, Project Vis (supported by both a Mellon Foundation grant and a significant private donation), is a multifaceted approach to visual communication and understanding, building on strengths we already have, rooted in studio art courses and exhibitions and programs in the Schick Art Gallery and the Tang Teaching Museum. It calls for developing a number of new programs, including a Documentary Studies Collaborative. Finally, we are putting the finishing touches on our new strategic plan, *Creating Pathways to Excellence: The Plan for Skidmore College 2015–2025.*[5]

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1. The complete mission statement is online at www.skidmore.edu/about/mission.php.
2. "Periodic Review Report, 2011," online at skidmore.edu/assessment/documents/prrfinal2011.pdf.
3. "Skidmore College Operating Budget Update FY '16 and FY '17–'19 Forecasts," attached as Appendix F.
4. "Skidmore College Enrollment and Projections, Fall 2015," attached as Appendix E.
5. *Creating Pathways to Excellence: The Plan for Skidmore College 2015–2025* is attached as Appendix G and is also available online at www.skidmore.edu/planning/documents/StrategicPlan-CPE-14.5.pdf.

Our topic of integrative learning dovetails well with the areas of interest that emerged from our current strategic planning. Over the course of last spring, the President's Office sought community input into the areas where all members of the College community believe we should be planning and devoting efforts and resources. Most of the topics that emerged have been included in our conception of integrative learning from the start: integrating creative thought more broadly, academic excellence, diversity and inclusion, instruction technology, internationalizing the curriculum, science literacy, sustainability, transition to life after college, and civic engagement. Two members of the Strategic Planning Subcommittee of the Institutional Policy and Planning Committee (IPPC) also serve on the leadership group of the Middle States Self-Study. We have conducted parallel but interconnected processes in the strategic planning and the Self-Study.

We anticipate some major developments in the next five to seven years. In addition to seeing plans for our Center for Integrated Sciences come to fruition, we also expect to make some significant revisions to our general education curriculum—including a rigorous approach to fostering scientific literacy across our entire student body. We have long had interest in the area of visual resources and visual literacies; we have embarked on a number of interconnected initiatives related to visual communication and hope to see more of them realized in the near future. We hope to continue the transformation to a more diverse and inclusive community, improving not only our recruitment but also our support, development, and retention processes, fostering positive changes across the whole community. We aim to continue to collaborate on various initiatives as part of the New York Six Liberal Arts Consortium (including Hamilton, Union, St. Lawrence, Hobart and William Smith, and Colgate). And we will complete our current comprehensive campaign—"Creating Our Future: The Campaign for Skidmore"—with a working range of $220–240 million; in addition to our Center for Integrated Sciences, other significant items in the campaign include increasing our Annual Fund, building new endowment support for financial aid, a new Admissions and Financial Aid Building, support for the Tang Museum, and increased support for Transition and Transformation initiatives aimed at preparing students to make the best use of their liberal education in their post-Skidmore lives.

Nature and Scope of the Self-Study

In anticipation of the Self-Study, a leadership group was formed during the late summer of 2013, consisting of Dean of Faculty/Vice President for Academic Affairs (DoF/VPAA) Beau Breslin and Faculty Assessment Coordinator Sarah Goodwin, cochairs, along with Joshua Woodfork, Executive Director of the Office of the President and Coordinator of Strategic Initiatives; Joseph Stankovich, Director of Institutional Research; and Lisa Christenson, Assessment Facilitator. That group met with President's Cabinet to frame the process, and a Steering Committee was formed in early fall 2013, consisting of key representatives from major areas of the College and cochaired by DoF/VPAA Breslin and Faculty Assessment Coordinator Goodwin. The Steering Committee includes two faculty members, staff from throughout the College, and two students. A complete list appears in Appendix B (some of the positions have changed from our original Self-Study Design).

The Steering Committee planned and vetted the Self-Study Design, led the College in the Self-Study process, and served on the Working Groups that drafted the initial reports; members of the Working Groups are listed in Appendix B. We added our retired Registrar and Director of

Institutional Research, Ann Henderson, to the team of people preparing the documentation for the Self-Study. Both institutional assessments and assessments of student learning, engagement, and development are a regular part of our processes, and we provided access to pertinent documentation to the Working Groups as they researched and wrote their sections of the Self-Study during 2014–2015.

We chose to conduct a Self-Study that follows the Selected Topics Model. The topic we chose, *integrative learning*, is important to us for a number of reasons; in particular:

- It arises directly from our Mission Statement and thus relates to some of the College's historical strengths; it also focuses directly on student learning and engagement.

- It addresses a number of initiatives that are currently under way for which we would plan to gather more information, build a stronger consensus in the College community, and reach some decisions.

- It relates directly to our most recent and our current *Strategic Plans*.

- It both requires and fosters creative thinking, fulfilling the challenge of our hallmark, Creative Thought Matters: new alliances, structures, pedagogies, and spaces must develop to meet new conceptual categories.

- We are already one of 16 colleges participating in the AAC&U's consortium on Integrative Liberal Learning, so this will help us to advance what we are learning through that project.

We also believe that this topic provides an excellent framework to demonstrate that as an institution we are fulfilling all of the Standards of Excellence that we proposed exemplifying in this Self-Study. Although our Documentation Road Map has demonstrated that we are in compliance with all of the standards, we are also proud of the ways that this narrative complements the documentation with the stories, analysis, reflection, and vision that provide a sense of the lived reality of meeting Standards 7, 9, 12, and 14 (Institutional Assessment, Student Support Services, Educational Offerings, and Assessment of Student Learning). We have aimed to demonstrate here the many different ways that evidence informs our decisions and drives our planning.

For the purposes of this study, our concept of integrative learning encompasses students' learning across disciplinary boundaries, across time as they progress through their education, across the boundaries that traditionally separate the curriculum and the cocurriculum, and across the border between the campus and the world beyond. In this concept, the students integrate learning from many different disciplines, moments, and sites, shaping—from within everything the College offers—a meaningful and ongoing process that is their Skidmore education.

To help us conceptualize integrative learning in the broad scope of the liberal arts tradition, the Steering Committee read and discussed a number of readings, ranging from John Henry Newman (*The Idea of a University*) and Alfred North Whitehead to Barbara Love, Martha Nussbaum, and William Cronon, as well as an essay by David Paris and Ann Ferren that grew out of the AAC&U project on integrative learning. The readings were in some ways disparate, but in one aspect they were similar: as William Cronon wrote, "More than anything else, being

an educated person means being able to see connections that allow one to make sense of the world and act within it in creative ways."[6]

Deeply integrative learning requires creative structures for both teaching and learning, and we have tried to consider these hand in hand. We believe that integrative learning is a crucial part of the liberal arts education. It complements the more traditional silo structure of the department-based disciplines, and it bridges students' academic life and the cocurriculum. At its best, it incorporates reflection and self-awareness that help to prepare students for their intellectual, professional, civic, and personal lives after college. And just as integrative learning requires creative teaching, it also calls for more strategic collaborations across the campus's administrative boundaries. In this regard, our Self-Study aims both to document what we are doing now and also to support the development of future possibilities, based in part on evidence we present here. The recommendations are, for us, perhaps the most important part of the Self-Study.

As we prepared for this Self-Study, we came to understand integrative learning as it occurs across both time and space. We have considered how intentional we are in cultivating our students' abilities to make connections over time—that is, from the moment they are accepted into Skidmore on into life after college. This includes a capacity for hindsight and forethought: the metacognition involved in reflecting on the past and projecting into the future.

Skidmore students also must integrate any number of different spaces in their educational experiences: for example the classroom, lab, performance spaces, library, museum, gym, studios, and residence halls, of course, and also the small city in which we live (and its regional surroundings); the social spaces on campus where they may experience and navigate different aspects of their own and others' identities; the places abroad and in the U.S. where they study away; the sites of their internships and jobs and civic engagement; the virtual spaces that they are increasingly navigating; and the homes they have left behind. How do we plan for them to draw the connections that will help them make sense of disparate spaces over time? How can their education at Skidmore help them to move with confidence into the many new and unpredictable spaces they will encounter after they graduate? Can we be more intentional with our designs of spaces, pedagogies, and curriculum to ensure that our students integrate their learning? These are questions we address in the body of this report.

This project is not entirely new to us, but grows integrally from our own collective past. As our mission indicates, historically, we have prided ourselves on offering both pure liberal arts programs and programs with an applied dimension (for example, in Social Work, Health and Exercise Science, Theater, and Management and Business, which offer degrees that prepare students directly for the workplace but also have a strong liberal arts dimension). We have also prided ourselves on our interdisciplinary programs. Starting in the 1980s, for some three decades we had a groundbreaking Liberal Studies curriculum built on the concept of drawing connections among the disciplines from the moment students arrived. Our "new" First-Year Experience, now eight years old, includes an interdisciplinary Scribner Seminar; and we have developed several new interdisciplinary programs since 2005 alone, for a total of 10 altogether. One of those is our signature program in Intergroup Relations, the first IGR program in the country to offer an academic minor. Roughly 21% of our students either major or minor in an interdisciplinary field,

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6. William Cronon, " 'Only Connect . . .': The Goals of a Liberal Education," *American Scholar* 67, no. 4 (1998).

and many more take courses in those programs. This rich history of interdisciplinary study provides a basis for our exploration here.

Among our primary concerns is our general education curriculum. Expanding on our tradition of bridging disciplinary boundaries, our Committee on Educational Policies and Planning (CEPP) has undertaken a substantial review of our general education curriculum with the intent of proposing a new model to the faculty. As of this writing, a model is under discussion.

In addition to bridging theory and practice and bridging the disciplines, we aim to have strong connections between our students' curricular and cocurricular lives. When in 2007–2009 we developed our Goals for Student Learning and Development,[7] we made a conscious decision to include the cocurriculum along with the curriculum in our thinking. Our models and sources for the goals included the Council for the Advancement of Standards in Higher Education's Learning and Development Outcomes,[8] specifically crafted for students' learning on campus beyond the curriculum. We have asked in our Self-Study how well we are in fact bridging the curriculum and the cocurriculum, for example in fostering responsible citizenship and broad problem solving through civic engagement, service learning, sustainability initiatives, and internships.

In a much more capacious, conceptual framework, we have also considered how best to bridge the traditional model of the liberal arts college with the kind of college we are in the process of becoming. Just as the library as a house of books has changed into a dramatically different workspace that integrates paper with the new digital universe of research and learning, so also our campus finds itself considering new and creative pedagogies and curricula as we make that transition to a technology-rich college. Part of this process, too, is to consider questions being raised nationally about the value of the liberal arts education in a context that is increasingly digitalized, economically challenging, and globally defined. Our larger framework for our study of integrative learning, then, has been this context and the questions: How well are we bridging tradition and creativity to ensure that our students meet our goals for their integrative learning and development? And what kinds of faculty development and organizational structures will help us do this better?

Our concept of integrative learning has come to include two dimensions that we have not seen prominently elsewhere in the literature. The first is the idea that students should learn to connect their own scholarship with the faculty's research, thereby integrating their learning with the community of scholars creating new knowledge. Collaborative research is of course not a new concept; here we just want to note that the integration of faculty and student scholarship is a special instance of integrative learning. Drawing this connection between the faculty's research and student learning is integral to our students' growing awareness of themselves as conducting original inquiry—*being* scholars—when they pose questions and seek answers.

The second dimension we have found is the idea that visual communication across the disciplines is inherently integrative. Of course, all acts of communication are integrative: they

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7. Goals for Student Learning and Development, Appendix C, also available online at www.skidmore.edu/assessment/goals-for-student-learning.php.

8. Learning and Development Outcomes, Council for the Advancement of Standards in Higher Education, online at www.cas.edu/learningoutcomes.

integrate the speaker, the listener (or reader or viewer), the message itself, the context, and the code, to start with just the obvious. No act of communication is complete without all five of those functioning in relation to each other. But in the context right now of multiple initiatives on campus that focus on visual communication, some of us believe that acts of visual communication call for particular analysis through many lenses from multiple disciplines: as human societies make the transition globally to increasingly visually-based communication, the liberally educated need now more than ever to be able to read, deconstruct, and also create visual artifacts effectively, across the disciplines.

Our emphasis throughout has been to identify weaknesses rather than to celebrate accomplishments. We have sought to make the Self-Study process useful. In practice, that has meant not only looking clear-eyed at disappointing data, but also at times rethinking what we mean by integrative learning and where we think it is taking place. We have come up against some uncomfortable questions. We like to say that "Creative Thought Matters," but what happens when creativity is provocative, potentially offensive—or when adopting a new approach entails destroying the old? How can we teach our students to challenge unexamined assumptions without reexamining our own? How can we foster mental agility without also promoting rootlessness? Should we find ways and energy to strengthen our advising to help our students draw the integrative connections we want to foster? And where, in a College whose history is proudly and consistently secular, can we locate paradigms and more places for teaching and learning about ethical decision making, and about building responsible communities?

Two intertwining threads came into view during our work on this Self-Study. To improve our students' ability and inclination to learn integratively—to draw connections among their disparate "Aha!" moments and create for themselves a coherent understanding of their education—we do need to make this an explicit goal. This means, then, also making changes. If we want our students, for example, not only to learn about the Civil Rights movement but also to interrogate and potentially change their own assumptions about race; if, further, we want them to be able to communicate effectively across racial identities; then we need to consider the evidence for pedagogies, practices, and spaces that will encourage that integrative learning. If we want them to draw connections between their learning about biology and chemistry and possibilities for more sustainable water management practices or energy consumption, we need to support spaces and programs in which such integrative learning can happen. And if we want that integrative learning to be transformative, we need to continue to inform ourselves about which practices most support the deepest and most transformative learning for our students.

And perhaps most importantly, we need a continuing dialogue among faculty, staff, and the administration (both Academic Affairs and Student Affairs) to identify and refine these needs for change in an ongoing and creative way. We need to support faculty and staff development for new pedagogies and resources. If we are asking students to change, we must also ask change of ourselves, and we must provide the support for that change. Integrative learning works in many directions: implicit within it, faculty and staff are learners as well as students. This is what it means to create new knowledge, and to live in a community of learners.

I. General Education

Skidmore's current curriculum builds on our established history of integrative learning through such programs as the First-Year Experience and the newly created John B. Moore Documentary Studies Collaborative, as well as through seven interdisciplinary programs and scores of interdisciplinary courses, and spaces such as the Frances Young Tang Teaching Museum and Art Gallery and the Intercultural Center, all complemented by the College's rich co- and extracurricular offerings.

And yet we are not as intentional about integrative learning as we might be. Our general education curriculum as a whole does not foster intentional integration. In the latest National Survey of Student Engagement (NSSE), just two out of three first-year students reported that they "combined ideas from different courses when completing assignments" or "connected [their] learning to societal problems or issues."[9] It is troubling that a full one-third of our students are not seeing that there are connections to be made across courses and experiences, both within the curriculum and in the cocurriculum. What is more, the area in which Skidmore seems to be most lacking, as compared to its peers, is educating students about complex, real-world challenges, precisely the type of issues that demand integrative thinking and reasoning.[10] To be sure, most students are contemplative and reflective about their experiences in and out of the classroom, lab, or studio; but the path through the general education requirements does not mandate, or even suggest, that they explore connections among courses, majors, the cocurriculum, their plans for postcollege life. Nor is there any explicit expectation that the students apply their learning at some point to complex, real-world problems. That has to change. Indeed, as we engage in a wholesale reconstruction of the general education curriculum, we hope to increase the intentionality and frequency of our students' integrative learning moments.

Towards that end, we examine three case studies in curricular reconstruction: one from the past that stalled and eventually failed, one from the present that is driven by a set of data that suggests students are not progressing as much as we'd like, and one intended to be considered in the future and that is responsive to the changing demands of responsible citizenship and a liberally educated 21st-century mind. Each case study is intended to show the importance of integrative learning and, perhaps more importantly, the value of greater intentionality in this area. The recommendations at the end of each narrative aim to advance the College's mission of providing a first-rate liberal education for its students, a liberal education that increasingly reflects the world's complexity.

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9. See Appendix D–Table D1. The "NSSE and FSSE 2013 Final Report" is attached as Supporting Document 1.

10. In the 2013 NSSE survey, Skidmore students reported consistently lower engagement with complex real-world problems than students at peer institutions. The question posed is "how much has your experience at this institution contributed to your knowledge, skills, and personal development in [solving complex, real-world problems]?" Fifty-two percent (52%) of first-year students in the arts and humanities report that they engage with complex, real-world problems, whereas 55% of their peers do. But the real disparity appears in other disciplines—52% of Skidmore science students as compared to 61% of their peers, 44% of Skidmore's first-year social science students as compared to 64% of their peers. Even senior arts and humanities students fall short in this area—41% engage with complex, real-world problems compared to 56% of seniors at peer institutions; see Table D1. A list of comparison schools for all data tables is attached as Supporting Document 7.

Integrative Learning and Cultured-Centered Inquiry: The Past

Skidmore's general education curriculum has for 14 years included a requirement that students engage in cultured-centered inquiry (CCI). The College catalog states that "students fulfill this requirement by completing one course in a foreign language plus a second course designated as either non-Western culture or cultural diversity study."[11] In completing the requirement, we have expected students to reflect on the Western world in comparison to non-Western cultures and to imagine and explore difference—difference as manifested in cultures, peoples, and languages.

Our assessment of whether students are actually achieving the learning goals ascribed to the CCI requirement reveals some weakness in the current structure. Specifically, we are concerned that students do not have adequate opportunities to strengthen their comprehension and intellectual maturity in areas of cultural difference. Consider the latest NSSE data: just 64% of first-year students and 62% of seniors claim that "diverse perspectives (political, religious, racial/ethnic, gender, etc.)" were included in course discussions or assignments. These data are even more interesting when juxtaposed with the perspectives of faculty. Fifty percent (50%) of Skidmore faculty believe it is important for the typical student to explore issues of difference in lower-level courses, while 67% of the same faculty believe it is important for the typical student to examine these issues in their upper-division courses.[12] While it would be unfeasible and inappropriate to mandate that all faculty include such material in every course, the curricular model should ensure that no student can navigate the curriculum without engaging this vital material in a rigorous way. That we have no such assurance in the current model demonstrates a clear need for curricular reform.

The current curricular requirement has been in place since 2001, and at different times since then it has spawned some controversy and consternation. Some faculty, finding the term "non-Western" Eurocentric, have argued that it is no longer even appropriate. Some have suggested that the faculty ought to reconfigure the requirement to better encompass analysis of identity, inequality, and power. Indeed, even at the time of passage, the Committee on Educational Policies and Planning (CEPP), which brought the existing CCI model to the faculty floor, indicated that it was not perfect, but that it was the best we could achieve at the time with existing resources.

In 2009, the CCI requirement came under increasing scrutiny when the College's Director of Intercultural Studies conducted an analysis of the requirement's breadth and effectiveness and concluded that a revision was in order.[13] He argued that the cultural diversity component of the CCI requirement was particularly lacking. Courses were concentrated in certain departments and some were not offered regularly enough. His recommendations included altering the curricular guidelines for the requirement, interrogating the "Western/non-Western binary," and including educational experiences in areas beyond identities defined by race and ethnicity. That report prompted a reevaluation of the entire CCI requirement. Reinforcement of the belief that the CCI in practice is weak in U.S. cultural-diversity learning came 18 months

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11. Academic Requirements and Regulations, Skidmore College Catalog 2015–2016, online at catalog.skidmore.edu/content.php?catoid=13&navoid=834.

12. Climate surveys are also revealing. See Romney Associates, "Report on the Skidmore College Student Climate Survey, 2013," Supporting Document 2; and "CHAS Campus Climate Survey, 2009," Supporting Document 3.

13. "Survey and Analysis of Cultural Diversity Courses at Skidmore, 2009," Supporting Document 4.

later when the Office of Institutional Research conducted an analysis of how students fulfill the CCI requirement: 60% of students did so by focusing on the non-Western component. As a consequence, only one-third of our students typically fulfill the CCI requirement by considering cultures and inequalities that exist within the United States. Furthermore, a 2009 study of the learning goals presented on the syllabi of courses that fulfill the CCI requirement revealed that at most just 60% (non-Western courses) or 76% (cultural diversity courses) link strongly and clearly to the learning outcomes that are explicit in the CCI requirement. The purpose of this requirement seems to be confused and confusing.

Armed with these data, CEPP decided in 2012 it was time to reevaluate the entire CCI requirement. Faculty were consulted, open forums were held, and the committee eventually settled on a new designation—"considering difference"—that would replace both the non-Western and cultural diversity tracks. The final proposal was motivated by a concern that the current CCI requirement is based on a Western/non-Western binary that both privileges the binary and obscures other significant dimensions of difference (such as gender, class, disability, etc.). Moreover, the Western/non-Western binary also entails a quiet presumption that the "self," which is broadened through study of an "other," is Western with European origins, a presumption at odds with Skidmore's increasingly diverse student body (see Chapter IV, p. 51). When the proposal was brought before the faculty later that year, it failed to receive the necessary votes for passage. Shortly thereafter, CEPP explored a similar proposal and it was quickly determined that there were not nearly enough courses on the books to support a considering difference requirement as it was being conceived. CEPP was back in a quandary.

These fits and starts have been valuable as CEPP has recently begun anew to identify the best approach for studying culture, identity, and difference. When the committee determined that the current course offerings were not adequate to deliver the proposed requirement, it also determined—for a number of reasons—that the time was ripe for an examination of the entire curriculum. One direct consequence of the failed revision of CCI was a renewed energy to either ratify or reconstitute our current general education curriculum. Another positive result of the three-year discussion about CCI was a more educated faculty and staff. Skidmore's *Strategic Plan* for 2005–2015 called for greater awareness of, and attention to, "intercultural and global understanding," and the discussions that emerged from a call for curricular revision lent themselves to that institutional priority.

As Skidmore embarks on a wholesale reconstruction of its general education curriculum, the CCI requirement is again at the forefront of deliberations. Our students have changed, just as the world is becoming increasingly globally interconnected in complex ways. The integration of ideas, principles, practices, and approaches to study is even more important now that the College is more diverse and inclusive. To that end, we offer two broad recommendations for any revised CCI (or related) requirement:

- First, students should learn not only about the construction and consequences of difference in a particular context, but also about methods and approaches to learning about difference that are transferrable to other contexts—the essence of integrative learning. The goal is to better facilitate lifelong learning in a global environment that is changing rapidly and unpredictably.

- Second, students should learn about the ways in which the unequal distribution of goods/influence/power flows along the lines of difference. That is, courses and

experiences that fulfill this requirement should consider issues of stratification, inequality, and social justice. The aim is for a multidimensional approach—a more nuanced understanding—of the ways in which difference is manifest.

To be successful, any new cultured-centered inquiry requirement will foster certain personal intellectual skills. Students will be able to identify superficial or stereotyped assertions related to difference. They will also critically assess the assertions they encounter; they should construct—patiently, humbly, and courageously—more complete knowledge about groups marked as "marginal" or "powerful." Some also argue that our students also need more critical understanding of broader historical, political, sociological, economic, and other processes related to social identities and social justice.

Perhaps most importantly, students should reflect on their own circumstances and how they influence knowledge acquisition and understanding. Indeed, a principal goal of any general education requirement—and especially those that focus on difference—is a heightened self-consciousness about the nature and characteristics of one's own perspective. Put differently, students should interrogate their own assumptions and place them in relation to distinct cultural frameworks. A key recommendation is for students to embark on critical self-reflection. One proposal that we believe has particular promise is to have each student, after the student has fulfilled the entire CCI requirement, complete a reflective essay on the principle of difference. The reflective essay would be evaluated by the student's advisor and would be centrally focused on the integration of courses, knowledge, ideas, and thoughts. It would act as a self-reflective way station on the student's individual journey towards liberation, an important moment of intellectual maturation.

Whether or not we adopt this last, specific recommendation, we must be open to creative and innovative ways of achieving the learning we are describing here. It is one of the key transformations that we expect of a liberally-educated person, and it is not one that can be effected with just one required course checked off on a list. Ultimately, the purpose of culture-centered inquiry is not just understanding and theory, but the practice of behaviors that inform the life of a just and equitable community on both a local and a global scale.

Quantitative Reasoning: The Present

Skidmore faculty adopted the current quantitative reasoning (QR) requirement in 1989. It was updated in 1999 and has not been substantially changed since that time, but now is under useful scrutiny and may well change. The current requirement involves two components which we employ using a basic scaffolding approach (QR1 and QR2). The QR1 requirement asks students to demonstrate competence in basic mathematical and computational principles and can be satisfied in one of five ways.[14] Most students satisfy the QR1 requirement through standardized testing or through the College's self-designed quantitative reasoning test. Those students who do not are required to take MA100: "QR Reasoning," a remedial skill-building

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14. (1) Scoring 630 or better on the MSAT I exam, (2) scoring 570 or better on any mathematics SAT II exam, (3) achieving a score of 28 or higher on the ACT mathematics exam, (4) passing Skidmore's quantitative reasoning examination before the end of the first year, or (5) successfully completing MA100 before the end of the sophomore year.

course. The QR1 requirement establishes a minimal baseline for knowledge in areas such as arithmetic, consumer issues, practical geometry, linear equations and linear growth, compound interest and exponential growth, data presentation and description, and basic probability and statistics. Once satisfied, a student can then enroll in a QR2 course, a course that builds upon the skills mastered in QR1. Students must fulfill the QR2 requirement by the end of the junior year. Though students are able to complete the two-part requirement without exception, the assessment data we reference above suggest that the existing QR sequence is not producing the type of computational and numerically literate citizens we imagined.

In the spring of 2014, we conducted a modest but compelling study of seniors who were in their capstone courses. The assessment included questions from the Quantitative Literacy and Reasoning Assessment (QLRA), a test generated by a number of small liberal arts colleges (Bowdoin, Colby-Sawyer, and Wellesley) that explores students' ability to understand graphic information, statistical analysis, and proportional relationships. In all, 92 nonscience majors and 52 science majors were tested. The results were disturbing. Skidmore's nonscience majors correctly answered only 44% of the questions, while the science students performed slightly better, correctly answering 60% of the questions. More disturbing perhaps is the self-reporting on the part of nonscience majors: 52% reported that they never or only sometimes use numerical data to evaluate real-world problems (more than 80% of science majors reported doing so).

These data followed on the heels of our most recent NSSE findings, which also caught our attention. Student engagement in quantitative reasoning is less than we'd like it to be. When asked three questions about the use and understanding of numerical and graphical information, Skidmore's first-year students report a score of 26.5 out of a possible high score of 60 (the higher the score, the more engagement with quantitative information). First-year students at other schools fared slightly better. Even so, it was in the seniors that we saw the biggest difference in terms of student engagement. Skidmore seniors report statistically significant lower engagement with quantitative information than students from other baccalaureate institutions: 25.8 as compared to 30.8 from other schools. Those disparities were further confirmed when the sample was disaggregated by discipline. Skidmore's social science and arts/humanities majors report significantly lower engagement with quantitative data than those at other schools: 8% of Skidmore seniors in the humanities departments often or very often use quantitative lenses to evaluate contemporary issues, whereas 26% of humanists at other schools claim to do so.

These data points are troubling. They suggest that students at Skidmore are not using QR skills in their coursework or integrating the lessons around quantitative competence in their academic, cocurricular, or extracurricular lives. In an age in which quantitative literacy is among the most important acquisitions of any college-aged student, most Skidmore undergraduates seem not to be interacting with numerical information, nor performing basic QR at an appropriate level. Indeed, Skidmore's Alumni Learning Census reveals that our alums rank QR skills among those least important and least enhanced by the College.[15]

Such perceptions do not bode well. Students need QR skills if they are to function in the modern world. The American Association of Colleges and Universities (AAC&U) lists quantitative literacy as one of its essential learning outcomes. QR is also one of the areas (along with oral and written communication, technological competency, and information literacy) in which the Middle States Commission on Higher Education requires students to demonstrate

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15. "Alumni Learning Census: Summary of Data from the Classes of 2001–2010," see Supporting Document 5.

proficiency. Moreover, a 2013 AAC&U survey found that 55% of employers believe that colleges should place more emphasis on students' ability to work with numbers and understand statistics.

Further, the Mathematical Association of America (MAA) has investigated the quantitative skills college graduates should possess upon completion of their baccalaureate degrees. In a report published in 1994 by the Subcommittee on Quantitative Literacy Requirements of the MAA Committee on the Undergraduate Program in Mathematics,[16] the subcommittee offered four conclusions:

1. Colleges and universities should treat quantitative literacy as a thoroughly legitimate and even necessary goal for baccalaureate graduates.

2. Colleges and universities should expect every college graduate to be able to apply simple mathematical methods to the solution of real-world problems.

3. Colleges and universities should devise and establish quantitative literacy programs each consisting of a foundation experience and a continuation experience, and mathematics departments should provide leadership in the development of such programs.

4. Colleges and universities should accept responsibility for overseeing their quantitative literacy programs through regular assessments.

At Skidmore, the Science Literacy Subcommittee formed in 2011 explored the relationship between science literacy and the existing all-college QR requirement and its findings were consistent with those that emerged from NSSE and the QLRA. In its final report from 2012 the subcommittee recommended the following actions to more closely explore the interaction between the QR requirement and the science literacy learning outcomes:

1. Assess the current QR requirement, particularly QR2, in regard to whether it is achieving identified goals.

2. Determine student learning outcomes for QR that align with the Goals for Student Learning and Development.

3. If we keep the current QR1+QR2 requirement, reexamine the rigor of the QR1 requirement and require every QR2 course to be recertified in light of the learning goals that are designed.

The combination of data and the disconcerting trend of our students who admit to a lack of engagement with the quantitative world have led Skidmore to consider revamping its current two-part QR requirement. A QR working group—which included the Associate Dean of the Faculty and Professor of Biology, and three faculty from QR-intensive departments (Mathematics and Computer Science, and Economics) and was led by the QR Director—met throughout the 2014–2015 academic year to develop a recommendation for revising the QR sequence. That group's recommendation has two primary components: that the existing QR1

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16. "Quantitative Reasoning for College Graduates: A Complement to the Standards," Mathematical Association of America, 1994, online at www.maa.org/programs/faculty-and-departments/curriculum-department-guidelines-recommendations/quantitative-literacy/quantitative-reasoning-college-graduates.

requirement be replaced with a new foundational quantitative reasoning (FQR) component, and that the existing QR2 requirement be replaced by an applied quantitative reasoning (AQR) requirement. The FQR will elevate the threshold for allowing students to test out of the requirement through their SAT or ACT scores. In addition, the FQR test administered by the College will be revamped to focus more intensely on basic statistics, algebra, and related skills required by other disciplines. The goal of baseline computational and numerical literacy is still the same, but the exam will be more suited to measuring those skills. Finally, the opportunities for students to take the test will be reduced from four to three. This more stringent requirement for the exam will direct more students with weak skills to the MA100 course.

The larger change in our quantitative reasoning requirement comes in the second component—the applied quantitative reasoning requirement (AQR). Inspired by the need to see students engaged directly with quantitative information, AQR courses "include the study and use of quantitative methods as a primary organizing principle" and motivate students to "develop and use quantitative skills in an applied setting to consider, model, and solve discipline-specific or interdisciplinary real-world problems…." The course will also give students the opportunity to interpret and communicate their results. The Quantitative Reasoning Working Group cites the following learning goals as essential to realizing the AQR requirement. Students must

1. use statistical and/or mathematical models to characterize empirical data;

2. understand, model, and predict the behavior of populations or systems;

3. interpret and communicate results orally and/or in writing; and

4. use quantitative reasoning for informed decision making.

A recommendation in favor of an applied and more rigorous QR requirement, fueled by compelling data that demonstrates many of our students are neither quantitatively nor numerically literate, represents a call for greater integrative learning. Students should be able to understand basic computational information and apply it to whatever academic or nonacademic setting they find themselves in. The proposed new AQR requirement speaks directly to the importance of acquiring quantitative skills that are essential for making one's way in the world. It is thus also crucial to our students' integrative learning as they draw connections between data and conclusions, between knowledge and behaviors, between information and problem solving. We contend too that addressing complex, real-world problems requires not only excellent quantitative skills but also creative ways of putting those skills to use in communicating with others to bring about effective change. And some of us propose that both quantitative reasoning and information literacy should be explicitly linked in our curriculum with creative ingenuity. These discussions continue in the context of our developing curriculum reform.

Information Literacy: The Future

Information literacy is a prerequisite for informed, responsible citizenship. Thus, we see the task of building and reinforcing these skills as fundamental in our broader mission of graduating liberally educated students. That has always been the case, of course; but the unbridled growth of digital sources has exacerbated the importance of knowing how to find, evaluate, and disseminate information. Students who don't become at least moderately information literate will no doubt fall behind in almost every area. We have some evidence to suggest as much. The results of the Teagle Foundation Systematic Improvements Grant on

"Increasing Student Engagement through Writing" confirmed the need for our students to take a more deliberate approach to "distinguishing between evidence and opinion," and furthermore concluded that our students had "[p]roblems with sources and citations, doing literature reviews, and citing sources appropriately and correctly."[17]

Information literacy is defined by the American Library Association (ALA) as equipping individuals with the tools to "learn how to learn." Information-literate people, the ALA continues, know how to learn because they know how knowledge is organized, how to find information, and how to use information in such a way that others can learn from them. They are prepared for lifelong learning, because they can always find the information needed for any task or decision at hand.[18]

The Association of College and Research Libraries (ACRL) is a bit more precise; it argues:

> Information literacy forms the basis for lifelong learning. It is common to all disciplines, to all learning environments, and to all levels of education. It enables learners to master content and extend their investigations, become more self-directed, and assume greater control over their own learning. An information literate individual is able to determine the extent of information needed; access the needed information effectively and efficiently; evaluate information and its sources critically; incorporate selected information into one's knowledge base; use information effectively to accomplish a specific purpose; understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally.[19]

The process of becoming information literate involves paying attention to the integration of disparate pieces and sources of information. Indeed, integration is essential to master content, extend investigations, and become self-directed.

Integrative learning and the cultivation of students with skills in information gathering, synthesis, and dissemination happens virtually everywhere on a college campus, but it is the library that occupies a special place for this type of student learning and development. It is the first among equals in a school's attempt to educate students about the importance of information. At Skidmore, 92% of the graduating class of 2014 had received at least one library instruction session during their undergraduate years. As for the students viewed by class year, 41% of first-year students, 28% of sophomores, 12% of juniors, and 22% of seniors have attended at least one library instruction session in the previous year. These sessions can be embedded in existing courses or they could stand alone. The library faculty and staff regularly volunteer their time to work closely with the teaching faculty and its students.

A few departments dominate the total number of library instruction sessions, however. Introductory courses in English, Management and Business, and Health and Exercise Sciences are the courses that most frequently tap the library faculty and staff for these sessions. One key

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17. Teagle Foundation Systematic Improvements Grant Final Report: "Increasing Student Engagement through Writing, 2013," Supporting Document 6; see p. 3.

18. "American Library Association Presidential Commission on Information Literacy: Final Report" (January 10, 1989), online at www.ala.org/acrl/publications/whitepapers/presidential.

19. Association of College and Research Libraries, Introduction to Information Literacy, online at www.ala.org/acrl/issues/infolit/intro.

is for us to expand the circle and encourage other departments and programs to take advantage of this important opportunity. There have been an increasing number of student one-on-one sessions with library faculty, but we would like to see that increase at a faster rate as well.

Towards that end, we propose the following recommendation: a more comprehensive and consistent program is necessary if we intend to teach our students to approach the information landscape with curiosity, enthusiasm, cautious deliberation, and ethical intent. We need a program that combines broad educational approaches with specific, department/program-level education. In light of financial and staffing constraints, an approach that utilizes existing and emerging technologies, such as online tutorials, is the most viable option for delivering this content. Online tutorials also provide tools for consistent, quantitative assessment, which will be critical as we improve and expand our offerings.

First, requiring a framework for an information literacy component in the sophomore year would address this need at a point in a student's Skidmore career when the ability to do effective research becomes critical. The idea is that the library would provide a baseline, and then departments and programs would be responsible for providing a deeper level of engagement based on the particulars of the major (or minor). Consistent with the way in which the College combines responsibility for writing instruction through the broad expository writing program and the individual departments and programs, information literacy would begin with a general program—a set of online modules to be taken by all students—followed by a more individualized level of engagement at the department/program level.

Second, complementing our existing suite of instructional offerings with a series of online tutorials that explore the information literacy concepts, inspired by ACRL and described below, will allow us to instill culturally significant ideas and teach practical, effective strategies that will not only support students' work in other courses but also contribute to their lifelong learning:[20]

1. *Scholarship as a conversation*. Students will consider the history, current usage, and future of the scholarly record. They will learn how to create scholarly work while building upon existing scholarship, understand the importance of attribution, and grasp the role of the internet in establishing new forms of communication and methods for dissemination. Students will be encouraged to reflect on the research and publication process, and their literature reviews and annotated bibliographies will encourage them to become active participants in the scholarly conversation. This in turn will nurture collaboration and establish their role in the continuum of academic scholarship.

2. *Searching as exploration and research as inquiry*. Students will engage with the research process by learning how to find material to support their own scholarship. A focus on exploration as a means to examine the breadth and depth of a topic, as well as the search for serendipitous connections, will give students practical tools and a

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20. Scribner librarians have been collaborating with other members of the newly formed (2013) New York Six Information Literacy Blended Learning Project to establish best practices and share innovative ideas about the development of online learning tools. As a direct result of that collaboration, we have developed a series of modules on the information cycle. We intend to continue this work, with the understanding that the ability to effectively analyze and utilize information sources is not new, but it is of paramount importance for students who will emerge into an increasingly diverse and challenging world.

new understanding of how their own research, and that of others, develops and contributes to a larger scholarly conversation.

3. *Authority as contextual and constructed.* Students will learn to evaluate information, identify bias, and consider the "filter bubble" through which their searches are interpreted. They will also learn to differentiate between primary and secondary sources and to distinguish between popular and scholarly publications.

4. *Format as a process.* Students will examine the ways that different information resources are intentionally developed in different formats to address both the creators' process and the interrelationship with the targeted audience. As the world of new media expands and develops and visual literacy becomes more mainstream, students will not just question the initial format of information, but also consider the impact of format on interpretation.

5. *Information as value.* Students will consider the question of ownership, the recognition of copyright, and the thorny issue of monetary value, within the information environment. They will also address how to avoid plagiarism along with the ethical importance of correct citation. Furthermore, they will examine the significant benefits of open access, the potential harm of censorship, and the ways in which information can be shared or shut down.

Being information literate is critical for making one's way in the world and for being prepared to move from knowledge and theory to implementation and change in an integrated way. The College thus has a responsibility to ensure that all students graduate with a thorough understanding of what it means to be an information-literate citizen who can use information wisely, critically, and creatively for the advancement of knowledge and the common good. To this point, we have not been as intentional as we might, but with the creation of a new general education curriculum under way, it is a propitious time to reimagine our approach to information literacy.

Conclusion

Skidmore is at a critical moment in the evolution of its curriculum. In order to maintain our reputation as an institution that creates future leaders, we must be sure that our students are fully prepared to enter a world fraught with the uncertainty born of complex interrelationships. The education we provide must set a high bar for students as it relates to the integration of knowledge across disciplines with a combination of wisdom and skills that allows them not only to participate in the global community but to take responsibility for its future. The current general education curriculum is more than a generation old and no longer attends to the needs of a liberally educated 21st-century student. Data from a number of different sources paint a somewhat troubling picture of a disparity between the College's general education requirements and our Goals for Student Learning and Development.

Most troubling perhaps is the lack of intentionality around integrative learning. Some students at Skidmore are adept at making interesting connections within the curriculum and between the curriculum and the cocurriculum. But a redesigned set of general education requirements will help us to ensure that more, and ideally all, students will reach this mark. Specifically, we intend to build and employ a model of general education with renewed energy

and focus on the problems of culture-centered inquiry, quantitative reasoning, and information literacy that makes more intentional the linkages across curricular levels, disciplinary boundaries, and the curricular/cocurricular divide. Though the way forward will no doubt be challenging—as change is always difficult in a community of independent thinking scholars—we see no alternative if we are to fulfill our mission.

Recommendations

Because this chapter is forward-looking, the entire chapter addresses recommendations for the new curriculum that is under discussion. Many of those are echoed and validated elsewhere in this Self-Study. We also expect that they will evolve as the community continues to address the proposals coming from CEPP.

That said, we recommend that the curriculum revision contain at a minimum the following elements:

1. Scaffolding for integrative learning: the curriculum should reinforce and build on the First-Year Experience Reflection and Projection (RAP) at defined moments

2. A revised cultural diversity requirement that reflects more fully our goals for our students' learning about social identities and power, if possible with increased emphasis on the U.S.

3. A strengthened quantitative reasoning requirement

4. A revision that addresses our students' need for greater science literacy

5. Attention, if possible, to other goals identified here: for information literacy, and for learning about values and ethical thinking.

II. From the First-Year Experience to Life Beyond College

As we have seen in the preceding chapter, Skidmore does not have a general education curriculum that is intentional about requiring and supporting integrative learning opportunities for our students. That said, one of the key findings of this report, and an important framing point, is that integrative learning is happening throughout Skidmore College—even if those involved do not refer to it as such. We discovered, largely through a survey of chairs and program directors conducted specifically for our work, that the term *integrative learning* is considerably less current here than *interdisciplinary learning*, which is a mode of integrative learning rather than a synonym for it. Nonetheless, it is clear that we do offer integrative opportunities across the curriculum and cocurriculum and understand that such learning stretches into the years following graduation. In our view, a great number of the College's policies and programs, and perhaps all of its curricular emphases, can be effectively mapped onto the integrative learning paradigm. And yet there is ample evidence we could be doing more to make it a more intentional and effective dimension of the Skidmore experience. Our questions, broadly, are: Does integrative learning follow a sequence for our students over the arc of their time here? Are there integrative possibilities in both the curriculum and the cocurriculum at each stage of their Skidmore experience? How can we better understand the nature of our students' integrative learning *as a group*, so that we can be sure that not just certain majors or certain experiences benefit our students in this way, but that *all* of them are drawing connections among disciplines, between theory and practice, between the present of their undergraduate lives and the future of their postcollege careers and undertakings in a world that needs their full engagement as thoughtful citizens?

More complicated was the question of evidence. As we saw in the previous chapter, data from the 2013 administration of NSSE show that our students are reporting having experiences that we identify as integrative learning at a rate that we consider too low.[21] Scores generally ranged from 64% to 90% of Skidmore first-years and 62% to 92% of seniors reporting "often" or "very often" to the various questions; these scores suggest that some of these experiences are typical for almost all of our students, but others for less than two-thirds. (An example in the first category would be connecting ideas from courses to prior knowledge, which almost all students report doing; in the second, including diverse perspectives in course discussions or assignments, reported by under two-thirds. Other questions elicited responses on a range between these poles.) The NSSE data do show that with the exception of integrative learning that includes diverse perspectives, our students report having more of the experiences than did students at our peer institutions. Only with respect to the inclusion of diverse perspectives are our numbers lower than those of our peers. But as we noted in the previous chapter, we find the numbers as a whole unacceptably low: *all* of our first-years should be examining the strengths and weaknesses of their own views on an issue, not just 72%; *all* of them should be connecting their learning to societal problems or issues at some point, not just 64%. And connecting ideas between courses, learning things that change their understanding of a concept—these are the very heart of a liberal education.

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21. See the "NSSE and FSSE 2013 Final Report" for completed data, Supporting Document 1; and Appendix D–Table D1.

We sought to go beyond NSSE data in understanding what our students are learning. Since the term *integrative learning* is of relatively recent use on our campus, assessments generally have not captured attitudes keyed to that specific concept, so that we must rely on a broad range of indicators to gather as complete a picture as we can.

When possible we have compiled statistics and other "hard" forms of data, but we also recognize that evidence of integrative learning is lurking in plain sight, though sometimes in formats difficult to assemble and present. Among other things, we have been open to including, for instance, comments by department chairs and program directors about the integrative aspects of their curricula; participation numbers for ExploreMore;[22] and listings of workshops and cocurricular programs that support faculty, students, and staff in guided reflection about their experiences. Demonstrations of intentionality and reflection have been crucial to our sense of what constitutes evidence of integrative learning that is occurring regularly and at appropriate moments for the students.

Inquiry and Evidence

The First Year

Our students' life at Skidmore begins with the First-Year Experience (FYE), which is explicitly designed as the springboard for all first-years to integrative learning in the curriculum. Several components evidence this integrative quality. A Reflection and Projection (RAP) essay they are asked to write initiates incoming students into the process of exploration and reflection, as they articulate their goals for liberal learning; the RAP may be updated in the second semester to allow students to consider whether their aspirations have changed in light of their first-semester experiences. Given how central the RAP is in fostering an integrative approach from before students arrive on campus, we would do well to look into its effectiveness: What proportion of students complete it? How do faculty gauge the sincerity and depth of these reflections? These are questions worth pursuing in future FYE assessments.

The FYE opens with a summer "reading" that is integrative in nature and that also informs some shared experiences in the first year. The Class of 2019 read Alan Lightman's classic, *Einstein's Dreams*; the Class of 2017 tackled Wes Moore's *The Other Wes Moore: One Name, Two Fates*; and the Class of 2013 explored both a DVD from the Bill T. Jones/Arnie Zane Dance Company examining America's 16th president through dance as well as Eric Foner's book, *Our Lincoln: New Perspectives on Lincoln and His World*. The seminar model itself, as described in the FYE Faculty Handbook and in the course goals for a Scribner Seminar,[23] combines content material with active mentoring intended to facilitate students' cross-disciplinary exploration and reflection; a seminar budget also enables cocurricular and social activities that further enable integrative learning. Scribner Seminar faculty serve as their seminar students' advisors throughout their first year and into their second, until the students declare a

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22. ExploreMore is a two-week advising block, offered through the Office of Academic Advising, devoted to helping first-year students and sophomores explore potential majors and minors. Sessions are designed to help students learn about pathways within majors/minors, special opportunities for engagement (collaborative research, independent studies, credit-bearing internships), and real or potential post-Skidmore trajectories.

23. The interdisciplinary Scribner Seminars are the centerpiece of the FYE; course goals are detailed at www.skidmore.edu/fye/scribner.

major. The Scribner Seminar Peer Mentor program allows older students to mentor first-year students through course-based training concerning student challenges, campus resources, and curricular and cocurricular opportunities; the required Peer Mentor Workshop (ID201) is structured around reflection exercises in which peer mentors consider their own integrative learning experiences as well as those of their mentees. Topics the peer mentors are trained to address with their seminar students include academic integrity, substance abuse, sexual misconduct, mental health, and wellness. They can be real partners with the faculty in conveying values and information and in seeing early warning signs.

The FYE program is approaching 10 years old. As we noted in our 2011 Periodic Review Report, the program is robust and healthy. Results from the 2015 administration of the Your First College Year (YFCY) survey show that 72% of Skidmore's first-year students were satisfied or very satisfied with the FYE, compared with 55% of first-years at the comparison schools,[24] and that Skidmore first-year students integrated skills and knowledge from different sources and experiences significantly more often than did first-years from the comparison schools.[25] A recent assessment of how well and where the seminars are addressing the program's goals for its students' learning was not entirely satisfying because the reports from faculty were so universally positive that there was no room for fine distinctions. But a direct, embedded assessment in such a wide range of disciplines and subjects would be impossible, and we learned from our assessment of first-years' writing in the seminars that an artificially-created prompt simply did not work: the students were not invested in their writing. We are relying, then, on faculty reports, as well as routine aggregation of student evaluations, that the seminars are meeting our goals for the students. We continue to staff them entirely with tenure-line and a few full-time regular faculty, and class sizes remain small, around 15 students. To be sure, we make regular adjustments of one kind or another, in particular to the Peer Mentor program, guiding students through some of the challenges of the first year. As our catalog states:

> In their first year at college, students build connections to academic and residential communities, identify intellectual interests, and encounter faculty expectations for excellence. The First-Year Experience program provides curricular and cocurricular opportunities that facilitate entering students' successful integration into the Skidmore College community. [Through our programming,] students learn to balance freedom with responsibility, solve problems, and develop strategies for academic achievement.[26]

Some of the most significant changes we have made to improve resources for our students in these seminars also affect students in other years: changes in Student Academic Services, and improvements in support for English-language learners (ELL).

The Curriculum

In 2011–2012, the Committee on Educational Policies and Planning (CEPP) studied the curricular implications of an institutional initiative known as Transition and Transformation, comprising mainly high-impact practices (which are integrative by definition).[27] The report

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24. A list of comparison schools for all surveys (CIRP, YFCY, NSSE) is included in Supporting Document 7.

25. "Your First College Year Survey—Summary Report, 2015," Supporting Document 8.

26. First-Year Experience, Skidmore College Catalog 2015–2016, online at catalog.skidmore.edu/content.php?catoid=13&navoid=829 .

27. "2011–2012 CEPP Subcommittee on Transition and Transformation Final Report," Supporting Document 9.

details students' participation in engaged liberal-learning practices (ELLPs)—Skidmore's FYE, exploratory research/independent study/senior experiences/practica, Honors Forum, study abroad, credit-bearing internships, summer collaborative research, and the Responsible Citizenship Internship Award (RCIA) for summer internships during 2010–2011 and 2011–2012.

Student Participation in ELLPs, 2009-2011
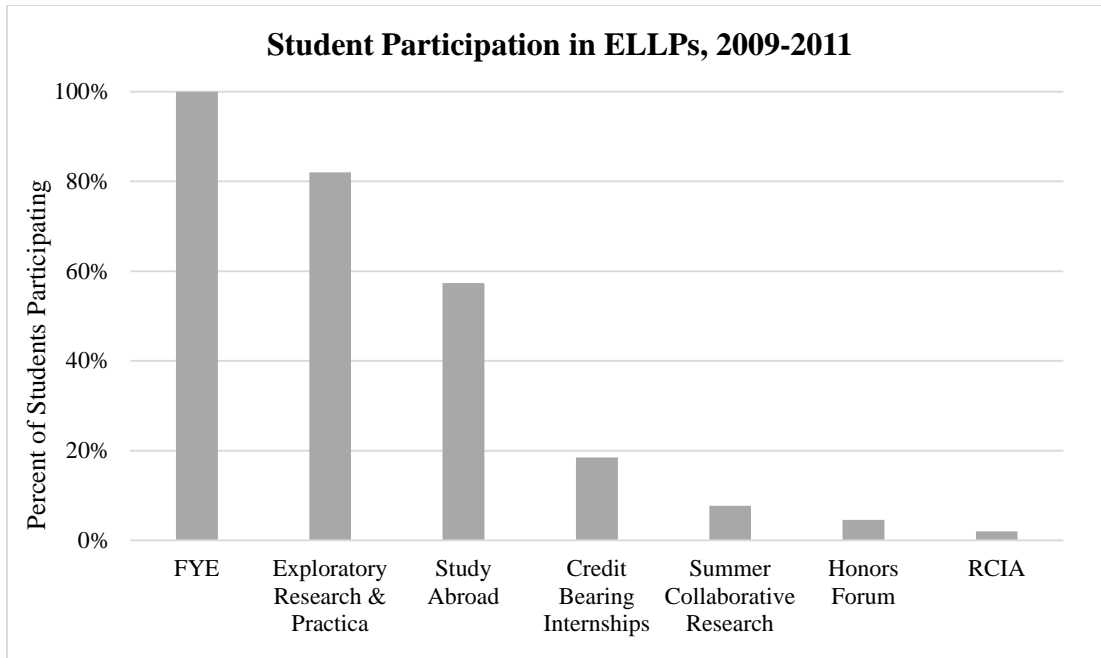
The figure above quantifies the incidence of participation by students in the classes of 2009–2011 (n =1,903 students). Participation in study abroad and the amalgamation of research, capstone, and practica (experiences where there is some consensus regarding value) was widespread, although by no means universal. Credit-bearing internships, summer collaborative research, and Honors Forum were accessed by a much smaller subset of students (19%, 8%, and 5%, respectively), and the RCIA by the smallest group of all. There was no integrative learning experience that was universal after the FYE.

The report also summarizes patterns of engagement for individual students across their undergraduate careers. The majority of graduates in 2009–2011 participated in more than two high-impact practices during their four years at Skidmore, with a mean of three high-impact practices for each student. Almost 10% of students participated in six or more practices, but 7% participated in none after the FYE. In addition, 65% of students who participated in multiple practices did so across more than one category; no student participated in all seven practices. It seems clear that our students have widely varying experiences with integrative, high-impact learning practices.

Certain specialized integrative curricular opportunities are also tracked by the Office of Academic Advising. These include internships for credit, which are hands-on integrative learning experiences guided by a faculty mentor; they require intentional planning and ask students to make explicit links to their coursework. Between 2008 and 2014 about one in five Skidmore students participated in at least one internship before graduating:

Skidmore Students' Participation in Internships, 2008–2014

Graduating Class of	2008	2009	2010	2011	2012	2013	2014
N (total)	600	641	620	642	624	601	701
N (at least one internship)	135	111	132	105	123	128	198
% (at least one internship)	**23%**	**17%**	**21%**	**16%**	**20%**	**21%**	**28%**

Survey data show links between internship experiences and student-reported gains in learning, including those associated with the Goals for Student Learning and Development (see Appendix D–Table D2). Students also report that the internship experience helps them clarify their postcollege goals (Appendix D–Table D3). Given what we know about the positive effects of internships—and in particular the integrative nature of faculty-supervised internships for credit—we should aim to develop this experience for a larger number of our students.

Most notably, SEE-Beyond[28] and other summer-funded experiential opportunities provide a broad variety of integrative learning models, including research, internships, artistic residencies, and workshops. These are explicitly tied to students' educational and postbaccalaureate goals (via the proposals) and require a reflective report at the end.

Collaborative research allows students to engage in credit-bearing research projects in collaborative teams, practicing the kinds of lab-based scientific research some of them will go on to pursue after college. Summer collaborative research is funded and often entails integrative learning experiences; participating students present their work to the community at the end of the experience. The table below shows a dramatic increase in the number of Skidmore students participating in faculty-sponsored summer research between 1989 and 2015.

Student-Faculty Summer Research Projects 1989-2015

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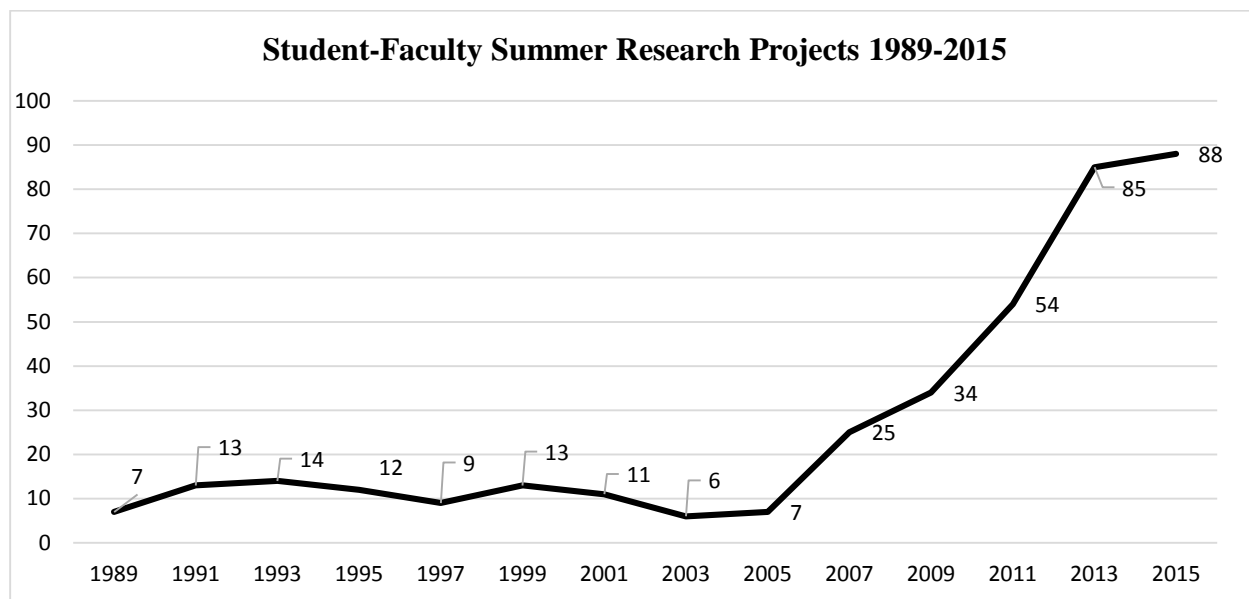
28. SEE-Beyond is a program that funds students to apply their academic learning to real-world contexts during the summer. For a fuller discussion of the program, see below, pp. 67–68.

The number of students receiving funds from Skidmore to travel to regional or national conferences to present the results of their collaborative research with faculty also increased, from 18 in 2007–2008 to 52 in 2014–2015. The sharp increase in the number of research projects in the early 2000s and the increase in funding for students to travel to present their results reflect the greater institutional priority Skidmore now places on student research, in terms of funding and administrative support for grant writing.

Skidmore has participated in the national Survey of Undergraduate Research Experiences (SURE) every year since 2010 to assess the value of collaborative research.[29] Students report gains in several domains of learning and also increased interest in pursuing postgraduate work after their summer research experience.

Despite the dramatic increase in the overall number of Skidmore students participating in summer research projects, we apparently lag behind other schools in involving *first-year* students in research with faculty. The results of the 2015 administration of the YFCY survey showed that only 12% of Skidmore first-years reported working on a research project with a professor, compared with 22% of first-years from the comparison group. This is an area where we could improve.

Data from the 2013 administration of NSSE and the Faculty Survey of Student Engagement (FSSE) show that Skidmore students participate in high-impact practices at roughly the same rates as do students from peer schools.[30] There are, however, some surprising differences in the data, along with similarities:

- Skidmore seniors reported participating in internships, learning communities, and faculty-lead research projects at rates similar to those of students from selected peer schools.

- Skidmore seniors reported holding leadership positions at significantly lower rates (50%) than did students from selected peer schools (70%).

- More than half of Skidmore seniors reported participating in study-abroad programs (59%), similar to responses from seniors at selected peer schools (54%).

- Significantly more Skidmore seniors reported completing a culminating senior experience (85%) than did seniors from selected peer (78%) schools. (This does mean that 15% of our students have no culminating senior experience in their coursework.)

- Forty-six percent (46%) of first-years at Skidmore reported that at least some of their courses had a service-learning component, compared with 46% of first-years at selected peer schools. Further breakdown of these data shows that 2% of Skidmore first-years reported that "most" or "all" of their courses had a service-learning component, compared with 5% of first-years at selected peer schools. For seniors, 56% reported that at least some of their courses included service-learning (selected peers 65%).

- Roughly two-thirds of faculty felt that it was important for students to participate in various high-impact practices such as internships, study abroad, and research with

29. "Summary of SURE Survey Results, 2011–2012," Supporting Document 10.
30. See "NSSE and FSSE 2013 Final Report," Supporting Document 1.

faculty, while only half felt that it was important for students to participate in service learning as part of a course.

- One-third of lower- and one-half of upper-division-course faculty reported that at least some of their courses had a service-learning component.

In 2013, Skidmore participated in an additional module of NSSE questions on transferable skills, which reflect integrative learning (Appendix D–Tables D4 and D5). Skidmore students generally scored well on these questions, higher than students at comparison schools.

Beyond general education, Skidmore's most explicitly integrative curricula reside in the Interdisciplinary (ID) programs. By their very nature, ID programs integrate learning across disciplinary boundaries; in most cases they also compel students to articulate their individualized approaches to content areas and coursework options, thus fostering reflection and intentionality. Typically, these programs also require the students to draw explicit connections between the knowledge they are acquiring and the ways that they can draw on that knowledge in complex, real-world situations. These programs include Arts Administration, Asian Studies, Environmental Studies (in which students have to choose between the natural science and social/cultural tracks), Gender Studies, Intergroup Relations, International Affairs, Latin American Studies, Media and Film Studies, Neuroscience, and Self-Determined Majors. Skidmore's decades-long investment in these programs speaks to our commitment to integrative learning as a concept. Of the 2014 graduating class, 14% majored and 20% minored in an interdisciplinary field.[31] Recent direct and indirect assessments of these interdisciplinary programs as part of the annual assessment process show that students make connections among courses in different departments and between their coursework and cocurricular activities. We could be more intentional in helping them make and strengthen those connections.

Many traditional disciplines also encompass various kinds of integrative learning, from encouraging students to draw on other disciplines' methodologies to suggesting or requiring experiences in which the students connect with their discipline's public value and real-world applications. Our Working Group for this chapter surveyed department chairs and program directors to ask where in their curricula they could locate integrative learning as defined by the AAC&U materials; we received 34 responses, and several keynotes emerged.[32] For instance, in many of our departments and programs, integrative learning encompasses the crossing of disciplinary boundaries. Some disciplines stress this integration of learning as early as introductory courses. For example:

- The gateway course in Classics stresses the integration of work in language, literature, history, art history, archaeology, and philosophy.

- The foundational sequence in the Management and Business major requires students to build linkages among management, marketing, accounting, and the liberal arts, and their learning goals for the major are explicitly and substantially integrative.

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31. Majors of Graduation Classes by Area, online at www.skidmore.edu/ir/facts/completions/MajorsandMinorsofGraduatingClasses.pdf.

32. We offer only illustrative examples here. For more examples, see "Summary of Integrative Learning in the Disciplines, October 2014," Supporting Document 11.

Many programs draw upon interdisciplinary learning at multiple stages within the major, and some draw explicit connections between theory and practice:

- The Sociology gateway courses introduce students to key topics, including social structure, inequality, norms, roles, identity, institutions, theory, and research, which are presented in an interdisciplinary and integrative framework.

- Neuroscience has students integrate knowledge from various disciplines, including biology, chemistry, psychology, physics, and computer science, in particular in the required NS277: "Integrative Seminar in Neuroscience Research" typically taken in the sophomore year.

- The Religion curriculum rests upon multivalenced exploration of religious beliefs and practices in a variety of cultural, social, historical, and demographic contexts (including fieldwork), emphasizing not only how people are religious, but why they are.

- The study and making of theater involves examining events in the world, ideas, philosophies, cultures, rituals, etc., and putting them on stage, often in a disruptive way—by asking students to break down traditional borders among the disciplines. As in the other arts disciplines (and noted above, regarding the arts requirement), students in Theater explicitly and constantly draw connections among knowledge, theory or method, and the practice of the art.

- Social Work requires a credit-bearing internship that is closely supervised, with carefully designed goals, evaluations, and aggregated assessments that all explicitly support the expectation that their student majors will effectively learn to apply disciplinary learning in real-world contexts.

- From its inception in 2011, the Arts Administration minor was created with integrative learning in mind, building upon the societal, social, political, cultural and aesthetic concerns examined by students in the visual and performing arts fields. Designed as a curricular complement for majors in the visual and performing arts as well as Art History, the minor serves to deliberately and structurally connect those majors to coursework in other programs and departments. A core component of the Arts Administration minor is AA341: "Structured Field Experience," a credit-bearing internship or research project that closely mirrors that of the Social Work internship In addition, the Entrepreneurial Artist Initiative, now in year three of a three-year pilot program, is designed to introduce Studio Art students to the basic principles needed to sustain a career in art-making or launch an arts-based business. The program has three components: curricular, experiential, and connecting students with alumni artists who are making a living in their chosen artistic professions.

- The John B. Moore Documentary Studies Collaborative (MDOCS) provides students and faculty with skills and tools to tell stories that matter creatively and in media that can reach a general public and spark interest, dialogue and, in some cases, change. It offers a space, professional equipment, and training in how to integrate liberal arts ideas and coursework into media creations. Students can learn to condense, synthesize and translate their work in a way that can reach audiences to make a difference.

An inherently integrative effort to infuse courses with more science through a one-credit add-on started as a pilot initiative in 2012 called the Apocalypse Project. In the last four years, faculty from across the College have collaborated on four successive interdisciplinary, team-taught programs: the Apocalypse Project in 2012, the Monsters Project in 2013, the Alien Invasions Project in 2014, and Project Extinction in 2015. The goals for these projects are for Skidmore students to develop and apply scientific literacies in an academic setting that blends perspectives from different disciplines. Participating faculty—three or four from different departments for each—create one-credit courses that augment existing courses. The four courses offered each year all have the same learning outcomes despite their varying topics, which are in 2015: "Obsolescence"; "One Fish, Two Fish"; "Aquaclypse"; and "Bees, Bats, Birds, and Butterflies." This year's Project Extinction was also linked to an exhibit at the Tang Museum and a visit to campus by Elizabeth Kolbert, author of *The Sixth Extinction*.

Integrative learning also occurs, arguably, in all facets of Scribner Library's instruction and reference programs, which train students to understand the organization of information (in general terms and more specifically within the context of our collections); to negotiate massive quantities of materials; to choose the most pertinent resources; and to use information correctly. This happens in two credit-bearing courses, LI100 and LI371/372, as well as in bibliographic instructions experiences.[33] The renovation of Scribner Library and its new accommodation of Information Technology has also allowed for increased opportunities for integrative learning in curricular contexts. Highlights include the addition of a media room with eight-foot diagonal screen and seating for as many as 30, allowing for near-theater-quality projection for group screenings; increased visibility for the GIS Center for Interdisciplinary Research, which enables disciplines to come together and generate ideas about how to represent data visually; the brand-new (spring 2015) MDOCS lab for hands-on creation of documentaries and related projects encompassing digital and visual communication (see below, p. 41); and co-location of Academic Technologies and the Information Technology (IT) Help Desk, both of which hire numerous students who have the opportunity to further their own technology skills while also assisting with technology projects directly connected to the academic mission(s) of the College.

Finally, the senior seminar or capstone course in multiple disciplines incorporates learning from multiple courses or experiences from earlier in the student's career:[34]

- In the Dance capstone, studio work, choreography and dance history coalesce into a yearlong experience that fuses theory and practice.

- The Economics senior seminar requires students to apply micro- and/or macro-economic theory and statistical tools, as well as specialized learning in other disciplines (e.g., Mathematics, International Affairs, or Environmental Studies) to a semester-long area of study.

- The senior seminars in multiple languages in World Languages and Literatures incorporate both a high competency in the language and, for most, the experience of

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33. First-year students (41%) continue to comprise the largest portion of the instruction audience, followed by second year students (28%), and then seniors (22%) and juniors (12%) for 2013–2014. The majority of Skidmore students graduate having attended at least one library instruction session during their academic career. For the class of 2014, 92% (658) received formal library instruction.

34. For more examples, see "Summary of Integrative Learning in the Disciplines, October 2014," Supporting Document 11.

spending a semester abroad in a country that speaks the target language. Indeed, study abroad is an important dimension of many majors and can be crucial to students' integration of global and applied contexts for their learning (as we explore further in Chapter IV below).

- Art majors develop a written thesis fostered by the liberal arts, where knowledge; introspection; and the marriage of ideas, materials, and artistic practice culminate in the Senior Thesis Exhibition in the Tang Teaching Museum and Art Gallery.

Assessment data show that students integrate learning from other disciplines or prior coursework with some degree of variability. The 2013–2014 assessment of student learning in Latin American Studies found that the vast majority of students were able to tie their work in the capstone to other coursework or cocurricular activities. Sample courses mentioned were in Environmental Science, Archeology, Government, Anthropology, International Affairs, History, Spanish, and American Studies. On the other hand, the American Studies report of the same year found that students were not carrying over information, ideas, and skills from one course to another as well as faculty wished. As a result, the American Studies faculty met to discuss how to better provide building blocks for students, and to consider changing the sequencing of courses and adopting electronic portfolios. Future assessment projects in that department will re-address this problem and determine if the steps taken were effective. The 2013–2014 Geosciences assessment found that students did not retain core information as well as they aimed for, prompting faculty to rethink how they teach concepts so students can build on them and synthesize information. Future assessments will evaluate the effectiveness of the new pedagogy.

Cocurriculum

Numerous opportunities available through Student Affairs (and in collaboration with Academic Affairs and other campus divisions) help students integrate apparently disparate parts of the undergraduate experience. These include partnerships that connect cocurricular opportunities with courses (e.g., Social Work's Bridges to Skidmore program, treated in Chapter IV); cocurricular experiences related to specific academic interests (Pre-Law Club, Pre-Health Club, Women in Business); and cocurricular programs that require extensive training and are often connected to academic or career aspirations. These include fairly extensive training for all of the positions that students assume in Residential Life, as well as training in Student Affairs for club presidents and for other student leadership positions. It also includes our Restorative Justice program, with training for student participants, and one student organization, Fight Club, that focuses on developing skills: it is a student-run mediation group in which participants are certified in mediation and offer services to other students.

The process of applying for merit fellowships, scholarships, and grants, typically starting in the junior year, similarly helps students link their coursework, cocurricular activities, and residential experiences on campus. With administrative support, applicants strive to describe their accomplishments and growth in ways that go beyond the transcript and the résumé, pointing to a body of work that demonstrates their development and potential; they often comment on how the application process clarifies the relations among their undergraduate activities as well as their future goals. These national merit scholarships and fellowships include Fulbright,

Goldwater, and Mitchell awards.[35] We encourage applicants explicitly to consider the application process itself as an integrative learning experience.

The Career Development Center explicitly helps students articulate and demonstrate the connections among academic life, cocurricular life, and off-campus experiences through such programs as the Four-Year Career Development Initiative (What's NEXT?), the Sophomore-Year January Program, Summer Funded Internships (and follow-up reflection), and the online career assessment program (MyPlan).

One area in Student Affairs that is integrated with the curriculum at several points is in our initiatives related to health, wellness, and well-being—initiatives that relate directly to goals laid out in the current *Strategic Plan*, now almost completed. Our program in Peer Health Education has grown considerably in recent years. Studies show that trained peers can be effective not only at educating students about health and lifestyle, but also in subtly shifting campus culture to support healthy lifestyle choices rather than the lifestyle extremes and high-risk choices that are so often celebrated on college campuses. Through Health Promotion, selected students complete a rigorous three-credit academic training course to develop leadership and communication skills along with knowledge about the social, emotional, and physical elements of lifestyle and their impact on the health and well-being of college students. Once trained, students are equipped to serve as Peer Health Educators (PHE) on campus. These students select how to remain involved in the program by enrolling in a one-credit 300-level group independent study (which can be taken multiple semesters) that allows students to dive into health education/health promotion/peer-to-peer counseling work in a variety of ways:

- Campus-wide Programming—This group attempts to reach the campus community by offering a range of programs and events. Monthly health fairs are provided in the Atrium of our dining hall, therapy dogs are brought to campus during times when students are experiencing high levels of stress, collaborative events are offered late at night on the weekends, and a range of other opportunities are offered depending on the particular needs of the campus community.

- Marketing and Public Health—This PHE group creates and disseminates print and online marketing campaigns designed to encourage healthier behaviors and reduce risky behaviors among students.

- Bystander Intervention—A wide range of student leaders return to campus approximately one week before the start of classes each fall to engage in a variety of training activities. For the past several years, all student leaders have come together during this week to participate in a program called Everyday Leadership, which has focused on building bystander intervention skills and confidence.

- SOURCE—Between 40% and 60% of incoming Skidmore first-year students identify as nondrinkers upon their arrival on campus. This number falls dramatically within the first months of the academic year, and students who wish to maintain a substance-

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35. Our success with these programs is rising, partly due to our commitment to increasing our institutional visibility. We now have dedicated support for student applicants and a formal process for outreach and preparation; approximately 20 to 30 students submit applications each year. Since 2010 Skidmore has had four honorable mentions and two recipients in the Goldwater competition and two finalists for the Carnegie Junior Fellows Program.

free lifestyle often report difficulties feeling that they fit in. The SOURCE program works to connect students who are looking for alternatives to the typical college party scene. It currently has over 400 members.

- Social Norms—Social norms campaigns have recently emerged as a promising strategy for combating the high-risk use of alcohol and other drugs that plagues our campus communities. On many campuses, researchers have successfully used social norms campaigns to increase the health and safety of students, as well as decrease the harm and risk associated with high-risk substance use. Our PHEs work with us to build a campus community and culture that supports responsibility.

- Alcohol Education—Students who violate the campus Alcohol and Other Drug Policy are typically required to complete an educational program aimed at lowering risk and encouraging responsible decision making. Trained PHEs offer an alcohol dialogue session during which they provide interactive, discussion-based education and guide students through goal-setting and life-evaluation exercises.

- Student Wellness Center—PHEs staff the Student Wellness Center, located in the campus student center. In this space, PHEs can offer one-on-one and small group peer-to-peer anonymous conversations and education as well as sale of safer-sex products.

- Residential PHE Representative—Residential PHEs are housed in one of our main residence halls on campus and are responsible for providing educational programming and outreach, as well as serving as a peer-to-peer anonymous resource for students residing in the building.

- PHE Mentorship Program—PHE Mentors are responsible for creating a relationship with students who are undergoing the three-credit academic training course.

The success of the PHE program is tracked in a number of ways. To cite one example: in a 2015 survey of 546 Skidmore students (distributed across all class years), students' knowledge about "effective consent" was assessed, and students were questioned about their exposure to information about effective consent at Skidmore. Throughout the academic year, the PHEs implemented a print campaign to inform the community through restroom readers. Of the students who responded to the survey, 89.6% recalled learning about effective consent by reading these materials. This compares to only 52% of the student body reporting that they learned about effective consent at the mandatory student safety meeting (where we know that every single Skidmore student was exposed to educational programming on the topic). From these and other data, we know that the PHEs are having an impact. What we know perhaps less well—except through informal observation—is how well their experience as PHEs deepens their overall integrative learning in college.

Beyond College

We often remark that a Skidmore education is a transformative experience that helps to prepare students (future alumni) for life after college. Our goal has been to provide students with both knowledge and capacities that enable them to initiate and embrace change and apply their learning lifelong in new contexts. We believe that this learning takes place throughout our

students' experience, both inside the classroom and out, on campus and off, helping to prepare them for ongoing personal growth, economic productivity, and responsible citizenship during and after college.

Students' career development success is best achieved when they can articulate and demonstrate the connections between their academic life, their cocurricular life, and their off-campus experiences. The Career Development Center helps students identify their career goals (through self-reflection activities), research and explore career options (through mentoring, networking, extensive resources, and counseling), gain experience in their chosen fields (through job shadowing and internships), and make the transition beyond the campus into their professional lives. What follows below are examples, supported by evidence that Skidmore is providing our students with these types of experiences.

Examples of Transformation: Career Development Center initiatives

- What's NEXT?—Skidmore's Four-Year Career Development Initiative (Know, Explore, Transform)

- MyPlan—online career development self-assessment program, linking students' skills, values, interests, and personality to career options

- Sophomore-Year January Program (interdisciplinary)

- Summer Funded Internship Program (student reflection essays)

- Walk on Wall Street—yearlong initiative to expose and prepare students to enter the competitive field of finance through tours, alumni panels, professional training, information sessions, and on-campus recruiting

- Job Shadowing list (125 sites available)

- Career Advisor Network (2,477 advisors)

- Networking events to help students articulate how their learning and experiences support and demonstrate their career goals (Career Jam, Evening of Transition and Transformation, Real-world Etiquette Dinner)

- Graduate and Professional School Expo—exposing students to variety of graduate school programs and initiatives

Outcomes: New Graduate Outcomes

Data that we have gathered from recent graduates indicate that the students see fairly strong bridges between their learning at Skidmore and their employment or graduate studies. In the class of 2013 survey, administered to students one year after graduation,[36] 83% of respondents reported using interpersonal skills gained at Skidmore often or occasionally in their current employment or graduate study pursuits. Eighty-two percent (82%) reported using critical thinking, 75% reported using both knowledge and creativity, 72% reported interacting across social identities, and 64% reported using quantitative reasoning. And again, in the class of 2014 survey, 81% of respondents agreed that their current employment status relates to their long-term career goals. These results have been consistent over recent administrations of this survey.

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36. "Class of 2013 Outcomes Report," Supporting Document 12.

Alumni who are five years out are pursuing graduate study at a much greater rate than the more recent alumni: in other words, graduate study is a very common pursuit for young graduates, but not typically right after college. Forty percent (40%) of those responding to the class of 2010 outcomes survey five years after graduating from Skidmore were either currently pursuing or had completed graduate study.[37] This number was a dramatic increase from the 20% pursuing graduate study reported in the one-year-out follow-up data. The class of 2010 went on to study at many leading institutions including American University, Carnegie Mellon, Georgetown University, Harvard University, Johns Hopkins University, London School of Economics and Political Science, University of Oxford, University of St. Andrews, and Yale University. We infer that these alumni—nearly half—are in some ways extending their undergraduate education to advanced degrees. But to understand more fully how our alumni are integrating their college learning with their lives after college, we turn to a more complete source of information: the Alumni Learning Census.

Outcomes: Examples of Transformation: The Alumni Learning Census

The Skidmore College Alumni Learning Census (ALC) is an ambitious project to gather information about our alumni's learning while in college. Part of our overall assessments of students' learning and development, the ALC was administered to all of our alumni over a five-year period, and it sought their responses to questions about their learning and development in the curriculum and in their cocurricular life. We sought information from graduates regarding (1) the relationship between the College's Goals for Student Learning and Development and their Skidmore curricular and cocurricular experiences; (2) patterns of behaviors in their current lives that relate to those desired goals; and (3) any connections between their current employment and their Skidmore academic program.

To date, we have administered the survey to alumni in five reunion cohorts on an annual basis and have tracked changes in responses over time. We hoped that by closely examining real outcomes—the experiences of our graduates themselves—the College could gauge the quality and value of a Skidmore education after college. The table below shows evidence, aggregated from the ALC data from the classes of 2001–2011 five years after graduation, that Skidmore provided these students with this learning, derived from the College's Goals for Student Learning and Development. Alumni were asked to rate on a 5-point scale how *important* each goal was and how much their development in each area was *enhanced by Skidmore*. The list below starts with the learning they considered most important ("write effectively"), and ends with what they considered the least important ("use quantitative tools"). All of these learning goals were rated 3.5 or higher on a 5-point scale, so none appear as unimportant, but the ranking of the goals nevertheless contains some surprises for us—starting with the ranking of "use quantitative tools" as the least important goal. Of course, there is considerable compression in the responses; all of these goals are important. And yet there is the least compression around that goal in particular. Some of us are also surprised to see "present ideas with self-confidence" in second place, ahead of "think analytically," along with all the remaining 28 goals.

Equally interesting is the gap between how alumni rated the importance of some goals as opposed to the degree to which that learning was enhanced by Skidmore. Not surprisingly, they say that learning to write effectively is supremely important and was also enhanced by Skidmore. But for most of the other goals, there is a gap between the goal's importance and how well it was

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37. "Class of 2010 Five Years Out Outcomes Survey," Supporting Document 13.

met in college. For example, "appreciate cultural differences between people" is ranked as fairly important, but it is scored at only 3.6 out of 5 on the responses, among the lowest scores (though still well above "apply scientific principles and methods"). We will be referring to more of these responses in the pages that follow.

	2001-2010 Alumni Learning Census	Enhanced	Importance
1	Write Effectively	4.2	4.8
2	Present Ideas with Self-Confidence	3.9	4.7
3	Communicate Well Orally	3.8	4.7
4	Think Analytically	4.2	4.7
5	Persist at Difficult Tasks	3.9	4.6
6	Take Responsibility for My Own Learning	4.0	4.6
7	Respect the Views or Perspectives of Others	3.9	4.6
8	Formulate and Solve Problems in My Field of Professional Practice	3.7	4.6
9	Manage the Practical Aspects of My Life (Personal, Professional, or Community)	3.4	4.5
10	Evaluate Information in Order to Use it Effectively in Making an Argument	4.0	4.5
11	Find Creative Solutions to Problems	3.9	4.5
12	Develop a Commitment to Lifelong Learning	4.0	4.5
13	Bridge Theory and Practice to Analyze Real-World Problems	3.6	4.5
14	Appreciate Cultural Differences Between People	3.6	4.5
15	Learn a Subject at Deep Level	4.1	4.5
16	Learn Independently	4.0	4.4
17	Evaluate Information from Multiple Sources and Apply to New Situations	4.0	4.4
18	Maintain Healthy Living Habits	3.0	4.4
19	Get Along with People Whose Attitudes and Opinions are Different from Mine	3.6	4.4
20	Clarify My Own Beliefs and Values	3.8	4.4
21	Work with People of Different Cultures	3.2	4.3
22	Collaborate with Others to Solve Problems	3.8	4.3
23	Act Effectively as a Citizen within a Larger Community	3.7	4.3
24	Apply Theories or Concepts to Practical Problems	3.6	4.3
25	Appreciate the Interrelatedness of Disciplines	4.2	4.3
26	Appreciate the Arts	4.3	4.2
27	Understand My Own Limitations	3.4	4.2
28	Assess Prejudicial Attitudes Based on Race, Gender, Class, etc.	3.6	4.1
29	Communicate Visually (with Images, Graphs, or Movement, etc.)	3.5	4.1
30	Place Current Problems in Historical/Cultural Perspective	3.6	4.1
31	Understand International Affairs (Economic, Political, Social Issues)	3.4	4.1
32	Communicate Through Creative Expression	3.8	3.9
33	Apply Scientific Principles and Methods	3.2	3.5
34	Use Quantitative Tools (Computers, Statistics/Math, Scientific Method) to Solve Problems	3.0	3.5

Intersections

Skidmore nurtures institutional moments and spaces in which curriculum and cocurriculum are consciously brought together to enable integrative learning that sets the groundwork for related postbaccalaureate experiences. These intersections expose the full range of integrative learning across our Working Group's self-designated categories (curriculum, cocurriculum, and beyond college). At the broadest level, certain academic majors include required cocurricular dimensions and/or interactions with external constituencies, forging curricular experiences that extend beyond the boundaries of the traditional classroom and facilitating reflection about life goals. In more localized contexts, specialized courses train students explicitly for cocurricular involvement (e.g., Peer Health Educators) and/or lead to final projects requiring presentations to an off-campus and nonacademic community (e.g., MB107: "Business and Organization Management"). And, of course, the Tang Museum's entire charge is to cross curricular and cocurricular boundaries while also contributing to students' ongoing learning beyond college; this is accomplished through a wide variety of initiatives, including co-sponsored class assignments, inventive student and faculty projects, exhibition collaborations, public dialogues, field trips and tours, mixers with alumni, career nights, pre-orientation programs, student-organized programs, Tang Guides opportunities, and extensive museum internship and work-study arrangements.

In sum, when it comes to integrative learning, the distinction between the curriculum and the cocurriculum, while a given, can be less significant than dynamic and collaborative structures and relationships. The primary challenge remains of structuring into the curriculum an overarching, sustained, and integrative vision.

Recommendations

1. We recommend a more concerted and deliberate effort to make the concept of integrative learning a regular part of Skidmore's language, from Admissions and the First-Year Experience through Career Development and capstones.

2. Opportunities for reflection must also be regularized and even mandated, if effective ways can be found to do that. We should aim to incorporate reflection within cocurricular programs more consistently, and to pilot a structured reflection component for every major.

3. One specific recommendation in this regard is to explore the possibility of expanding the use of digital portfolios, with the goal of having every student in every major graduate with an integrative portfolio that they have shaped across four years at Skidmore. A draft proposal is under way from Academic Technologies to create a custom digital space for students to collect and reflect on their work.

4. Finally, we recommend better and more consistent assessment mechanisms for determining where and to what extent integrative learning is taking place at Skidmore. The purpose of the assessments should be to ascertain not only how well our students are integrating their learning across traditional boundaries, but also how we can foster those interconnections for every student.

III. Physical and Digital Spaces for Integrative Learning

"You will design a campus which will provide for both student and teacher a feeling of freedom and wide horizon, and you will provide the physical opportunities for attaining that freedom in the mind and that horizon in the spirit."—Josephine Young Case

On September 20, 1961, Josephine Young Case, trustee and acting president, charged the prospective architects of the new Skidmore campus with the following:

> You will design a campus which will provide for both student and teacher a feeling of freedom and wide horizon, and you will provide the physical opportunities for attaining that freedom in the mind and that horizon in the spirit.

> You must allow space for contemplation and for aesthetic pleasure and for play; privacy for thinking and study; and a pervasive atmosphere which will be at the same time serious and gay, somber and warm, traditional and forward-looking, made of time past, time present and time future.

> How will you achieve this? *For here the student must discover herself, and through herself others and the world, and through others herself* [emphasis added, here and below]. You must provide for her a place where she lives happily with her peers, and where she meets her teachers easily and often outside of the classroom. Her living area as well as her study area must have books always at hand, and art of all kinds, to be lived with. She must have facilities for quiet, for civilized meals, for rest.

> Teachers as well must have their areas of peace and privacy, of civilized comforts and amenities.

> For the main purpose of the College, you must design sites for serious learning. There must be rooms equipped with every modern aid for teaching, including space for those which have not yet been invented. But also there must be smaller rooms equipped only with chairs and tables and an atmosphere of learning.

> There must be large halls for outside lectures on large subjects, for these students seek to participate in outside affairs. There must be the most modern laboratories and scientific equipment, for these students seek to know and must know the newest developments of science. There must be many fine studios for the arts, for these students seek to create as well as to enjoy by seeing and hearing. And there must be space for the technical and professional training they seek.

> Buildings do not cause academic programs, but they can impede them. Therefore *all these learning rooms must be so placed and so designed that the campus expresses the unity of knowledge. Access between departments must be easy, so that students moving through this rich array feel from the first a single impact, and gather from the harmonious interplay of disciplines some inkling of the universality of human experience.* And at the heart of the beating center, you must set the library, where every book wanted is immediately at hand, and a thousand others wait beside them to be discovered....[38]

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38. Josephine Young Case, "Charge to the Architects and Planners," November 1961; the complete text is online at http://www.skidmore.edu/facilities/documents/charge-to-architects.pdf.

Josephine Young Case's vision for Skidmore's new campus transcends physical spaces, learning and teaching styles, and fiscal constraints. Her charge also, and most importantly, transcends time. The campus she envisioned would by its conception and careful construction be adaptable to change, responsive to creativity, and open to discovery. It is without question a vision of a space in which integrative learning will thrive, where the students and faculty both will be inspired to draw connections across disciplines, across time, and between the campus and other places.

More recently, in 2009, Skidmore faculty approved a set of Goals for Student Learning and Development that are consonant with Case's vision. The goals

> reflect the unique characteristics and synergies of our B.A. and B.S. programs, as well as certain emphases that are deeply engrained in Skidmore's history and culture: on creativity, on civic responsibility, and on interdisciplinary thinking. As in the past, we aim to graduate students who strive for excellence, think deeply and creatively, and communicate and act effectively…. Our goals emerge in particular from our collective sense of a Skidmore education as a transformative experience. We want our students to acquire both knowledge and capacities that enable them to initiate and embrace change and apply their learning lifelong in new contexts. We believe that this learning takes place throughout our students' experience, both inside the classroom and out, on campus and off.[39]

As the following chapter will show, Case's vision for a new campus, and the College's more recent learning goals, are simultaneously aspirational and practical, and, in the context of physical and digital spaces, met and unmet. One consistent thread in our history has been: we need more space. This remains true today.

As the physical campus has grown over the years, Josephine Young Case's charge continues to resonate, particularly recently when the community celebrated President Glotzbach's decade of leadership at the College. As a 2013 *Scope* article notes:

> Visitors returning to Skidmore's campus after 10 years are astounded by its physical changes. New student residences abound, including the Northwoods Apartments that debuted in 2006 and the recently opened 230-apartment Sussman Village, which replaced Scribner Village. Other residences have been refurbished . . . . A dramatic renovation of the Murray-Aikins Dining Hall included a revamped array of fresh, healthy, and award-winning food that draws the entire campus community.

> Renovations were also made to the Saisselin Art Building, Scribner Library and information technology, Filene Hall, athletic fields, and a broad cross-section of classrooms, laboratories, and gathering places. The College also has ambitious plans for a new admissions center and science facility.

> The Frances Young Tang Teaching Museum and Art Gallery, built in 2000, has continued its development into a groundbreaking center of creativity that draws

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39. Preamble to the Goals for Student Learning and Development, Appendix C, also online at www.skidmore.edu/assessment/goals-for-student-learning.php.

thousands of visitors to its shows and events. It serves as a national model for the way college museums can integrate academics and exhibitions.

The most dramatic addition to the campus is the Arthur Zankel Music Center, funded by the estate of trustee Arthur Zankel, P'82,'92, and other donors. The state-of-the-art facility offers fully wired classrooms and soundproof practice studios and fosters the development of interdisciplinary presentations for its 600-seat Ladd Concert Hall. The center has been hailed by experts and audiences far and wide for its "warm and bright" acoustics and advanced technologies. The superb facility is the headquarters of a precedent-setting partnership with Carnegie Hall, attracts Grammy-winning record producers, and presents a schedule of renowned guest artists from around the world.[40]

While the above article celebrates Skidmore's meteoric physical growth over the last 10 years, it does not speak to whether these new spaces are intentionally designed to foster Josephine Young Case's vision for integrative learning *avant la lettre*, or, if they are, whether they in fact do.

Because the Physical and Digital Spaces Working Group was tasked with exploring spaces on campus that may (or may not) promote or enhance integrative learning, our group has focused on three physical spaces that represent the past, present, and future of teaching and learning at Skidmore. Within these spaces we have identified digital spaces specifically designed to encourage integrative learning. The recent past and present are represented by the Scribner Library, the near future by the yet-to-be built Center for Integrated Sciences, and the longer-term future by the Tisch Learning Center.

Of course, focusing on just these three spaces excludes other spaces that could have served equally well to illustrate both our strengths and our weaknesses in achieving integrative learning through conducive spaces. The North Woods is strikingly absent, for example, as is the Williamson Sports Center, and we might well have inquired into this last space's structures and programming in connection with our aims for all of our students health, well-being, collaborative and leadership skills, and other goals that may be met within its spaces. Space may be defined in terms of the calendar as well, which would lead us to highlight the summer at Skidmore, when the campus hosts a number of prestigious arts institutes and academic and professional conferences. Six of the arts institutes were created by Skidmore, and most have flourished for more than 20 years. Skidmore students are involved in summer programs as both students and employees.

We might also have focused on the Tang Teaching Museum and Art Gallery, because it is truly our flagship space for integrative learning. Central to the Tang's mission is to "awaken the community to the richness and diversity of the human experience through the medium of art."[41] Celebrating its 15th anniversary in 2015 and profiled in our last Self-Study, the Tang continues to serve as a national model for the way college museums can integrate academics and exhibitions. No other campus building to date has been so specifically conceived and designed with integrative learning in mind and sustained as a space for pedagogical innovation across traditional boundaries in all of its programming. Indeed the very design of the building and its siting on the campus were intended to reflect these ideas of intersections, dialogue, and

40. "New Heights," Skidmore *Scope* (Fall 2013), page 14, online at content.yudu.com/A2j1eo/ScopeMagFall2013/resources/.

41. See "About" at tang.skidmore.edu/.

integration. As an architectural form, the building reaches out in different directions to the campus and the community, and in the openness and fluidity of its interior spaces, it reflects the concepts of transparency, exchange of ideas, and bridging of differences. Thus in both its design and its mission, the Tang Museum has been an exemplar at Skidmore in facilitating student learning that transgresses normative boundaries and challenges all of the community's members to integrate previously discrete domains and experiences. The Tang's boldness and effectiveness also challenge us to unsettle other boundaries and integrate the unexpected in our designs for and uses of space. In Chapter IV below, we take up the Tang as a space for integrative learning in some detail.

There are other spaces we might well have addressed, but rather than present superficial information about many, we have chosen to narrow our gaze onto three. Our goal is to recognize the evolution of integrative learning at Skidmore as exemplified by these spaces, to learn from them how we might best continue to realize Josephine Young Case's vision for our students' integrative learning, and to ask whether we are actually upholding Case's vision. In our conclusion our group makes suggestions for how Skidmore might become even more visionary in its efforts to facilitate integrative learning opportunities.

Integrative Learning at the Heart of Campus: Lucy Scribner Library

> *"And at the heart of the beating center, you must set the library, where every book wanted is immediately at hand, and a thousand others wait beside them to be discovered…."* —Josephine Young Case

The original plans for Skidmore's Jonsson Campus, the replacement for the College's original, downtown Saratoga Springs buildings, purposefully placed the Lucy Scribner Library at the "beating center." Skidmore has respected this intention by also sustaining the library as the intellectual heart of the Skidmore community. The College has consistently, over time, supported the building's evolution in ways that encourage new pedagogies, foster collaboration, provide access to essential academic services, and reflect the changing needs of the campus community. The library's most recent (2011–2012) renovations reimagined the building as an environment with the people, programs, spaces, and technologies needed to create a rich network of support for integrative learning. It is an ideal space for an initiative to articulate and develop integrative learning throughout the College.

Library Renovation

Built in 1966 with 50,000 square feet of usable space, the Lucy Scribner Library was the first academic building to be constructed on the Jonsson Campus. Thirty years later, in 1996, the College added another 25,000 square feet to the building. That expansion made the 2011–2012 transition to a more comprehensive academic center possible. But there were several smaller steps along the way. Information Technology's Help Desk for users relocated to the main floor of the library in 2002, bringing professional and peer help to the students on location where they need it. And in 2008, the Writing Center relocated from Case Center into the library's fourth floor, again with a strong peer-tutoring component. Together with the IT Help Desk, the Writing Center (and also the Weller Room, a seminar space that has evolved into the faculty's center for teaching and learning) opened up the possibility of reconceiving the library's space as a more

dynamic, multifaceted teaching and learning space. Now neither solely a repository of print text, nor just a point of access to digital resources, the library also became a site for all sorts of support for learning and collaborative work. Peer tutors in the Writing Center were an early model for the kinds of peer-led learning that are now more common practice across the College. The addition of English-language learners (ELL) support in the Writing Center in the form of a full-time staff person and part-time tutor also models the ways learning now is intentionally supported in new modes and spaces as our student population and their needs and goals change dramatically. As we explain more fully in Chapter IV, the increase in English-language learners in our student body is part of an overall vision for integrative learning. These students are learning outside of the classroom in particularly intensive ways, and we aim to meet their needs as best we can.

Locating the IT Help Desk, the Weller Room, and the Writing Center in the library thus helped us to reconceive the library and prepared us for the major changes that followed. The building was renovated in 2011, completing a process that began with the library self-study and internal administrative discussions regarding what relationship between the library and IT operations would best support 21st-century learning and teaching.[42] An external review confirmed our aspirations for bringing the library and IT together, and the moment for renovation seemed in every way propitious.[43] Renovations were undertaken with an eye to bringing the scattered IT offices together in the library and drawing connections between information resources and information technology, so that students and faculty could move seamlessly between them with the supports necessary for uses to evolve over time. IT and the library remain distinct operationally, but in sharing spaces they are also sharing ideas and visions in the ways that Josephine Young Case imagined.

A highlight of the project, and the first piece to reach completion, was an expanded and improved Media Services presence in the ground floor of the library. Complementing the existing IT Help Desk, this space supports the steadily increasing number of students who are developing media-based projects as part of their academic work. In addition, an expanded GIS Center and accompanying study rooms provide students with a centralized and improved lab to complete projects within the context of the classroom, in small groups, or working one-on-one with GIS specialists. Both of these digital labs previously were satellite spaces located in classroom buildings; now they are part of the new heart of the College, an interdisciplinary core of digital and traditional learning and communication.

The new vision includes significantly more space for collaborative learning. Reallocation of space within the library and construction of an offsite storage area, the Hoge Building, allowed for the addition of 250 seats and 25 group study rooms outfitted with wall-mounted monitors and an online reservation system. The new Media Viewing Room, requested by faculty in two different focus groups, provides space for the teaching and collective examination of academic, commercial, and student-created videos, with seats for up to 30 viewers. These new flexible spaces have proven quite popular for everything from group projects and study groups to

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42. See "Scribner Library Renovation: Synergy," September 28, 2012, and "The Library and Information Technology Services: A New Model," October 3, 2010, Supporting Documents 14 and 15, respectively.

43. "Building on Strength: Report to the Provost and Library Director, by the Scribner Library External Review Committee" (Bart Harloe, St. Lawrence University; Joanne A. Schneider, Colgate University; Gene Wiemers, Bates College), May 13, 2010, Supporting Document 16.

committee meetings and formal dialogues. During the 2013–2014 academic year, the Media Viewing Room was booked 634 times for a total of 1,089 hours, while many study rooms saw even heavier use, ranging from a low of 519 bookings for 970 hours (room 324) to a high of 869 bookings for 1,211 hours (room 127).

Two new classrooms, one dedicated to library instruction and another that has become the headquarters for our new initiative Project VIS (see below), were also created and outfitted with new technology as part of the building's makeover. Over the course of the 2013–2014 academic year, the vast majority of 118 library instruction sessions as well as two one-credit information literacy courses were held in the library instruction classroom. When not being used for classes, the room is left open for student use.

There are also more structural, less visible connections now between IT and the library. Behind the scenes, Enterprise Systems was also relocated to the library, and, by a new interconnection tunnel, linked to renovated space used by IT Technical Services and IT User Services. The renovation placed IT staff on several floors of the building, with offices close to library colleagues; for the first time, all of IT is under one roof.

The physical renovation of the library has been mirrored by the development of its digital resources. The construction of a new digitization lab has supported an ongoing effort to make Special Collections materials more accessible to students and faculty through a Digital Collections project that has quickly grown to over 25 million items. The library has also begun taking a more transparent approach to archival materials through the implementation of ArchivesSpace, an online collection of archival finding aids. Working closely with other campus constituencies, the library is promoting the development of a more equitable and sustainable model for scholarly communication at Skidmore and beyond through the implementation of an online institutional repository.

The library has also been effectively leveraging participation in consortia to maximize use of physical space and support digital initiatives. Involvement in ConnectNY, a shared catalog and unmediated borrowing service for 18 New York State academic libraries, has given Skidmore faculty, staff, and students access to any one of five million books within 48 hours. Ongoing, collaborative projects with the New York Six, an Andrew Mellon Foundation-supported group that includes St. Lawrence, Hobart and William Smith, Hamilton, Union, Colgate, and Skidmore, have led to a long-term plan for digital preservation and the development of a series of digital learning objects to support information literacy.

Center for Leadership, Teaching, and Learning

The building also supports faculty development and pedagogical experimentation in the Weller Room, the home of the Faculty Network Facilitator, Faculty Interest Groups, and Faculty Writing Groups. The Weller Room has evolved into the Center for Leadership, Teaching, and Learning, an Andrew Mellon Foundation-funded initiative to provide opportunities for faculty to explore and engage with the broader landscape of the liberal arts and higher education. The center sponsors a Futures Forum that encourages faculty to connect campus-level and national-level issues in higher education, with particular attention to economic issues. Also created by the Andrew Mellon Foundation grant will be a Collaboration Commons—both a physical space and a concept that supports innovative pedagogies, such as blended courses, integrative strategies for

teaching and learning, and collaborations with other education entities such as the New York Six consortium and the Central New York Humanities Corridor.

Project VIS

The newest initiative to find a home in the library, in the new LI 113 classroom, reinforces and expands Skidmore's commitment to establishing the library as a hub for integrative learning through both physical and digital projects. Established under the aegis of Project VIS, the John B. Moore Documentary Studies Collaborative (MDOCS) and the Visual Literacy Forum—two components of the Andrew Mellon Foundation-funded project—share the space. The Visual Literacy Forum hosts workshops, courses, and events that are intended to contribute to understanding the how and why of visual communication, while reaching across the broadest section of our community. MDOCS is an interdisciplinary program for inquiry-driven storytelling drawing on the methods of the documentary arts. Providing resources for and fostering collaborations between Skidmore's academic programs and documentary practitioners, MDOCS classes introduce the principles of documentary and provide instruction in documentary arts, helping students tell stories that matter and that integrate approaches and evidence from their liberal arts coursework. Students work globally or in the community. MDOCS offers two signature programs: (1) the Skidmore-Saratoga Memory Project, which documents the rich history and cultures of Saratoga County and the contribution of historical and contemporary figures on the national and international stage,[44] and (2) a summer Storytellers' Institute, which connects documentary practitioners and advanced students in an intensive, five-week program to advance projects and grapple with theory through practice.

Opportunities for integrative learning are best fostered in an environment that allows for serendipitous connections between people and ideas, effortless crossing of disciplinary boundaries, and seamless integration of curricular and cocurricular activities. The recent renovation of the Lucy Scribner Library, and the interdisciplinary initiatives that have relocated to or sprung up within the library in relation to it, have resulted in a space with the flexibility and vitality to incubate new modes of teaching and learning now and in the future. A building with beautiful views, filled with spaces for quiet contemplation and for lively discussion, surrounding its average 1,784 daily visitors (2013–2014 academic year) with innovative programs, expert help, cutting-edge technologies, works of art, books, journals, and increasingly rich layers of digital content—the library is a model for configuring spaces with the tools that allow students to reach across disciplines, and across the increasingly blurred line between the physical and digital, to more meaningfully engage with the world beyond the traditional classroom.

Center for Integrated Sciences

> *"There must be rooms equipped with every modern aid for teaching, including space for those which have not yet been invented."*—Josephine Young Case

The Skidmore Center for Integrated Sciences (CIS) is designed to embody all of the lessons that we have learned from the Scribner Library, the Tang Museum, and other integrative

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44. Skidmore-Saratoga Memory Project, online at ssmp.skidmore.edu.

learning spaces around campus. Currently spread across four different buildings, the nine physical and life science departments are housed in suboptimal facilities in terms of their potential for integrative learning. The Dana Science Center "has not seen a significant renovation to the older portion of Dana since it was originally constructed in the 1960s. Almost 50 years old, its building systems are failing and significant renovation will be required to bring the building in line with present building codes and life safety requirement."[45] Preliminary estimates predict that we have at least $30 million in deferred maintenance in the Dana Science Center alone. Furthermore, Harder Hall was initially constructed as a building to house student dorm rooms and faculty offices and now houses, along with Economics, Mathematics and Computer Science, one of our most infrastructure-intensive departments. Similarly the Health and Exercise Sciences department, one of our heaviest users of scientific instrumentation, is housed in renovated spaces in the Williamson Sports Center, a space never designed for scientific research and teaching labs, located across campus from the other science departments.

The newest section of the science complex, the "new" Dana addition, is now nearly 20 years old, and even its air-handling units are reaching their anticipated lifetime. In short, the Center for Integrated Sciences is an urgently needed and much anticipated opportunity for the science departments, and indeed the entire campus, to think more carefully about integrative learning and space usage.

The building process began with the formulation of the Science Vision statement composed by faculty from each of the science departments with input from faculty across campus. The four goals from the Science Vision statement are:

1. Providing each student with a solid understanding of science and its relevance to their lives

2. Strengthening our science departments and developing interdisciplinary connections

3. Empowering more student-faculty research collaborations

4. Developing unique interdisciplinary connections between the sciences and the art, humanities, and social sciences[46]

Each of these four goals is facilitated through the design of the CIS at the individual space level, placement of individual rooms, grouping of interdisciplinary clusters, and the inclusion of multiple spaces designed to reach out to all of campus as described below in terms of integrative learning.

The formal process of planning the building started in July of 2012 with the hiring of Payette, an architectural firm in Boston with extensive science building experience. In order to facilitate goals 2 and 4 of the Science Vision, it was important to co-locate all nine physical and life science departments, including the Departments of Biology, Chemistry, Environmental Studies, Geosciences, Health and Exercise Sciences, Mathematics and Computer Science, Neuroscience, Physics, and Psychology. These departments are currently located in five different buildings. In order to foreground the four goals of the Science Vision statement, conversations were organized around interdisciplinary groups as well as departmental units. These disciplinary and interdisciplinary discussions resulted in an exciting design with substantial creativity. They

45. Dober, Lidsky, Mathes, "Science for the Future: New and Renovated Spaces," 2011, Supporting Document 17.
46. "Science Vision 2008–2018," Supporting Document 18.

also resulted in much greater space sharing and efficiency that allowed the building to require substantially less net assignable square feet (NASF) per faculty member than at our peer institutions, as shown in the following table.

Comparison of Net Assignable Square Feet (NASF) per Faculty Member in the CIS

Departments/Program	Skidmore (nasf/fte)	Peers* (nasf/fte)	Aspirants** (nasf/fte)
Biology	1,571	2,200	2,500
Chemistry	1,606	2,100	3,100
Environmental Studies	1,197	2,700	
Geosciences	1,781	2,100	2,300
Health and Exercise	1,285	2,800	2,800
Math/Computer Science	3,01	500	900
Physics	1,678	1,700	2,100
Psychology	519	1,100	1,400
Average	**1,242**	**1,900**	**2,157**
Percent difference		**+53%**	**+74%**

*The reported value is the mean of the area at the following schools: Bard, Bates, Colgate, Connecticut College, Dickinson, Franklin and Marshall, Gettysburg, Hamilton, Kenyon, Oberlin, Sarah Lawrence, St. Lawrence, Trinity C, Union, Vassar, and Wheaton.

**The reported value is the mean of the area at the following schools: Bowdoin, Colby, Haverford, Middlebury and Wesleyan.

During the summer of 2014, we completed the design/development phase of the planning process. As designed, the CIS involves razing Harder Hall, a gut renovation of the Dana Science Center (which was built when the campus was relocated to its current location in the 1960s), and a light renovation of the new Dana addition (which was constructed in 1996), as well as an addition on the northern and eastern sides of the existing building. As planned, the CIS encompasses 85,000 square feet of renovated spaces and 115,000 of new construction. Furthermore, this project frees space in the Williamson Sports Center and Tisch Learning Center, allowing the College to think creatively about the use of those spaces.

We have designed a project from the inside out that will allow students, faculty, and staff to integrate their learning across disciplines, across time, and across communities. For the sake of brevity, we have chosen to highlight particular design features and types of spaces rather than provide a comprehensive list of integrative learning in the design of the CIS.

Project Spaces

In order to encourage students and faculty to integrate their learning across time, we have designed groups of lab spaces that incorporate a teaching lab, a preparation space, and project spaces. The CIS will house 16 project spaces. Scientific learning is often based on access to

physical systems or instrumentation, such as the infrastructure to grow and study fruit fly development over time or instruments to measure properties of field samples. The CIS allows students to break free of the limitations of three-hour lab times by combining teaching labs with small adjacent project spaces to which students will have access 24 hours a day, seven days a week. We are excited about these project spaces because they will allow students to understand time as a scientific variable and investigate much more sophisticated scientific systems.

Since multiple classes will share these project spaces, we envision that the spaces will foster integrative learning across courses and across time by allowing informal conversations among students. As a student in sophomore level microbiology converses with a senior student enrolled in bacterial pathogenesis, the sophomore will be learning about the work that he or she can anticipate but, perhaps more importantly, the senior will be encountering, remembering, and integrating this sophomore-level experience while engaging in more advanced or overlapping coursework.

Interdisciplinary Clusters

As a result of our interdisciplinary planning efforts, we have designed a project that facilitates integrative learning across disciplines for students and faculty. While we have chosen to highlight the biomolecular sciences groups, similar interdisciplinary discussions occurred around field methods (Environmental Studies and Biology), the animal facility (Biology, Health and Exercise Sciences, and Neuroscience), and computational methods (Mathematics, Computer Science, Physics, and Psychology), as examples.

Individuals from Biology, Chemistry, and Neuroscience who have a shared passion and equipment and infrastructure needs formed a biomolecular sciences cluster. In addition to these faculty, who will be sharing one large research lab and adjacent teaching spaces, affiliated faculty in Health and Exercise Sciences, field methods, and Neuroscience are placed on the same floor across the atrium.

This proximity will facilitate integration of knowledge and research projects across disciplines. The cluster will foster the development of a large intellectual community within which students can integrate multiple disciplines around a shared methodological framework. For example, one professor's developmental biology research program (on understanding the effects of alcohol on the development of the nervous system of zebra fish) will be next to another professor's biochemistry research program (on understanding how alcohol affects the behavior of neuroreceptors). This co-location intentionally fosters integrative learning across the disciplines and supports goals two, three, and four of the Science Vision.

The CIS will also house four shared, registrar-controlled classrooms, four registrar-controlled computer labs, a shared computer lab/tutoring space, 17 student study spaces, and four conference rooms that will draw faculty and students from across the campus because of their flexibility and aesthetic appeal. Furthermore, even the physical shape of the building seeks to reach across to the arts quad composed of Filene Hall, the Saisselin Art Building, the Zankel Music Center, and the Bernhard Theater.

IdeaLab

The IdeaLab is an example of a space designed to integrate the curricular and cocurricular as well as Skidmore and the surrounding community. The IdeaLab is designed to be

a flexible, innovative space where students and faculty can actualize their creative ideas. Informed by traditional entrepreneurship spaces, inspired by the "maker" movement, and embracing the Skidmore commitment to creativity, the IdeaLab aims to be a space for course-based projects as well as individual work. The IdeaLab will have a director who will be involved in developing programming for the lab, which will be a combination of academic and social events. It is envisioned that the IdeaLab will be a place for students, faculty, staff, and community members to work but also play with disruptive technologies such as 3D printers, milling machines, and laser etchers. In fact, this space was originally conceived in response to students who were soldering in their residence halls in order to make new speakers. We anticipate a rich offering of cocurricular programming that will familiarize interested parties with the technology of the lab and provide intentional integration between the curriculum and cocurriculum; it will also provide opportunities for students, faculty, and staff to network within and beyond the Skidmore community and learn about others' creative approaches.

This space will bring students, faculty, and staff from across the campus, as well as members of the wider community, together around shared facilities, including both high- and low-tech tools from sophisticated electronics to needles, thread, and fabrics, thereby facilitating integrative learning across several dimensions.

On the Periphery of Time and Innovation: Tisch Learning Center

"Buildings do not cause academic programs, but they can impede them."
—Josephine Young Case

Tisch Learning Center (TLC) was built in 1987 in large part to provide classroom spaces and faculty offices needed to support the recently adopted (and ambitious) Liberal Studies (core) curriculum.

According to minutes from 1985 Board of Trustee meetings, Tisch Learning Center was to provide space that was intentionally integrative across disciplines, bringing students and faculty together in ways that would enhance and complement the new interdisciplinary curriculum. When the first phase of TLC was completed in 1987, it became known as the Academic Center; it housed 22 classrooms and the offices of the Departments of American Studies; History; Psychology; and Sociology, Anthropology, and Social Work. Labs for these departments were also included in the original plans for the building. For financial reasons, the plan for phase II, to add a fourth floor and a wing jutting into the green to the south, was never realized.

Between 1986 and 2015, what is now known as TLC has become one of the true workhorses on the Skidmore campus. Unlike mixed-use buildings that include administrative offices and auditoriums, such as Palamountain—or that share academic spaces with student services, cafes, administrative offices, etc., such as Ladd; or that reside among public performance and exhibition spaces, such as Zankel and the Tang—TLC was intended as, and continues to be, a strictly academic building. It is for this reason that the Working Group selected it as our example of a past space in which we now struggle to meet present and anticipated needs for blended learning, new technologies, and evolving pedagogies such as flipped and de-centered classrooms. TLC currently houses five departments: American Studies, History, Sociology,

Social Work, and Psychology. It also houses the interdisciplinary program and minor Intergroup Relations (IGR). It has a rich history of innovation and interdisciplinarity. We anticipate that it can in the future become again a site of innovation as we move to develop more intentional spaces to support integrative learning. In the future, when the new CIS is built, Psychology is slated to move out of TLC, which will open up space and provide opportunities for renovation and innovative spaces.

Technology, "Hubs," and Other Integrative Spaces in TLC

TLC has long been a site for early adoption of new technologies and pedagogies. In 1996, Psychology Professor Hugh Foley was the first faculty member in TLC to introduce technology in his teaching and research in the form of a small 12-computer Macintosh laboratory. This lab was set up in a makeshift space in room 101A—two classrooms were merged into one. Professor Foley's lab continues to be used for research, experimentation, and statistical analysis.

The classrooms in TLC were the first on campus to be equipped with multimedia podiums and projection capabilities. The successful model achieved in TLC has since been standardized across the campus.

In the past several years, the departments in TLC have developed a model for "hub" spaces. They requested and received computer workstations for student use. The workstations exist now in the Sociology/Social Work main offices on the second floor, and in the American Studies and History main offices on the third floor. These stations have proven to be very effective for bringing students together to work on collaborative projects, to discuss assignments, and to work individually on papers. Here, faculty can now also train and supervise students making use of specialized software such as SPSS and Hypertranscribe. Individual and collective advising also happens in these spaces, along with quantitative tutorials, collaborative research, and individual projects. Being in close physical proximity to faculty and students from other departments and programs facilitates communication across disciplines. These flexible, technology-rich hub spaces are models of integrative learning space as it exists in TLC, and certainly should be taken into consideration when the building is remodeled in the future.

In one particular way, the building's traditional configuration—hallways lined with box-like classrooms and reasonably-sized faculty offices—has encouraged certain kinds of integrative learning, and we might consider how these processes could be supported more fully in an innovative structure designed intentionally for these purposes. Teaching and historical scholarship happen side by side (and, as a result, hand in hand) in the History and American Studies departments, one very early and very basic form of what we now call integrative learning. Students both witness and participate in the creation of new knowledge in their professors' scholarship, which is itself in many ways integrative. American Studies is by definition interdisciplinary; History has undertaken a new initiative in integrating public history into the students' learning; and many of these faculty do research that focuses on visual objects and visual communication (maps, illustrated books, material culture, and digital objects, for example). As the disciplines have evolved, they have become sites for rich integrative learning.

The American Studies and History departments have taken substantive strides in recent years to grow their use of integrative learning experiences while testing the creative limits of their traditional spaces. American Studies and History faculty now have multiple, constantly changing display cases on the third floor of TLC that their students use as extensions of their

classes and as ways to display their work and to curate the visual objects that they are studying. This increased emphasis on object exhibition and visual analysis parallels these disciplines' shift towards public history and the integration of historical research with a variety of outreach models.

In all of these ways, the TLC faculty make an outmoded design work for several models of integrative learning. We propose that putting integrative learning at the intentional center of our eventual planning for renovations will lead to a better, more flexible design for spaces that will not just allow but also provoke innovations in pedagogy and learning.

Current Challenges

The current state of affairs in the building, however, continues to make integrative learning very difficult on several levels.

First, the recent expansion of Psychology's lab space to the third floor of TLC has eliminated large classrooms that History and American Studies formerly valued. The crowded conditions in the building—and on the third floor in particular—have changed the ways teaching and learning happen.

Following Psychology's anticipated move to the CIS, American Studies and History support a vision that reimagines the third floor of TLC as a space for both departments, a space that recognizes their closer alignment with one shared administrative assistant and that is spatially designed to mirror that arrangement. Any future plan would need to account for office space, assuming that both departments might grow their faculty over time. Also, as Skidmore considers changes to its core curriculum in 2015–2016, we must consider carefully the implications of such changes for future space needs, needs that go beyond the anticipated CIS.

More importantly, any future plan should include the restoration of classrooms to the third floor. Both History and American Studies have taken steps to include exhibitions, public history, and other integrative topics and pedagogies in their class offerings, and all of TLC's departments and programs are eager to collaborate on flexible, innovative spaces that are technology-rich. Smaller seminar spaces in which to workshop public history projects; spaces more conducive to media, documentary, and visual studies; and spaces that are more conducive to multiple configurations in the course of a class (such as flipped classrooms, lab-like spaces, and small-group work, as well as more traditional lectures and seminar discussions) are a sampling of what all of these departments might want or need.

One possible model to emulate is the Arts Administration program's space in the newly renovated Filene building, which includes the Arts Administration Think Tank (Filene 110), a space dedicated to students studying Arts Administration (and thus from different majors) to come together for group work, problem solving, discussion, and debating real-world challenges facing the state of the arts. As designed, the space is completely flexible, with eight moveable chairs, three nesting work tables, a large flat-screen monitor, and a borderless custom dry-erase wall (not just a board) to maximize the expression and flow of ideas and creativity. In TLC, the new seminar rooms we envision for the future renovation could be used for more traditional teaching, but they would also allow faculty to bring archival work to our students in rich new ways.

Between 1987, when the TLC was completed, and the as-yet-to-be-determined date for the completion of the CIS, Skidmore will have significantly updated its infrastructure to meet the

growing special and technological needs of our students and faculty. The Scribner Library renovation is a perfect example of how Skidmore has responded to demands for fully wired classrooms, new software, greater access to new electronic databases, and areas designated for technological experimentation and creative teaching and learning. The CIS will take these innovations further, as it has in its plans rooms that will be multipurpose, with moveable chairs and desks and multiple workspaces created specifically for collaboration and integrative teaching and learning. Here Skidmore will realize the most integrative opportunities for our students and faculty, encouraging them to work in new ways.

TLC represents a building that, despite significant technological upgrades, remains woefully out-of-date, difficult to utilize, and incapable of meeting the growing technological needs of our students. Nor are the classrooms conducive to truly integrative teaching and learning. Despite the small innovations departments have made, it is difficult to imagine TLC, as it is currently configured, as a space conducive to creative pedagogies, much less integrative ones.

Conclusions

"Make no small plans."[47]

Every chapter and topic in this Self-Study could and should also be viewed through the lens of planful spaces and innovative designs. We have not, for example, addressed the limitations of the Intercultural Center as a space for integrative learning (curricular and cocurricular) around culture and identities. Many of us believe that we urgently need a better space for a Social Justice Center to serve as a hub for learning about social identities and social justice to address some of the problems that we identify in the next chapter. Nor have we addressed the need that many see for an integrative community wellness/recreational/social center. To better integrate, support, and promote cocurricular activities within the Skidmore community, many believe the College should develop plans for a community center that includes facilities for health and wellness, recreation, and community events and performances in a welcoming setting. The spaces should be flexible to allow for multiple uses, but also include areas dedicated to equipment for specific purposes (exercise equipment, games, or a social space such as a pub or coffee house). The current Case Center addresses only a few of these functions and could be developed into a more comprehensive center serving as a hub for the community and supporting goals in the Strategic Plan that focus on wellness and well-being.

The Space Planning Working Group has argued, in response to an earlier draft of this chapter, that we should undertake a study of space utilization across campus in which an overall campus space plan can be developed. We have a Campus Plan, but it is broader and more focused on buildings. We also need planning that takes into account spaces for new pedagogies, changes in departments and programs, possible new "centers" or initiatives, and new technologies. The planning should include processes that are systematic and equitable. The

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47. The quote, originally from 19th-century American architect Daniel Burnham and adopted in 1976 by Skidmore President Joseph Palamountain (by way of another university president), "has become something of a Skidmore byword," as American Studies Emerita Professor Mary C. Lynn explained in her book, *Make No Small Plans: A History of Skidmore College* (Saratoga Springs, NY: Skidmore College, 2000).

Working Group believes that space is an ongoing, major concern that inhibits the development of integrative learning at Skidmore.

Finally, we might also have considered separately and more fully the College's digital spaces in relation to our physical ones. A more capacious and ambitious concept of digital spaces as sites of integrative learning could inform, again, every chapter of this Self-Study. Among the ideas that floated in early drafts of this report was the proposal to increase support for digital scholarship and, in particular, digital humanities, perhaps with a center for digital humanities. And we would do well to consider whether our current arrangement of offices—for example, for Student Academic Support—is maximally conducive to furthering integrative learning in the ways we are imagining here.

These are just several among a number of interrelated topics on space that we might well have addressed here, and that we recommend for further discussion. Our recommendations below, however, emerge directly out of the topics studied here. A final and broader recommendation would be to consider any building and renovation projects through the lens of integrative learning and the emergence of a new curriculum, on the model best demonstrated by planning for the CIS. "There must be rooms equipped with every modern aid for teaching, including space for those which have not yet been invented," Case wrote. Her vision holds true for us today.

Recommendations

1. Begin the construction of the Center for Integrated Sciences at the earliest possible date.

2. Create an early version of the IdeaLab as soon as possible, rather than wait for the CIS. Consider foregrounding other makerspaces on campus for integrative learning.

3. Renovate and furnish a few classrooms in Tisch Learning Center to better support innovative pedagogy. Faculty should be able more easily to break classes into workshops or small groups, where students might access technology and faculty might move among clusters at work.

4. Ensure that planning for a renovated/repurposed TLC be informed by the ambitious visions for integrative learning of those who will occupy and use it.

5. Study other learning spaces on campus and plan for similar renovations to increase their flexibility.

6. Develop, if possible, a more comprehensive, detailed, and forward-looking plan for the use of campus spaces.

IV. Diversity and Inclusion

Nationwide as well as at Skidmore we are grappling with the enormous challenge of changing not just behaviors but also mentalities and implicit assumptions about race, ethnicity, social class, and other social identities. Here—more, perhaps, than in any other area we have studied for this report—not only students but also faculty and staff have much to learn. All of our work on diversity and inclusion must aim for our students to be transformed by their liberal arts education; they must meet our Goals for Student Learning and Development in this area as in others. Our goals include several that specifically relate to learning about social identities and the problems entailed in cultural differences and inequalities. The goals state that our students should learn to

- understand social and cultural diversity in national and global contexts;

- interact effectively and collaboratively with individuals and across social identities;

- interrogate one's own values in relation to those of others, across social and cultural differences; and

- apply learning to find solutions for social, civic, and scientific problems.

They also state that our students should learn "intellectual integrity, humility, and courage." All of these qualities are deeply necessary if our students are to meet the four goals stated above. And the evidence we have—some of it discussed below—suggests that we are making some progress, but that we have a long way to go to realize our own expectations.

We should note too that there is no easy consensus about much of the material in this chapter. As we complete revisions to the report, we are still hearing from members of the community who would like to see changes made to some of the assertions here. The report is serving in some ways to throw differences of opinion, assumptions, and disposition into more stark relief. We remain committed as a community to open discussion of these differences. Some of us call for debate, others for dialogue, and many say that it is difficult to talk with each other about the matters treated in this chapter. There remains important work to be done in this regard as well.

Among the important outcomes of our work on this chapter is our recognition that we need to learn more about the effectiveness of our initiatives in realizing these goals. We might also consider how well students' learning about social identities, power, and inequality may be a particularly engaging way for them to learn critical thinking, effective communication, values and ethics, and solving large-scale and complex problems. In other words, diversity and inclusion can be understood as inherently integrative learning domains. The very difficulty of this learning can make it especially engaging and enduring, if we can as a community understand how best to make that happen. Certainly recent events in the national context point to the ongoing importance of continuing to keep student learning about diversity and inclusion at the heart of our liberal arts education. And our current strategic planning continues to keep the values of diversity, inclusion, and access in view throughout all of our planning and initiatives.

During the past ten years, Goal II of the *Strategic Plan 2005–2015* guided the direction of institutional decisions regarding diversity, inclusion, and social justice. Implementing the

Strategic Plan 2005–2015 since the last Middle States review—particularly in the past five years—we have made notable strides in diversifying the student body and the faculty. Between 2006 and 2014, the ALANA (African, Latino/a, Asian, Native American) student population increased from 15% to 22% of all students; during the same period, the population of first-generation students went from 6% to 12%, and the percentage of students receiving financial aid from 41% to 45%, with an estimated average award of $37,720 in academic year 2015–2016. In the same period, the international student population has gone from just over 1% to almost 9%, a dramatic change—and a record 13% of the first-year class in 2015 is international students.

These changes in the student population resulted from significant changes in our recruitment of students. They have made a dramatic impact on the campus. But in one area, little has changed: we have only slightly increased the percentage of our students who are African American. In 2000, 2% of the student body were African American; in 2015, that number has increased to 4%—a change, to be sure, but on a very different order from the other groups we have mentioned. For all of our increases in the diversity of the student body, we have still made little progress in the recruitment of African American students. This remains a concern.

As in our Admissions work, our faculty hiring process also underwent a structural change in the light of the *Strategic Plan*'s goals, with considerable success. In the past three hiring cycles, we conducted 33 tenure-track searches, and have also made two conversions and one opportunity-hire to fill open positions in various departments as a result of retirements, replacements, and the creation of new lines. This renewal of close to 20% of our tenure-track lines provided the College with a timely opportunity to further diversify the faculty. Accordingly, the Dean of the Faculty's office, in collaboration with Human Resources and the consulting firm Romney Associates, implemented innovative hiring practices that include four "Just-in-Time" Workshops, each focusing on particular aspects of the search process. Topics include the importance of the content and the structure of the ad for attracting a diverse pool, the relevance of networking, consideration of CVs and other application materials to identify applicants from underrepresented groups, strategies to avoid unconscious biases, the pertinence of diversity statements, and discussion of best on-campus interviewing practices and legal and illegal questions. We also implemented an Ambassadors program that offers an opportunity for candidates to meet with individuals who are not connected to the search in order to discuss issues that are outside the professional boundaries of the interviewing process, but that are essential to familiarizing candidates with the College, Saratoga Springs, and adjacent cities. Each search had a "diversity advocate" whose task was to limit the influence of unconscious biases and insure that the qualifications of the chosen candidates met the qualifications specified in the ad. Finally, the Dean and the Associate Dean for Faculty, Personnel, and Diversity played an active role in every search, with a view toward ensuring that the diversity of the wider pool of applicants was reflected in the shortlist of candidates for phone/Skype interviews and campus visits, and in the eventual evaluation of finalists.

The results have been extraordinary. Of the 39 positions over three years, we hired 21 faculty from national and international backgrounds that bring greater diversity to the faculty: three Asian Americans, three African Americans, six Latinos/as, and nine international faculty. The new searching protocols have become the standard modus operandi for tenure-track searches. Furthermore, in those instances when departments have succeeded in hiring faculty from underrepresented groups, they have invariably recognized the value of the new search methods. Although it is difficult to predict accurately the number of vacant lines during the next

10 years, we can anticipate that a meaningful segment of the faculty will near retirement during that period and also that opportunities for conversions of contingent lines to tenure lines may arise. The Dean of the Faculty's office, in conjunction with Human Resources, will continue to run the workshops after our contract with Romney Associates expires in the spring of 2016. By then, a critical number of faculty will have participated, sometimes repeatedly, in the new hiring process and will have developed expertise that will allow us to continue to refine the process. Skidmore's success in hiring a significant percentage of new tenure-track faculty of color has been noticed by some of our peer institutions, and they have consulted with us regarding our new hiring protocols. Also, we have presented the hiring results at AAC&U (2013) and NCORE (2015) conferences. In addition, we have reinstated the Consortium for Faculty Diversity Fellowship with a two-year appointment of a Latino fellow in Anthropology. As we note below, we do continue to experience some challenges with retaining faculty and staff of color, and we need to address that. But the successes with hiring and the effective use of resources to achieve those successes are encouraging signs of change in the community.

Our data on the retention of faculty of color hired during the past 10 years are somewhat mixed.[48] Forty-two of 90 tenure-track faculty hires in 2005–2015 were either domestic faculty of color or international faculty—a significant change in our faculty demographics since our last self-study. Approximately one quarter of all of these faculty have left the College, distributed fairly equally across the categories. The reasons for leaving are quite variable: the faculty of color had no unsuccessful reviews or reappointments; there were two denials of tenure. Of the six faculty of color who left, four left voluntarily. In comparison, two out of five international faculty hires who departed resigned, and three were not reappointed. The numbers are too small to draw firm conclusions, but we would do well to consider whether there is any pattern to the bases for departing, in all of these cases, including voluntary departures. We would also do well to consider the data for retention of faculty and staff of color and other underrepresented groups beyond this cohort of recent, tenure-track hires. Data provided by CIGU show that between 2006 and 2014, we went from 10% of the faculty being faculty of color to 17%, and from 4% of staff being people of color to 8%. The growth among the faculty of color was primarily in Asian Americans, from a total of nine faculty in 2006 to 21 in 2014. The number of full-time black or African American faculty actually decreased, from five to two, although that number now stands at six (roughly, depending on how we count). Black or African American staff, however, increased from 10 to a total of 17 in 2014.[49] How do we read these numbers? Could we be doing better? And are there problems beneath the surface of the numbers that we should be considering? Members of the community might read the numbers themselves in conflicting ways. This is a conversation we could aim to undertake in the faculty and in the College community. However much we may be increasing the numbers of faculty of color, it is not clear that we are as ready to embrace change, collectively, to become a more fully inclusive community. This remains a strategic priority.

In Student Affairs, too, a number of initiatives have followed the *Strategic Plan*'s imperatives. A fellowship position was approved in the Office of Student Diversity Programs (OSDP) in 2012 to design and implement a cocurricular intergroup dialogue program. The

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48. See "Faculty Retention 2005–2015," Supporting Document 19.

49. See "CIGU Recommendation for IPPC: Appendix VI. Human Resources Statistics," page 41, online at www.skidmore.edu/cigu/reports/CDO-Appendix.pdf.

Student Diversity Program Fellow offered educational programs to promote leadership development and build community among students from both majority and underrepresented groups. The fellowship evolved into the position of Program Coordinator when the director of the OSDP also assumed the position of Title IX Deputy Coordinator. The Program Coordinator advises 12 student clubs (African Heritage Awareness, Asian Cultural Awareness, Chinese Culture Club, Hayat, Hip Hop Alliance, International Student Union, Lift Every Voice Gospel Choir, Queer Lives in Color, Raíces, Skidmore Pride Alliance, So What Are You Anyway, and UJIMA) in diversity programming and leadership development, supports students with marginalized identities, and works collaboratively with student groups, Student Affairs staff, and faculty. Last year the OSDP launched a pilot program, "I Speak What I Like," a cocurricular workshop program that employs the peer facilitation model to provide social justice educational programs to the community. The OSDP works closely with the Tang Teaching Museum, the Sustainability Office, student clubs and organizations, and at least two academic departments to offer programs on a diverse range of topics related to social justice, identity, power and privilege, diversity, and inclusion.

This progress notwithstanding, we continue to experience problems related to students' social identities and some students' relative sense of inclusion on campus, as reported by the student survey conducted by Romney Associates in 2013. This report confirms and reinforces other reports in recent years. Students of color, for example, report more dissatisfaction with their experience at Skidmore than white students; black students feel less welcomed and less valued; and all students agree that the campus climate is the least favorable for Latino/a and black students.[50]

Moreover, students of color identified the classroom as the third least-welcoming space on campus, one wherein they experience or witness insensitivities in matters relating to class and race. Students also contend that some faculty lack the experience to confront or mitigate micro-aggressions, which can turn the classroom into an uncomfortable or unsafe space. In addition, in the results of the 2015 YFCY survey, 29% of Skidmore first-years reported that they have heard faculty express stereotyped opinions (29% at comparison schools). These data and other comments make many of us see a need to increase awareness of disadvantaged socioeconomic and cultural backgrounds among both the students and the faculty. Some of us also see a need to recognize students' and employees' feelings of marginalization on account of their own religious beliefs. In addition, students with disabilities express the need for the College to improve accessibility on campus and foster greater awareness of the issues they experience.[51] These data compel us to continue to dedicate resources—financial, curricular, and programmatic—to initiatives that address issues of diversity and inclusion and that foster a climate that allows all our students, regardless of their origin, social class, race, ethnicity, religion, sexual preference, or ability, to grow and flourish both personally and academically at Skidmore and beyond.

If we look at the data as a whole, then, there is a thread that continues from our last Self-Study and the Periodic Review Report: we have made tremendous gains and many changes; we

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50. "Graduating Students of Color Exit Interviews, 2011," report prepared by the Committee on Intercultural and Global Understanding, February 22, 2012, Supporting Document 20.

51. Carolyn Eilola, Kathryn Fishman, Arielle Greenberg, Crystal Dea Moore, Andrew Shrijver, and Jamin Totino, "Success with ACCESS: Use of Community-Based Participatory Research for Implementation," *Journal of Postsecondary Education and Disability* 24:1 (2011), 58–62, online at creativematter.skidmore.edu/soc_work_fac_schol/2.

have had the greatest success with hiring, with Admissions, with recruitment of students, with increases in financial aid, and with programming in Student Affairs; and despite these changes in our community, we continue to face challenges with campus climate. We need to continue to find ways to make Skidmore more inclusive, and to increase our community members' awareness of and sensitivity to negative stereotyping in all its forms.

A further question remains: How well are our students learning about diversity? This is a multifaceted question. How well does our curriculum and do our pedagogies teach students about diversity so that they can meet our goals for their learning? How well are activities in the cocurriculum leading them to have the integrative learning experiences that will affect them deeply and change their thinking?

Our data reflect both progress made and challenges that remain. Data from the National Survey of Student Engagement (NSSE 2013) now show that Skidmore students—first-years and seniors—report both engaging in activities and having discussions about diversity and economic/social inequality more than do students from the comparison schools (Appendix D–Tables D6 and D7); this relatively positive finding has emerged since our last Self-Study. Even though the numbers are higher than those of our comparison schools, we are not satisfied that Skidmore students are fully engaged in addressing issues of diversity and inequality. For example, only 33% of Skidmore first-year students and 23% of seniors reported that they often attended events or activities that encouraged them to examine their understanding of racial or ethnic differences, and 61% and 52%, respectively, engaged in discussions about race, ethnicity, or nationality.

Another set of questions on the NSSE survey asked about how often students included diverse perspectives in their coursework and how often they interacted with students from backgrounds different from their own. Skidmore students scored fairly highly on these questions (61%–82%; Appendix D–Table D8), except for interactions with people with different political opinions, on which they scored significantly lower than students from comparison schools (51% vs. 68% for first-years and 48% vs. 67% for seniors).

Other survey data corroborate the findings above. The 2015 YFCY survey had several questions on diversity (Appendix D–Table D9), and some of the results show our first-years as comparable to our peers' in terms of diversity. Our students rated themselves strong on the questions about their attitudes towards diversity, as did first-year students from the comparison schools, with percentages ranging from 73% (openness to having my own views challenged) to 88% (tolerance of others with different beliefs). Students also felt that the campus was respectful of the expression of diverse beliefs (88% vs. 79% at comparison schools), and that they had been exposed to diverse opinions, cultures, and values at college (Skidmore 89%, comparison schools 91%). They also felt that their knowledge of people from different races/cultures had increased during their first college year (Skidmore 88%, comparison schools 88%).

Several questions on the YFCY survey brought up areas of concern, however, particularly in the areas of campus climate and interpersonal relations: 24% of Skidmore first-years reported sensing a lot of racial tension on campus (27% at comparison schools). Fourteen percent (14%) of Skidmore first-year students reported that they had felt discriminated against at Skidmore because of their race/ethnicity, gender, sexual orientation, or religious affiliation (16% at comparison schools). Six percent (6%) of Skidmore first-years reported feeling insulted or threatened because of their race/ethnicity (9% at comparison schools). Fifteen percent (15%) of

Skidmore first-years reported having guarded, cautious interactions with students of a different racial/ethnic group, and 8% reported having tense, somewhat hostile interactions (19% and 10%, respectively, for comparison schools). Only half of students from Skidmore (49%) or comparison schools (50%) reported that it was very important to them personally to help promote racial understanding, and less than three quarters (72% and 71%, respectively) felt that it was very important to improve their understanding of other countries and cultures. Although the data show that other schools are dealing with similar issues, these are sobering matters that we would do well to consider. The numbers do not convey adequately the lives and experiences they represent. Just to return to one datapoint: 6% of our first-year students said they felt insulted or threatened because of their race/ethnicity: that is a significant number of individuals suffering in a way that is unacceptable at an institution of higher learning. We have to believe we can do better.

There is an area in which our students do vary from the comparison norm: the results of the YFCY survey suggest that Skidmore first-years were significantly less satisfied than students at comparison schools with the racial/ethnic diversity of faculty (39% vs. 52%) and of the student body (47% vs. 59%). In addition, our recent alumni report that they did not learn as much about diversity and inclusion as we aim for: data from the Alumni Learning Census (classes of 2001–2010) show that while alumni rate the importance of the five items related to diversity between 4.1 and 4.6 on a 5-point scale, they rate these items only 3.2 to 3.9 as being enhanced by Skidmore.[52] These data suggest, again, further room for improvement.

In the chapter that follows, it is clear that the College has redoubled efforts to increase our students' learning in this area, often in areas and ways that are creative and unexpected. And yet we are still in the process of developing assessments that will tell us more about what students are learning from these experiences. And, as is clear in Chapter I of this Self-Study, we are still developing the curricular requirements that will best lead to the learning we want for our students. These processes have been under way for years and yet remain unfinished.

We have had success with one recent curricular initiative, launched by the Dean of the Faculty in 2013. Even though the faculty response exceeded the funds that were set aside, the dean supported 10 faculty in developing new courses on race and ethnicity, gender, and class. Courses such as "The Black Female Body," "Multicultural Flare-ups," "Latinidades," "Philosophy of Race and Gender," and "Sexuality in Japan" are now part of the curriculum in several departments and programs. We know that we need many more courses if we are to be in a position for all of our students to learn about social identities and social justice.

In this chapter, we present our efforts to bring this learning to a broad range of students, noting both successes and challenges. Our aim is to present the evidence for where sustained efforts and sometimes changes are both needed and likely to work, based on our evidence.

Diversity and Inclusion and Integrative Learning

Engaged liberal learning experiences, otherwise known as high-impact experiences, provide, as we know, some of the best opportunities for integrative learning. As we hope to demonstrate below, some of our signature programs—Intergroup Relations (IGR), learning at the Tang, and our structures for off-campus study—engage students to focus deeply and creatively

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52. "Alumni Learning Census: Summary Data from the Classes of 2001–2010," Supporting Document 5.

on various experiences with diversity, social justice, and inclusion. Students' learning about diversity and inclusion is among the most engaged learning they experience, particularly when it happens simultaneously in the curriculum and the cocurriculum; when students bring theory to practice; when they encounter different cultures that call for negotiations in a different language; when they step out of the classroom to work with a group of individuals who face physical and mental abilities that are markedly different from their own; or when they face complex identity dynamics through the lens of art and various media. Such experiences prompt self-reflection and self-awareness and are most profound when students are encouraged to consider them in a sustained manner. This can be accomplished in a course or sequence of courses, by keeping a journal or making a presentation, and while working with individuals who are different from oneself. Needless to say, in all these spaces and circumstances, students are systematically prompted to confront their own biases and understand their own cultural locations.

For this part of the Self-Study, we have focused on four programs where integrative learning happens in the context of learning about and experiencing diversity and inclusion. The programs vary in the number of participants and are often qualitatively and quantitatively different regarding the resources they require. Although they may be firmly ensconced in the curriculum, a practical component may connect them with the cocurriculum and the "glocal" world beyond Skidmore. What follow in this report are program exemplars where integrative learning is at its best, and where it flourishes primarily because of the multilayered experiences and plural perspectives that are woven into them. Students who take part in these programs are typically able to connect personal life experiences with acquired knowledge, and are compelled to engage in rigorous thinking about their own roles in identity-based social interactions. The core objective in these programs is to inculcate in students an ability to genuinely understand diversity while grappling with issues around marginality and otherness. As we learn more about their relative effectiveness, we will be in a better position to expand and replicate their successes.

We have also included a fifth program, SEE-Beyond, because it emphasizes a different facet of our effort to be an inclusive community, our goal of ensuring that *all* students can access transformative experiences within and outside the classroom. Further, although not a requirement of the program, a number of students receiving the SEE-Beyond award have worked at the intersections of social justice and inclusion, and conduct their research somewhat independently in the summer. We also see the program as deserving attention here because its high-impact nature positions it as a potential major program of the future; and we believe that, because of funding limitations, it has not yet achieved its full potential in terms of number of students participating in it.

The Intergroup Relations Program

In 2008, Skidmore established the Intergroup Relations Program (IGR), a sequence of courses based on a fusion of academic content and dialogue experiences shaped around social identities. After the program was well under way, the College approved a minor in IGR in 2012, the first of its kind in the United States. The program emerged as a result of the unwavering commitment of 13 faculty and Student Affairs staff, and is sustained in large part by the support of students who are willing and eager to engage in the complex, hard, and often deeply personal work demanded by inter/intra-racial dialogues. Between 2010 and spring 2015, 297 students, for a total class enrollment of 410, enrolled in IGR courses. In 2013, the administration approved a

new tenure line for IGR/Sociology and instituted the position of Assistant Director of IGR, recognizing that additional support for the minor was necessary if the program was to continue to develop and flourish. The new position also permitted the program to host an inaugural Northeastern IGR Conference in June 2015 that brought together over 150 IGR academics and practitioners from 30 colleges and universities across the U.S. and beyond to discuss development and structures of existing and future IGR programs, best practices, and related research.

IGR promotes integrative learning that is transdisciplinary and potentially lifelong in practice. IGR is an interdisciplinary field of study requiring the cognitive integration of concepts from multiple disciplines to application in complex social conditions. For example, students engaging in an examination of race must simultaneously work to apply concepts, methods, and content from across the disciplines—such as sociology, psychology, history, and media studies—during their dialogues.

The IGR minor at Skidmore College provides a powerful example of integrative learning, as it engages students in curricular work that allows them to connect their personal experiences with their academic knowledge. At the heart of IGR pedagogy is the development of reflective judgment and practice. Because students who minor in IGR must learn to facilitate coursework in intergroup relations (students are trained to lead the two-credit dialogues for their peers), the minor sits at the crossroads of theory and praxis. The program's pedagogy is centered in dialogue, a form of communication focused on developing understanding through the generative power of conversation.[53] From their first dialogue experience, students are involved directly in social analysis and the practice of examining social identities in relation to one another and the broader cultural, institutional, and structural world. All IGR courses require that students integrate analytic knowledge with self-reflexivity, a process that often draws out strong emotional responses. As such, intergroup dialogue pedagogy embeds practices designed to tap into both modes of learning—analytic and affective—in developing an understanding of one's own social identities and those of others. Students' work is driven by both content (knowledge and skills) and process (both practice and application in real-world contexts)—the definition of an integrative learning model. As a result, students learn to challenge racial assumptions, bringing to the surface the emotions attached to these often ideological and unconscious beliefs, so that when they encounter these outside of the classroom, they possess the awareness, knowledge, and skills to address the conflict. Students move from low-risk to high-risk activities and dialogue, from consideration of the personal to the structural and institutional, from abstract to concrete, and from disciplinary content knowledge and awareness to application in real-life settings. In short, to be successful in their IGR coursework, students must connect what they are doing in the classroom to experiences outside of the classroom—within their cocurricular, other curricular, and larger community experiences. Thus, learning is transferrable; for example, students develop an enhanced ability to recognize everyday practices and institutional forms of racial injustice in new contexts.

In their IGR coursework, Skidmore students learn to process language and communication in an integrated manner. Attention to language (oral, written, and body) and knowledge, and the dialectic relationship between them, is central to the process of engaging in

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53. David Bohm, *On Dialogue* (London: Rutledge, 1996). Physicist David Bohm pioneered the theory of dialogue in organizations that serves as the conceptual foundation for IGR dialogues.

dialogue. Readings, in-class dialogue, written papers, and interactive exercises are used to guide self-exploration, highlight similarities and differences among class members, and increase understanding of how social structures and institutions function to allocate privilege and sustain societal inequities. Students learn to use communication in a truly integrated sense to engage in self–other exchanges that help them come to see and understand the experiential and intellectual similarities and differences. IGR exemplifies a paradigm in which communication is always more than just a "message" or text: in IGR, every communicative act takes place in the context of dialogue; communication thus entails understanding your audience and context, and attending to any response.

Assessment of Skidmore's IGR program demonstrates that students exhibit a pronounced understanding of one's self as a learner. IGR uses a framework of co-learning and lifelong learning to emphasize that this work is ongoing and never-ending. Self-assessment and self-reflection are cornerstones of the IGR model.

Student learning outcomes indicate:

- *Increased self-reflexivity* about issues of race, identity, power, and privilege: students are better prepared to recognize target and agent social identities; examine their stereotypes, prejudices, and biases; and progress through the racial identity development stages

- *Heightened awareness* of the institutionalization of race and racism in the U.S.: students are better able to understand the sociohistorical context of race relations as well as relevant terminology, and to recognize structures of power, privilege, and oppression in their own life (or the lives of others); they learn to understand overt and subtle prejudices against multiple social identities

- *Improved cross-racial interactions*: students become more willing to listen to perspectives that are different from their own; they develop inter- and intra-racial relationships, friendships, connections, and allies

- *Enhanced ability to engage productively in race-related dialogues*: students are more equipped to use their newly-developed skills (e.g., practice empathy, listen actively)

- *Diminished fear* about race-related conflict

- *Heightened appreciation* for the educational benefits of a racially diverse campus

- *Increased participation in social change* actions (e.g., taking ownership for actions, building alliances, challenging derogatory comments, recognizing how to intervene)

- *Improved confidence in creating social change*—individually, interpersonally, and structurally[54]

The most recent IGR assessment project launched by Kristie Ford documents outcomes that extend out beyond graduation in the lives of our alumni, affecting their careers and their beliefs. This ongoing research project explores how, if at all, former IGR facilitators are using and/or applying what they learned to their personal and professional lives three years postcollege. Through extensive qualitative interviews, this study hopes to assess facilitator

54. Kristie A. Ford, "IGR Assessment Report 2008–2009," Supporting Document 21.

growth over time in relation to the learning goals of the dialogues (e.g., communication processes and inter-/intra-group competencies, sustained awareness of social justice issues, ability to work effectively with people of differing races, evidence of course application to interpersonal interactions and experiences, impact on professional trajectory). As we note below in Chapter V on values and ethics, the preliminary results suggest that IGR has helped students to interrogate, question, and reexamine their justice-related values and ethics. IGR has also affected the decisions these students have made in their postcollege lives.

Since its inception, 22 faculty and staff have participated in the program, and seven students have collaborated with Kristie Ford, the director, in the analyses of assessment data. At least three such collaborations have led to articles that have been (or will be) published in peer-reviewed journals.

While the IGR minor at Skidmore represents a strong model for integrative learning, we do see challenges that must be addressed in the coming years. These include developing and sustaining faculty and staff engagement with IGR, particularly among senior faculty and staff; developing student interest in and commitment to IGR (like other curricular initiatives, IGR serves a relatively small subset of the campus community, so the capability of engaging more students across identities is paramount to the success of the program); and developing the IGR curriculum to more formally reflect the broad scope of social identities including class, gender, sexual orientation, and nationality, to suggest just a few possibilities.

The Tang Museum—Diversity and Inclusion/Integrative Learning

Since its inception in 2000, the Frances Young Tang Teaching Museum at Skidmore College has consistently offered a wide range of exhibitions, programs, and activities that successfully connect integrative learning with issues of diversity and inclusion in its broadest sense—in terms of race and ethnicity, but also gender identity, sexual orientation, religion, national origin, and social class. In the last five years, the Tang has presented 77 exhibitions, of which 55% represent diversity and inclusion either through the subject matter and content, or by representing the work of artists from traditionally underrepresented groups.

Two related programmatic threads operate at the Tang: exhibitions and events. Exhibitions and the programming around them are a vital and powerful way to achieve an understanding of the complexity of communicating across difference; of how profoundly different views, perspectives, and values can coexist; and of the importance of strong relationships across culture, race, ethnicity, class, gender, and other social identities. Tang programs create opportunities for students to participate in their conception and execution, and to take part in programs that have real-world impact. They also engage students in sustained ways through the curriculum, as faculty make use of exhibitions and objects as a laboratory of ideas for their courses. Student-led programming (for example, at Late-Night Thursdays, and in connection with student-created exhibitions) also reinforces the curricular learning in the Tang. Both exhibitions and programming foster global and intercultural understanding through content, but also because all exhibitions—regardless of specific content—foster an understanding of how multivalence can exist within the world: the semiotics of the visual when practiced as open-ended inquiry and play counterbalances the essentialist rhetoric in much of the world around us.

As we do throughout this report, we present here a case study to illustrate the kinds of exhibitions that are curatorial collaborations between faculty and Tang staff and that result in

high-impact, complex integrative learning about race, social identities, and social justice for students. Two more case studies appear in the supporting documents, along with more complete information about our work related to diversity in the museum.[55] These examples differ in terms of size and scope, complexity, the space in which they were mounted, longevity, types of enrichment program connected to them, and the ways in which they integrated with the curriculum. But all examples highlight the kind of integrative learning that occurs on a regular basis at the Tang around issues of diversity and inclusion. Space limits us to just one here. We have chosen to present a recent exhibition that demonstrates particularly well our commitment to our students' learning about diversity and social identities.

Classless Society, which was on view at the Tang from September 7, 2013–March 9, 2014, was co-curated by Janet Casey (English Department), Mehmet Odekon (Economics Department), Rachel Seligman (Tang Assistant Director for Curatorial Affairs), and John S. Weber (formerly Dayton Director of the Tang). An exhibition of contemporary artworks and material culture, the show was organized to explore socioeconomic identities, questioning the myth of the United States as a classless society. The artworks and objects in the show raised questions about the reality of class mobility and how class is signaled and understood in the United States—by viewing class through multiple lenses, including gender, race, income, education, and more. *Classless Society* offered students opportunities for integrative learning in numerous ways: students helped to create content for the show and helped design the interactive web feature that accompanied the show; students participated in the writing, directing, and acting of a play based on the show that combined their personal experiences of class with research they undertook on individual works of art; students in numerous courses conducted research and gave public presentations based on themes or artworks from the show; and students helped produce a series of recorded interviews with staff, faculty, and alumni on their personal experiences of class. The arrangement of artworks and the imaginative uses of the show's space by faculty, curators, and staff generated intentional, difficult, and powerful conversations about economic and social inequality and difference.

Students working within the show's orbit realized important goals for expanding personal and social values and for developing skills and strengths for postgraduate life. For example, one senior in the class of 2014 designed the show's website and filled it with data collected by student, faculty, and staff researchers on the ways that class intersects with gender, race, kind of work, education, wealth, where you live, income, family, ethnicity, and national status. In addition to developing the skills that enabled him to start his own web design company after graduating, his work on the *Classless Society* show deeply affected his sense of his socioeconomic place in the world and the factors that helped shape and that will continue to shape it in his future. All the students who worked on the exhibition reported having been affected by the insights they gained as a result of the research, conversations, and experiences they engaged in over the course of their projects.

One excellent example of student engagement with the show also serves as a compelling assessment of its effectiveness. A senior in the class of 2015 (who was also the leader of a campus group called Class Action for Skidmore Students) studied 100 Skidmore students in conjunction with the *Classless Society* exhibition and her senior research project in Psychology.

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55. See "Tang Museum Listing of Diversity and Inclusion Related Exhibitions and Selected Programs, 2010–2015," Supporting Document 22.

She measured students' reactions to the *Classless Society* exhibition through a series of exercises and questions, comparing these data to a control group who saw a different exhibition. The study showed that being exposed to the effects of social class in the U.S. was disturbing for Skidmore students, and that students of color and students from lower social class backgrounds reported significantly lower feelings of belonging at Skidmore. This kind of real-world work by a student can and should have an impact on how we address issues of diversity and inclusion on our campus, and in fact the study's author and her faculty advisor proposed some new strategies to the College for addressing these issues.

The study did have an impact. Following its recommendations, a cross-divisional team was gathered to consider the intersection of student identities, particularly around race, class, and first-generation status; academic achievement; and feelings of belonging. After reviewing the data and the student's work, the group decided to pursue a "difference education intervention" based on recent research.[56] With this intervention, seven current students were asked to address their transition to college, difficulties and challenges they encountered on campus and with those they left at home, and success strategies for personal and academic growth, all through the lens of their individual identity and background. A number of identities were present: race, (dis)ability, sexual orientation, gender, class, first-generation status, nationality, religion, and athletics, most clearly. The seven participants spent a semester discussing and reflecting on transition issues under the guidance of a faculty member. Subsequently, they engaged in a panel presentation to the incoming class of 2019 during Orientation. The dialogue was unscripted and spontaneous; some present noted that it was by turns poignant, painful, and humorous. The point of the dialogue was never explicitly about identity and difference, but because the comments were framed in that way ("Because neither of my parents went to college, I didn't know that…"), and because the participants sometimes encouraged the audience to self-identify ("Who else here is a member of the Opportunity Program? … from the Dominican Republic? … from rural, middle-of-nowhere ___? … went to a boarding school?"), the first-year students learned how peers with widely varying backgrounds perceived Skidmore, accessed support, challenged themselves, and succeeded. Given the level of engagement and the positive response, we expect that this intervention will make a difference in future assessments of students' sense of belonging, and we intend to repeat it next year.

A final excellent example of engagement with the show to highlight here is the theater performance *American Collisions,* an interactive drama written and performed by students in TH250: "Theater Production Seminar," based on and set within the *Classless Society* exhibition. The Theater students worked with their professor to research the artworks in the exhibition, explore their own experiences of class before and during their time at Skidmore, and combine that content into a complex series of vignettes that moved the audience through the exhibition in different ways based on a random division of the audience into three "class" groups. One of the most powerful aspects of the production was that the student performers who presented the audience with personal narratives of their class experiences were actually telling the stories of

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56. Nicole M. Stephens, Mesmin Destin, and MarYam G. Hamedani, "Closing the Social-Class Achievement Gap: A Difference-Education Intervention Improves First-Generation Students' Academic Performance and All Students' College Transition," *Psychological Science* 25, no. 4 (2014): 943–953; abstract online at pss.sagepub.com/content/25/4/943.abstract.

fellow cast members, not their own. They had swapped "identities" for the course of the performance. This exchange of class identities had a visceral impact on the students, who recounted understanding issues of class difference in a way unlike anything they had before.

While the Tang Museum continues to be a leader in integrative learning around issues of diversity and inclusion, our challenge is to expand the reach of the museum to a greater number of students and to explore what kind of impact we are having on our students' learning, and how we can deepen our programming and our impact. How can we observe and then intensify student learning in the Tang? Are there ways to take better advantage of Tang programming? How can we reach a greater number of students, faculty, and staff? Are there collaborations we could foster, for example with IGR, SEE-Beyond, or the other programs treated in this chapter? How can we move beyond a few "centers" in which we expect this kind of conversation to occur to a broader model that is more integrated into daily life on campus? Is there a role that the Tang can play in that transition? What are the ways in which we could further strengthen the Tang's existing commitment to integrative learning that would enhance its commitment to diversity and inclusion? The Tang is a great example of how we engage our students beyond the classroom, through collaborative projects, internships, volunteer opportunities; can we expand further? If an exhibition like *Classless Society* leaves some students feeling *less* a part of Skidmore, is there programming or a way of framing unsettling exhibitions that could *enhance* belonging?

One new initiative we are undertaking involves creating more partnerships between the museum and student clubs to create programming at the museum that connects students and their interests with exhibition content and a broader, community audience. An excellent recent example was our South Asia Festival on February 28, 2015—a collaboration with the student club Hayat, in conjunction with the *Realms of Earth and Sky* exhibition of Indian painting from the 15th to the 19th century. What else can we do along these lines? One potential area for improvement is in collaborations between OSDP, Opportunity Programs, and Admissions. Another intentional area of outreach we are exploring is to connect with faculty and staff groups like the Consortium on High Achievement and Success (CHAS) and Skidmore's own Black Faculty Staff Group (BFSG) to bring them into the museum and engage them with exhibitions in a way that invites dialogue and supports their interests.

We recognize that the nature of our staff is related to our challenges with these initiatives. While the Tang's programming represents diversity on many levels, its staffing is not currently racially diverse, although it is gender-diverse, with 13 women and three men; one member of the staff self-identifies as a person of color. We do need to work toward greater diversity of identities and experiences in our staff. Improvements in this area along with continued strength in our programs will help to support diversity in our students, faculty, and staff and increase the quality of experience for all members of our academic community.

Social Work Connects to the Community: Bridges to Skidmore

Bridges to Skidmore (B2S) is one of a number of community-based learning opportunities across the curriculum and the cocurriculum that promote integrative learning through engagement with diversity and inclusion. In academic year 2012–2013, about 1,000 students took one or more of the 67 courses that included a range of service-learning components. Although not all of them engaged students with populations from underrepresented groups or issues pertaining to social identities, social justice, and inclusion, many did.

Community-based learning is also present in the cocurriculum. The alternative spring break in Guatemala, which is connected to a one-credit experience preceding it, and is led by a faculty member, is such an example. Another instance of community-based learning in the cocurriculum is the community service performed by some of the sports teams at various local agencies and organizations. For example, student athletes connect with at-risk populations in elementary and middle schools, run clinics for youth and adults, and help out with various community events. Other student groups, as discussed in Chapter V, also commit to a number of service-learning experiences through Benef-Action, Habitat for Humanity, and Big Brother or Big Sister, to name a few.

We have chosen to focus on B2S, a collaboration between Skidmore and Saratoga Bridges, because it connects the students and the curriculum with a segment of the local population that is otherwise not well represented in our community-based research and service-learning opportunities. Rarely do our students interact with adults who have intellectual/developmental disabilities (I/DD).[57] But this is a population that in many ways is severely disadvantaged, and our students' learning from their B2S experience is transferable to other identities as well. (Indeed, students with "invisible" disabilities are well represented in the IGR dialogues, which reinforces our contention here that disabilities are of compelling interest to our students and can well serve as a starting point for a better understanding of diversity and inclusion writ large.) Saratoga Bridges offers a rich opportunity to our students for integrative learning.

The collaboration between Skidmore College and Saratoga Bridges began in 2010. Saratoga Bridges, established in 1954, is one of the largest Saratoga Springs not-for-profit organizations that provides professional assistance both to individuals with I/DD and to their families. One of Saratoga Bridges' goals is to "foster independence by promoting [its clients'] abilities and achievements," which the B2S program helps to fulfill. B2S connects Bridges participants with Skidmore students and faculty in the Department of Social Work. In the fall, students taking SW333: "Social Work Practice with Individuals and Families" fulfill one of the four-credit class hours through B2S. In the spring, it is offered as SW298: "Explorations in Social Work," a one-credit stand-alone course that is open to nonmajors. In both iterations, 15 Skidmore students and an equal number of Bridges participants attend, over a period of 10 weeks, biweekly 55-minute lectures delivered by Skidmore faculty on the College campus. After each presentation, the students and Bridges participants meet as (pre-assigned) pairs to discuss the content of the presentation and their reactions. During the week following the lectures, the pairs complete written homework assignments related to the previous week's lecture. After four semesters, Bridges participants graduate from the program and a new cohort from Bridges begins its college journey.

The objectives of the project are to offer cooperative learning opportunities for students and adults with I/DD; provide a modified college experience for Bridges participants whose access to higher education is very limited; increase Skidmore students' exposure to individuals with I/DD with the goal of fostering their professional interest in working with this segment of the population; enhance Skidmore students' ability to communicate with people with abilities different from their own; offer socialization experiences and educational opportunities for

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57. Our clinical psychology professors have developed a very similar program, connecting students to Saratoga Bridges and other providers that serve similar populations; see Field Experience Options, online at academics.skidmore.edu/blogs/psychinternships/internship-options/.

Bridges participants; and raise awareness among students and faculty about issues related to disabilities. In working with groups of individuals with various developmental abilities over time, Skidmore students apply their classroom knowledge to a variety of new and often unexpected situations, and participate in a college experience that is enriching both to them and to Bridges participants. Bridges participants possess a variety of communication challenges which students must constantly assess in order to adapt and develop their own communication skills. The relationship between the students and the Bridges participants often develops into friendship over the course of the semester, and they frequently continue their communication beyond the classroom by electronic means or phone. Students keep weekly logs of their work with their partners and identify progress in their relationship as well as their evolving abilities in working effectively on their writing assignments.

In 2013, a Professor of Social Work and a student completed a systematic analysis of Skidmore students' papers in SW333 and found that participation in the B2S had changed the attitudes towards individuals with I/DD and had increased the students' interest in working with this group of individuals after Skidmore. One Social Work student helped with the design, planning, and implementation of the program. Furthermore, each year the program relies on a student coordinator—a Social Work major who has completed B2S—for the day-to-day implementation of the program. The student coordinator recruits the professors to lecture and to develop written assignments, readings, and the course logs. Students thus gain valuable integrative experience in putting theory into practice as they help to create the program.

The Social Work Department also partners with the Department of Health and Exercise Science and the English Department in implementing B2S. Over the past five years, three teams of four students each have completed their senior theses at Saratoga Bridges, focusing on the design, use, and effects of health and exercise interventions adapted for adults with I/DD. As B2S continues to evolve, in spring 2016 a recognized scholar in the field of literary disability studies will lead SW298: "Explorations in Social Work," which will focus on autobiography and autobiographical writing.

Much like the other programs that we have thus far discussed, B2S is an exemplar of integrative learning, and a locus for the fulfillment of the Goals for Student Learning and Development pertaining to diversity and inclusion. Students apply theory to practice, engage in social critical analysis, and experience personal transformation both within and outside the classroom. Much as in IGR, students learn through practice and reflection how to unlearn stereotyping—in this case of individuals with various types of abilities—and come to terms with their own prejudices. Moreover, they commit to a work that is deeply emotional in which both the academic content—the lectures and the writing assignments—and their relationships with their partners are inextricably intertwined. Responsibility and compassion, as well as leadership, organization, and teamwork and consensus building, are equally important.

Study Abroad

Study abroad at Skidmore is another of the exemplary programs in which students may learn about diversity and inclusion through integrative learning experiences. Offered through the Office of Off-Campus Study and Exchanges (OCSE), study abroad gives students a variety of structured educational opportunities through both Skidmore's own programs and third-party providers' programs. In essence, these opportunities develop students' abilities to integrate their

Skidmore academic learning with onsite curricular and cocurricular experiences in different parts of the world.

The relationship between study abroad and intercultural competencies and understanding is notoriously difficult to document beyond students' self-reporting, let alone to measure.[58] Anecdotal evidence is strong and durable that study abroad is one of the most transformative learning experiences our students have. The study-abroad programs and the travel seminars can occasionally be personally challenging for students and can make them feel somewhat unsettled; the programs are designed to channel this discomfort into learning experiences about self and other in a culturally complex world. At the same time, we know that not all study abroad is equally rich in learning.[59] Our inquiry here and our recommendations aim to identify and to maximize the impact of the best practices for integrative learning in study away.

We have made conscious efforts to support both the academic rigor of their experiences and structured interactions that foster intercultural learning. Each department now has a list of approved programs that are reviewed regularly, including site visits. The College has also made conscious efforts to open study abroad to underrepresented student groups through financial aid packages and proactive work with Disability Services: we believe that study abroad should be available to every student. That said, we know that we have a great deal to learn about what works best, in which programs, for our students' learning about diversity and intercultural communication. And there is currently no faculty group that is charged with following the extensive current research on learning abroad and introducing policies and practices that might deepen our students' learning and intercultural capacities.

At least in terms of numbers, our efforts have been successful. A large majority—59%— of our 2014 graduates studied off-campus, a typical figure for recent years. According to the Higher Education Open Doors Survey, Skidmore ranked sixth among the top baccalaureate institutions when it came to students pursuing study abroad. We have also improved access. During the period between fall 2008 and spring 2015, the percentage of students studying abroad who identify as students of color was 21%, which reflects the total percentage of ALANA students at Skidmore (also 21%). During that same time period, 45% of students studying abroad were receiving financial aid (either Skidmore or Pell grants), which also reflects the percentage of the total Skidmore population that is receiving financial aid. We have also expanded study abroad beyond the traditional humanities and social sciences: we achieved a notable increase in the percentage of physical- and life-science majors choosing to study abroad, from 41% in 2006 to 47% in 2012. These achievements can be credited to the efforts of the OCSE in creating a structure that facilitates departments and academic programs in selecting opportunities for their students based on academic fit.

We have chosen to focus here on Skidmore's First-Year Experience in London as a program whose objectives—like those of other programs—relate to the acquisition of knowledge about different cultures and the development of communication skills needed to interact with

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58. Michael Vande Berg, R. Michael Paige, and Kris Hemming Lou, *Student Learning Abroad: What Our Students Are Learning, What They're Not, and What We Can Do About It* (Sterling, VA: Stylus Publishing, 2012). This book is an invaluable resource on research on study abroad.

59. Vande Berg, Paige, and Lou aptly summarize the causes for skepticism about some study-abroad experiences. We believe we have eliminated programs that provide essentially a "semester off." But there is much in *Student Learning Abroad* that we could consider adopting or regularizing (there are many practices we already do) to ensure that students are learning the intercultural competencies that are our goals for them.

people from a variety of identity groups. At their core Skidmore's programs also seek to instill in students an ability to interrogate their own and other cultural value systems, and to apply their knowledge to understanding local and global contexts.

The First-Year Experience in London

Offered to students in the first semester at Skidmore, the First-Year Experience in London gives students the opportunity to engage within communities, neighborhoods, and local institutions that directly connect with work done in the classroom. Students are routinely confronted with concepts that are unfamiliar to them, and are forced to examine their own less-visible biases that are part of their self-identities as American/white/African American/privileged, etc. The intimacy of the group experience in London can also engender an appreciation of intergroup differences and commonalities. Over time we have succeeded in making the student demographics mirror the total population of students, with 23% of students choosing to study in London between 2008 and 2015 identifying as ALANA students. The data are even more encouraging in terms of access, as 42% of students completing their first semester in London between those same years have done so while on Skidmore or Pell grants.

What is remarkable about the London experience is that each course uses the city itself as a classroom and in very deliberate ways connects elements of London to concepts learned in the academic classroom. The curriculum is intentionally shaped to help students make connections between the curriculum and cocurricular experiences, between the classroom and the "real" world, and across disciplines in the study of large-scale, intransigent problems.

Although Skidmore's London program offers courses and experiences that lead our students to integrative learning, we have not yet been explicit about teaching intercultural understanding and development. Our program in Spain offers an Intercultural Development Seminar, which carries with it a certificate. This required seminar is designed to provide students the information and tools to move their intercultural experience from contact to skillful and mindful approaches to negotiating cultural difference. Throughout the course students are asked to examine and reflect on their lived experiences in Spain and the various challenges and successes they experience throughout their adaptation to another culture. The seminar includes lectures and discussion groups that explore real-life situations students are encountering in the classroom, community, and homestays. Examples of topics covered include Discovering Your Cultural Diversity; Comparative History of Diversity in the U.S. and Spain; Environment and Values in Spain; Looking at the U.S. from the Outside; Developing Openness and Depth in Response to Difference; and Model of Intercultural Sensitivity: from Ethnocentrism to Ethnorelativism.

This seminar in Spain has proven somewhat difficult to deliver, so it may not serve as a paradigm for the London program and for other study-abroad programs. But we can look for ways to be as intentional as possible about increasing students' intercultural competency during their study abroad. Skidmore in Spain also offers internship possibilities for students. We have conducted an assessment in the Madrid program, and found that students had achieved some intercultural learning but not as much as they perceived they had learned. We might consider assessing our students' intercultural learning in other programs to identify best practices, as well as looking closely at the role the internships play in enhancing students' learning about cultural differences and challenging social problems.

Skidmore Educational Experiences Beyond Campus (SEE-Beyond)

SEE-Beyond is a non-credit-bearing program in which students identify and plan summer experiences that build directly on the learning goals of their majors or minors. SEE-Beyond invites students to explore new techniques, technologies, or modes of inquiry or expression and to apply their academic-year learning in the summer to real-world circumstances, exploring the interrelationship between their educational and postbaccalaureate ambitions. SEE-Beyond is the only award program at the College that expands funded experiences beyond academic internships to include collaborative research in the field and lab, as well as artistic apprenticeships and performance workshops. Although some departments direct students to certain types of experiences, most have focused on simply challenging them to be creative and integrate their academic work with a substantial practical experience. The program, initially supported by the Andrew Mellon Foundation and our Presidential Discretionary Fund, awards each successful applicant $4,000, a sum that allows students from underserved, particularly high-need populations to participate.

In the past four years, the SEE-Beyond program has funded 86 student projects, mostly to rising seniors. Overall, 23% of recipients were domestic students of color, 17% were Pell-eligible, and 17% were international students. These percentages meet or exceed the prevalence of these groups in the overall student population. To provide some context: prior to the launch of SEE-Beyond in 2012, the largest summer program was the Responsible Citizenship Internship Award (RCIA) administered by the Student Government Association. In 2011, Recipients of the RCIA were predominantly white students (97%) who were Pell-ineligible (93%), although most received some form of institutional aid. Clearly our efforts in SEE-Beyond have improved access to these summer integrative experiences for *all* of our students.

The program encourages students to scaffold, i.e. to build upon previous experiences, such as work in a laboratory, an academic internship, study abroad, volunteering, or collaborative research. Of the 60 students who participated in a SEE-Beyond experience in its first three years, 40 (60%) have either already studied abroad or will have done so before graduating; it is also worth noting that 32% of the projects have taken students abroad. Thus, for some students, off-campus foreign study and SEE-Beyond seem to be on a continuum that allows students to expand their intercultural—and for many, their foreign language—proficiency, and to deepen the integration between academic knowledge and thinking with practical applications in nonnative cultural contexts.

The list of successful projects speaks for itself. An Asian Studies student was a textile and clothing supplier in Kunming, Yunnan Province, China; a German major completed a curatorial internship in Berlin; an International Affairs student, an education internship in New Delhi; an Anthropology major, a philanthropy and social entrepreneurship project in Mumbai. A Studio Art student photographed Norway's summer lights in an immersive artistic experience; a Theater major/Dance minor worked with Ecuadorian Highland Quichua dancers and choreographed a dance which she presented on campus; a Sociology student was a conservation farm intern in Costa Rica; a Neuroscience major, a molecular neuroscience research intern at the Institute of Neuroscience in Shanghai. These are just a small sample of this extraordinary group of projects.

SEE-Beyond prompts students to combine academic interests through an existing internship or a project of their own design. Moreover, it encourages students to make contacts on their own, thus developing valuable skills for their postbaccalaureate life. At every point of the process, students engage in problem solving and develop skills that will be essential for the success of their projects. Another form of scaffolding happens in the connection that applicants are encouraged to establish with a SEE-Beyond Ambassador—a previous awardee—who will advise applicants on how to identify a project and submit a worthy application.

Students are required to write reflection papers that will be part of an upcoming assessment initiative. Such papers, in conjunction with a survey focused on the impact of their experience beyond Skidmore, will shed light on the program's impact on students' thinking about their transition from college to the workforce. The Office of Academic Advising (OAA), which administers the program, will continue to gather the written reflections from students, and will implement the survey when the pool of students is more robust. Meanwhile, the projects' stories are compelling, as the following two examples demonstrate. A rising senior of the class of 2013 conducted research on AIDS education and policy with the ministry of Swaziland, used his work and experience in his senior project as a Self -Determined major in Public Health, and is currently in a Master of Public Health Program at Columbia University. Another 2013 graduate who participated in an entrepreneurial internship in China won that year's Kenneth A. Freirich Business Plan Competition (over 250 participants) and with the $20,000 prize started a "Summer Destinations" program in Beijing. The program matches Chinese young people with residential summer camps in the United States. The stories OAA has collected reveal that a majority of SEE-Beyond students applied classroom knowledge to new situations, took ownership of their learning, expanded their knowledge of human cultures and their understanding of social and cultural diversity in global contexts, and integrated theory and practice.

Recommendations

1. Strengthen our curricular offerings:

   a. Support the general education requirement's curricular review, strengthening the culture-centered inquiry requirement and shifting it to center on diversity, power, and justice.

   b. Create an Africana Studies (or Black Diaspora Studies) program or a Race and Ethnic Studies program.

   c. Develop stronger curricular and cocurricular programs in support of intercultural literacy and engagement, including support for our students studying abroad and our international students on campus, and the development of assessment mechanisms around intercultural competencies for all students.

2. Continue to focus on the recruitment, retention, and quality of the experience of students, staff, faculty, and alumni of color. Devise substantive plans for each of these three areas to increase the pool of people of color candidates, address historical barriers, and improve campus climate.

3. Renew efforts to report bias incidents, communicate them broadly, and seek follow-up.

4. Assess current diversity training efforts for the students, staff, and faculty, and develop training programs that best suit our needs and effectively address the challenges that we currently face. Consider how this training fits within existing structures, including pedagogical workshops, Orientation Programs, and the First-Year Experience.

5. Create a Social Justice Center as an integrative hub for learning about race, ethnicity, and other social identities.

6. Develop a comprehensive Diversity and Inclusion Plan that will evaluate strengths and weaknesses of our campus-wide diversity and inclusion efforts. The plan will assess our areas of focus within diversity and inclusion, prioritize our needs, and propose ways to effectively address them over time.

7. Explore the principles of "universal design." Continue to improve accessibility on campus and foster greater awareness of the issues experienced by students, faculty, staff, and visitors with disabilities.

V. Responsible Communities: Civic Engagement, Sustainability, and Values and Ethics

The premise of this chapter is that civic engagement and learning about sustainability and values and ethics are interrelated, comprising one larger concept that we call here responsible communities. Responsible communities, we believe, concern themselves with the greater good. The members individually and collectively seek to understand and act on complex social, ethical, and environmental concerns that transcend the community's own self-interest. A further premise is that learning to be part of responsible communities is inherently integrative, as students draw connections between theory and practice, between values and behaviors, and among disciplines.

Now, perhaps more than ever, students educated in the liberal arts will be called upon to work collaboratively with people across cultural differences to find collective solutions to the intransigent problems we are facing nationally and globally. To do so will require not only knowledge and skills, but also commitment and caring. As the *Strategic Plan 2005–2015* stated, "The challenge to live as a responsible citizen also invokes the value of concern for others, for a greater social good, that extends beyond one's narrow self-interest."[60] Looking at this past decade, we find we have made tremendous progress in some areas when it comes to cultivating learning for responsible communities; but we also see that much remains to be done.

We will talk about these three areas—civic engagement, sustainability, and values and ethics—in sequence and discretely, but we are convinced that they are interconnected not only with each other but also with the other topics of inquiry in this report. Our aim must be to find and articulate the ways that these three goals can reinforce each other and help us to gain traction where it is lacking, or to find knowledge that we still need.

The overall story we have to tell is this: We have made great gains in these areas, especially in civic engagement for our students and sustainability initiatives for the College as a whole. We also have evidence of ways that we are falling short of our goals. In particular, as a resolutely secular college from the beginning, we have little or no tradition of emphasizing the study of values, so that we are missing that avenue for building shared communal values about what kind of polity, physical world, economy, and community we would like to help create over the course of our lives. Our tradition around values is more skeptical than inspired; critical and creative thinking take precedence, more often than not. Many would not wish us to found any kind of shared initiative on an unexamined basis of "doing good," given the kinds of unintended harm that have so often followed upon zeal.

And yet we recognize the need for determination, openness, commitment, and informed intelligence—put another way, for intellectual integrity, humility, and courage—in deciding to value the common good and responsible communities as an important aspect of a Skidmore education.

Most of what we report on below represents progress, certainly with respect to our previous record. But we think it revealing to open with some evidence that despite our many initiatives and considerable efforts, we are still falling short of our goals. The results of the 2013 NSSE survey show us to be behind our selected peer colleges on several measures of civic

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60. *Engaged Liberal Learning: The Plan for Skidmore College: 2005–2015*, online at www.skidmore.edu/planning/documents/strategicplan.pdf, p. 17.

engagement, including doing community service work and developing a personal code of ethics (Appendix D–Tables D10, D11, and D12). These results are supported by alumni survey data showing that alumni ranked civic engagement items relatively low in importance and in how much their skills in that area were enhanced by Skidmore.[61] Thus, although the *Strategic Plan 2005–2015* placed a real emphasis on civic engagement, and although we have invested resources and supported several ambitious initiatives, we could still be doing much more.

Nevertheless, with real efforts, we have made significant progress with civic engagement, as we explain below, especially relative to our past history. Perhaps further progress should include undertaking on campus increased attention to values and ethics and the bases of community. And it seems possible that one avenue of approach is through the value of sustainability. For that reason, and because in so many ways learning about and committing to sustainability are subsets of civic engagement, we begin with sustainability.

Sustainability

Recognizing environmental limits, and sharing the ethic that present actions should not compromise "the ability of future generations to meet their own needs,"[62] the Skidmore College community embraces both the concept and the practice of sustainability. We endeavor to enact environmentally responsible practices, grounded in economic and social equity, and, through our actions, to have a positive impact on our community and our planet.[63]

Skidmore's primary mission is education; the College's greatest impacts and achievements will be realized as consequences of the lives our graduates lead. As part of an ever-growing population on a finite planet, we are confronted with an increasingly urgent need to address the resulting environmental constraints and social challenges. Institutional adoption of sustainable practices, informed by an understanding of the complex, interconnected nature of living systems and their physical environment, provides the opportunity for each Skidmore community member to become educated, personally involved in addressing these challenges, and empowered with techniques and strategies that they might apply to make positive changes beyond Skidmore.

Skidmore community members are invited to engage in mindful consideration of their individual and collective ecological, economic, and social impacts, to examine their values, and to collaborate in demonstrating their values and principles through action. Teaching, learning, and living in accordance with the tenet of sustainability fosters broad education and civic engagement of our community members, and prepares our students to be informed, active citizens and leaders in realizing sustainable futures. The health and well-being of future generations is dependent upon our success.

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61. See "Alumni Learning Census" data, Supporting Document 5.

62. Report of the World Commission on Environment and Development: "Our Common Future" (commonly referred to as the Bruntland Report), 1987, section I.3.27; online at http://www.un-documents.net/our-common-future.pdf.

63. Skidmore College Campus Sustainability Plan, online at www.skidmore.edu/sustainability/documents/CampusSustainabilityPlan.pdf .

Historical Context and Current Status

Over the past decade, we have made significant strides in our sustainability efforts, in our curricular and cocurricular efforts, and in our infrastructure initiatives, all of which have enhanced the visibility of sustainability at the College. At the same time, we have increased our students' opportunities for integrative learning in the context of sustainability. For many of our students, Environmental Studies courses and cocurricular experiences are their first or most powerful experience of civic engagement and integrative learning.

The Environmental Studies (ES) major was implemented in the spring of 2002 and is now the fifth largest major on campus, with between 30 and 40 students graduating each year. We continue to have a healthy population of ES minors each year as well, with between 10 and 15 graduates. ES courses also contribute to the International Affairs major and minor and the all-college curriculum. Various faculty development workshops over the past decade have increased the number of sustainability-related courses (now numbering over 70 courses offered by 18 departments and programs across campus). We evaluated and ultimately approved approximately 20 study-abroad programs with a focus on sustainability that complement students' on-campus experiences. Many of the courses on campus, as well as those in our approved study-abroad programs, have community-based research and service-learning projects; our students also take advantage of numerous on-campus and community internships. A recent grant from the New York State Energy Research and Development Authority has enabled us also to launch NY EXCEL, an educational program aimed at helping entrepreneurs and executives develop clean-tech businesses.

Cocurricular life around sustainability is also vibrant and rich. Various student organizations, including the Environmental Action Coalition (EAC) and the Sustainability Committee (SuCo) of the Student Government Association (SGA), launch sustainability-related initiatives and host numerous events each year. The EAC:

> is focused on accomplishing campaigns/projects that help promote the growth of sustainability on campus, through student involvement and creativity. Each semester we choose initiatives that we feel passionately about, and meet each week to discuss and actively work on them. We also hold monthly meetings where the various sustainable groups on campus (Skideats, S-reps, the Skidmore Sustainability Office, etc.) can come together to discuss the projects they have been working on, find others who are interested in helping, and generally make the sustainability movement on campus more transparent. It is important that all these groups come together partly so that we can all become more aware of what is going on, and partly so that we can begin to hold each other more accountable to the goals we all want to be accomplished.[64]

SuCo is "the primary student committee responsible for educating and collaborating with students, SGA, faculty, staff, and administration with the intent to advance the commitment to sustainability. SuCo is devoted to embracing the social, economic, and environmental pillars of sustainability and implementing policies that address campus challenges. This group channels student voice, ideas, and concerns into the development of Skidmore's Sustainability Strategic Plan."[65] Academic programs also sponsor multiple sustainability-related all-college lectures and

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64. Political, Advocacy, and Awareness Clubs, on line at www.skidmore.edu/sga/clubs/.

65. See Sustainability Committee (SuCo), online at www.skidmore.edu/sustainability/sustainabilitycommittee.php.

visitors to campus. In addition, we have held numerous regional and national gatherings at Skidmore that bring students, staff, and faculty together from numerous institutions.

In sum, over the past decade, we have made significant progress in transforming our physical campus into a living and learning environment that emphasizes sustainability. Smaller-scale projects, such as occupancy sensors and tray-less dining, to larger-scale projects, such as our 2.8-MW solar array and 4-MWh micro-hydro agreement, all help reduce our environmental footprint and raise awareness about sustainability. The Skidmore Sustainability Office web page, with its interactive sustainability map, captures the diversity of projects that we have implemented over the years.[66]

Our Skidmore Sustainability Office, which serves as a hub for coordinating and making visible our sustainability efforts, was founded in 2007–2008 when we hired our first temporary Sustainability Coordinator through a grant from the Educational Foundation of America. The office is now staffed by a faculty Director of Sustainability, a full-time Sustainability Coordinator, and a full-time Sustainability Fellow, with additional personnel contributions from Academic Affairs, Facilities Services, and Financial Services. The Campus Sustainability Subcommittee of Skidmore's Institutional Policy and Planning Committee, which helps support and broaden the work of the Sustainability Office, consists of representatives from all across campus. Students participate in activities through the Sustainability Office in a variety of ways: in paid positions as part of work/study; in internships for credit; and as volunteers, either on their own initiative or as part of a service-learning course. Since 2008, approximately 12 to 15 students per year have worked on sustainability projects as part of their financial aid package; students seek out positions with the office because they want to work on projects or lead programs they are passionate about. A handful of students every year do internships for credit, including researching the AASHE STARS program,[67] assisting in completing the College's greenhouse gas inventory, and working on sustainable food projects, among many. Fifteen to 20 students every year volunteer through the Sustainability Office, working in the Skidmore Community Garden, at the compost site, in the North Woods, or on a variety of other projects.

All of these efforts have been in support of and in response to our strategic planning. According to Goal III of the *Strategic Plan 2005–2015*, "We will prepare every Skidmore student to make the choices required of an informed, responsible citizen at home and in the world." In keeping with this goal, environmental sustainability, and sustainability more broadly, are identified as increasingly important facets of responsible citizenship. The plan acknowledges

> the deep connection between our commitment to responsible citizenship and our institutional behavior itself—especially in the realm of environmental awareness. As we make decisions about the use of our resources and about our development as a College, we will give pride of place to the concepts of sustainability and balance, not just in managing the demands we place upon our people, but also in the demands we place upon the environment. We will become better stewards of our precious North Woods, and we will extend our efforts to manage and, where possible, to minimize Skidmore's

66. Skidmore College Map of Sustainability is a top link on the Sustainability Office website, online at www.skidmore.edu/sustainability/index.php.

67. Association for the Advancement of Sustainability in Higher Education (AASHE) Sustainability Training, Assessment, and Rating System™ (STARS), online at stars.aashe.org.

"environmental footprint." This means that every expansion, renovation, and purchase should be viewed, in part, through the lens of environmental impact. Our goal is to become an environmental leader in our local community, state, and, where possible, in our nation—a worthy role model for our students, alumni, and staff. Establishing environmental sustainability as an institutional priority honors Skidmore's progressive, service-minded legacy of mind and hand, while giving special meaning to our emphasis on making creative thought matter.[68]

Our curricular, cocurricular, and infrastructure initiatives, and the intentional connections among them, have all helped advance Goal III. Our collective efforts to enhance community engagement in sustainability work and in communicating our progress have helped establish sustainability as a visible and valued characteristic of the College. This is an area where we can see that student learning follows and also reinforces faculty and staff learning; we are a community of learners in this regard as we make informed decisions about our own policies and practices.

Learning about sustainability at Skidmore is integrative at many levels. Even the definition of sustainability assimilates our understanding of environmentally responsible practices and economic and social equity. From a curricular perspective, the Environmental Studies (ES) major draws on courses from across the College; but there is also deep integration of disciplines within individual courses (e.g., "Sustainable Development," "Case Studies in Environmental Sustainability," "Field Studies in Environmental Science," etc.). There is also intentional integration of curricular and cocurricular experiences. For example, all-college guest lecturers are often incorporated into classes; internships and volunteer work often fuel course-related projects; and campus infrastructure projects used in courses and course projects at times serve as prototypes for larger-scale infrastructure projects. In addition, students' work in our broader community, and even in their study-abroad programs, feeds the work they do in their curricular and cocurricular lives on campus, with the reverse also being true. The Skidmore Sustainability Office serves an important role in integrative learning within sustainability, as it often connects curricular, cocurricular, and infrastructure efforts, while uniting Skidmore and surrounding communities.

Sustainability provides an ideal context for meeting the Goals for Student Learning and Development, as there is significant overlap between these goals and the articulated learning goals for the ES program. The ES goals are routinely assessed in individual courses, as well as in the program as a whole, through an extensive senior exit interview process. From a curricular perspective, we know that we are doing well meeting our ES learning goals; we will continue to make adjustments and improvements to the program each year based on our assessment.

While we are no doubt advancing the Goals for Student Learning and Development through our cocurricular and infrastructure initiatives, we have not yet systematically measured how well we are meeting the goals across these initiatives. The campus sustainability plan places an emphasis on student engagement and assessment, and may lead to a more comprehensive understanding of how well we are meeting the goals.[69]

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68. *Engaged Liberal Learning*, online at www.skidmore.edu/planning/documents/strategicplan.pdf, p. 33.

69. Skidmore College Campus Sustainability Plan, online at www.skidmore.edu/sustainability/documents/CampusSustainabilityPlan.pdf .

The value of our students' learning about sustainability is, first, that they are preparing for life in a world that will require a simultaneous, complex grasp of many interrelated problems, data, cultures, and possible solutions, in which a great deal is at stake. Students who are motivated by the value of sustainability are simultaneously practicing and learning about civic engagement. In advancing one, we advance both.

Civic Engagement

Historical Context and Current Status

Lucy Skidmore Scribner's commitment to education of "the mind and the hand" provides a longstanding context for the growth and development of civic engagement (CE) activities and pedagogies. Continually preserving this legacy, Skidmore has historically provided opportunities for our students to engage in CE activities, and such efforts have become more strategic and widespread in the curriculum since our last Middle States Self-Study process. We provide data below on both the quantity and the quality of our students' participation in CE opportunities. The Civic Engagement website provides an overview.[70]

In May 2008, President Glotzbach and the Institutional Policy and Planning Committee (IPPC) charged a task force to identify and support College efforts to advance Goal III of the *Strategic Plan 2005–2015*, which asks the College to "prepare every Skidmore student to make the choices required of an informed, responsible citizen at home and in the world." This task force, the Responsible Citizenship Task Force (RCTF), was active until 2011 when it was scheduled to sunset. RCTF was then transformed into the permanent Subcommittee on Responsible Citizenship (SRC) of the IPPC, which is still active.

Also in 2011, Skidmore was awarded a grant of $250,000 from the Arthur Vining Davis Foundation (AVD) to create a comprehensive CE program within the curriculum. The purpose of the grant was to review Skidmore's academic programs with an eye toward increasing aspects that foster responsible citizenship and community engagement. The grant allowed the College to expand the roster of courses that entail community interaction, to provide faculty development opportunities to prepare for implementation of new forms of CE pedagogy, and to infuse CE in the First-Year Experience. Seven faculty members, designated as Civic Fellows, were identified to assist faculty in developing the new initiative, and Janet Casey, Professor of English, served as the director of the project. The faculty on this project collaborated closely with the members of the SRC. The AVD grant closed in September 2014. These combined efforts helped to increase the visibility of CE at Skidmore and produced several outcomes that dovetailed with Goal III of the current strategic plan.

Some of the tangible outcomes realized by the RCTF, the SRC, and the AVD Fellows include the following:

- Annually since 2009, Skidmore has been included in the President's Higher Education Community Service Honor Roll by the Corporation for National and Community Service.

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70. See Civic Engagement at Skidmore, online at www.skidmore.edu/civic-engagement.

- In 2010, Skidmore obtained the Carnegie Elective Classification in Community Engagement.

- In 2012–2013

    - Sixty-six percent (66%) of students participated, at least occasionally, in CE activities, through coursework or cocurricular activities. Forty community agencies served as collaborative partners.

    - Fifty-seven students were funded to participate in CE summer internships and SEE-Beyond projects.

    - Sixty-nine faculty members participated in AVD grant-funded divisional workshops to explore CE opportunities in their courses.

- In 2013–2014 and 2014-2015, assessments of the Honors Forum concluded that the Citizenship Project, required now for a decade, is one of the strengths of the program.[71]

- In 2015

    - We were awarded membership to Project Pericles,[72] a highly visible and reputable national organization focused on infusing civic engagement and social responsibility across the college experience.

    - Eric Morser, Associate Professor of History, was appointed Director of Civic Engagement.

    - Fifty-seven service-learning courses were offered in 2014–2015, with 1,000 students enrolled.

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71. "State of the Honors Forum: Honors Forum Survey Results, 2014" and "Honors Forum Citizenship Projects Assessment Report, 2015," Supporting Documents 23 and 24.

72. See Project Pericles, online at www.projectpericles.org/projectpericles/.

Service-Learning Courses 2006-2014

Year	Value
2006-2007	20
2007-2008	40
2008-2009	53
2009-2010	54
2010-2011	65
2011-2012	61
2012-2013	62
2013-2014	57
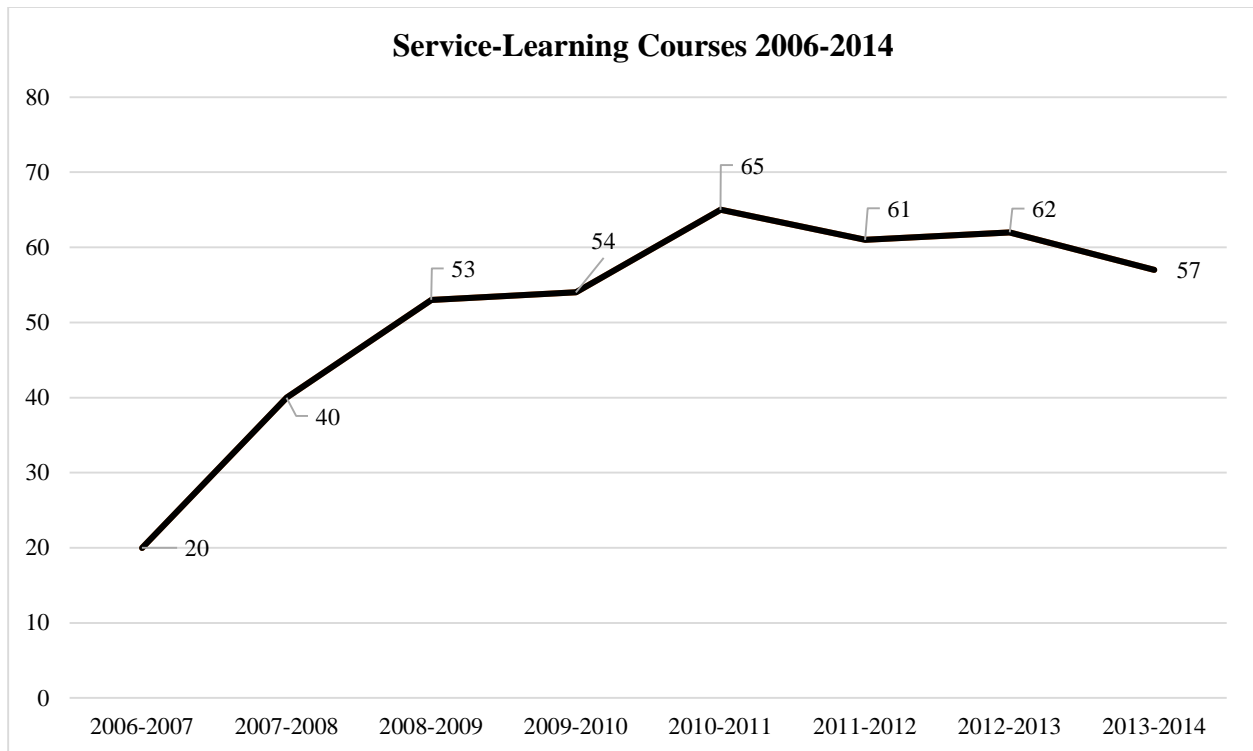
These data indicate significant increases in student, staff, and faculty involvement in CE activities since the last Middle States Review.

As described in Goal III of Skidmore's *Strategic Plan,* responsible citizens participate in the life of the community. They have the knowledge, skills, and dispositions necessary to build community and effectively evaluate and respond to public issues and concerns. Skidmore's liberal arts curriculum, coupled with the CE opportunities that are increasingly provided to students, lays the foundation for informed, responsible citizenship. Our students are increasingly participating in the life of the community in meaningful ways.

But how do our current efforts in CE contribute to integrative teaching and learning? Civic engagement learning helps students make connections across the border between our campus and the world beyond, and, in some instances, across time as students progress through their education. One vehicle for integrative learning through CE is structured, guided experiences in the community that are accompanied by meaningful reflections connecting theory and disciplinary concepts with community engagement. This is happening in individual courses, in some events and exhibitions at the Tang Teaching Museum, and in some majors, as students go through their discipline-specific coursework (such as Social Work and Environmental Studies).

In 2008 and 2010, the Associate Dean of Student Affairs who oversaw civic engagement initiatives conducted surveys on outcomes of service learning (one form of CE) in the College's First-Year Experience (FYE). During both waves of the research, first-year students were surveyed (n=169 in 2008 and n=676 in 2010); the responses from those students in seminars in which service learning was included were compared to those in which service learning was not a part of the pedagogy. On all learning outcomes, students in service-learning seminars had significantly higher self-assessments than those in seminars with no service learning. For

example, students who completed a service-learning project in their FYE were more likely to indicate that the course helped them to achieve the following learning outcomes than students who did not engage in service learning:

- Developed the ability to change approaches to a problem based on the situation

- Improved the ability to comprehend, analyze, and interpret texts

- Increased the probability of thinking further about issues raised in class

- Improved the ability to solve quantitative problems (using math, statistics, etc.)

While these data are limited to CE efforts in the FYE, they provide evidence that Skidmore's CE efforts help students realize integrative learning goals.

Part of integrative learning involves learning across the boundaries that separate the curricular from the cocurricular; here too we lack data that specifically address students' integrative learning. There are, nonetheless, some efforts to promote learning between the curriculum and the cocurriculum; for example, the Director of Community Service Programs in Student Affairs sits on the SRC and has the vantage point to make connections between the curriculum and the cocurriculum for the faculty by virtue of the work she does with faculty, students, clubs, and the community. Also, the Tang Teaching Museum models integrative learning and civic engagement through faculty- and student-curated exhibitions. In Chapter IV we discussed some examples; another example is the summer 2013 *TRANSFORMer* exhibition, a collaborative, community-specific sculptural installation by artists Andrea Bowers and Olga Koumoundouros. That exhibition raised the awareness of local sociopolitical issues through the support of community and activist organizations (such as the Franklin Community Center Food Bank, the Saratoga Economic Opportunity Council's "Estamos Aquí," and LGBT Outreach and Education projects at Planned Parenthood Mohawk Hudson), all of which were made possible through the work of Skidmore student interns. We have no doubt that students are learning a great deal from these experiences that take them outside the curriculum, but we need to be more intentional in helping students make the connections between curricular and cocurricular activities.

One exception appears to be off-campus study, as some departments are becoming much more intentional about the connection between study abroad and learning outcomes in the major. Off-campus study at Skidmore College is a popular option for many students. As we discussed in Chapter IV, roughly 60% of matriculated students study off-campus during their undergraduate career, with a majority studying away during their junior year. Civic engagement is an intentional theme in many of the approved programs offered through the Office of Off-Campus Study and Exchanges (OCSE). Programs such as those that are approved through the School for International Training (SIT), the School for Field Studies (SFS), and the International Partnership for Service Learning and Leadership (IPSL) focus on the themes of research, development, sustainability, and civic engagement. Of the 120 approved programs available to Skidmore students, roughly 40 offer CE experiences and topics. These programs include our Skidmore in Spain and Skidmore in Paris Programs, as well as many others, which span from Ecuador, Thailand, Peru, and Australia to South Africa and Tanzania, to name just a few of the many destinations; they are structured around academic and cultural issues that affect the diverse local communities. Upon completion of these study-abroad programs, many students choose to further develop their academic experience from study abroad in capstone projects, departmental

presentations, and additional research in the classroom. Some students, particularly those majoring or minoring in Environmental Studies who have recently completed a semester abroad, are invited to act as resources for other students by reflecting on and sharing their study-abroad experiences as participants on student panel discussions, as well as through student-to-student conversations.

Civic engagement (CE) thus provides an ideal context for meeting Skidmore's Goals for Student Learning and Development. We report here mostly on survey data to gauge how well we are doing, and we expect to conduct direct assessments as part of the new general education curriculum. For example, alumni survey data show that several items related to CE were "areas of concern," and NSSE 2013 and YFCY 2015 data show that Skidmore students fall significantly behind peers in several items related to CE, particularly in performing volunteer work and doing community service as part of a class.[73] Students from Skidmore and comparison schools reported doing volunteer work prior to college at similar rates, and both declined significantly during the first year, but the participation rate for Skidmore first-years was significantly less than for students at other schools (Appendix D–Tables D11, D12, and D13). In addition, students from Skidmore and comparison schools reported performing community service as part of class at lower rates than they did in high school, with Skidmore first-years reporting significantly less community service in college classes (Skidmore 22%, comparison schools 37%). Only 1% of Skidmore first-years reported performing community service frequently and 21% occasionally, compared with 6% (frequently) and 44% (occasionally) of those from comparison schools. According to the results of the YFCY 2015 survey (Appendix D–Table D13), only about half of students found it personally important to participate in a community action program, help to promote racial understanding, keep up to date with political affairs, or become a community leader. Fewer students at Skidmore than at comparison schools felt it was important to influence social values (Skidmore 52%, comparison schools 60%) and help others who are in difficulty (Skidmore 75%, comparison schools 80%).

The first year of college did improve students' understanding of national and global issues, according to the YFCY 2015 survey: approximately three-quarters of first-year students at both Skidmore and the comparison schools reported that to be a strength of their institution. Nonetheless, the following examples show how in some specific contexts students are meeting our goals for their civic engagement in an intentional manner; these examples might well serve as models for further development.

The College's Social Work Department is accredited by the Council on Social Work Education and uses a competency-based model in its pedagogy and assessment. Several of the Social Work competencies directly correspond to the goals. Some examples include: (1) apply critical thinking to inform and communicate professional judgments; (2) engage diversity and difference in practice; (3) engage in policy practice to advance social and economic well-being and deliver effective social work services; and (4) advance human rights and social and economic justice. Each of these is further realized through practice behaviors. These practice behaviors are then assessed through observations of the students' behavior by onsite field supervisors and student performance on various assignments completed throughout the major. The department uses a benchmark that indicates that at least 80% of students will receive a rating

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73. See "Alumni Learning Census" data, Supporting Document 5; "NSSE and FSSE 2013 Final Report," Supporting Document 1; and "Your First College Year Survey–Summary Report, 2015," Supporting Document 8.

that indicates that the student performs above expectations for an intern in this practice behavior. In Social Work, students routinely exceed the benchmark and are demonstrating competency.

There are several SGA-sponsored student CE clubs, dedicated to serving Skidmore's students and the Saratoga community by facilitating community service experiences and publicizing volunteer opportunities. Benef-Action sponsors several subgroups and special events throughout the year, for organizations including Habitat for Humanity, Saratoga Mentoring, Special Olympics Swimming, Big Brothers Big Sisters, and Shelters of Saratoga. At least 50 students mentor local children through Saratoga Mentoring and Big Brothers Big Sisters. In addition, Feedmore captures extra food from the dining-hall to distribute to the emergency shelter; Drastic Measures, an a cappella group, sings only at charity events; and the Red Cross Club arranges campus-wide blood drives and raises money. In fact, between cocurricular clubs and athletic teams, Skidmore students raised over $53,000 for nonprofits in 2014–2015. Through Residence Life, students are also involved with the Franklin Community Center in Saratoga, participating annually in a food drive and in Adopt-a-Child. While there is no direct assessment of the impact of involvement in these organizations on the students' integrative learning, the efforts of the clubs do connect with many of Skidmore's Goals for Student Learning and Development.

The Tang Teaching Museum's mission as a laboratory of ideas for integrative learning allows faculty, staff, and students to use contemporary art to explore issues relevant to their areas of expertise. For example, the 2014–2015 exhibition *Hope and Anger—The Civil Rights Movement and Beyond* used work from such artists as Andy Warhol and Kara Walker as the starting point for student research in the American Studies class AM260A: "Race, Gender, Sexuality, and the Civil Rights Movement." Students wrote extended label texts that were presented at a public event and printed for the edification of visitors to the museum throughout the duration of the exhibition.

In sum, there is a great deal of evidence, though not systematically gathered, that our students are learning increasingly how to draw connections between the knowledge they acquire through study and the skills they need to put that knowledge into practice to solve intransigent problems. At the same time, we could do more to establish goals more comprehensively and follow our progress more consistently, especially with respect to our students' learning. We are not yet convinced that every student who graduates from Skidmore has acquired the learning and skills required to be an effective citizen and participant in decision making on a global scale.

Values and Ethics

As we noted above, Skidmore does not have a history of cultivating learning about values and ethics as a broad goal. And yet the critical study of values has a role in many if not all disciplines, and institutionally we are committed to the expression of values embedded in our Honor Code and in the behaviors and beliefs it calls for. We thus ask our students both to learn to understand relativism through critical thinking and also to commit to a set of values that our community prescribes. We do not have a general education requirement that encompasses learning about values. The cocurriculum that is created alongside the Scribner Seminars for Peer Mentors to coach their first-year students includes a number of issues related to values, most notably a unit on academic integrity and the Honor Code. But even that is not required of all the seminars, just offered as an option.

That said, the concepts of values and ethics cross disciplines and are in the foundation of both curricular and cocurricular experiences. Furthermore, faculty, staff, and students shape the parameters of our values and ethical code and incorporate them in a variety of ways into our courses, our work, and our lives on campus and in the greater world community. Discussion has been underway on the Committee on Educational Policies and Planning (CEPP) as to how best to ensure our students understand values and ethics in a more comprehensive way; as we note in Chapter I above, these discussions have been part of the planning for the revised curriculum.

Part of the motivation for those discussions has been the recognition that, for all of the teaching and learning we do that engages values and ethics, we nevertheless have some weaknesses in this area. NSSE data show that our students lag behind those of other colleges in their learning about values and ethics (Appendix D–Tables D11, D12, D13). Furthermore, only 50% or less of the faculty in each division reported that they emphasize developing a code of ethics or values. These data are not definitive, of course, but they might be the starting point for further inquiry and discussion.

Still, our investigation revealed many sites of students' engagement with values and ethics, as the summary that follows will show. We know that every student engages with some ethical issues, and most encounter them repeatedly in many contexts. The question is whether we could be doing this better, more intentionally and consistently. We address the Goals for Student Learning and Development in both the curriculum and the cocurriculum, both explicitly and implicitly, and we know that every student learns from at least one context—and almost always many different ones—about values and ethics.

Our Working Group posed the following questions to the department chairs, program directors, the IGR Director, the SGA, an Associate Dean of the Faculty, the then Director of Spiritual Life, President Glotzbach, the Assistant Director for Engagement of the Tang Museum, and the then Associate Dean of Student Affairs and Director of Campus Life and Student Conduct. Our aim was to assess the ways that values and ethics relate to the concept of integrative learning at Skidmore:

- In what ways does Skidmore's work with students in the area of values and ethics contribute to integrative teaching and learning? What evidence do we have?

- Where and to what extent are students meeting the Goals for Student Learning and Development that are relevant to values and ethics? What evidence do we have?

- Where does creative thought emerge within these areas, and how could we cultivate it further? What evidence do we have of what is effective and ineffective?

From the responses we received, we have concluded that consideration of and learning about values and ethics are pervasive in the curriculum and the cocurriculum, although we have no way of ensuring that every student learns about them in some depth. The primary ways our students do learn about them are through the administration and support of the Honor Code and instruction about academic integrity; through instruction about information resources and technology issues in which values are important and, at times, contested; through specific courses and, in some departments, throughout the major; and in certain cocurricular activities, where attention to values is an explicit part of the experience.

Skidmore has policies in place to deal with issues like bullying, hazing, plagiarism, and racism, and our means of promoting student involvement against these issues (the Bias Response

Group, the Honor Code Commission, and so on) encourage students to reflect on, engage with, and actively perform actions according to their ethics and values. These incidents do occur, and although we have developed and modified our policies for preventing and adjudicating them, various kinds of Honor Code violations remain a persistent problem.

The Office of Academic Advising (OAA) offers a perspective on instilling values and ethics in our students in preparation for their work before entering the classroom or dealing with reparations for missteps occurring in their classroom work. In an effort to address past issues and disappointing increases in the number of violations, many important changes pertaining to the Honor Code and academic integrity have been put into place over the past five years. For example, an Academic Integrity Handbook is now updated each year and given in print to all FYE Scribner Seminar instructors to distribute to each of their students and to discuss it with them during their advising sessions.[74] The majority of faculty do follow through with this in a serious way. The OAA also developed a module on academic integrity that can be led by the Scribner Seminar peer mentor or by the instructor. This includes a film with four Skidmore students (identities are protected) who talk about their academic integrity violations; they talk about how important academic integrity is and what violating it can mean. The module, which is generally presented by the peer mentor, includes talking points for a conversation around the film and academic integrity.

The OAA is assessing how these new practices are affecting academic integrity violations; it is also tracking identity variables within the academic violation data to look for reporting biases and other possible patterns to help guide future outreach and conversation. The conversations in OAA with students are now much more geared toward student development and why it is important to the community to maintain academic and community integrity. Finally, the Curriculum Committee now asks every course to include an integrity statement on the syllabus. The results of the YFCY 2015 survey suggest that these policies may be having an effect: Skidmore first-year students reported witnessing incidents of cheating at a significantly lower rate than did first-years from comparison schools (15% vs. 30%).

The Scribner Library is also a site where students learn about academic integrity. The library's one-credit information literacy course, LI100: "Electronic Information Resources," addresses some of the legal, social, ethical, and political issues regarding the creation and use of information. Course topics that deal with values and ethics include such topics as evaluation, plagiarism, academic integrity, copyright, privacy, confidentiality, security, media monopolization, cost of information, and social media implications. Discussions are under way with CEPP to find ways to bring this learning to all students.

A new development on campus, the John B. Moore Documentary Studies Collaborative (MDOCS), described in more detail above in Chapter III, provides a different perspective and tools for students to explore values and ethics related to IT and information resources but also extending well beyond them into other complex considerations. Documentary Studies asks students to develop skills in evidence-based storytelling, communicating the big ideas and arguments and cases found in academic work in a way that can reach a more general public. Much documentary work engages the community, tackles big social issues, addresses

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74. The Academic Integrity Handbook is online at
www.skidmore.edu/advising/documents/AcademicIntegrityHandbook_Web.pdf.

humanitarian concerns, and prompts students to consider legal and ethical questions. Whose story is a documentary work about? What say does a documentary subject have in influencing a final product? How truthful does a documentarian need to be to get the evidence she or he needs? There are many models to follow; students in Documentary Studies learn to grapple not just with technology but with their own roles in creating knowledge. As such, documentary work—which cuts across boundaries and disciplines and asks students to apply their theoretical knowledge in documentary films, photography, essays, exhibits, sound pieces, and multimedia—contributes to integrative teaching and engagement with ethical questions even as it also by its nature prompts engagement with questions about intellectual property and integrity.

Values and Ethics in Departments and Programs

Beyond the Honor Code, academic integrity instruction, and library and technology instruction about ethical uses, our students are also learning about values and ethics in many parts of the curriculum. Some departments and programs explicitly infuse their goals for their students with learning about discipline-based ethical issues and behaviors (examples include Health and Exercise Science, Management and Business, IGR, Social Work). Others, such as Psychology, Philosophy, Sociology, and Chemistry, teach values from disciplinary perspectives in multiple courses, so that student majors learn about them repeatedly. Yet others introduce values-related issues deliberately in their gateway courses or in their capstone seminars. Our findings are preliminary, but as the elaborations below indicate, in some majors there is rich and complex consideration of values and ethics. The question that remains—since, ostensibly, even more majors are not teaching ethics in a sustained or intentional way—is whether all students are learning about values and ethics in ways that meet our goals.

The Department of Health and Exercise Science, for example, has aligned its departmental goals with the College's Goals for Student Learning and Development. As a consequence, the faculty made it central for their students to develop values and ethics appropriate in professional settings. These include:

- Devise appropriate research protocols that 'do no harm'

- Treat all human participants in an ethical manner (no deception and in a safe manner)

- Treat all documentation and information gathered from the study in a way that ensures confidentiality

- Handle all data in a manner that befits ethical behavior

In the Department of Social Work, values and ethics are central and are infused throughout the curriculum. The course "Social Work Values and Populations at Risk," for example, directly addresses these topics. One of the overall Social Work program objectives is: practice according to the principles, values, and ethics that guide the social work profession. Furthermore, the program has the following practice competency that all students are expected to attain upon graduation in relationship to ethics: apply social work ethical principles to guide professional practice. These are assessed through observations of students by field instructors and embedded ethics assignments throughout the core curriculum. Students consistently meet the benchmarks in these areas in the department's assessment data. The program is also planning to introduce the concept of digital ethics in Social Work practice as a result of information that emerged from their recent self-study.

In the Department of Psychology, the ethics of doing psychological research is taught in all of their methods courses, as well as in all content-based lab courses. Many types of experimental methods are used to test hypotheses, such as how to design empirical studies that protect the rights of participants. The college-wide Institutional Review Board and the departmental Participant Review Board must approve research before it can be conducted. Every participant signs a consent form that explains what participants will experience. Students learn about all of this in the methods courses.

The Chemistry Department approaches questions of values and ethics with their students from several different angles. Several professors in the department do an exercise at the beginning of their 100-level courses in which they ask students to reflect on their values and how they relate to chemistry. This is an intervention which has been shown to help with the retention of women and underrepresented minorities in the STEM fields by focusing on matters of personal values. Students are encouraged to integrate their own values into learning a subject which at the 100-level may seem valueless (that is, one that may not reflect on one's personal values). Research-based ethics is integrative in that most of the students conduct research for multiple years. This is an integrative dialogue between ethics and best practices they experience in their courses and what they do and practice within the less prescriptive research environment. During the junior and/or senior year, students take a one-credit senior seminar, in which they engage in discussion of ethics and the Chemist's Code of Conduct written by the American Chemical Society. This is an integrative exercise because they bring to bear all of their course and research experiences to the discussion of the scenarios. They also write scenarios and describe the most ethical path forward. Finally, students who take the four-credit course CH385: "Research Methods in Chemistry," go through ethical conduct of research training (ECR), which is delivered by either a faculty member or online training. Again, the department aims for students constantly to integrate research with considerations of values and ethics.

In the Philosophy Department, a department in which one would expect to find the teaching of values and ethics, their own analysis identifies areas of strength and also opportunities for further development. In all of their introductory courses, students study the philosophical basis of ethical systems, with 60% of their 200- and 300-level courses having some foundational or applied ethical content. Furthermore, foundational work in value theory, ethical action, and ethical thinking renders the students' understanding more sophisticated and effective. Applied work always connects the theoretical studies to other human practices (i.e. law, health care, business, race, gender, class, etc.). The majority (90%) of students pass the introductory course.

The complexity of teaching values and ethics, and indeed which values and ethics one should embrace, is particularly clear in the responses of the Sociology Department. Their students learn the sociological axiom that no ethical or value system can fairly be said to be superior to any other. Students come to reflect on theorists' assumptions and, in so doing, reflect on the values and ethics they embrace and their rationales for doing so. Those examinations begin in the gateway courses and extend to every course thereafter. Students are invited to learn about different kinds of religious experiences through reading primary and secondary texts and firsthand observation of religious practices that are unfamiliar to them. They actively consider the values, morality, mythology, rituals, and symbolism of different religious traditions. One of the main goals is to wrestle with the dilemma of respecting particular, local circumstances that might make one sympathetic to cultural relativism; this competes with the need for ethical

discernment and moral judgment relative to legal rights, civil and human rights, and fundamental decency.

The IGR Program, treated at length above in Chapter IV, offers yet a different approach to the incorporation of integrative learning and values and ethics into their program. It is an explicit part of the IGR framework, as it is of Environmental Studies, to learn that the difficult problems studied in the courses have an ethical dimension and require collaborative solutions. IGR minors build content knowledge and skills across a scaffold of courses that ultimately prepare them to become dialogue course peer facilitators. Program minors are also often called upon to use their training and skills both on and off-campus; for instance, in 2014 IGR partnered with faculty from Theater and American Studies, as well as Student Affairs and the Bias Response Group, to develop the cocurricular campus performance, *On the Record*. Addressing bias incidents and awareness on campus over several performances, IGR faculty, staff, and students served as facilitators for postperformance dialogues. Since its inception, IGR has been collecting pre- and post-test qualitative and quantitative data to assess student learning regarding a range of measures including understanding values or ethics related to issues of diversity and social justice. We report on those data on pp. 58–59 above, as well as the preliminary results of a new research project, which show that social justice values do appear to inform IGR's alumni's work and larger frame of reference.

The Department of Management and Business, too, has made a concerted move to infuse values and ethics in its curriculum. Over the past five years, the department faculty engaged in a rigorous analysis and restructuring of their curriculum. The faculty adopted six dimensions for studying management and business in context to help students become well-rounded leaders in an increasingly complex world. Three of these dimensions, in particular, stress learning about values and ethics. In the first dimension, "The History, Philosophy, and Ethics of Management and Business," students develop a historical understanding of modern capitalism and the rise of different entrepreneurial and commercial organizational forms. Seventy percent (70%) of the department's courses address this first dimension. In the third dimension, "Culture and Global Awareness," and in "Natural Environment and Sustainability," the fifth dimension, students learn about ethics and cultural contexts, as well as about close connections between business and the natural environment. Students come to understand the environmental impact of businesses and the role of local and national governments and international bodies in regulating the relationships between business and the environment. Management and Business students thus learn about a wide range of ethical issues at virtually every stage of their curriculum.

In the Arts Administration program, students learn in a number of ways about ethics and values. A core focus is nonprofit management of arts organizations. Since it is the only department/program at the College to offer coursework in nonprofit management, both AA201: "Foundations of Arts Administration" and AA221: "Philanthropy and the Arts" are often taken by nonarts students to complement their other coursework and satisfy a keen interest in a career in the nonprofit sector—the sector dedicated to the "greater good." Future plans include a class on nonprofit accounting for arts organizations to be offered in spring 2016. In addition, AA 221: "Philanthropy and the Arts" focuses on the origins of "doing good" in the United States. It explores the differences between *charity* and *philanthropy*, with a hearty focus on nonprofit governance (mission, boards of trustees, etc.) and fiduciary duty. Finally, this program is also piloting a course on community engagement, arts, and education in fall 2015.

Beyond the Curriculum

At the borderline between the curriculum and the cocurriculum, the Tang Teaching Museum has also been the site of numerous exhibitions and events that raise ethical questions, often in specific connection with courses. In Chapter IV above we treat at length the Tang's engagement with diversity and inclusion and social justice issues. The Tang also frequently addresses other ethical issues and questions of value. For example, during the 2014–2015 academic year, students from the introductory business course MB107: "Business Organization and Management" explored issues of ethics and values in relationship to contemporary art. Topics included the ethics of authorship, intellectual property, the economic cost of making art, the price of art, and the value of a work of art. Some exhibitions are specifically designed to provoke difficult questions about conflicting models of value or ethical dilemmas.

More firmly outside the curriculum, many of the offices and programs under Student Affairs encompass important learning about ethics and values. The Residence Life staff, including student staff, begin working with students as soon as they move onto campus, helping students to understand what is expected of them as members of the Skidmore community. Programs such as periodic residence hall community meetings reinforce students' understanding of what is acceptable behavior for them and their peers. The Office of Campus Life encompasses many areas that directly inspire our students to gain an understanding of values and ethics and to incorporate them into their lives. The offices of Leadership Activities, Student Diversity Programs, Religious and Spiritual Life, Community Service, and Student Conduct and Conflict Resolution all assist students in making meaningful connections to campus life and in fostering informed citizenship, leadership, and social responsibility. The Office of Student Conduct and Conflict Resolution (SCCR, "Seeker"), in particular, promotes responsible community membership and positive relationships through the values of honesty, integrity, and consideration. They do this by teaching conflict resolution skills, addressing the harm of student misconduct, and helping to resolve conflicts and conduct violations as they arise. In essence, SCCR staff and its many volunteers are "seekers" of justice in the Skidmore community.

The Student Handbook, on the website of the Office of the Dean of Student Affairs, informs students about the expectations of their values and behavior at Skidmore. It begins by explaining that

> Skidmore College is an academic community committed to learning and personal development. The offices and programs in Student Affairs support, deepen, and extend the academic program by providing cocurricular and residential programs that promote academic accomplishment, citizenship, diversity, leadership, and personal responsibility. The cocurricular and residential programs at Skidmore consider students to be adults ready to take responsibility for their learning, the quality of their social environment, and their daily life. We support your rights to privacy, freedom of inquiry and expression, and your participation in College governance. We also expect you to meet high standards for academic integrity and personal conduct.[75]

The first section of the Student Handbook discusses the Honor Code, the Student Code of Conduct, and the College Conduct process, as well as the College's expectations and the

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75. The Student Handbook is online at www.skidmore.edu/student_handbook/.

students' obligations as members of the community, all in terms that implicitly and at times explicitly invoke ethics and values.

Specific experiences in the cocurriculum reinforce these messages and the students' learning. One important example is the teaching of values in the athletics program. In addition to the Code of Conduct and all that has been explained above, Skidmore athletes must adhere also to the Student-Athlete Expectations adopted by the Athletics Department. Skidmore student-athletes are expected to represent the College in a positive manner at all times, whether in season, out of season, on-campus or off-campus. Being a Skidmore College student-athlete brings with it not only the responsibility of representing one's team and the athletic program, but the privilege and responsibility of representing Skidmore College. A student-athlete's behavior during competition, at practice, in the classroom, on campus, and through media outlets (Facebook, Instagram, Twitter, the Internet, newspapers, etc.) should reflect positively on oneself, the team, the Athletic Department, and the College. The following is expected of every Skidmore student-athlete:

- Support your fellow athletic teams and do so in a positive manner that is respectful of the opponent.

- Respect the coaching and administrative staff.

- Conduct yourself in a manner representative of the institution at all times. Being a student student-athlete is a 24-hour-a-day, seven-days-a-week responsibility. All 19 teams, along with the Athletic Department staff, comprise one big team representing Skidmore.

- Perform well academically and be accountable to the same high standards as the general Skidmore student body. Student-athletes are subject to the same disciplinary process as the general student body populations, in addition to policies set forth by the Athletic Department and individual teams.

Skidmore College will not condone unsportsmanlike conduct on the part of the student-athlete, coach, administrator, spectator, or any individual associated with a member institution. Good sportsmanship includes:

- Observing and supporting the rules of sport

- Promoting the spirit as well as the letter of the rules

- Placing fairness first as a goal in competition

- Taking a personal responsibility for high standards of play

- Showing respect toward competitors, coaches, and officials

- Playing cleanly while playing hard

- Showing maturity and integrity in conduct on and off the field of play

- Being a gracious winner and accepting defeat with grace and dignity

These expectations of athletes' behavior clearly reflect a system of values that places overall integrity and respect at the top, and that includes a sense of responsibility to their various communities.

One particular area where we have worked diligently over the past several years to cultivate students' values and ethics that will inform their behavior is the area of sexual and gender-based misconduct (SGBM). In our Periodic Review Report five years ago, we noted that some student unrest and administrative concerns had led to a concerted effort to reconsider our policies and procedures. Since then, we established the Advisory Council for Sexual and Gender-Based Misconduct (ACSGBM), which has revised our policies and procedures on a yearly basis with extensive internal and external consultation. While some of the work of the ACSGBM has been driven by state and federal mandates, it has consistently engaged with the active and sometimes highly charged community conversations (and several demonstrations) about shared community values related to SGBM. Student voices and students' abilities to clearly articulate their values around SGBM have shaped Skidmore's SGBM policy, administrative procedures, and support services in fundamental ways.

The conversations about SGBM, which begin within the first 48 hours of first-year students' arrival on campus, cut across academic and cocurricular lines and engage students directly about the most intimate aspects of their beliefs and behaviors, both in their own lives and in the lives of their fellow students. Students have been asked about what behaviors can and cannot be tolerated within our community, about what type of sanctioning model fits our community values, and how to create a reporting, investigation, administrative hearing, and sanctioning process that is fundamentally fair and respectful to all individuals. Students, in turn, have poignantly voiced the pervasive and negative impact SGBM has had on their personal and academic lives, and they have advocated for a more responsive, responsible, and compassionate campus community.

Skidmore currently provides a mix of mandatory and voluntary, active and passive trainings, workshops, lectures, forums, and information and programming to make sure that all of our students are fully aware of the SGBM policy. Every student receives education and training related to SGBM, and those students in leadership roles on campus (athletes, SGA, Residential Life, Peer Mentors, Peer Health Educators) receive additional levels of training. We know from our most recent survey data that more than 98% of our students report they have received information about the SGBM policy through a variety of means, and we are proud that 99% of our students report that they prioritize the cornerstone of that policy—effective consent—in their encounters with others.

Based on student and community feedback, the ACSGBM has been working to implement several initiatives to (1) increase community awareness of SGBM, (2) strengthen their prevention and education efforts as well as their bystander intervention training, and (3) publicize and enhance on- and off-campus support and reporting resources. Some of the changes that have already been made include the following:

- Hosted three open forums in 2014–2015 and two in the fall of 2015 for the Skidmore community to engage in frank conversations about their policy, practices, and procedures related to SGBM
- Launched the SGBM website[76]

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76. The SGBM website is at www.skidmore.edu/sexualmisconduct.

- Created an online Anonymous Reporting Form[77]

- Increased on-campus Sexual and Gender-Based Misconduct Advisor options for both reporting individuals and responding students

- Developed a Memorandum of Understanding (MOU) with Saratoga Springs Police Department to clarify how the local law enforcement can assist when a student elects to report an incident of SGBM

- Improved and elaborated upon SGBM Administrative Hearing Board training

- Updated fliers in all residence hall and apartment bathrooms

- Expanded the relationship with Wellspring (formerly Domestic Violence and Rape Crisis Services of Saratoga County) and initiated a plan to bring Wellspring advocates to campus several hours a week to support students

The Advisory Council is continuing work on the following:

- Currently administering an updated student sexual and gender-based misconduct campus climate survey

- Reviewing and modifying SGBM sanctioning guidelines

- Revising the SGBM hearing procedure for more clarity

- Improving the communication of SGBM Hearing Board rationale for decisions and sanctioning determinations

- Expanding training for students, staff, and faculty, including *additional* mandated training for all students on bystander intervention, policies and procedures, support resources, and reporting options

- Crafting suggested Title IX/SGBM syllabus language

This initiative, while primarily aimed at creating effective policies and procedures for addressing the problem of SGBM, relies extensively on educating students about their behaviors and empowering them with clear processes they can follow with regards to identifying, preventing, and reporting SGBM as well as assisting students affected by SGBM. For students involved in these initiatives, it is a powerful integrative learning experience. For those who benefit from the results, it provides an opportunity for them to draw the connections between their lived experience, their personal and community values, and their intellectual development.[78]

There are many other areas beyond the classroom on campus where values and ethics are taught, nurtured, and acted upon. Some we do not address in detail here are the Bias Response

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77. The Anonymous Reporting Form is linked from the SGBM website at www.skidmore.edu/sgbm/.

78. Skidmore College annually publishes the "Campus Safety and Security Report and Fire Safety Report," which contains crime statistics, including reported sexual assaults, from the previous three years; institutional policies related to sexual and gender-based misconduct; prevention efforts; and reporting information. The Advisory Council's current report, featuring statistics from 2011, 2012, and 2013, is available online at www.skidmore.edu/flip-books/campus-safety/#/1/.
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Group, which engages students in recognizing and addressing bias incidents on campus (see Chapter IV above), as well as the many scheduled speakers and events that regularly address themes related to ethics and values.[79] The above represents a strong sample of what Skidmore College stands for and demands of all faculty, staff, and students. But the examples do not address the question of whether every Skidmore student graduates with a complex sense of both the importance and the contingency of values and ethical codes.

One cocurricular area where learning about values and ethics is particularly strong is the Office of Religious and Spiritual Life. The outgoing chaplain and Director of the Office of Spiritual Life, who retired in spring 2015, responded to our questions in detail and with a number of reflections and suggestions. His sense was that the Director of Spiritual Life, and that office as a whole, must play an important role in teaching and learning about values. For example, his office offered a one-credit interdisciplinary, freestanding course on values called "Meaningful Work and Life." The summary of the Director's interview continues:

> Nonetheless, even as the Director of Religious and Spiritual Life, [he] does not have as large an interface with the student body as he deems desirable. He interacts with them as they may require for personal issues, but, except for programs and events he sponsors, he is not part of other community-wide efforts of the college. Regarding the director as a team member would be a healthy development for the campus.

> …[R]ecognizing that this office is a natural point of departure, he states that it requires strengthening if it is to have an effective role in the teaching of ethics and values. To that end, … the College foresees restoring the director position to full-time status [in the fall of 2016].

The Director went on to say that although the Office of Religious and Spiritual Life can and should teach about values and ethics, he believes it is the faculty who can best teach these subjects to the students. He suggested, in fact, that all departments should require an ethics course as part of their major, addressing what ethics means in the context of their discipline. He argued that only through a discipline-based study of ethics and values would students acquire a sufficiently deep and complex understanding of the subjects.

Whether or not we are prepared to adopt departmental requirements for the study of ethics and values, we recommend that one outcome of this report be a more complete study of the teaching of ethics and values in the departments and programs, as well as a discussion among the faculty and Student Affairs leadership and staff of ways we might strengthen our students' engagement with these topics.

It is perhaps especially appropriate that we conclude this Self-Study on integrative learning with a set of questions about values and ethics. Establishing values and behaving according to ethical principles are inherently integrative in all of the ways that we understand that set of concepts here: they entail thinking through lenses that know no disciplinary boundaries; they connect theory with practice; they relate to the ways in which liberally-educated

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79. Recent examples include the 2014 FYE summer reading, *What Money Can't Buy: The Moral Limits of Markets* by Michael J. Sandel; Russell Muirhead's presentation "How to Think Like an Economist but Act Like a Human Being"; Tim Kasser's "Capitalism, Values and Quality of Life: An empirical, Psychological Approach" guest lecture; and "Visual Ethics and Image-Based Research," a presentation by two anthropologists (Jerome Crowder and Jonathan Marion) exploring the ethical challenges of image-based research.

people inhabit the world as individuals and as part of communities. Several of our subtopics in this study relate explicitly to matters of value and often difficult choices: sustainability, diversity and inclusion, and of course civic engagement. And indeed our choices as faculty and staff model for our students the values that we want them to learn. These choices include how we organize and prioritize space, how we expend resources, and how we ourselves understand and use emerging technologies in ethical terms.

The process of refining this Self-Study is itself a study in civic engagement and shared values. Ideally it will have led to a better-informed and educated community, and some clear goals as a pathway to change for the better.

Recommendations

1. To continue to honor and fully realize our institution's legacy of combining theoretical with practical learning ("mind and hand"), initiatives supporting our students' learning about civic engagement, sustainability, and values and ethics should be reflected throughout our planning.

2. Civic engagement, sustainability, and values and ethics should appear in the new general education requirements, and there should be an increase in the number of course offerings that address these issues across the College, so that all students encounter these aspects of responsible communities in their lives at Skidmore.

3. We recommend developing structures—flexible ones, if need be—that formalize reflection for students each year as they progress through their education at Skidmore, with specific attention to sustainability, values and ethics, and civic engagement.

4. More intentional networking and collaboration among the various parties involved in civic engagement and sustainability should be developed, including more deliberate connections between Academic Affairs and Student Affairs.

5. Student Affairs staff should discuss, assess, and enhance where students are learning about values and ethics in the cocurriculum, and faculty should discuss, assess, and enhance where students are learning these in the curriculum.

Conclusion

Early in this document, we pose the questions: "How well are we bridging tradition and creativity to ensure that our students meet our goals for their integrative learning and development? And what kinds of organizational structures and initiatives will help us do this better?" The recommendations concluding each of the chapters above contain ideas about structures and initiatives that will help us both to return to the roots of liberal arts integrative learning and to take risks and create new ways of doing things, new ways of seeing. Repeatedly, in this report, we note that we'll need some faculty and staff development initiatives to help us to bring about the changes we envision. We need some encouragement and practice in replacing some of our walls with windows and doors. This Self-Study will generate some action agendas.

Our goals for our students, as expressed in the Goals for Student Learning and Development, ultimately are transformative. They include the aim for our students to "integrate and apply knowledge and creative thought from multiple disciplines in new contexts," and to "develop an enduring passion for learning." Perhaps the best reason to increase our emphasis on integrative learning—and on the pedagogies, spaces, and structured experiences that cultivate and support it—is that students who integrate their learning and can transfer it to new situations are the most likely to be transformed by it. Research in how people learn, reported by the National Research Council, has shown that when students learn material in a variety of ways and contexts, including metacognition, they can adapt it more flexibly to new situations. They can put it to work:

> Students develop flexible understanding of when, where, why, and how to use their knowledge to solve new problems if they learn how to extract underlying themes and principles from their learning exercises. Understanding how and when to put knowledge to use—known as conditions of applicability—is an important characteristic of expertise. Learning in multiple contexts most likely affects this aspect of transfer.[80]

Our students do learn in multiple contexts, and they learn to extract underlying themes and principles and transfer them to new situations. Consider this reflection from an Environmental Studies major who helped manage the Skidmore Community Garden:

> The Skidmore garden was the perfect emblem for my education, and a way to put what I was learning into practice. Lessons from class were echoed in garden projects—from politics and negotiating to ecology, from business and economics to design and writing.[81]

Our aim now is to help all students make integrative learning an enduring and transformative passion. For us, that means identifying, promoting, and improving the best ways to make that happen.

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80. John D. Bransford, Ann L. Brown, Rodney R. Cocking, eds., *How People Learn: Brain, Mind, Experience, and School* (Washington, DC: National Academy Press, 2000), 236.

81. Margot Reisner '14, quoted in "Living Today for What it Will Mean Tomorrow," Skidmore *Scope* (Fall 2014), online at content.yudu.com/A33ru6/ScopeMagFall2014/resources/index.htm?referrerUrl.

Appendices

Appendix A.

Middle States Commission on Higher Education
Institutional Profile 2014-15

[0386] Skidmore College
Printed on 4/14/2015

A. General Information

	Data on File (2013-14)	IP Data (2014-15)
Institution Name	Skidmore College	Skidmore College
IPEDS ID	195526	195526
OPE ID	00281400	00281400
Address	815 North Broadway Saratoga Springs, NY 12866 1632	815 North Broadway Saratoga Springs, NY 12866 1632
Telephone	518 580 5000	518 580 5000
Fax	518 580 5936	518 580 5936
Website	www.skidmore.edu	www.skidmore.edu
Consumer Info Website*	www.skidmore.edu/ir/heoa.php	www.skidmore.edu/ir/heoa.php
Control	Private (Non-Profit)	Private (Non-Profit)
Affiliation Type	None	None
Affiliated Organization:		
Carnegie Classification	Baccalaureate - Arts & Sciences	Baccalaureate - Arts & Sciences
Calendar	Semester	Semester
Degree Granting Authority Type	State/State Office	State/State Office
Degree Granting Authority State or Country	New York	New York
Licensed to Operate in	NY	NY

Related Entities		
Name, State, Country	none	none

Approved Degree Levels

Indicate the number of programs of study that your institution currently offers within each approved degree or certificate level. The degree levels reported here should be the degrees or certificates currently offered by the institution and approved within the scope of accreditation. The degree or certificate levels reported in the IP must match the institution's approved degree or certificate levels. Please ensure these are accurate as changes to degree or certificate levels fall under MSCHE Substantive Change policy.

		Data on File (2013-14)	IP Data (2014-15)
		Approved Number of Programs	Approved Number of Programs

Postsecondary Award/Cert/Diploma (< 1 year)	no	0	no	0
Postsecondary Award/Cert/Diploma (>=1 year, < 2 years)	no	0	no	0
Associate's	no	0	no	0
Postsecondary Award/Cert/Diploma (>= 2 years, < 4 years)	no	0	no	0
Bachelor's	yes	38	yes	38
Postbaccalaureate Award/Cert/Diploma	no	0	no	0
Master's	yes	1	yes	1
Post-Master's Award/Cert/Diploma	no	0	no	0
Doctor's - Professional Practice	no	0	no	0
Doctor's - Research/Scholarship	no	0	no	0
Doctor's - Other	no	0	no	0

Initial Accreditation	1925	1925
Last Reaffirmed	2011	2011
Next Self-Study Visit	2015-16	2015-16
Next Periodic Review Report (PRR)	June 2021	June 2021
MSCHE Staff Liaison	Dr. Christy L. Faison	Dr. Christy L. Faison

Notes

B. Key Contacts

Key Contact	Data on File (2013-14)	IP Data (2014-15)
Chief Executive Officer	Dr. Philip A. Glotzbach *President* 815 North Broadway Saratoga Springs, NY 128661632 Phone: 518 580 5700 Fax: 518 580 5699 Email: pglotzba@skidmore.edu	Dr. Philip A. Glotzbach *President* 815 North Broadway Saratoga Springs, NY 128661632 Phone: 518 580 5700 Fax: 518 580 5699 Email: pglotzba@skidmore.edu
Chief Academic Officer	Dr. Beau Breslin *Dean of the Faculty and Vice President for Academic Affairs* 815 North Broadway Saratoga Springs, NY 128661632 Phone: 518 580 5705 Fax: 518 580 5694 Email: bbreslin@skidmore.edu	Dr. Beau Breslin *Dean of the Faculty and Vice President for Academic Affairs* 815 North Broadway Saratoga Springs, NY 128661632 Phone: 518 580 5705 Fax: 518 580 5694 Email: bbreslin@skidmore.edu
Chief Financial Officer	Mr. Michael D. West *Vice President for Finance, Administration and Treasurer* 815 North Broadway Saratoga Springs, NY 128661632 Phone: 518 580 5810 Fax: 518 580 5818 Email: mwest@skidmore.edu	Mr. Michael D. West *Vice President for Finance, Administration and Treasurer* 815 North Broadway Saratoga Springs, NY 128661632 Phone: 518 580 5810 Fax: 518 580 5818 Email: mwest@skidmore.edu
Chief Information Technology Officer	Mr. William Duffy *Chief Technology Officer* 815 North Broadway Saratoga Springs, NY 128661632 Phone: 518 580 5913 Fax: none Email: bduffy@skidmore.edu	Mr. William Duffy *Chief Technology Officer* 815 North Broadway Saratoga Springs, NY 128661632 Phone: 518 580 5913 Fax: none Email: bduffy@skidmore.edu
Accreditation Liaison Officer	Dr. Lisa Christenson *Assessment Facilitator* 815 North Broadway Saratoga Springs, NY 128661632 Phone: 518 580 5024 Fax: none Email: lchriste@skidmore.edu	Dr. Lisa Christenson *Associate Director of Institutional Research for Assessment* 815 North Broadway Saratoga Springs, NY 128661632 Phone: 518 580 5024 Fax: none Email: lchriste@skidmore.edu

Coordinator of Distance Education	Dr. Auden Thomas *Director Summer Academic Programs and Residencies* 815 North Broadway Saratoga Springs, NY 128661632 Phone: 518 580 5597 Fax: none Email: athomas@skidmore.edu	Dr. Auden Thomas *Director Summer Academic Programs and Residencies* 815 North Broadway Saratoga Springs, NY 128661632 Phone: 518 580 5597 Fax: none Email: athomas@skidmore.edu
Coordinator of Outcomes Assessment	Dr. Sarah W. Goodwin *Professor of English and Faculty Assessment Coordinator* Palamountain Hall 305 815 North Broadway Saratoga Springs, NY 128661632 Phone: 518 580 5150 Fax: 518 580 5189 Email: sgoodwin@skidmore.edu	Dr. Sarah W. Goodwin *Professor of English and Faculty Assessment Coordinator* Palamountain Hall 305 815 North Broadway Saratoga Springs, NY 128661632 Phone: 518 580 5150 Fax: 518 580 5189 Email: sgoodwin@skidmore.edu
Coordinator of Institutional Research Functions	Mr. Joseph G. Stankovich *Director of Institutional Research* 815 North Broadway Saratoga Springs, NY 128661632 Phone: 518 580 5719 Fax: none Email: jstankov@skidmore.edu	Mr. Joseph G. Stankovich *Director of Institutional Research* 815 North Broadway Saratoga Springs, NY 128661632 Phone: 518 580 5719 Fax: none Email: jstankov@skidmore.edu
Chair: Self-Study Steering Committee	Dr. Beau Breslin *Dean of the Faculty and Vice President for Academic Affairs* 815 North Broadway Saratoga Springs, NY 128661632 Phone: 518 580 5705 Fax: 518 580 5694 Email: bbreslin@skidmore.edu	Dr. Beau Breslin *Dean of the Faculty and Vice President for Academic Affairs* 815 North Broadway Saratoga Springs, NY 128661632 Phone: 518 580 5705 Fax: 518 580 5694 Email: bbreslin@skidmore.edu
Co-Chair: Self-Study Steering Committee	Dr. Sarah W. Goodwin *Professor of English and Faculty Assessment Coordinator* Palamountain Hall 305 815 North Broadway Saratoga Springs, NY 128661632 Phone: 518 580 5150 Fax: 518 580 5189 Email: sgoodwin@skidmore.edu	Dr. Sarah W. Goodwin *Professor of English and Faculty Assessment Coordinator* Palamountain Hall 305 815 North Broadway Saratoga Springs, NY 128661632 Phone: 518 580 5150 Fax: 518 580 5189 Email: sgoodwin@skidmore.edu
Person in the President's Office To Whom MSCHE Invoices Should be Sent	Ms. Jeanne Sisson *Board Administrator* 815 North Broadway Saratoga Springs, NY 128661632 Phone: 518 580 5664 Fax: none Email: jsisson@skidmore.edu	Ms. Jeanne Sisson *Special Assistant* 815 North Broadway Saratoga Springs, NY 128661632 Phone: 518 580 5664 Fax: none Email: jsisson@skidmore.edu

Person Who Should Receive a Copy of MSCHE Invoices (Optional)	Ms. Jessica Gitchel *Senior Administrative Assistant* 815 North Broadway Saratoga Springs, NY 128661632 Phone: 518 580 5700 Fax: none Email: jgitchel@skidmore.edu	Ms. Jessica Gitchel *Senior Administrative Assistant* 815 North Broadway Saratoga Springs, NY 128661632 Phone: 518 580 5700 Fax: none Email: jgitchel@skidmore.edu
Person Completing IP Financials	Ms. Lori A. Martindale *Assistant Director Financial Services* 815 North Broadway Saratoga Springs, NY 128661632 Phone: 518 580 5838 Fax: 518 580 5821 Email: lmartind@skidmore.edu	Ms. Lori A. Martindale *Assistant Director Financial Services* 815 North Broadway Saratoga Springs, NY 128661632 Phone: 518 580 5838 Fax: 518 580 5821 Email: lmartind@skidmore.edu
Person Completing IP (Key User)	Mr. Joseph G. Stankovich *Director of Institutional Research* 815 North Broadway Saratoga Springs, NY 128661632 Phone: 518 580 5719 Fax: none Email: jstankov@skidmore.edu	Mr. Joseph G. Stankovich *Director of Institutional Research* 815 North Broadway Saratoga Springs, NY 128661632 Phone: 518 580 5719 Fax: none Email: jstankov@skidmore.edu

☐ **Click here to indicate that you have reviewed and updated the entire list of Key Contacts above.**
(Required to "Lock Down" the IP data)

C. Graduation Data

1. Awards Granted

Report all degrees or other formal awards conferred by your institution between July 1, 2013, and June 30, 2014. If an individual received two degrees at different levels during the specified time period, report each degree in the appropriate category.

Please see the instructions for specific inclusions and exclusions.

Awards	Data on File (2012-13)	IP Data (July 1, 2013 - June 30, 2014)
Postsecondary Certificate (less than 1 year)	0	0
Postsecondary Certificate (>= 1 year, < 2 years)	0	0
Associate's	0	0
Postsecondary Certificate (>= 2 years, < 4 years)	0	0
Bachelor's	616	684
Postbaccalaureate Certificate	0	0
Master's	9	7
Post-Master's Certificate	0	0
Doctor's - Professional Practice	0	0
Doctor's - Research/Scholarship	0	0
Doctor's - Other	0	0

Screening Questions

a. Does your institution have undergraduate programs?	yes	yes
b. Does your institution serve only transfer students?	no	no

2. Completers

This section requests completion data on two separate cohorts (150% and 200%) of full-time, first-time, degree/certificate-seeking undergraduate students enrolled in your institution during the specified fall term or academic year. Students must be enrolled full-time in courses that lead to a credit-bearing degree, diploma, certificate or other formal award. Count completers only once and indicate the highest degree level earned. Report the status of these students as of August 31 of the reporting year. Please see the instructions to identify students for inclusion in the specific cohorts.

Completers of Programs of <= 2 Years	Data on File (as of August 31, 2013)	IP Data (as of August 31, 2014)

150% of expected time to completion		
Total number of students in the Fall 2011 cohort	0	0
Number completed within 150%	0	0
Total transfers out	0	0
Total number of Fall 2011 cohort still enrolled	0	0
200% of expected time to completion		
Total number of students in the Fall 2010 cohort	0	0
Number completed within 200%	0	0
Total transfers out	0	0
Total number of Fall 2010 cohort still enrolled	0	0
Completers of Programs of > 2 and <= 4 Years		
150% of expected time to completion		
Total number of students in the Fall 2008 cohort	682	652
Number completed within 150%	586	566
Total transfers out	0	0
Total number of Fall 2008 cohort still enrolled	0	0
200% of expected time to completion		
Total number of students in the Fall 2006 cohort	0	0
Number completed within 200%	0	0
Total transfers out	0	0
Total number of Fall 2006 cohort still enrolled	0	0

Notes

D. Enrollment (Unduplicated)

1. Fall Enrollment

	Data on File (fall 2013)		IP Data (fall 2014)	
	Undergraduate	Graduate	Undergraduate	Graduate
Total credit hours of all part-time students	239	71	157	55
Minimum credit load to be considered a full time student per semester	12	12	12	12
Full-Time Head Count	2555	0	2534	0
Part-Time Head Count	37	18	23	14

2. Credit Enrollment (fall 2014)

	Data on File (fall 2013)	IP Data (fall 2014)
Number of Students matriculated, enrolled in degree programs (Undergraduate + Graduate)	2593	2551
Number of Students not matriculated, enrolled in credit-bearing courses	38	20

3. Non-Credit Enrollment (Prior Year)

	Data on File (2012-13)	IP Data (July 1, 2013 - June 30, 2014)
Number of Students enrolled in non-credit, graduate level courses	0	0
Number of Students enrolled in non-credit, undergraduate level and other continuing education (excluding avocational) courses	43	40
Number of Students in non-credit avocational continuing education courses	0	0

Notes

E. Distance and Correspondence Education

Distance education means education that uses one or more technologies to deliver instructions to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor. See the Instructions for a full explanation.

Part 1. Distance Education

Screening Question	Data on File (2012-13)	IP Data (July 1, 2013 – June 30, 2014)
Did your institution, in the most recent prior year (July 1, 2013 - June 30, 2014), offer distance education courses, as defined in the Instructions?	No	No

Part 2. Correspondence Education

Correspondence education means: (1) Education provided through one or more courses by an institution under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor; (2) Interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student; (3) Correspondence courses are typically self-paced; and (4) Correspondence education is not Distance education.

Screening Question	Data on File (2012-13)	IP Data (July 1, 2013 – June 30, 2014)
Did your institution, in the most recent prior year (July 1, 2013 - June 30, 2014), offer Correspondence education courses?	No	No

Notes

F. Other Regional, National, and Specialized Accreditation

1. Accreditors Recognized by the U.S. Department of Education

Please list any other accrediting organizations that accredit your institution or its programs.
Please separate each accreditor by a semi-colon (;). **Please do not exceed 7500 characters and avoid the use of acronyms when at all possible.**

Data on File (2013-14)	IP Data (2014-15)
Accreditors Recognized by U.S. Secretary of Education	**Accreditors Recognized by U.S. Secretary of Education**
▪ National Association of Schools of Art and Design, Commission on Accreditation	National Association of Schools of Art and Design, Commission on Accreditation

2. Other Accreditors

Please list any other accrediting organizations that accredit your institution or its programs.
Please separate each accreditor by semi-colon (;).

G. Instructional Personnel

	Data on File (fall 2013)		IP Data (fall 2014)	
	Full-Time Headcount	**Part-Time Headcount**	**Full-Time Headcount**	**Part-Time Headcount**
Total Faculty	260	59	263	76

Notes

H. Related Educational Activities

H-1. Study Abroad

This section is only required if your institution's Self-Study Visit is scheduled for 2015-16 or 2016-17.

Note:
Your institution's next Self-Study Visit is scheduled for 2015-16.

	Data on File (2013-14)	IP Data (July 1, 2014 - June 30, 2015)
Country	China	deleted
Number of Sites	1	
Total Students at All Sites	11	
Country	England	England
Number of Sites	2	2
Total Students at All Sites	66	57
Country	France	France
Number of Sites	1	1
Total Students at All Sites	43	38
Country	Spain	Spain
Number of Sites	2	2
Total Students at All Sites	29	19

Notes

H-2. Branch Campuses

Data on File (2013-14)	IP Data (2014-15)
No Branch Campuses.	No Branch Campuses.

H-3. Additional Locations

Data on File (2013-14)	IP Data (2014-15)
No Additional Locations.	No Additional Locations.

H-4. Other Instructional Sites

Data on File (2013-14)	IP Data (2014-15)
No Other Instructional Sites.	

Middle States Commission on Higher Education
Institutional Profile 2014-15
[0386] **Skidmore College**

I. Financial Information (Part 1)

Report the same data for Educational and General (E&G) expenses on the Institutional Profile that your institution reports to the Integrated Postsecondary Higher Education Data Systems (IPEDS). The IPEDS Part and Line numbers are noted for each data element listed.

Verify the beginning and ending date for your institution's fiscal year. The default dates are 6/1/2013 through 5/31/2014 (the most recent year for which you would have audited financial statements). If your institution uses different dates, please change the default dates accordingly. For example, enter 1/1/2014 through 12/31/2014.

Report financial data in whole dollars. Round cents to the nearest whole dollar. For example, enter 124, not 123.65.
Do not enter data in thousands of dollars. For example, enter 1,250,000, not 1,250.
Enter negative numbers using a minus sign. For example, enter -100,000, not (100,000).

Complete every field for which you have financial data. Fields marked with an asterisk are required. You will not be able to "lock down" your data and submit the Institutional Profile if these fields are not completed.

Shaded information cannot be modified online. * denotes a required field.

	Data on File Fiscal Year Ending 2013	IP Data Fiscal Year Ending 2014
Which reporting standard is used to prepare your institution's financial statements? Your selection determines the value in the column IPEDS Part-Line below. **FASB (Financial Accounting Standards Board)** **GASB (Governmental Accounting Standards Board)** Note: For Private and International institutions the value is set automatically and the field is disabled. The FASB Reporting Standard is the approximate equivalent of the standard used by International institutions.	FASB	FASB
Is your institution's Auditor's report on financial statements Unqualified or Qualified? (Click on the '?Instructions' link for assistance.)		Unqualified
Fiscal Year Begin	6/1/2012	6/1/2013
Fiscal Year End	5/31/2013	5/31/2014
Does your institution allocate Operation & Maintenance of Plant expense?	Yes	Yes
Does your institution allocate Depreciation Expense?	Yes	Yes

	IPEDS Part-Line	Data on File Fiscal Year Ending 2013		IP Data Fiscal Year Ending 2014	
		Expenses	Includes O&M	Expenses	Includes O&M
1. Instruction	**E-01**	$53,413,000	$1,848,000	$54,420,000	$1,845,000
2. Research	**E-02**	$2,140,000	$0	$2,005,000	$0

3. Public Services	**E-03**	$0	$0	$0	$0
4. Academic Support	**E-04**	$17,306,000	$711,000	$17,346,000	$710,000
5. Student Services	**E-05**	$16,772,000	$853,000	$17,494,000	$851,000
6. Institutional Support	**E-06**	$26,977,000	$213,000	$28,041,000	$213,000
7. Scholarships and Fellowships	**E-08**	$0	$0	$0	$0
8. Operation and Maintenance of Plant	**E-Col 4**		$3,625,000		$3,619,000
Total E&G Expenses*		$116,608,000		$119,306,000	

Notes

Principal Payments on Long Term Debt includes a refunding of Saratoga County IDA Series 2003A for $13,260,000. These bonds were refinanced with Saratoga County Capital Resource Revenue Refunding Bonds Series 2014A for $12,175,000.

Middle States Commission on Higher Education
Institutional Profile 2014-15
[0386] **Skidmore College**

I. Financial Information (Part 2)

REMINDER: Please make sure to use the TAB key instead of the ENTER key to navigate from field to field. The ENTER key will cause the data to be submitted (i.e., clicking on the Update button).

Report the same data on the Institutional Profile in Section 2A below that your institution reports to IPEDS. The IPEDS Part and Line numbers are noted for each data element listed.

Report the data on the Institutional Profile in Section 2B below which can be obtained from your institution's audited financial statements and/or supporting documents.

Report financial data in whole dollars. Round cents to the nearest whole dollar. For example, enter 124, not 123.65.
Do not enter data in thousands of dollars. For example, enter 1,250,000, not 1,250.

Complete every field for which you have financial data. Fields marked with an asterisk are required. You will not be able to "lock down" your data and submit the Institutional Profile if these fields are not completed.

Shaded information cannot be modified online.

	IPEDS Part-Line	Data on File Fiscal Year Ending 2013	IP Data Fiscal Year Ending 2014
SECTION 2A -- Data from IPEDS			
Property, Plant and Equipment, net	**A-19**	$220,065,000	$227,355,000
Total Assets	**A-02**	$637,686,000	$676,638,000
Long Term Debt Related to Property, Plant and Equipment	**A-03a**	$73,200,000	$68,340,000
Unrestricted Net Assets	**A-04**	$264,216,000	$269,073,000
Temporarily Restricted Net Assets		$87,840,000	$110,574,000
Permanently Restricted Net Assets		$113,721,000	$118,557,000
Change in Net Assets	**B-04**	$32,839,000	$32,428,000
Net Assets (Beginning of Year)	**B-05**	$432,938,000	$465,777,000
Adjustment to Net Assets (Beginning of Year)	**B-06**	$0	($1,000)
Net Assets (End of Year)	**B-07**	$465,777,000	$498,204,000
Allowances/Scholarships (Applied to Tuition & Fees)	**C-08**	$37,283,000	$40,908,000
Tuition and Fees Revenue (Net of Allowances)	**D-01**	$82,879,000	$84,085,000
Depreciation Expense	**E-Col 5**	$12,906,000	$14,208,000
SECTION 2B -- Data from Audited Financial Statements and Supporting Documents			
Total Unrestricted Operating Revenue		$125,674,000	$130,669,000
Total Operating Revenue		$140,234,000	$146,896,000

Total Unrestricted Operating Expense	$142,453,000	$146,790,000
Total Operating Expense	$142,453,000	$146,790,000
Change in Unrestricted Net Assets	$29,462,000	$4,857,000
Deposits Held by Bond Trustees	$5,808,000	$4,180,000
Principal Payments on Long Term Debt	$3,599,000	$15,910,000
Interest Expense on Long Term Debt	$3,330,000	$3,414,000

Notes

Principal Payments on Long Term Debt includes a refunding of Saratoga County IDA Series 2003A for $13,260,000. These bonds were refinanced with Saratoga County Capital Resource Revenue Refunding Bonds Series 2014A for $12,175,000.

☐   **Click here to indicate that Mr. Michael D. West has reviewed and approved the data on the "Financial Information (Part 1)" and "Financial Information (Part 2)" pages.**
   (Required to "Lock Down" the IP data)

K. Required Attachments

Please upload the required attachments listed below as soon as all of the items are available but no later than **April 17, 2015**. <u>**NOTE:**</u> **Each file name needs to include the institution name** (can be abbreviated), **key words for each file** (examples in italics below) **and the fiscal year ending date.**

- A copy of the institution's fiscal year 2014 Audited Financial Statements [**AFS**]. If the institution's Management Letter is included in the AFS file, please use the label [**AFS-Mgmt**].

- A copy of the institution's fiscal year 2014 Management Letter [**Mgmt**]. If the institution does not have a management letter, please put a Note on the Financial Information (Part 1) page.

- A copy of the Finance section of the institution's IPEDS submission [**IPEDS**] for fiscal year 2014 (if you submit annual financial data to IPEDS).

- A copy of the institution's current Catalog [**Catalog**], PDF format preferred. If the catalog is not available in an digital/electronic that can be uploaded, please upload a Word document with the link(s).

File Type	Example File Name
Audited Financial Statements	InstitutionName-AFS 6-30-14
Management Letter	InstitutionName-Mgmt 6-30-14
IPEDS Submission	InstitutionName-IPEDS 6-30-14
Catalog	InstitutionName-Catalog

Upload Files

To upload electronic versions of the documents listed above do the following: **(Note: documents can only be uploaded one at a time.)**

1. Click on the **Add File** link below to display the **Select File to Upload** popup window.
2. Click on the **Browse** button to display the **File Upload** popup.
3. Locate the file to be uploaded in the **File Upload** popup window.
4. Double click on the file or single click on the file and then click on the Open button.
5. The **Select File to Upload** popup window will become the active window and the full pathname of the selected file will be displayed in the textbox.
6. Click on the **Upload** button to upload the selected file to the MSCHE server.

7. The **Select File to Upload** popup window will display a message once the file has been successfully loaded.
8. Close the popup window and repeat steps 1 to 7 to upload another file.
9. The selected file will be listed in the table below after it has been successfully uploaded.

Uploaded Files

File Name	File Type	File Size	Last Updated
SkidmoreCollege-AFS 4-14-15.pdf	Adobe Acrobat Document	2320.8 KB	4/14/2015 11:36:06 AM
SkidmoreCollege-Catalog.pdf	Adobe Acrobat Document	1386.68 KB	4/13/2015 3:52:27 PM
SkidmoreCollege-IPEDS 4-13-15.pdf	Adobe Acrobat Document	152.93 KB	4/13/2015 3:53:49 PM

If you are not able to upload the required attachments, please contact:

Mr. Tze Joe
Information Technology Coordinator
tjoe@msche.org

Self-Study Steering Committee, 2013-2016

Beau Breslin, Dean of the Faculty and Vice President for Academic Affairs (Co-chair)

W. Rochelle Calhoun, Dean of Students and Vice President for Student Affairs (2013-15)

Miles Calzini, Skidmore Class of 2016 (2013-14)

Lisa Christenson, Associate Director of Institutional Research for Assessment

Gail Cummings-Danson, Interim Dean of Students and Vice President for Student Affairs (2015-16)

Julia Elstein, Skidmore Class of 2017 (2014-15)

Sarah Goodwin, Professor English and Faculty Assessment Coordinator (Co-chair)

Cori Houry-Kling, Recruiting Coordinator/Staff Assistant, Career Development Center (2014-15)

Mark Huibregtse, Professor of Mathematics

Linda Jackson-Chalmers, Board of Trustees

Madeleine Kanazawa, Skidmore Class of 2015 (2013-15)

Kelley Patton-Ostrander, Director of Financial Planning and Budgeting

Pam Perez, Guest Services and Information Systems Coordinator, Special Programs (2013-14)

Javier Perez-Moreno, Assistant Professor of Physics

Beth Post-Lundquist, Director of Financial Aid

Michael Sposili, Executive Director of Alumni Affairs and College Events

Joseph Stankovich, Director of Institutional Research

Charles Tetelman, Skidmore Class of 2016 (2015-16)

Auden Thomas, Director of Summer Academic Programs and Residencies

Joshua Woodfork, Vice President for Strategic Planning and Institutional Diversity

Working Groups as of 9/18/2014
**Denotes co-chairs

1. General Education Review and Reform. Committee on Educational Policies and Planning.
   WG Members:
- Beau Breslin**, Dean of the Faculty and Vice President for Academic Affairs
- Ruth Copans, College/Special Collections Librarian
- Bill Duffy, Chief Technology Officer
- Mike Eckmann, Associate Professor of Mathematics and Computer Science
- Corey Freeman-Gallant, Associate Dean of the Faculty for Academic Policy and Advising
- Eliza Kent, Professor of Religion
- Viviana Rangil, Associate Professor of Spanish
- Rachel Roe-Dale, Associate Professor of Mathematics and Computer Science;
- Peter von Allmen**, Professor and Chair of Economics

2. The FYE, the Sophomore Experience, and Beyond College.
   WG Members:
- Michael Arnush, Associate Professor and Chair of Classics
- Rochelle Calhoun**, Dean of Students and Vice President for Student Affairs
- Miles Calzini, Class of 2016
- Janet Casey**, Director, First-Year Experience
- Kim Crabbe, Director, Career Development Center
- Beth DuPont, Director of Academic Technologies
- Ben Harwood, Lead Instructional Technologist
- Madeleine Kanazawa, Class of 2015
- Kim Marsella, Director of Academic Advising
- Marla Melito, Student Academic Development Coordinator, First-Year Experience
- Barbara Norelli, Social Sciences and Instructional Services Associate Librarian
- Jacquie Scoones, Director of MALS and Visiting Assistant Professor of English
- Michael Sposili, Executive Director of Alumni Affairs and College Events

3. Physical and Digital Spaces for Integrative Learning.
   WG Members:
- Erica Bastress-Dukehart**, Associate Professor of History and Director of the Center for Leadership in Teaching and Learning
- Kelly Dempsey, Instructional Technologist and Training Coordinator
- Jordana Dym, Professor of History
- Cindy Evans, Director of the Foreign Language Resource Center
- Kathryn Frederick, Systems Librarian
- Kim Frederick, Professor and Chair of Chemistry
- Mark Huibregtse, The Class of 1964 Term Professorship, Mathematics and Computer Science
- Kathy Kinnin, Director of IT User Services
- Jennifer Napierski, Assistant Director for Finance and Administration, Tang Teaching Museum/Art Gallery
- Kelley Patton-Ostrander, Director, Financial Planning and Budgeting
- Auden Thomas**, Director of Summer Academic Programs and Residencies

4. Diversity, Inclusion, and Integrative Learning. Committee on Intercultural and Global Understanding.
WG Members:

- Cori Filson, Director of Off-Campus Study and Exchanges
- Maria Lander, Associate Professor of Spanish and Chair of Foreign Languages and Literatures
- Sue Layden, Research Analyst for Enrollment, Retention, and Student Achievement
- Javier Perez-Moreno, Assistant Professor of Physics
- Pushi Prasad**, The Zankel Chair in Management for Liberal Arts Students
- Paty Rubio**, Associate Dean of the Faculty for Personnel and Diversity
- Rachel Seligman, Assistant Director for Curatorial Affairs/Associate Curator, Tang Teaching Museum/Art Gallery
- Jamin Totino, Director of Student Academic Services
- Joshua Woodfork, Executive Director of the Office of the President and Coordinator of Strategic Initiatives

5. Responsible Communities: Civic Engagement, Sustainability, and Values and Ethics. Committee: IPPC Subcommittee on Responsible Citizenship, and others.
WG Members:

- Alex Chaucer, GIS Instructional Technologist
- Charlene Grant, Lecturer, Foreign Languages and Literatures
- Cori Houry-Kling, Recruiting Coordinator / Staff Assistant, Career Development Center
- Michael Janairo, Assistant Director for Engagement
- Karen Kellogg, Associate Dean of the Faculty for Infrastructure, Sustainability and Civic Engagement
- Crystal Moore**, Professor and Chair of Social Work
- Beth Post-Lundquist**, Director of Financial Aid

Skidmore College
Goals for Student Learning and Development

The goals that follow reflect the unique characteristics and synergies of our B.A. and B.S. programs, as well as certain emphases that are deeply engrained in Skidmore's history and culture: on creativity, on civic responsibility, and on interdisciplinary thinking. As in the past, we aim to graduate students who strive for excellence, think deeply and creatively, and communicate and act effectively. We continue to ask our students to link theoretical and practical learning, and now also to develop intercultural understanding and an appreciation of their roles as global citizens. These goals have much in common with those of all liberal arts colleges who share a common mission, though we take pride in having long approached them in our own distinctive way.

Our goals emerge in particular from our collective sense of a Skidmore education as a transformative experience. We want our students to acquire both knowledge and capacities that enable them to initiate and embrace change and apply their learning lifelong in new contexts. We believe that this learning takes place throughout our students' experience, both inside the classroom and out, on campus and off. Our goals articulate, then, in language that is as clear and lean as possible, our understanding of students' learning and development at Skidmore. They lay the groundwork for our continued inquiry into the evidence of that learning.[i]

I. Knowledge
- Acquire knowledge of human cultures and the physical world through study in the arts, humanities, languages, mathematics, natural sciences, and social sciences
- Understand social and cultural diversity in national and global contexts
- Demonstrate advanced learning and synthesis in both general and specialized studies

II. Intellectual Skills and Practice
- Think critically, creatively, and independently
- Gather, analyze, integrate, and apply varied forms of information; understand and use evidence
- Communicate effectively
- Interact effectively and collaboratively with individuals and across social identities
- Engage in and take responsibility for learning; strive for excellence

III. Personal and Social Values
- Examine one's own values and their use as ethical criteria in thought and action
- Interrogate one's own values in relation to those of others, across social and cultural differences
- Develop practical competencies for managing a personal, professional, and community life
- Apply learning to find solutions for social, civic, and scientific problems

IV. Transformation
- Integrate and apply knowledge and creative thought from multiple disciplines in new contexts
- Embrace intellectual integrity, humility, and courage
- Foster habits of mind and body that enable a person to live deliberately and well
- Develop an enduring passion for learning

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[i] The following documents were fundamental sources for the Goals.
1. Skidmore College Mission Statement
2. Intersections of Paradigms, 2008 [including key phrases from the Strategic Plan, 2005]
3. Skidmore College Core Abilities, 1997-8
4. Skidmore College Academic Vision Statement, 2003-04
5. Liberal Education and America's Promise (LEAP) Essential Learning Outcomes
6. Wabash National Study of Liberal Arts Colleges: Liberal Arts Outcomes
7. Council for the Advancement of Standards: Learning and Development Outcomes

Table D1. NSSE 2013: Reflective and Integrative Learning

During the current school year, about how often have you done the following?	Frequencies			Means			
	Skidmore	**Selected Peers**		**Skidmore**	**Selected Peers**		
	Very often or Often %	Very often or Often %		Mean	Mean	Sig	Effect size
First-year students							
Combined ideas from different courses when completing assignments	64	59		2.8	2.8		0.10
Connected your learning to societal problems or issues	64	64		2.9	2.8		0.05
Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	64	62		2.8	2.8		0.01
Examined the strengths and weaknesses of your own views on a topic or issue	72	70		3.0	2.9		0.08
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	76	73		3.1	3.0		0.15
Learned something that changed the way you understand an issue or concept	81	74		3.2	3.0	*	0.17
Connected ideas from your courses to your prior experiences and knowledge	90	86		3.3	3.3		0.12
Seniors							
Combined ideas from different courses when completing assignments	83	79		3.2	3.2		0.07
Connected your learning to societal problems or issues	79	74		3.2	3.1		0.06
Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	62	68		2.9	3.0		-0.10
Examined the strengths and weaknesses of your own views on a topic or issue	77	75		3.0	3.0		-0.06
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	79	77		3.1	3.1		0.02
Learned something that changed the way you understand an issue or concept	83	80		3.1	3.2		-0.06
Connected ideas from your courses to your prior experiences and knowledge	92	91		3.5	3.4		0.06

*p<.01; **p<.05; ***p<.001
First-Year: Skidmore n = 174; Selected peers n = 5478
Senior: Skidmore n = 178; Selected peers n = 5258
Response rate: FY: 31%; SR: 32%

Table D2. Internship Experiences and Learning Gains

Survey Questions	Credit-Bearing Internships		RCIA Internships		Goals for Student Learning and Development
	Moderate, Large, or Very Large Gain	Large or Very Large Gain	Moderate, Large, or Very Large Gain	Large or Very Large Gain	
Readiness for more demanding research	69.3%	33.9%	47%	35%	Demonstrate advanced learning and synthesis…
Ability to read and understand primary literature	50.0%	32.8%	77%	56%	
Ability to integrate theory and practice	67.2%	57.8%	37%	21%	Integrate and apply knowledge and creative thought…
Ability to analyze data and other information	65.7%	31.3%	86%	56%	Gather, analyze, integrate, and apply varied forms of information…
Learning ethical conduct	68.8%	42.2%	86%	51%	Examine one's own values and their uses as ethical criteria in thought and action…
Skill in how to give an effective oral presentation	38.1%	27.0%	93%	70%	Communicate effectively…
Skill in writing	42.2%	26.6%	63%	33%	
Self-confidence	69.8%	46.0%	91%	72%	Embrace intellectual integrity, humility, and courage…
Learning to work independently	73.5%	51.6%	86%	53%	Think critically, creatively, and independently…

Table D3. Internship Experiences and Post-college Goals

	Credit-Bearing Internships			RCIA Internships	
	Moderate, Large, or Very Large Gain	Large or Very Large Gain		Moderate, Large, or Very Large Gain	Large or Very Large Gain
Clarification of career path	75.4%	41.6%		79%	52%
Understanding of the preparation, methods, and work in your field	78.4%	56.9%		79%	58%
Understanding of how professionals work on real problems	87.4%	69.9%		88%	64%
Understanding of how professionals in your field think	87.3%	63.5%		95%	69%
Learning technical skills and techniques in your field	76.2%	54%		79%	60%

Table D4. NSSE 2013: Development of Transferable Skills–First-Year

First-Year Students	Frequencies			Means			
	Skidmore	**Comp Group**		**Skidmore**	**Comparison Group**		
During the current school year, whether course-related or not, about how often have you done the following?	Very often or Often %	Very often or Often %		Mean	Mean	Sig	Effect size
Discussed or debated an issue of social, political, or philosophical importance	68	52		2.9	2.6	***	.38
Made a speech to a group	23	32		2.0	2.2	*	-.19
Worked in a group with people who differed from you in terms of background, political orientation, points of view, etc.	63	56		2.8	2.7	*	.18
Discussed the ethical consequences of a course of action	58	45		2.7	2.4	***	.30
Creatively thought about new ideas or about ways to improve things	74	63		3.1	2.8	***	.33
Critically evaluated multiple solutions to a problem	65	61		2.9	2.8	*	.17
Discussed complex problems with others to develop a better solution	60	55		2.8	2.7	*	.17
During the current school year, whether course-related or not, about how often have you *written something* (paper, report, article, blog, etc.) that:	Very often or Often %	Very often or Often %		Mean	Mean		Effect size
Used information from a variety of sources (books, journals, Internet, databases, etc.)	83	72		3.3	3.0	***	.30
Assessed the conclusions of a published work	64	51		2.9	2.6	***	.34
Included ideas from more than one academic discipline	67	54		2.9	2.6	***	.30
Presented multiple viewpoints or perspectives	71	57		3.0	2.7	***	.30

*p<.01; **p<.05; ***p<.001
Skidmore n = 138; Selected peers n = 16,800

Table D5. NSSE 2013: Development of Transferable Skills–Senior

Seniors	Frequencies			Means			
	Skidmore	Comp Group		Skidmore	Comparison Group		
During the current school year, whether course-related or not, about how often have you done the following?	Very often or Often %	Very often or Often %		Mean	Mean	Sig	Effect size
Discussed or debated an issue of social, political, or philosophical importance	67	55		**2.9**	2.7	**	.26
Made a speech to a group	36	46		**2.3**	2.5	**	-.22
Worked in a group with people who differed from you in terms of background, political orientation, points of view, etc.	59	65		**2.8**	2.9		-.09
Discussed the ethical consequences of a course of action	52	52		**2.7**	2.6		.08
Creatively thought about new ideas or about ways to improve things	78	73		**3.3**	3.0	**	.27
Critically evaluated multiple solutions to a problem	75	72		**3.1**	3.0		.16
Discussed complex problems with others to develop a better solution	72	67		**3.1**	2.9	*	.17
During the current school year, whether course-related or not, about how often have you *written something* (paper, report, article, blog, etc.) that:	Very often or Often %	Very often or Often %		Mean	Mean		Effect size
Used information from a variety of sources (books, journals, Internet, databases, etc.)	89	77		**3.5**	3.2	***	.37
Assessed the conclusions of a published work	85	57		**3.2**	2.7	***	.53
Included ideas from more than one academic discipline	80	61		**3.2**	2.8	***	.44
Presented multiple viewpoints or perspectives	75	60		**3.1**	2.8	***	.35

*p<.01; **p<.05; ***p<.001
Skidmore n = 144; Comparison Schools n = 20,500

Table D6. NSSE 2013: Diverse Perspectives–First-Year

First-Year Students	Frequencies			Means			
	Skidmore	Comp Group		Skidmore	Comparison Group		
During the current school year, to what extent have events or activities offered at your institution emphasized perspectives on societal differences (economic, ethnic, political, religious, etc.)?	Very much or Quite a bit %	Very much or Quite a bit %		Mean	Mean	Sig	Effect size
	62	50		2.8	2.5	***	.28
During the current school year, about how often have you attended events or activities that encouraged you to examine your understanding of the following?	Very often or Often %	Very often or Often %		Mean	Mean	Sig	Effect size
Economic or social inequality	28	18		2.1	1.7	***	.39
Issues of race, ethnicity, or nationality	33	18		2.2	1.7	***	.55
Religious or philosophical differences	18	19		1.7	1.8		-.02
Different political viewpoints	22	16		1.9	1.7	*	.22
Issues of gender or sexual orientation	32	15		2.2	1.6	***	.62
During the current school year, about how often have you had *discussions about* the following?	Very often or Often %	Very often or Often %		Mean	Mean	Sig	Effect size
Economic or social inequality	58	41		2.8	2.4	***	.41
Issues of race, ethnicity, or nationality	61	42		2.8	2.4	***	.49
Religious or philosophical differences	56	44		2.7	2.4	**	.25
Different political viewpoints	47	41		2.6	2.4	*	.20
Issues of gender or sexual orientation	57	34		2.8	2.2	***	.61

*p<.01; **p<.05; ***p<.001
Skidmore n = 140; Comparison Schools n = 9041

Table D7. NSSE 2013: Diverse Perspectives–Senior

Seniors	Frequencies			Means			
	Skidmore	**Comp Group**		**Skidmore**	**Comparison Group**		
During the current school year, to what extent have events or activities offered at your institution emphasized perspectives on societal differences (economic, ethnic, political, religious, etc.)?	Very much or Quite a bit %	Very much or Quite a bit %		Mean	Mean	Sig	Effect size
	64	43		2.7	2.4	***	.36
During the current school year, about how often have you attended events or activities that encouraged you to examine your understanding of the following?	Very often or Often %	Very often or Often %		Mean	Mean	Sig	Effect size
Economic or social inequality	21	15		1.9	1.6	***	.36
Issues of race, ethnicity, or nationality	23	15		2.0	1.6	***	.43
Religious or philosophical differences	15	15		1.7	1.6		.11
Different political viewpoints	15	14		1.7	1.6		.16
Issues of gender or sexual orientation	29	13		2.0	1.5	***	.62
During the current school year, about how often have you had *discussions about* the following?	Very often or Often %	Very often or Often %		Mean	Mean	Sig	Effect size
Economic or social inequality	56	47		2.7	2.5	**	.24
Issues of race, ethnicity, or nationality	52	43		2.7	2.4	**	.28
Religious or philosophical differences	48	41		2.5	2.4		.15
Different political viewpoints	53	44		2.5	2.4		.08
Issues of gender or sexual orientation	57	35		2.7	2.2	***	.44

*p<.01; **p<.05; ***p<.001
Skidmore n = 414; Comparison Schools n = 14,104

Table D8. NSSE 2013: Diversity

	Frequencies			Statistical Comparisons			
	Skidmore	Selected Peers		Skidmore	Selected Peers		
First-Year Students	%	%		Mean	Mean	Sig	Effect size
During the current school year, about how often have you done the following?							
Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	64	62		2.8	2.8		.01
During the current school year, about how often have you had discussions with people from the following groups?							
People of a race or ethnicity other than your own	82	75		3.3	3.2	*	.17
People from an economic background other than your own	81	80		3.3	3.3		.09
People with religious beliefs other than your own	82	73		3.3	3.1	*	.18
People with political views other than your own	51	68		2.7	3.0	***	-.31
Seniors							
During the current school year, about how often have you done the following?							
Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	62	68		2.9	3.0		-.10
During the current school year, about how often have you had discussions with people from the following groups?							
People of a race or ethnicity other than your own	77	69		3.1	3.1		.05
People from an economic background other than your own	78	77		3.2	3.2		.03
People with religious beliefs other than your own	70	70		3.0	3.1		-.08
People with political views other than your own	48	67		2.6	3.0	***	-.40

*p<.01; **p<.05; ***p<.001
First-Year: Skidmore n = 174; Selected peers n = 5478
Senior: Skidmore n = 178; Selected peers n = 5258
Response rate: FY: 31%; SR: 32%

Table D9. Your First College Year 2015: Diversity

	Skidmore	Comp
How would you rate yourself in the following areas:	A major strength / Somewhat strong)	A major strength / Somewhat strong)
Ability to see the world from someone else's perspective	82%	81%
Tolerance of others with different beliefs	88%	82%
Openness to having my own views challenged	73%	70%
Ability to discuss and negotiate controversial issues	75%	74%
Ability to work cooperatively with diverse people	84%	85%
Since entering this college, how often have you Socialized with someone of another racial/ethnic group? (Frequently / Occasionally)	99%	96%
Please indicate the extent to which you agree or disagree with the following statements:	Strongly agree / Agree	Strongly agree / Agree
I have felt discriminated against at this institution because of my race/ethnicity, gender, sexual orientation, or religious affiliation	14%	16%
There is a lot of racial tension on this campus	24%	27%
My college experiences have exposed me to diverse opinions, cultures, and values	89%	91%
In class, I have heard faculty express stereotypes based on race/ethnicity, gender, sexual orientation, or religious affiliation	29%	29%
Please rate your satisfaction with this institution on each of the aspects of college life listed below:	Very satisfied / Satisfied	Very satisfied / Satisfied
Racial/ethnic diversity of faculty	39%**	52%
Racial/ethnic diversity of student body	47%***	59%
Respect for the expression of diverse beliefs	88%*	79%
This institution has contributed to my knowledge of people from different races/cultures (A major strength / Somewhat strong)	88%	88%
Indicate the importance to you personally of each of the following:	Essential / Very important	Essential / Very important
Helping to promote racial understanding	49%	50%
Improving my understanding of other countries and cultures	72%	71%
To what extent have you experienced the following with students from a racial/ethnic group other than your own?	Very often / Often	Very often / Often
Dined or shared a meal	67%	63%
Had meaningful and honest discussions about race/ethnic relations outside of class	46%	46%
Had guarded, cautious interactions	15%	19%
Shared personal feelings and problems	53%	53%
Had tense, somewhat hostile interactions	8%	10%
Had intellectual discussions outside of class	56%	55%
Felt insulted or threatened because of your race/ethnicity	6%	9%
Studied or prepared for class	53%	58%
Socialized or partied	61%	60%
Since entering this college have you had a roommate of a different race/ethnicity? Yes	53%	47%
Since entering this college have you participated in an ethnic/racial student organization? Yes	22%	18%
*p<.01; **p<.05; ***p<.00; Significance based on means Skidmore n = 202; Comparison schools n = 2784		

Table D10. NSSE 2013: Civic Engagement

	Skidmore	Selected Peers		
	Mean	Mean	Sig	Effect size
How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?				
First-Year Students				
Writing clearly and effectively	3.0	3.0		.00
Speaking clearly and effectively	2.7	2.7		-.03
Thinking critically and analytically	3.3	3.3		-.02
Analyzing numerical and statistical information	2.4	2.5		-.11
Acquiring job- or work-related knowledge and skills	2.5	2.6		-.13
Working effectively with others	2.7	2.9	*	-.21
Developing or clarifying a personal code of values and ethics	2.7	2.9	*	-.21
Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	2.8	2.9		-.12
Solving complex real-world problems	2.5	2.7	*	-.22
Being an informed and active citizen	2.7	2.9		-.17
Seniors				
Writing clearly and effectively	3.4	3.4		.08
Speaking clearly and effectively	3.2	3.2		.03
Thinking critically and analytically	3.6	3.6		.00
Analyzing numerical and statistical information	2.5	2.8	***	-.28
Acquiring job- or work-related knowledge and skills	2.8	2.8		-.09
Working effectively with others	3.2	3.2		.06
Developing or clarifying a personal code of values and ethics	2.9	3.1	*	-.17
Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	2.8	2.9		-.07
Solving complex real-world problems	2.8	2.9		-.09
Being an informed and active citizen	2.9	3.0		-.13
*p<.01; **p<.05; ***p<.001 First-Year: Skidmore n = 174; Selected peers n = 5478 Senior: Skidmore n = 178; Selected peers n = 5258 Response rate: FY: 31%; SR: 32%				

Table D11. NSSE 2013: Civic Engagement–First-Year

First-Year Students	Frequency		Statistical Comparisons			
	Skidmore	**Selected Peers**	**Skidmore**	**Selected Peers**		
During the current school year, about how often have you done the following?	Very often or Often%	Very often or Often%	Mean	Mean	Sig	Effect size
Connected your learning to societal problems or issues	64	64	2.9	2.8		.05
Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	36	37	2.2	2.3		-.06
	Very much or Quite a bit %	Very much or Quite a bit %	Mean	Mean	Sig	Effect size
During the current school year, how much has your coursework emphasized applying facts, theories, or methods to practical problems or new situations	76	79	3.0	3.1		-.11
How much does your institution emphasize attending events that address important social, economic, or political issues?	63	74	2.8	3.0	***	-.32
How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?	Very much or Quite a bit %	Very much or Quite a bit %	Mean	Mean	Sig	Effect size
Developing or clarifying a personal code of values and ethics	58	68	2.7	2.9	*	-.21
Solving complex real-world problems	48	59	2.5	2.7	*	-.22
Being an informed and active citizen	56	66	2.7	2.9		-.17
About how many of your courses at this institution have included a community-based project (service-learning)?						
None	54	54				
Some	44	41				
Most	1	4	1.5	1.5		-.04
All	1	1				
Total	100	100				
About how many hours do you spend in a typical 7-day week doing community service or volunteer work						
0 hrs	79	54				
1-5 hrs	16	38				
6-10 hrs	3	4	1.0	2.0	***	-.28
11-15 hrs	1	2				
16-20 hrs	1	1				
Total	100	100				

*p<.01; **p<.05; ***p<.00
Skidmore n = 173; Selected Peers n = 5420

Table D12. NSSE 2013: Civic Engagement–Senior

Seniors	Frequency			Statistical Comparisons			
	Skidmore	Selected Peers		Skidmore	Selected Peers		
During the current school year, about how often have you done the following?	Very often or Often%	Very often or Often%		Mean	Mean	Sig	Effect size
Connected your learning to societal problems or issues	79	74		3.2	3.1		.06
Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	37	44		2.1	2.4	***	-.30
	Very much or Quite a bit %	Very much or Quite a bit %		Mean	Mean	Sig	Effect size
During the current school year, how much has your coursework emphasized applying facts, theories, or methods to practical problems or new situations?	77	82		3.0	3.2	**	-.22
How much does your institution emphasize attending events that address important social, economic, or political issues?	64	70		2.8	2.9	*	-.20
How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?	Very much or Quite a bit %	Very much or Quite a bit %		Mean	Mean	Sig	Effect size
Developing or clarifying a personal code of values and ethics	69	74		2.9	3.1	*	-.17
Solving complex real-world problems	67	66		2.8	2.9		-.09
Being an informed and active citizen	64	70		2.9	3.0		-.13
About how many of your courses at this institution have included a community-based project (service-learning)?							
None	43	35					
Some	51	60					
Most	5	5		1.6	1.7		-.12
All	0	0					
Total	100	100					
About how many hours do you spend in a typical 7-day week doing community service or volunteer work?							
0 hrs	71	46					
1-5 hrs	22	43					
6-10 hrs	2	7					
11-15 hrs	2	2					
16-20 hrs	1	1		1.7	2.6	*	-.22
21-25 hrs	0	0					
26-30 hrs	2	0					
More than 30 hrs	0	1					
Total	100	100					

*p<.01; **p<.05; ***p<.00
Skidmore n = 177; Selected Peers n = 9206

Table D13. Your First College Year 2015: Civic Engagement

	Skidmore	Comp
	Very satisfied / Satisfied	Very satisfied / Satisfied
Please rate your satisfaction with this institution on each of the aspects of college life listed below: Opportunities for community service	52%	55%
How would you rate yourself in the following areas:	A major strength / Somewhat strong	A major strength / Somewhat strong
Ability to see the world from someone else's perspective	82%	81%
Tolerance of others with different beliefs	88%	82%
Openness to having my own views challenged	73%	70%
Ability to discuss and negotiate controversial issues	75%	74%
Ability to work cooperatively with diverse people	84%	85%
Since entering this college, how often have you:	Frequently / Occasionally	Frequently / Occasionally
Demonstrated for a cause (e.g., boycott, rally, protest)	43%	29%
Performed volunteer work	48%***	62%
Worked on a local, state, or national political campaign	9%	8%
Discussed politics	83%	78%
Helped raise money for a cause or campaign	30%	35%
Publicly communicated your opinion about a cause (e.g., blog, email, petition)	48%	45%
Please indicate the extent to which you agree or disagree with the following statements:	Strongly agree / Agree	Strongly agree / Agree
I am interested in seeking information about current social and political issues	78%**	68%
This institution has contributed to my:	Strongly agree / Agree	Strongly agree / Agree
Understanding of the problems facing your community	81%	82%
Understanding of national issues	74%	75%
Understanding of global issues	74%	75%
Indicate the importance to you personally of each of the following:	Essential / Very important	Essential / Very important
Influencing social values	52%	60%
Helping others who are in difficulty	75%	80%
Participating in a community action program	52%	43%
Helping to promote racial understanding	49%	50%
Keeping up to date with political affairs	46%	47%
Becoming a community leader	44%	50%
Are you currently registered to vote? Yes	53%	56%
*p<.01; **p<.05; ***p<.00; Significance based on means Skidmore n = 202; Comparison schools n = 2784		

Appendix E.

		Skidmore College													
		Enrollment and Projections													
		Fall 2015 Projection													

| 6/10/2015 | Based on Three Year Weighted Average Retention Figures |

3 Yr Wtd Retention		Class		F07 ACT	F08 ACT	F09 ACT	F10 ACT	F11 ACT	F12 ACT	F13 ACT	F14 ACT	F15 PROJ	F16 PROJ	F17 PROJ	F18 PROJ	3 Yr Wtd Avg Retention		
																FY to SO	95.4%
																So to JR	96.3%
JR to SR	97.6%	**Seniors**		626	652	641	665	645	618	729	672	613	635	696	655	JR to SR	97.6%
		Readmits (New)		0	0	3	0	0	0	2	0	2	2	2	2		
		Transfers (New)		0	0	0	0	1	0	0	0	0	0	0	0		
		Reclass										5	5	5	5		
SO to JR	96.3%	**Juniors**		643	673	685	642	633	750	676	622	638	700	658	651		
		Readmits (New)		1	0	2	1	0	1	2	1	3	3	3	3		
		Transfers (New)		10	3	19	10	5	6	12	5	10	10	10	10		
FY to SO	95.4%	**Sophs**		645	638	616	632	745	649	614	646	695	652	645	645		
		Readmits (New)		0	1	0	0	0	0	0	0	1	1	1	1		
		Transfers (New)		23	29	29	19	20	20	18	11	20	20	20	20		
		Total Upperclass		1,948	1,996	1,995	1,969	2,049	2,044	2,053	1,957	1,987	2,028	2,039	1,992		
		Upperclass Study Away		203	141	153	141	160	171	117	101	122	124	125	122		
		Upperclass Leaves			51	72	48	67	62	69	71	68	69	70	68		
		Upperclass On Campus		1,745	1,804	1,770	1,780	1,822	1,811	1,867	1,785	1,798	1,834	1,845	1,802		
		First Yr		646	619	631	728	629	609	629	685	**646**	**640**	**640**	**640**		
		Transfers/Readmits (New)		3	1	1	3	1	0	2	2						
		Returning							2	0	0	0					
		London		38	33	33	40	34	38	31	39	**37**	**36**	**36**	**36**		
		Leaves		3	0	1	9	3	2	3	3						
							4										
		Jan Frosh		0	0	0	0	0	0	0	0	0	0	0	0		
		Jan Transfers		8	7	10	3	8	7	9	5	10	10	10	10		
On-Campus Fall Enrollment																	
		HEADCOUNT		2,394	2,424	2,402	2,511	2,454	2,420	2,498	2,472	2,444	2,474	2,485	2,442	[Headcount]	
		Part-Time *(included above)*		8	15	12	16	13	15	14	15	15	14	15	14		
		FTE		2,389	2,414	2,394	2,500	2,445	2,410	2,489	2,462	2,434	2,465	2,475	2,432	[FT + (1/3) PT]	
		ESTIMATED NFE		2,370	2,366	2,339	2,455	2,418	2,355	2,416	2,381	2,349	2,379	2,389	2,347	[ACTUAL FACTORS USED FO	
		BUDGETED NFE		2,280	2,280	2,280	2,280	2,280	2,330	2,330	2,330	2,330	2,330	2,330	2,330		
Over/Under Enrollment																	
		Estimated		90	86	59	175	138	25	86	51	19	49	59	17	[ESTIMATED NFE – BUDGE	
		Actual		89	86	58	174	139	25	85	50						

SKIDMORE
C O L L E G E

Operating Budget Update
Proposed FY '16 Budget and FY '17-FY '20 Forecasts*

LN	(Dollars in thousands)	FY '15 Current Estimate	% vs. Feb. Est.	FY '16 Proposed Budget	% vs. PY Est	FY '17 Prelim. Forecast	% vs. PY	FY '18 Prelim. Forecast	% vs. PY	FY '19 Prelim. Forecast	% vs. PY	FY '20 Prelim. Forecast	% vs. PY
1	Net Fiscal Enrollment	2,330	-	2,330		2,330		2,330		2,330		2,330	
2	**Revenues:**												
3	Regular Tuition	$ 108,120	0.0%	$ 111,904	3.5%	$ 115,821	3.5%	$ 119,875	3.5%	$ 124,070	3.5%	$ 128,413	3.5%
4	Financial Aid	(41,426)	-0.5%	(44,202)	6.7%	(46,908)	6.1%	(49,748)	6.1%	(52,730)	6.0%	(55,859)	5.9%
5	Net Regular Tuition	66,694	0.3%	67,702	1.5%	68,913	1.8%	70,127	1.8%	71,340	1.7%	72,554	1.7%
6	Internal Discount Rate	38.3%		39.5%		40.5%		41.5%		42.5%		43.5%	
7	Other Tuition & Fees	17,050	-2.5%	17,378	1.9%	17,951	3.3%	18,544	3.3%	19,156	3.3%	19,788	3.3%
8	Government Grants & Bundy Aid	1,249	0.0%	1,249	0.0%	1,249	0.0%	1,249	0.0%	1,249	0.0%	1,249	0.0%
9	Annual Gifts	7,113	-2.7%	7,532	5.9%	7,758	3.0%	7,991	3.0%	8,230	3.0%	8,477	3.0%
10	Other Program Grants & Gifts	2,500	0.0%	2,500	0.0%	2,500	0.0%	2,500	0.0%	2,500	0.0%	2,500	0.0%
11	Endowment Takeout - Core Support	16,250	0.5%	16,600	2.2%	16,930	2.0%	17,270	2.0%	17,615	2.0%	17,970	2.0%
12	Endowment Takeout - Campaign Support	1,025		1,462	42.6%	1,574	7.7%	1,574	0.0%	1,574	0.0%	1,574	0.0%
13	Investment Earnings - Other	1,400	0.0%	2,000	42.9%	2,040	2.0%	2,081	2.0%	2,123	2.0%	2,165	2.0%
14	Other Income	1,705	-6.5%	1,760	3.2%	1,813	3.0%	1,867	3.0%	1,923	3.0%	1,981	3.0%
15	Auxiliary Operations (Gross Margin)	27,855	0.0%	28,691	3.0%	29,552	3.0%	30,452	3.0%	31,379	3.0%	32,335	3.0%
16	**Total Revenues**	**$ 142,841**	**-0.6%**	**$ 146,874**	**2.8%**	**$ 150,280**	**2.3%**	**$ 153,655**	**2.2%**	**$ 157,089**	**2.2%**	**$ 160,593**	**2.2%**
17	**Expenditures:**												
18	Total Salaries & Wages	$ 61,845	-0.4%	$ 63,700	3.0%	$ 65,450	2.7%	$ 67,150	2.6%	$ 68,900	2.6%	$ 70,700	2.6%
19	Employee Benefits	27,836	0.1%	29,118	4.6%	30,425	4.5%	31,800	4.5%	33,225	4.5%	34,720	4.5%
20	Total Compensation	89,681	-0.2%	92,818	3.5%	95,875	3.3%	98,950	3.2%	102,125	3.2%	105,420	3.2%
21	Benefits as % of Salaries & Wages	45.0%		45.7%		46.5%		47.4%		48.2%		49.1%	
22	Services & Supplies	30,124	-0.3%	30,615	1.6%	31,374	2.5%	32,146	2.5%	32,927	2.4%	33,771	2.6%
23	Utilities	2,800	0.0%	2,656	-5.1%	2,709	2.0%	2,763	2.0%	2,819	2.0%	2,875	2.0%
24	Debt Service	5,462	0.0%	5,462	0.0%	5,462	0.0%	5,462	0.0%	5,462	0.0%	5,462	0.0%
25	Transfers to Capital: Facilities & Equipment	5,775	0.0%	5,775	0.0%	5,948	3.0%	6,126	3.0%	6,310	3.0%	6,499	3.0%
26	Transfers to Capital: Information Technology	2,450	0.0%	2,450	0.0%	2,524	3.0%	2,600	3.0%	2,678	3.0%	2,758	3.0%
27	Library Collection	1,510	0.0%	1,548	2.5%	1,587	2.5%	1,627	2.5%	1,668	2.5%	1,710	2.5%
28	Student Wages	1,975	0.0%	2,074	5.0%	2,178	5.0%	2,222	2.0%	2,266	2.0%	2,311	2.0%
29	Property & Liability Insurance	870	0.0%	914	5.1%	961	5.1%	1,009	5.0%	1,059	5.0%	1,112	5.0%
30	New Initiatives - Campaign	-	0.0%	112	-	112	0.0%	-	-	-	-	-	-
31	New Initiatives - CIS Debt Service	-	0.0%	500	-	1,000	100.0%	1,000	0.0%	1,000	0.0%	1,000	0.0%
32	New Initiatives -Other	-	0.0%	700	-	1,200	71.4%	1,700	41.7%	2,200	29.4%	2,700	22.7%
33	Contingency	500	-50.0%	1,250	150.0%	1,250	0.0%	1,250	0.0%	1,250	0.0%	1,250	0.0%
34	**Total Expenditures**	**$ 141,147**	**-0.6%**	**$ 146,874**	**4.1%**	**$ 152,180**	**3.6%**	**$ 156,855**	**3.1%**	**$ 161,764**	**3.1%**	**$ 166,868**	**3.2%**
35	**Excess Revenues Over Expenditures**	**$ 1,694**		**$ -**		**$ (1,900)**		**$ (3,200)**		**$ (4,675)**		**$ (6,275)**	
36	Target Revenue Enhancements to Balance Budget*					700		300		375		400	
37	Proposed Target as a Percentage of Total Revenues					0.5%		0.2%		0.2%		0.2%	
38	Cumulative Revenue Target					700		1,000		1,375		1,775	
39	Target Expense Reductions to Balance Budget*					1,200		1,000		1,100		1,200	
40	Proposed Target as a Percentage of Total Expenses					0.8%		0.6%		0.7%		0.7%	
41	Cumulative Reductions Target					1,200		2,200		3,300		4,500	
42	**Net Model Results Based on Assumptions**					**$ -**		**$ -**		**$ -**		**$ -**	

*See cover memorandum; excludes overenrollment revenues for FY '15

Attachment E

Appendix G.

CREATING PATHWAYS TO EXCELLENCE:
THE PLAN FOR SKIDMORE COLLEGE 2015-2025

OUR CHALLENGE – AND OUR OPPORTUNITY – IS TO CREATE AND EMBRACE A VISION OF SKIDMORE COLLEGE 2025 THAT IS AT ONCE DISTINCTIVE, COMPETITIVE, GROUNDED IN SKIDMORE'S PARTICULAR EXPRESSION OF THE VALUES OF LIBERAL EDUCATION, AND ACHIEVABLE. Because of the breadth, depth, and interconnectedness of our academic and co-curricular programs, the ways we teach in them, and how we encourage our students to find their own paths through our curriculum, the College is well positioned to seize this opportunity.

We begin by reaffirming our commitment to the fundamental principles of liberal education as realized in a residential liberal arts college,[1] while acknowledging the need to refine and refresh Skidmore's distinctive expression of those values in ways that best meet the needs of our students in the 21st Century. The time-honored outcomes of a high quality liberal education include intellectual freedom and courage, a critical and analytical disposition, the humility required to know that even one's most deeply held beliefs might merit reexamination, the ability to identify and challenge entrenched assumptions, to write and think cogently, to present one's views effectively and persuasively orally and in other ways, to access different modes of knowing, to develop new insights through both empirical research and conceptual exploration, and expanding one's cultural horizons and self-knowledge. At the same time, just as Scribner Library has changed from a repository of books into a dramatically different workspace that integrates print resources with the new digital universe of research and learning, so too are we committed to develop and implement new and creative pedagogies and curricula that will support our transition to a technology-rich college. Doing so will enable our students to take best advantage of the opportunities for learning available to them both here and in their post-Skidmore lives. It also acknowledges the fact that our students increasingly come to us having experienced new forms of technologically enhanced learning in their primary and secondary schools – learning experiences that we must be prepared to credit and build upon.

Because the commitment to developing the above-noted skills and habits of mind represents the most direct expression of our core educational mission, we place it at the center of our planning. Liberal education has long been regarded as the best preparation for a life of professional success, civic engagement, and personal fulfillment. This realization holds true even more today, especially given the rapidly changing and increasingly uncertain world our graduates will encounter – a world that, at the same time, abounds in unparalleled opportunities. Not surprisingly, employers frequently identify those same values as the most desired characteristics of persons they most want to hire. In short, the educational outcomes we seek are expressed most vividly in the lives of our graduates. Their professional, civic, and personal contributions to this world represent a primary measure of the College's value.[2]

We acknowledge that recommitting to an educational process grounded in the distinctive model of the American liberal arts college stands in opposition to many prevailing trends in both higher education and in our society writ large.[3] Nevertheless, we persist in believing that students learn most dynamically and effectively within the setting of a residential college

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[1] See *Engaged Liberal Learning: The Plan for Skidmore College 2005-2015*, §B. "Skidmore's Distinctive Identity – the Values of Engaged Liberal Learning," pp. 5-11.

[2] A more specific and developed expression of these desired educational outcomes occurs in the "Goals for Student Learning and Development" that were endorsed by the faculty, which is included below as Appendix I.

[3] Examples of such trends include an increased emphasis on technical or vocationally-oriented degree programs and short-term "return on investment," decreased reliance on full-time tenured and tenure-track faculty in favor of part-time adjunct instructors, the creation of economic efficiencies through larger classes, distance learning and other forms of technologically-mediated instruction, etc.

community focused on the developmental requirements of the traditional college-age student – in an aesthetically inspiring campus environment; through direct face-to-face interactions with teachers, mentors, and peers; within a rich web of academic and social support; with opportunities for deep engagement with ideas; and a focus on developing skills that are crucial to their future in ways that simply cannot be replicated in more impersonal educational contexts or over the Internet.

Our achievements under the guidance of the previous *Strategic Plan* give us confidence in our ability to attain new levels of excellence in teaching and learning and in meeting the new demands of the environment in which we operate. This current *Plan* points the way to achieving these outcomes by setting out creative pathways to accomplish the *four strategic goals* that are identified below (p. 7). It calls upon the entire Skidmore community to be nimble, experimental, and imaginative in aligning our actions to ensure that our identification of priorities, allocation of resources, and direction of institutional energy support these broad objectives.

Central to our educational enterprise is the work of our faculty of teacher-scholars who establish relationships with our students built upon their personal concern for every student's success. Our faculty members also directly contribute through their own research and creative work, which sustains their critical relationship to the larger scholarly community, contributes to the store of knowledge, and in turn enriches what they bring to our students in the classroom, the lab, and the studio. Indeed, our faculty members are the heartbeat of the institution; the excellence of our academic enterprise depends directly on their skills, capacities, and freedom. Today, professors are called upon to interact with our students, with their colleagues, with the Skidmore community, with their disciplines, and with the larger academy in evermore complex and important ways – as teachers, scholars, leaders, role models, and mentors. We are mindful that traditional ways of teaching, producing scholarly and artistic work, and learning at Skidmore may no longer suffice in the Twenty-First Century. As a result, we must be proactive and forward thinking in our approaches to the work of the faculty – supporting them in adopting the most promising new pedagogical practices and providing the necessary academic leadership in today's increasingly multicultural and complex classroom.

The educational philosophy central to the residential liberal arts college places the work of teaching and learning within a larger developmental framework that also values what our students learn through the co-curriculum – on the athletic field, in holding leadership positions in clubs and organizations, writing for student publications, and the like. Many dedicated staff members and administrators also directly assist our students through coaching, mentoring, and interacting with them in other ways, supporting this nexus of curricular and co-curricular learning. Our alumni, parents, and students take justifiable pride in their affiliation with Skidmore and support its multidimensional educational mission.

Although the College has been under-resourced throughout our history – relative to our achievements and, certainly, to our aspirations – Skidmore has made imaginative and bold institutional decisions despite their uncertainty and risk: for example, moving from our original campus to our present one, admitting men, developing the concept of a teaching museum, and envisioning a Center for Integrated Sciences that represents the most ambitious single capital project the College has ever conceived. Such choices have made the College stronger now than it has ever been. Through effective portfolio management and the *Creative Thought – Bold Promise Campaign*, our endowment has more than doubled over the past ten years (from $155 million to nearly $322 million as of September 30, 2015); annual fundraising has doubled as well (from $10 million to $20-25 million). Under the previous *Strategic Plan*, we increased the size of the faculty and added programs in Neuroscience, Arts Administration, International Affairs, Intergroup Relations, Chinese, Japanese, and most recently Film and Media Studies. We grew our applicant

pool by more than 50% and dramatically improved both the academic preparation and diversity of our student body, which has changed our community in profound ways. The increasing numbers of applicants who seek admission to the College provide concrete testimony to their perception of the educational value we offer. During this same period, we completed over $200 million of facilities projects, including the Northwoods Apartments, the Zankel Music Center, and Sussman Villages, along with substantial renovations to Scribner Library, Filene Hall, Murray-Aikins Dining Hall, Starbuck Center, and Wachenheim Field. In sum, we have made significant progress in building the institutional capacity necessary to achieve the new levels of educational excellence we seek.

But because our collective imagination will always outpace available resources, we will continue to face difficult strategic choices. Economically, higher education as a whole has moved beyond a period of relative abundance in the 1980s and 1990s – when endowments grew rapidly, demand from prospective students was high, and schools could gain prestige and attract more students by raising their prices faster than competitors – to a time of significantly constrained resources. Indeed, this is a turbulent time for all colleges and universities, one in which the values of liberal education referenced above no longer automatically command the public esteem they did in the past. In many quarters, respect for learning as an intrinsic value and the role of colleges in nurturing the virtues of citizenship and civic engagement has been supplanted by concerns about economic access to a college education and the immediate job prospects of graduates. These issues are certainly important and will command our continuing attention among the range of values that provide reasons for students to attend the College. One significant advantage we have is our historical commitment to educating both "mind and hand." One manifestation of this commitment is our distinctively broad curriculum that includes such pre-professional programs such as Management and Business, Social Work, Arts Administration, and Education. The inclusion of such programs in our curriculum helps to set us apart from many competitor institutions. However, as noted above, we remain deeply committed to the principles of liberal learning that Skidmore has long championed – values that are infused within all that we do.

The residential liberal arts college does represent a labor-intensive and *per force* a resource-intensive form of undergraduate education. So long as we are committed to attaining ever-higher standards of excellence in the context of this educational model, we will face undiminished pressures for new investments. The increasing challenges facing many families in paying their "fair" share of the rising cost of a college education will significantly constrain our capacity to raise our comprehensive fee at rates that we have seen in the past and will drive an increasing dependence on financial aid to support an ever-greater percentage of our student body. Moreover, the changing demographics of our nation entail that future student populations will be markedly different from those of the past, and we will face increasing competition from other schools seeking to enroll essentially the same students we seek to recruit.

Yet even in this increasingly complex and competitive setting, a select group of highly valued residential liberal arts colleges will still be able to attract the students, faculty, staff, administrators, and financial resources they require to chart their own course in offering the highest quality undergraduate education. Most importantly, they will be able to do so on their own terms, without compromising their basic educational values or mission. ***In order to achieve our aspirations, it is essential that we do everything in our power to ensure that Skidmore College is counted among this group of schools, as an acknowledged and distinctive leader in undergraduate liberal education.*** . We must do this not only to assure our institutional autonomy but also to position our graduates to succeed in meeting their personal life goals throughout their post-Skidmore lives.

Our Distinctive Institutional Imperative: Creativity

What is sometimes forgotten in the history and rhetoric of liberal education is the importance of *creativity*. For some time, Skidmore has explicitly recognized that the attributes our students require to successfully navigate our increasingly complex world necessarily include *creative imagination*. This realization is hardly unique to Skidmore. ***But because of our heritage as an institution rich in the visual and performing arts, and because of our proficiency in working at the intersections of disciplinary boundaries where creativity frequently flourishes, the College is uniquely positioned to distinguish itself by embracing creativity in its broadest sense: as the capacity both to imagine and to do that extends across all disciplines and fields of human endeavor. We will make this realization the primary lens through which we bring the priorities discussed below into focus.***

We define *creativity* as the capacity to deploy one's imagination in posing questions, investigating ideas, identifying problems, and inventing solutions. This conception is at once inspirational and utilitarian, combining both pragmatism and hope. It entails both the flexibility of mind needed to envision new possibilities and the capacity to map a path to realize them. These abilities encompass the full spectrum of human undertaking. For *every* notable human achievement involves some act of imagination that transcends what has been done before. Thus the concepts of *excellence* – most especially, *academic* excellence – and *creativity* are intimately and inextricably interwoven: every significant academic achievement requires its own creative moment. If our students are to attain the level of excellence that we celebrate, they must do more than simply repeat what their professors have told them, or what has previously been realized or done. Rather, they must develop the independence of mind required to make their own distinctive contributions through the work they undertake.

Achieving excellence, of course, requires more than just creativity. It takes discipline, persistence, and rigorous thought; it also requires collaboration – either synchronous collaboration with one's contemporaries or the asynchronous collaboration with one's predecessors whose work laid the foundation for today's achievement. Indeed, one of the main objectives of liberal education is to empower students to draw upon both the wisdom of the past and the insights of their contemporaries, accessing networks of expertise that define learned and artistic communities. But discipline, persistence, collaboration, and analytical rigor are not in themselves sufficient. Achieving a truly excellent result requires the spark of creative imagination. Our assertion that *Creative Thought Matters* expresses this realization, and it is embedded in our institutional DNA. The Frances Young Tang Teaching Museum and Art Gallery, for example, has provided numerous examples through its interdisciplinary exhibits. Creativity is equally manifested throughout the design of the Center for Integrated Sciences and, most especially, in the curricular partnerships and synergies among programs that drive that design. Emerging academic programs such as the John B. Moore Documentary Studies Collaborative have encouraged students and faculty to explore new modes of inquiry and expression across a wide range of disciplines. Such examples can easily be multiplied.

Our emphasis on creativity also ties directly to our long heritage of combining theory and practice in educating "both mind and hand." For "*Creative Thought Matters*" declares not only that creative thought is important but also that ideas, if they are to "count," must be made material: they must take shape in a concrete project – a senior thesis, a lab experiment, volunteer work with the larger community, a business plan that proposes to launch a new enterprise, a summer project designed to bring potable water or more environmentally friendly ways of cooking to a remote village in a developing nation, a painting, performance, short story, or novel. Helping our students learn how to realize their ideas and connect them with the world engages them actively as learners and reinforces the importance of the work they do.

This moment represents a unique opportunity for Skidmore to assert its distinctive commitment to preparing students for today's world: empowering them to develop new career paths, imagine new fields of study and endeavor, and thereby to model creativity and imagination as core elements of a liberal education. It is also a unique moment for our professors to model the type of innovative thinking and teaching that higher education needs so badly. Cultivating and celebrating creativity is, in short, not just a phrase; it is our institutional imperative. Enabling our graduates to navigate the world creatively is Skidmore's special responsibility and one that, in its execution, sets us apart from other liberal arts colleges. Fulfilling this educational commitment will position our graduates to overcome the increasing personal and professional complexities of a rapidly changing world. It will enable them to make connections across an ever-broadening spectrum of knowledge. And it will empower them to transform themselves, their communities, and the world.

Creativity and Inclusive Excellence

To succeed in realizing this commitment to creativity requires the College to be a special kind of supportive community – one in which the broadest possible range of ideas is explored and critically interrogated, comprising persons who bring the broadest possible range of personal experiences to their interactions. In short, a commitment to creative thought also requires a genuine commitment to diversity and inclusion – to inclusive excellence. Under the aegis of the previous *Strategic Plan*, we set out to increase intercultural and global understanding within the College. In order to do so, we first needed to become a more diverse community, and we dramatically increased our percentage of domestic students of color and international students. We understood, as well, that we needed to strengthen our faculty and staff by hiring more persons of color and persons with international backgrounds. In recent years, we have developed more effective hiring practices for attaining these goals in faculty searches, and we have become more successful in attracting more broadly representative entering faculty cohorts.

As we continue the work of diversifying our various campus populations, we also know that this is merely a start. *Inclusive excellence* encompasses the expectation not only that our community become more diverse over time but also that we fully embrace our individual differences (e.g., personality, learning style, life experiences), as well as group and social differences (relating, e.g., to race or ethnicity, class, gender, sexual orientation, country of origin, and ability, as well as cultural, political, religious, or other affiliations). To embrace such differences means that we welcome individuals equitably and see such differences not as "problems" to be solved but rather as resources to enrich the critical conversations at the heart of liberal education. Achieving inclusive excellence requires us to continue to attain our persistence and retention objectives, for example, that all student populations graduate at similar rates and that all tenure-track faculty populations have comparable success in attaining tenure and promotion. In the end, however, we seek to be a community in which all members of our increasingly diverse populations feel truly welcome – not just "admitted" but "invited" to participate fully in all facets of College life. *All* of our students, especially, should feel that Skidmore is *their* school and have the kind of positive experiences that enable them to view the College as an integral part of their lifelong personal identities.

We still have work to do to achieve these objectives. Skidmore is a microcosm of the larger society, where sadly attitudes of intolerance and disrespect still persist and make their way on to our campus. So, as is the case for all colleges and universities, we still need to do more to make the Skidmore campus a place that truly has no tolerance for bias incidents relating to race, sexual orientation, gender, and other identity markers, as well as for sexual and gender-based misconduct. It also must be a community that has no tolerance for sexual or gender-based misconduct. But as a close residential community in which *every* student and *every* member of

the faculty and staff is here by invitation – and in which each of us remains only so long as we continue to earn the privilege of membership in the College community – we have a unique opportunity to make progress more quickly than may be possible in the larger society beyond our boundaries. We continue to embrace the values of respect and commitment to discourse that, if fully realized, would indeed make Skidmore a community other schools seek to emulate. To do so, we must deploy the best resources of our collective creative imagination to demonstrate that we can be better than we are at present and certainly better than what we still too frequently see in in our nation or the world.

Commitment
Our previous *Strategic Plan* identified the central objective of fostering active engagement and the pursuit of excellence in their work for *all* our students and *every* member of the faculty and staff. This new *Plan* extends that commitment and envisions a College that is even more successful in fostering an inclusive learning environment that challenges and supports *all* our students to develop their creative capacities in the context of realizing the promise of liberal education.

Our vision here is three-fold: First, we intend that our graduates carry with them the understanding of the role that creativity needs to play throughout their lives and the capacity to deploy their creative imagination in ways that advantage both them and the world. Second, we will challenge our faculty and staff to incorporate creativity more deeply and pervasively into both the primary educational work of the College and the many functions that support that educational mission. Third, we affirm our intention to build a stronger *creative and inclusive community of excellence* – to be a truly distinctive residential college that enables our students to realize the promise of liberal education. Within this community, we will challenge one another to reach higher levels of achievement in teaching, learning, and all the other work necessary to the College. We will seek new ways to become the inclusive, respectful, and healthy community we must be to support these aspirations fully. Operationally, we will pursue new ways to attain these objectives sustainably – both now and into the future.

The result will be a College that over the next ten years builds on its already evident strengths to support students as they create individual pathways through their undergraduate careers, taking advantage of the opportunities we offer in ways that are most meaningful to them. In finding their passion to study a particular subject or constellation of subjects, they will develop habits of deep engagement and rigorous and creative thought that will carry forward through their professional and personal lives. Through this process, we will challenge them not only to achieve excellence in their academic and co-curricular lives, we also will challenge them to identify ways to address the daunting issues that today vex our nation and, indeed, the world. In addition, we will support the faculty, who are the most important guides on this transformative journey along with the many members of the staff – especially in Student Affairs – who share in this important work. We will encourage our professors to take pedagogical risks that empower students to reach even higher levels of awareness and learning. And we will commit additional resources to support our teacher-scholars, as they are the models – and often the inspiration – for the very creativity that distinguishes Skidmore.

> **In sum, we expect Skidmore graduates to be able to travel anywhere in the world, develop an understanding of the local culture, interact effectively with people across lines of difference, identify key issues, and draw upon their liberal education to develop creative solutions to address them. We further expect that when potential employers or admissions deans of graduate and professional schools see 'Skidmore College' on a resume, they will think, "This is someone who will elevate our organization."**

In pursuing this vision within the challenging external environment described above and with constrained resources, the College must be vigilant. We simply cannot afford the luxury of inefficiency. As we act to realize our ambitions and achieve the institutional goals that are now in sight, we must align our investments of time, energy, and financial resources with our strategic priorities to an extent we have never before achieved. To do so will require us to be creative, disciplined, and collaborative in every aspect of the College's operations. We must find ways to redirect resources, when feasible, to support our highest priorities. We must establish new internal and external partnerships to leverage existing resources. And we must deepen our connections with our alumni, parents, and friends in seeking the financial support that will be necessary to sustain our positive trajectory. This project will engage every person who works at the College, as well as everyone in our extended community who cares about Skidmore's future. We must complement these efforts with enhanced capacities to create more effective ways to tell our institutional story, strengthen connections with members of the extended Skidmore community, and reverse troubling trends of lower participation in giving among some of our alumni populations. Finally, we are committed to charting a sustainable path to realizing our vision – sustainable economically, in human terms for those who learn and teach here, and in terms of the environment.

Recognizing the challenges we face, the new confidence we feel, the possibilities in front of us, and the imperatives relating to creativity and inclusive excellence that both humble and inspire us, we affirm the following four goals:

I. **<u>Integrative Learning and Education</u> – To Develop Students' Capacities to Create, Imagine, and Change the World, and to enhance the work of the faculty as teacher-scholars:** *We will invest in pedagogical and scholarly programs and educational strategies that develop the capacities of students and faculty members to achieve, model, and demonstrate excellence as scholarly, creative, and integrative learners.*

II. **<u>Access</u> – To Assure Access for All Our Students to an Extraordinary Educational Experience:** *Students will have full access to opportunities across all three phases of their Skidmore careers – at admission, as undergraduate learners, and in transitioning to their post-college lives. This commitment provides the context in which we can challenge all our students to achieve excellence.*

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

IV. **<u>Sustainability</u> – 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.*

GOAL 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.*

This *Plan* reaffirms the College's belief in the intellectually rigorous and transformative potential of a Skidmore education, as well as in the personal and social values it embodies. A liberal arts education certainly represents a personal good for our graduates, preparing them not only to make a living but also to create a life *worth* living – a life that truly matters for themselves and others. But a Skidmore education also represents a broader social good that is seldom remarked upon in contemporary discussions of higher education. We highlight this value in our expressed determination to prepare our graduates to live as informed, responsible, and globally and interculturally aware citizens who are capable not only of bringing their personal plans to fruition but who also strive to make the world a better place for all.

Integrative learning and education reside, first of all, in the work of the faculty as engaged and committed teachers, mentors, and scholars. Skidmore has always endorsed the teacher-scholar model as the quintessential expression of the liberal arts faculty and the *sine qua non* upon which our educational aspirations rest. Teaching holds pride of place, as the faculty strive to inspire their students to transform their aptitudes and interests into engagement and achievement. But our professors' scholarship and creative work matter, too. For liberal arts colleges everywhere, the model of scholarship is distinctive – suited especially to an educational context whose ultimate goal is to inculcate a passion for learning that is rigorous, integrative, and socially useful. In short, faculty research and creative endeavor, in which students frequently are involved as well, enrich our teaching and are essential to instruction of the highest quality.

To realize our creative imperative, it is necessary for us to be more intentional about incorporating these fundamental values into all our educational endeavors. The ongoing revision of our general education program presents an important opportunity to do so, and we must seize that opportunity to invite our faculty, staff, students, and others to explore how we might push the boundaries of creativity in our students' work. Following the lead of the Committee on Educational Policy and Planning (CEPP), we will begin by infusing the concept of ***"integrative learning"*** throughout the curriculum, which the Association of American Colleges and Universities (AAC&U) recognizes as one of the most important goals and challenges for higher education.[4] It is foundational to liberal learning that an educated person understands not only the complex, nuanced, and multidimensional nature of the issues and problems most worth interrogating but also the various ways they interconnect. Such understanding requires learning across disciplinary boundaries, across time as students progress through their education, across the boundaries that traditionally separate the curriculum and co-curriculum, and across the border between the campus and the world beyond. Indeed, we understand this concept to encompass our students' abilities to make connections from the moment they are accepted into Skidmore on into their lives after college. An integrated learning approach pushes students to identify and connect theoretical concepts from diverse disciplines and experiences and, where appropriate, apply them to unscripted, real-world challenges. It includes a capacity for hindsight and forethought: the metacognition involved in reflecting on the past and projecting into the future. In sum, we expect students to integrate learning from many different disciplines,

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[4]See "Interrogating Integrative Learning," *Peer Review*, vol. 16, no. 4 (Fall 2014-Winter 2015).

moments, and sites – drawing upon everything the College offers to create the meaningful and ongoing process that is their Skidmore education.

Many parts of our curriculum, of course, already encompass integrative learning. Our decades-long interdisciplinary emphasis – epitomized in the Liberal Studies curriculum and carrying through to the current First-Year Experience – is a form of integrative learning. Many of our students complete double majors, self-directed majors, and combinations of majors and minors. Course-level interdisciplinarity, too, is a microcosm of the broader commitment to integrative learning, as are our many successful interdisciplinary majors and minors. Planning carried out by faculty members from the physical and life sciences in anticipation of the projected Center for Integrated Sciences produced many ways of strengthening instruction within and across disciplines and programs. Skidmore also has a proud history of bridging theoretical and applied learning. Integrative learning through praxis arises in students' pursuit of international study; independent study, senior theses, and collaborative research with their professors; the making and performance of art; and the diverse opportunities for leadership and civic engagement made possible through Campus Life, Athletics, and Residential Life, among others.

Our students come to us increasingly experienced in using technology, both in their personal lives – where they are accustomed to being constantly connected electronically to their peers and the world at large – and, for some, through their high school experience, where technology is now a pervasive presence in teaching and learning. The combination of prior experience and the incredible pace of technological development constantly offers new ways for us to connect students to opportunities beyond our physical boundaries and enhance pedagogy in the classroom in ways unimaginable even a few years ago – yet another form of integrative learning. Technology is increasingly important in the research and creative work of our faculty members, as well. So determining how best to support – and afford – investments in this area that enhance the achievements of both students and professors will take on greater strategic importance in our short- and long-term planning.

Our objective is both to deepen this emphasis on integrative learning through a range of curricular and co-curricular initiatives and to make students intentional partners in this enterprise. Realizing the full promise of integrative learning requires that students be *self-aware* and *intentional* about making meaningful connections across traditional and non-traditional boundaries. They must actively reflect on what it is that ties disparate subjects and ideas to each other; indeed, they must fully and dynamically participate in the intellectual enterprise by employing self-reflection, contemplative thought, and focused action. Our students must be information-literate – must understand the way information is structured, how it can be accessed, and how it should be used in decision-making – both in their majors and more broadly, in order to integrate knowledge within and across disciplines. The College, in turn, must provide the context, space, support, and time for such activities, taking care that all students feel that they are invited to participate in this work. Our assignment, therefore, is to challenge all our students to be more self-reflective about their education and more purposeful in making the deep and meaningful connections that are a necessary part of the liberal arts experience. Only then will they fulfill their promise as students of the liberal arts and as citizens of the world.

Because we want Skidmore students to be inclined to turn their creativity on the problems of the world, fostering civic literacy and engagement also will continue to be of special importance. We see the necessary attributes of citizenship as precisely the qualities of mind and character found at the core of liberal education itself: critical thinking; a capacity to access the kinds of empirical and conceptual knowledge created by the different disciplines; awareness of the multiple social, cultural, and political perspectives we find in the world; cultivation of one's creativity and narrative imagination so one can empathize with those in a

situation one has never directly experienced; the capacity to talk respectfully in contexts marked by difference, and the like.[5] To do this, we need to increase our own capacity, as an educational community, to engage in such discussions both critically and respectfully. A leading liberal arts college interrogates difficult questions and explores "dangerous" ideas. Our campus needs to be a place where discussion of difficult issues is commonplace. The objective of such conversations is not somehow to make everyone agree with everyone else. Rather, it is to create a framework of mutual respect, care, and dialog, based on the recognition that each of us has value as a human being and that, ultimately, we share a common fate. On that basis we then seek agreement where we can find it, accept disagreement when we must, and continue to look for common ground on which to act.

The time has come for the College to consider a more intentional framework in which to situate this crucial project of developing informed, responsible citizens – one that more consistently emphasizes the relationship between the stated goals of liberal education and the requirements of democratic citizenship. Over the next five years, we will develop new ways to engage students and other members of our community in public forums for debating and disseminating ideas relating to contemporary local and global matters. In doing so, we will also create opportunities for members of our community to explore the meaning of *social justice*, to ask how issues of social justice affect our professional, academic, and personal lives, and to interrogate whether this concept should play a more prominent role in our collective understanding of the mission of the College. We will seek ways to link such conversations to course content. In short, we will model the good polity. Going forward, we will also expand our efforts to invite to campus outside scholars, filmmakers, diplomats, policy analysts, and activists who represent a broad range of political and social viewpoints, encouraging students and others to engage them in critical but respectful discourse.

To achieve the stated objectives for our students – to make good on the promise to achieve higher levels of excellence throughout the College – we will need to be intentional in supporting the work of our faculty in new ways: empowering them to be even better teachers, scholars, artists, and leaders. We will encourage and reward alternative teaching methods, pedagogical risk-taking, and innovation; and we will increase our tolerance for failed pedagogical experiments. We will seek new ways to support the scholarly and artistic lives of our faculty. And we will reconceive the notion of service to better reflect what it truly is: institutional leadership. In sum, the principle of creativity that guides our efforts on behalf of our students should also help us find new ways to sustain the work of our faculty.

Marshaling the resources to deliver on these promises will not be a trivial undertaking. Although many of the objectives envisioned here simply require us to be more deliberate in incorporating new insights into work we already are doing. The extraordinary education we envision for our students must also include additional forms of integration, especially across the dimensions of time and space. Some of these are expensive. Consider connectivity as an example: Greater technological connectivity and competence, both in and out of the classroom, offer the power to improve the intellectual and social experiences of our students and provide them with additional skills in this technological age. But there are costs associated with enhanced technology and connectivity. Therefore, finding innovative ways for all members of the community – faculty, staff, alumni, parents, and especially students – to connect is another imperative. We must increase our scope of vision and capacity in this entire area.

Our various partnerships – starting with the New York Six – hold the key to yet another integrated and connected experience, and we will explore possible partnerships with other

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[5]See, for example, Martha Craven Nussbaum, *Cultivating Humanity: A Classical Defense of Reform in Liberal Education* (Cambridge: Harvard University Press, 1997) and *Not For Profit: Why Democracy Needs the Humanities* (Princeton: Princeton University Press, 2010).

institutions as well. Students should be exposed to the myriad possibilities these partnerships afford. Long before 2025, it must be commonplace for students to have access to experts at other NY6 schools and throughout the world. We also need to leverage these partnerships to achieve cost-savings and, where possible, cost-reductions. Strategic partnerships, and the creative possibilities they present, must become an essential component of our shifting mindset.

But above all, Skidmore will retain a sharp focus on our students – on helping them reach the highest levels of achievement possible in the work they do with us, and encouraging them to carry a commitment to the pursuit of excellence with them when they graduate. We will challenge them to think more deeply and self-consciously about how the ideas, hypotheses, theories, and data they encounter in one course can animate and inform the topics they explore in other courses. We will encourage them to apply the lessons around leadership and collective action that they learn on the athletic fields or in student organizations to their residence halls and, later on, to graduate studies and their workplaces. We will work with them to integrate knowledge and experience, to help them make the connections between what they learn at the College and what they want to accomplish across a life of productive work – serving them and their communities well into the future. In the end, our students are responsible for doing their own work, making their own connections across the different disciplines they have studied and the co-curricular experiences that have enriched their college careers, and then applying what they have learned. But the College will be more intentional in supporting them in this transformative project of seeking a liberal education that will enable them to make creative thought matter across the full arc of their lives.

PRIORITY INITIATIVES in support of GOAL I: <u>Integrative Learning</u>

➢ *Complete fundraising and construct the Center for Integrated Sciences.*

- Provide the physical context to bring together all nine departments and programs in the physical and life sciences to support new approaches to integrative learning not just in the sciences but across other curricular areas as well.

- Develop a virtual prototype of the Idea Lab, in anticipation of its inclusion in the Center for Integrated Sciences.

- Bolster Scribner Library's capacity to support integrative learning associated with the Center for Integrated Sciences. Develop infrastructure and expertise to improve data services (including data hosting, data management, data curation, and data literacy) on campus.

➢ *Create new structures to support student integrative learning, making that concept a regular part of Skidmore's internal narrative.*

- Complete the General Education Curriculum revision, including new ways to support scientific literacy (for all students, not just science majors, as is required of all responsible citizens in today's world), intercultural competency, quantitative reasoning, information literacy, and visual literacy.

- Evaluate feasibility of establishing a Center for Quantitative Reasoning and a Center for Entrepreneurship.

- Ensure the ongoing alignment of Library collections and services with curricular goals of fostering creativity and integrated learning.

- Partner with other New York Six (NY6) colleges to expand opportunities for Skidmore students to study (in some cases via technology) with NY6 faculty members from those schools or to access programs sponsored by other schools (e.g., study-away programs). Explore ways to partner with other institutions as well.

- Develop better, more consistent, and more effective assessment mechanisms for determining where and to what extent integrative learning is taking place at Skidmore.

- Secure dedicated resources to support the Frances Young Tang Teaching Museum and Art Gallery operating budget.

- Explore possibility of expanding the Tang Museum, especially as our permanent collection increases.

➢ *Develop new ways to support faculty members across all three dimensions of their work: teaching, research/creative activity, and service.*

- Evaluate the feasibility (both curricular and financial) of increasing the size of the tenure-track faculty by fifteen over the next ten years.

- Expand faculty development resources and initiatives through the Faculty Development Committee, the Center for Leadership, Teaching, and Learning, and the Dean of the Faculty's Office.

- Explore the desirability and evaluate the feasibility (both curricular and financial) of implementing an alternating 2-2, 3-2 (18-15 credits) teaching load aimed at increasing teaching effectiveness and supporting even stronger connections between students and faculty.

- Interrogate the criteria for faculty promotion. Consider how to reevaluate the traditional emphasis on, and balance between, teaching, research/creative work, and service.

- Support new faculty development opportunities pertaining to the implementation of new curricular initiatives linked to the general education curriculum.

- Evaluate the feasibility of establishing a Center for Humanistic Inquiry.

- Partner with other NY6 colleges to form faculty collaborations and leverage resources to enhance teaching and learning.

➢ *Provide digital/IT resources for the development of new approaches to integrative learning and enhancing connectivity.*

- Continue the process of renovating and refreshing classrooms to better support pedagogy and technology.

- Enhance resources of the Center for Leadership, Teaching, and Learning to assist faculty members in understanding, evaluating and, where appropriate, adopting new technologies and best practices in their teaching and research.

➢ *Build stronger and more coherent curricular and co-curricular programs to enhance civic engagement, social responsibility, and the connection between liberal education and responsible citizenship.*

➢ *Identify specific ways to further enhance connections between the curricular and co-curricular lives of our students.*

GOAL II: <u>ACCESS</u> – TO ASSURE ACCESS FOR ALL OUR STUDENTS TO AN EXTRAORDINARY EDUCATIONAL EXPERIENCE: *STUDENTS WILL HAVE FULL ACCESS TO OPPORTUNITIES ACROSS ALL THREE PHASES OF THEIR SKIDMORE CAREERS – AT ADMISSION, AS UNDERGRADUATE LEARNERS, AND IN TRANSITIONING TO THEIR POST-COLLEGE LIVES. THIS COMMITMENT PROVIDES THE CONTEXT WITHIN IN WHICH WE CAN CHALLENGE ALL OUR STUDENTS TO ACHIEVE EXCELLENCE.*

Access to Admission

Consider the following information: A teenager from a family in the lowest income quartile in the United States has a 9% chance of graduating from college, while a teenager from a family in the highest income quartile has a 90% chance. The consequences of that disparity play out across a lifetime. A comparison of average income among families of college students nation-wide demonstrates the power of higher education – the average family income of first-generation students is $37.5K, compared to $99.6K for students whose parents attended college.[6] For the nation, this disparity represents an unacceptable waste of intellectual and creative potential, and for individuals, it contributes to entrenched poverty and lack of upward socioeconomic mobility.

Skidmore has long embraced access to higher education as an institutional responsibility, and our recent investments in financial aid have yielded tremendous advances. Over the last ten years, we have increased annual budgetary provision for financial aid by more than 150%, from $16M to more than $42M. This strategic investment in our students has enabled us to keep the average net cost to families receiving institutional aid relatively constant, even as our comprehensive fee has increased.[7] It also has enabled us to attract an academically more prepared and significantly more diverse student body. [8] These achievements are being threatened, however, by larger shifts in the economy. One of the most significant is the discrepancy between increases in college fees and median family income, which has been stagnant for some time.[9] Since that gap is likely to continue to widen, our ability to meet the need of lower-income and working-class families will be tested all the more.

As we look toward 2025, we reaffirm our commitment to access and diversity, even as the College faces an increasingly challenging admissions landscape. In addition to greater demand for financial aid, we will face greater competition for students who do not require aid, especially from those institutions with tuition-driven business models.[10] In the effort to enroll these students, many schools – private and, more recently, public – have come to rely more and more on so-called "merit" or "non-need-based" aid: scholarships aimed primarily at affecting choice that are provided to families in higher income brackets, often at the expense of need-based aid to families in lower ones. In the past, Skidmore has sharply limited the use of such practices, regarding them as inconsistent with our fundamental values.[11] As we move forward, to ensure

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[6]*Chronicle of Higher Education* (22 May 2015).

[7]In the period from FY 2008 through FY 2014, as Skidmore's comprehensive fee increased from approximately $46,000 to $60,000, the average net cost to first-year students receiving institutional aid remained relatively flat.

[8]Compared to their unaided peers, aided students are overrepresented among the higher AQR bands. Among 5098 students entering F05-F12, 36.0% of aided students were in the top AQR bands compared to 15.8% of unaided students. (Academic Quality Rating, AQR, is a subjective assessment of the academic preparation of Skidmore applicants made by Admissions staff based on the strength of the student's high school, schedule, grade outcomes, etc.)

[9]From 1982 to 2013, comprehensive fees at private non-profit four-year institutions increased 167%, while comprehensive fees at public four-year institutions rose 257%. Across this same period, however, median family incomes remained essentially flat.

[10]Skidmore's business model currently requires approximately 55% of students to pay the full comprehensive fee. Altering this situation will require increased endowment support for additional need-based financial aid – a priority of the current comprehensive Campaign.

[11]The College does provide a small amount of non-need-based aid in the form of Filene and Porter Scholarships; these scholarships are not directed at full-pay students and account for only about 1% of the financial aid budget for students entering in Fall 2015.

that we can continue to attract and enroll the most creative and promising students regardless of their financial means, we will monitor our admissions experience and remain committed to offering need-based aid as a core principle, even as we develop new, creative admissions strategies.

We also understand the value of attractive facilities in the admissions process. Thus we have benefited from the addition of the Northwoods and Sussman Village apartments, the renovated dining hall, the Tang Museum, the Zankel Music Center, and improvements to our athletic fields. Going forward, we expect to realize additional gains from the Center for Integrated Sciences, the further development of our athletic facilities in accordance with the *Athletic Facilities Plan*, and a new Admissions and Financial Aid building.

Access to Educational Opportunities
Admitting students is only the first step: if our goal is to engage *all* Skidmore students in liberal learning, they must have equal opportunity to participate in the full range of curricular and co-curricular experiences the College offers. Unfortunately, this ideal is not yet fully realized. The egalitarianism intrinsic to a student's pursuit of academic interests (enrollment in particular courses, choice of major or minor) does not always translate to some elective experiences that can have a profound influence on learning. As one example, first-generation college students from lower income brackets are nearly absent from some research experiences in the physical and life sciences.[12] As a second example, credit-bearing internships during the academic year and summer have historically been the domain of white, affluent students at Skidmore, with domestic students of color and lower-income students underrepresented.[13] Third, some students find it difficult to afford the cost of textbooks required in their classes.

Such realities stand at odds with our institutional values and can represent systemic barriers to achieving inclusive excellence. The fact that such obstacles can be successfully surmounted is illustrated by Skidmore's evolving approach to international study. Prior to 2006, students were required to take leaves of absence to study at non-affiliated programs abroad. In this situation, students paid program providers directly, without the benefit of financial aid – not surprisingly, few students were able to access these programs, and international study was largely restricted to those from privileged backgrounds. Starting in Fall 2006, Skidmore adopted a new policy that allows students to carry their financial aid to what has become our "approved programs" list. As a direct consequence of this institutional action, the total number of students studying abroad in approved programs has increased dramatically (by 147%), as has the number of lowest-income students, aided students, and domestic students of color.[14]

Similarly, building courses around open educational resources (OER) and primary sources housed at the Tang Museum and Scribner Library could significantly ease some financial burdens on students. As teaching-oriented institutions, the Tang and Scribner Library are building their rich collections around not only what is currently being taught on campus but also what could be

[12]In Spring 2015, 18 of 100 students enrolled in exploratory research opportunities were first-generation college students, but only 2 of those 18 were among those in the lowest income group at Skidmore (as determined by Federal Pell Grant eligibility). Similarly, 11 of 78 students recruited into summer Faculty-Student Collaborative Research in 2014 were first-generation students, but only 2 of those were Pell-eligible. Roughly half of all first-generation students at Skidmore (and in the physical and life sciences) are Pell-eligible.

[13]*Engaged Liberal Learning Practices: Participation Rates and Consequences*. Committee for Educational Policy and Planning (CEPP), 2012.

[14]Compare the 2004-05 and the 2013-14 academic years in terms of access to study-abroad opportunities: 3 vs. 23 Pell-eligible students; 16 vs. 71 aided students; 7 vs. 44 domestic students of color.

taught in the future. As such, they are places ripe with potential inspiration for students from many backgrounds. Cultivating new holdings that allow a broader range of students to see themselves in the Tang's and the Library's collections could be a new way to help keep at-risk students engaged. Although financial constraints may explain some or even most barriers to participation, the situation is likely to be more complex for many students. For example, some students may lack knowledge about how to navigate the networking required to secure certain opportunities. Initiatives that address both financial constraints and make information more uniformly available are thus critical.[15]

Just as Skidmore is committed to providing access to the College and its many opportunities for theoretical and applied learning, we are also committed to supporting students in their determination to achieve. We expect Skidmore students, as they mature as learners during their time at the College, to take progressively more responsibility for their education, demonstrating agency when they encounter challenges in and outside the classroom. We recognize, however, a growing disconnect between the preparation some students receive in their secondary education and the academic competencies and personal resilience we expect of entering students. Roughly 20% of our first-year students responding to the CIRP[16] survey (overall response rate: 50%) report having sought remedial support in high school for reading and writing, and 25% sought such support for math. In addition, 92% of students entering Skidmore report feeling overwhelmed by all that they have to do. Similar patterns are seen at like colleges nation-wide.[17] Identifying the proper balance between providing students with needed support and giving them the space to experience the discomfort intrinsic to deep learning is a significant challenge. To do so will require highly creative and innovative approaches to fostering resilience, persistence, and self-efficacy. It also requires that all students learn the processes of research – particularly in their sophomore and junior years – so they understand what is involved in developing and pursuing a research agenda and can appreciate the time and attention required for successful scholarly work.

Access to the Post-College World
The liberal arts curriculum has long been seen as the best possible preparation for life after college. Today more than ever before, we need to help our students understand and articulate connections between the knowledge, skills, and capacities their liberal arts education provides them and the professional, political, and social contexts in which they will live their lives. Our challenge is to empower both our students and Skidmore itself to make creative thought *matter* beyond our physical borders and to assist our graduates in making their first steps into the world beyond Skidmore. We will accomplish these objectives through three interrelated approaches.

First, we will collectively assume responsibility for assisting our students to become more adept at describing to external audiences the skills and knowledge they have mastered in the course of their liberal education. The world needs first–rate thinkers now more than ever, and those thinkers disproportionally come from liberal arts colleges like Skidmore. But we must help our students become more adept in conveying to others the value of this unique and transformative educational experience. Once again, open access provides one key to this effort,

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[15]As one more example, consider the SEE-Beyond Program, which invites students to identify an integrative summer experience that will deepen the their understanding of the major or minor. Tips developed by faculty through the Pathways Project are easily accessible and help guide students to rigorous experiences, and the award itself ($4,000) is sufficient to meet aided students' summer financial obligations. In 2014, applications were submitted by students in nearly every department and program; moreover, international students, domestic students of color, and low-income students were actually overrepresented among awardees.

[16]This national survey of first-year students is administered annually by the Cooperative Institutional Research Program (CIRP) of the Higher Education Research Institute (HERI) of the Graduate School of Education and Information Resources at UCLA.

[17]CIRP Freshman Survey, 2014.

in two senses. On the one hand, students need access to library resources after they graduate, but they currently lose those privileges once they are no longer enrolled, mainly due to restrictive licensing agreements with publishers. The more that institutions of higher education commit to open access publishing models, the more easily our alumni – both newly minted and past generations – can continue their lifelong learning. On the other hand, sharing the fruits of their own intellectual work will help Skidmore students convey the value of their educational experience with a truly global reach.

Second, we need to see that *engaged liberal learning practices* that relate directly to our students' post-Skidmore lives – such as writing-intensive courses, exploratory research opportunities, credit-bearing internships, summer collaborative research, etc. – are better supported. To that end, we will increase our efforts around, and provide additional resources for, undergraduate research, internships, SEE-Beyond opportunities, career development, and competitive scholarships and fellowships. Third, we need to do a better job of engaging our alumni, parents and friends in this enterprise: communicating with them, hearing their stories, providing them additional value from their ongoing relationship with the College, and seeking their support for current students and for our ongoing institutional efforts.   In the end, our creativity imperative insists that we empower our students to make meaningful contributions beyond our physical borders, and that means we must pay even more attention to our students' preparation for graduate study, professional study, and/or entry into professional careers.

PRIORITY INITIATIVES in support of GOAL II: <u>Access</u>

➤ ***Strengthen financial aid and outreach programs that enable the broadest range of students from across the country and around the world to attend Skidmore.***

- Increase endowment support for financial aid budget by $2M through successful completion of *Creating our Future* Campaign [requires increasing endowment by $40M].

- Explore alternative admissions pathway that foregrounds creativity and evaluate other admissions practices (e.g., use of standardized tests) that may serve to limit applicant pools.

- Develop Creativity Scholarship Program of need-based aid targeting highly creative students interested in all areas of the curriculum [requires increasing endowment by $10M to support $125K of new awards to each class].

- Develop ways to recruit in new secondary schools in targeted areas (e.g., Southern cities with substantial populations of professionals originally from other parts of the country).

- Explore ways to expand participation by all entering students in pre-orientation programs [would require $220K of additional funding in annual budget.]

➤ ***Strengthen programs that enhance access to academic opportunities for all students.***

- Expand the Summer Educational Experiences – Beyond the Campus (SEE-Beyond), Career Internship, and Collaborative Research programs to ensure that all students engage in at least one such experience prior to graduation. Establish fund raising goals to support these initiatives [requires increasing endowment by $50M].

- Increase our commitment to open educational resources (OER) in order to ensure that Skidmore students have access to sources without needing to pay out of pocket.

➢ ***Develop new creative ways to position Skidmore graduates to take their initial steps into their post-College lives and enhance ongoing career support for all graduates.***

- Set and achieve targets for percentage of students in each graduating class who have made use of the Career Development Center; identify and track outcome targets associated with this activity.

- Encourage students to establish goals for their first five years out of college and establish metrics to track outcomes. Use that information to further enhance programs to assist students in making the transition from their undergraduate careers to their later lives.

- Archive high-quality student research in Skidmore's institutional repository, *Creative Matter*, so that it will be preserved and made available to scholars from around the world far into the future, and so that it can be used by our graduates to demonstrate past accomplishments.

- Strengthen affinity networks (e.g., SkidBiz, Visual Arts) and establish new ones to further engage alumni and parents creatively in positioning our graduates to achieve their professional goals.

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

A Creative, Inclusive, and Safe Community

The climate of the Skidmore community establishes the overall context for our students' educational experience – a context that can reinforce or impede their efforts to achieve their educational objectives. It does so as well for the members of the faculty and staff who work at the College. Indeed, issues about how our community is experienced by all of its members relate directly to our most basic values. Therefore we collectively strive to create a community that lives by higher standards than are seen in the world at large. By insisting upon those standards and expecting members of the community to comport themselves accordingly, we are providing an image of the possible – an image we hope all of us can look to as we do our part to influence an imperfect world for the better.

Over the course of the previous *Strategic Plan*, we made important gains in diversifying our student body and our faculty.[18] Adding more members of historically underrepresented groups to the campus populations has enhanced our institution in important and meaningful ways. We need to persist in these efforts and, in fact, to place renewed energy behind them, especially in the areas of staff and administration. We believe that recent changes in hiring practices will make a difference not only within our faculty but in other areas as well. But continuing to add increase quantitative measures of diversity is not enough. As noted above, inclusive excellence requires us to foster a community that supports the highest quality of experience across our entire student body, faculty, and staff.

Extensive surveys of our campus populations have shown that members of historically underrepresented groups – especially persons of color – can experience the campus as a less inclusive environment than our ideals call for. The factors that produce this situation have made it more difficult for some of these community members to achieve academic and professional success. Moreover, the obstacles to inclusion also have impeded their inclination and ability to contribute their ideas, suggestions, and creativity to the broader campus – a notable misuse of important talent leading to missed opportunities. The time has come to create a comprehensive institutional blueprint around issues of diversity and inclusion – a *Campus Plan for Diversity and Inclusion* – analogous to the *Campus Sustainability Plan*. We have created and filled a new Cabinet-level position of Chief Diversity Officer, who reports directly to the President. We have charged that individual to lead this effort, incorporating the substantial work already done over the past few years by the Committee on Intercultural and Global Understanding (CIGU) and others. Indeed, we have a shared responsibility to cultivate a campus climate in which all community members can thrive.

We will engage the campus community, over the coming months and years, in new efforts to understand the challenges to inclusion that exist – both at the College and in the larger world – and to increase our success in addressing and overcoming those challenges. Skidmore stands at a critical juncture where we must focus more on fostering an *inclusive* and *respectful* climate in which every member of our community feels valued and all experience a sense of belonging, because we all know that our contributions to the community are both welcomed and

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[18]Between the years of 2006 and 2015, the percentage of students of color in the general student population increased from 15% to 22%. The increase is largely due to greater numbers of Latino and Asian-American students. We have not seen a similar increase in the number of African-American and Native American students. During the same period, the population of first-generation students grew from 6% to 12%, and the overall international student population has reached 10%, representing a 400% increase since 2006. The class that entered in fall 2015 included 13% international students, plus an additional 6% of students holding dual passports.

appreciated. As an educational community in which dialog is highly valued, Skidmore should achieve this outcome by creating new opportunities for frank, honest, open, and respectful conversation among various constituencies in settings both small and large.

We also acknowledge that eliminating sexual and gender-based misconduct has become an increasing topic of concern on Skidmore's campus, as is the case throughout higher education across our country. In recent years, we have intensified longstanding efforts to examine and periodically update the College's policies and procedures around these issues. We have reviewed and revised our policies and processes; in collaboration with the Board of Trustees, we have had our policies and procedures reviewed by external legal experts; we have revised our policies to ensure compliance with a changing legal environment (including recent changes to New York State law); we have held numerous campus forums on this topic – seeking both to inform our community and to receive input; and we have collaborated actively with the other New York Six schools to share best practices and develop the necessary capabilities on our campus.   But we still are not where we want to be in achieving a community that is free from such behavior. Over the course of this *Plan*, we will continue our efforts to adopt and implement the best practices available nationally, and to ensure that we have the necessary institutional structures in place to prevent unwanted behavior where possible and to deal with it effectively, should it occur. We have directed significant attention to educational efforts for our student body, and we will continue to seek new and more creative ways to help all members of our campus community collaborate in addressing this issue.

Wellness and Well-Being
Our larger goal is to cultivate *well-being* among all our populations. This concept is a multi-faceted construct that includes traditional ideas regarding human flourishing that are embedded in the values of liberal education itself. Examples include the appreciation of the aesthetic dimension of human existence, the experience of accomplishing meaningful work, an attention to social responsibility, a sense of belonging to a community, and an overall sense of personal fulfillment and satisfaction with one's life. Such values are integral to the realization of the unique potential of each member of our community. They also are critical to the health of an educational institution. And although it is impossible to guarantee that every member of our community will realize these values, it is possible to create structures and promote relationships within our community that support such ideals.

Accordingly, we now choose to elevate the value of well-being – both individually and institutionally – and approach it more systematically and intentionally than in the past. We will draw upon our commitment to create transformative educational experiences we will consciously cultivate the qualities that are central for well-being: resilience in the face of adversity, motivation to persist in spite of failure, trust in one's agency, development of purpose and meaning, a sense of belonging, and motivation to contribute to the common good. This effort will include a development of a comprehensive *Campus Wellness Plan* (again, analogous to the *Campus Sustainability Plan*) and identification of resources that will be required to implement it.

We believe that creating a resilient and responsive campus – one in which all individuals know both how to ask for help and how to help one another – is directly linked to creating a context in which all individuals feel valued and included: a campus where all members of our community have the opportunity to learn, create, challenge one another, and contribute to the educational mission of the college. Inclusion and well-being belong together, because they require and reinforce each other. We view well-being both as a community value and as a community responsibility, meaning that all members of our community have a role to play in helping our students and other community members develop life-long healthy habits of mind, body, and spirit. These habits of well-being are directly linked with the capacity of our students

to tolerate uncertainty, anxiety, distress, and confusion in the interests of intellectual growth, creativity, and emotional maturation. Thus attention to well-being and inclusion is not an "add-ons" to our strategic vision, but rather it relates to the very foundations of the intellectual and personal growth we seek to foster at Skidmore.

This conversation also includes considerations of athletics and physical fitness. In recent years we have enhanced both our athletic facilities and fitness programs. But we know that more needs to be done in these areas. We have developed an *Athletics Facilities Plan*, and over the course of the next ten years, we will continue to seek the funding necessary to implement its initial stages.

We will create multiple opportunities on campus for our students to learn and practice such healthy habits and responsible behaviors. We will establish strategic links between their academic and co-curricular well-being, resiliency, and balance – challenging them to grow and transform across multiple individual, academic, and interpersonal dimensions in their four years on campus. We will acknowledge the ways in which our student's lives are negatively affected by alcohol and substance abuse, mental health issues, and by sexual and gender-based misconduct. We are committed to taking an inclusive, public-health-based approach to these issues to understand existing structures and tendencies within our various populations and use that understanding to foster positive change. The College's smoking policy (implemented in 2014) represents one attempt to create a more healthful campus environment, but enforcement of this policy has been inconsistent at best. We need to renew our efforts to implement the current policy, and we need to decide whether to take the next step toward being a smoke-free campus.

These objectives represent just one more manifestation of our commitment to being a community of respect: one that affirms the basic value of all its members, that calls upon them to respect both themselves and one another, and that provides a context in which all community members are supported in making their unique contributions. Our overarching objective is always that all our students consistently have full access to the opportunities and challenges of a liberal arts education.

PRIORITY INITIATIVES in support of GOAL III: <u>Well-being</u>

> *Develop additional institutional capacity and programming to make Skidmore a truly creative and inclusive community, such that other schools look to Skidmore as a model.*

- Develop an institutional *Diversity and Inclusion Plan* to guide College-wide work toward achieving inclusive excellence.

- Increase professional development opportunities for members of the College staff.

- Increase community-wide opportunities for all members of the College community to engage in meaningful dialog and explore different frameworks of analysis with the goal of achieving mutual understanding.

- Continue to support Pilot Staff Advisory Group; review the structure and effectiveness of the Group in Spring 2017.

➤ *Create new opportunities to foster practices that enhance wellness and well-being of all community members.*

- Monitor and, as needed, make changes to ensure that the College benefits package for employees makes health and wellness a more prominent objective; incorporate wellness assistance and incentives into health insurance.

- To promote strategic alignment of well-being initiatives across college divisions, convene a group of campus leaders to form a well-being collaborative to plan, seek funding for, and implement a comprehensive plan to promote campus-wide well-being (e.g. explore ways to increase effectiveness of the campus Smoking Policy and determine whether to make Skidmore a smoke-free environment). Enhance opportunities for members of the campus community – most especially students but also members of the faculty and staff – to pursue activities relating to physical fitness and overall health.

- Holistically address sexual and gender-based misconduct through implementation of an inclusive public health approach that involves all campus constituencies.

- Develop new ways to leverage the relationship between campus athletic facilities, the health of students and employees, and the success of our student-athletes who participate in intercollegiate athletics. Continue fundraising to implement initial stages of the Athletics Facilities Plan: Boathouse for Crew Program, and expanded locker rooms, weightlifting area, cardio-fitness center, and tennis facility. [Additional fundraising required: $15M.]

GOAL 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.*

The success of all of the initiatives outlined above, along with our capacity to compete effectively for students and resources in an increasingly competitive "market," will depend in large part upon our capacity to *increase* and *steward* our resources wisely, creatively, and effectively. In particular, there are four categories of resources that we must consider: *financial*, *human*, *natural*, and *marketing*. The first is perhaps the most obvious: we must find ways both to grow our endowment and core revenue streams while using those resources as effectively as possible. '*Human resources'* refers both to our faculty and staff as well as the broader community of alumni, students, and friends who contribute significant amounts of time, energy, and financial support to the College. '*Natural resources'* refers to the effect of our decisions and actions on our campus, where we must ensure that our facilities are run as effectively, sustainably, and efficiently as possible. But it also refers more broadly to the larger environment; here we must consider issues of *sustainability* understood in the widest sense. And principal among our '*marketing resources'* is our public institutional identity – our "brand" – that plays such a critical role in attracting students faculty members, and staff. But the narratives by which we communicate our institutional identity also play a role in creating a shared sense of purpose and identity across the Skidmore campus community and with our alumni, parents, and other friends of the College.

Managing our Financial Resources
In the coming years we can expect financial pressures to increase in areas such as employee healthcare, technology, library resources, maintenance on our physical plant, energy, and, most significantly, financial aid, and compensation. At the same time, our capacity to generate significant revenue growth from at least one of our major traditional sources, tuition and fees, will be quite limited as we seek to keep Skidmore affordable. This means placing a greater emphasis on stewarding and growing our endowment, increasing our fundraising capacity, and identifying new revenue streams.

As the preceding pages of this *Plan* demonstrate, there are few constraints on our ambitions. We have taken one major step towards addressing this issue with the launch of *Creating Our Future: The Campaign for Skidmore*. Beyond providing for several key capital projects, the campaign will also add $60-80 million to the College's endowment while enhancing a reliable source of annual operating dollars through the Skidmore Fund. Longer term, we also need to reverse the continuing erosion of our participation rate of donors among our alumni. While it exemplifies a larger national trend among colleges and universities, and despite the fact that the dollar value of our annual contributions has steadily increased, our declining alumni participation is nevertheless concerning and must be addressed. For this and other reasons, we must develop new and creative ways to increase alumni engagement – to help them feel a stronger sense of membership in the Skidmore community and responsibility for continuing to support the College, just as previous generations of alumni made it possible for Skidmore to offer the opportunities it did to them when they were students. Even more broadly, we must enhance our capacity to project our institutional message externally to key targeted audiences.

We also need to continue to manage our endowment in a "prudently aggressive" fashion. A key element of our success over the past twenty years, and a critical part of our ability to survive through challenges as the recent recession, has been a stable and steadily growing endowment. It provides an essential underpinning to our long-term planning, and our goal is to exceed the $500 million mark over the next decade through market increases and giving. Lastly, we must identify additional, reliable streams of income to buttress our financial position. Areas we will

interrogate include an expansion of our summer conference program and further development of the Skidmore Classic Horse Show, which generates support for the College's financial aid program.

Beyond increasing our resources, we also must enhance our sense of shared purpose in improving our operational efficiency. This means aligning all of our activities as closely as possible with our strategic priorities. It places greater emphasis on effective communication across operational areas (an issue identified in our recent staff surveys) to avoid waste, duplication of effort, and unnecessary delays in accomplishing basic functions. And it means adopting a "limited-growth" approach that assumes all or most new initiatives will be funded either by newly identified funds, through partnerships across areas or other collaborations, or by cost reductions or reallocation of resources. We must continue to identify opportunities to share or lower costs through collaborations (such as those we currently have with the New York Six schools) as well as technology (such as offering instruction in less frequently taught languages via the web). Leveraging existing resources in these ways will be crucial but not sufficient in themselves. In addition, we will need to be both innovative and disciplined in seeking annually to identify 3-5% of our resources through reallocation, cost-containment, cost-reduction, and new sources of revenue. Our financial sustainability depends upon our success in doing so, and it is far better to build such practices into our ongoing operations than to wait for a crisis to force them upon us.

An important example of the need to realign spending and engage in cross-institutional collaborations is the Library. The cost of scholarly resources has skyrocketed in recent decades, resulting in double-digit profit margins for the biggest scholarly publishers. Journal subscriptions are bundled and licensed like cable TV packages, with annual subscriptions that burn through acquisition budgets, leaving comparatively scant funds for book purchases. Increasingly, students and faculty members at colleges such as Skidmore have difficulty finding the resources they need for teaching, learning, and research. As more institutions of higher education commit to supporting open access publishing models, libraries like our own will eventually be able to cancel these expensive subscriptions and instead invest those funds into high quality, peer-reviewed, open access publishing initiatives that will make scholarship freely available to the Skidmore community and beyond in perpetuity. Skidmore College cannot accomplish this alone; the success of open access depends upon broad participation throughout the "citizenry" of higher education.

Managing our Human Resources – Strategic Alignment
In many ways, Skidmore's greatest asset is its people – the faculty and staff who do the work of the College as well as the many thousands of alumni, parents and friends who support that work through their gifts of time, energy, and resources. It is essential, therefore, that we nurture both groups to maximize their effectiveness and satisfaction. Recent staff surveys, for example, have shown a need to make improvements in how staff are managed and trained and how we communicate within and across our community. Staff members also have asked for more opportunities to engage directly in the planning and operations of the College. With those concerns in mind, we will implement changes in how we train and evaluate managers, while identifying ways to provide better staff development opportunities. We also have launched a pilot Staff Advisory Group and strengthened our internal communications. We will continue to operate within our "Total Compensation Framework Plan," which is designed to ensure that we can continue to offer competitive compensation to all faculty and staff. With regard to our alumni, parents, and friends, we will focus on three areas: growing our fundraising volunteer base, expanding our programming for alumni in their first five years, and broadening efforts to support the career needs of alumni throughout their lives.

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

Managing our Natural Resources
As outlined in the recently endorsed *Campus Sustainability Plan* for Skidmore, "we endeavor to enact environmentally responsible practices, grounded in economic and social equity, and through our actions to have a positive impact on our community and planet." The *Sustainability Plan* sets challenging goals in the areas of energy, food, waste, lands and grounds, and engagement, and we talk not only about environmental sustainability, or our impact to natural resources, but we embrace the more comprehensive definition of sustainability that speaks to the interconnected spheres of the environment, the economy, and society.

We envision a Skidmore that truly embraces the principles of sustainability in all of its institutional decision-making, and this means that every purchase, project, and, when appropriate, policy should be viewed, in part, through the lens of sustainability. Positioning sustainability more prominently in our decision-making will continue to transform our physical campus into one that immerses all of our students, staff, and faculty members in a living and learning environment characterized by practices that embody institutional values. In order to fully realize this vision, we must be even more intentional about making visible the work we are doing around sustainability in our operations at Skidmore. This includes not only enhancing the communications about the outcomes of our work but also making more transparent various decision-making processes themselves. Visibly modeling how to make such institutional choices will demonstrate the skills, knowledge, and complex considerations necessary for making enlightened decisions and help promote more sustainability-oriented behavior in people's lives, most especially our students' lives. In other words, we have a significant opportunity to leverage our efforts to create a deep living and learning environment around sustainability on campus; the changes we – students, staff, faculty, administrators, and alumni –help make on our campus will be carried forward to the various communities in which we live.

The next several years will mark an historic moment in the College's history, as we complete a more than fifty-year migration from the College's downtown location to what we continue to refer to as "the new campus" at the end of North Broadway. This phase will begin with the construction of the Center for Integrated Sciences and a new Admissions and Financial Aid building (near-term) and end with implementing the initial stages of our Athletics Facilities Master Plan, which (pending the identification of sufficient resources) we anticipate completing sometime in the late 2020s. We have some additional capacity for debt. But, as has been our pattern, we will continue to rely largely upon new resources (primarily contributions) to construct or significantly renovate any major facility. At the same time, we will work carefully both to maximize the usage of our existing facilities and to attend to their upkeep on a reasonable schedule. Our guide in this work will be the *Campus Master Plan*, which we adopted in 2007 and which we will continue to update as needed.

An essential element of our approach must be integrating sustainability into every aspect of our facilities management and construction. Over the past decade, we have made impressive strides in reducing our environmental impact and enhancing community engagement around sustainability. Our geothermal, solar, small-hydro, and energy-efficiency projects have helped us

reduce our greenhouse gas emissions by well over 50% since 2000 and have positioned us as a national leader on innovative energy strategies. Our Bikemore bike-share program, community garden, composting, dining hall, waste, and land stewardship projects have raised awareness and empowered the community to contribute to these efforts.

Sustainability-related efforts already permeate the curriculum as well, and, as we have already experienced, there is a rich feedback loop inherent in our sustainability work. Often ideas that are developed in our sustainability-related courses feed changes to our campus operations, and modifications to our campus often serve as case studies and research opportunities for our courses, hence fostering curricular and pedagogical innovation. It should come as no surprise then that the lines between student experiences related to sustainability are truly blurred. For example, a volunteer effort on campus may lead to a senior thesis idea; a service-learning project in a course can meld into an internship with a local community organization; a tour of one of our alternative energy projects on campus may launch a research project during a study abroad program; and serving as a student Sustainability Representative in a residential hall might spark a summer collaborative research idea. Sustainability, therefore, exemplifies integrative learning by connecting student experiences across time, across disciplinary boundaries, across boundaries that traditionally separate the curriculum and the co-curriculum, and across the border between the campus and the world beyond.

Attending to sustainability also directly supports our institutional goals around community, well-being, integrative excellence, and inclusion. Making collective and informed decisions about sustainability compels us to become more scientifically literate, to better understand the complex social networks and markets inherent in a more globalized society, to enhance our multicultural understandings, to engage more deeply in interdisciplinary communication and collaboration, and to think about what a more equitable, just, and healthy world should look like. Working towards such a world requires that we listen to a variety of perspectives and learn to more fully engage in informed, thoughtful, and respective dialogue both within the Skidmore community and with the larger community outside our borders. The skills and knowledge we develop through our work on sustainability, therefore, will serve us well as we continue to strive to become a more open and inclusive community.

Strengthening the Extended Skidmore Community and Enhancing our Public Identity

The world has taken note of Skidmore's achievements, and the College has never been better positioned to take advantage of its standing within the universe of American colleges and universities. The phrase "Creative Thought Matters" and the marketing campaign we developed around it to define our institutional identity have been central factors in our success over the past fifteen years. They have helped us attract larger, better prepared, and more diverse student populations. They also have allowed us to gain stature and wider recognition within the higher education community.   They have given our core constituents a language that is both affirming and aspirational to describe themselves and their community. In short, *Creative Thought Matters* has both great power and institutional value. It also must be nurtured and, most importantly, must reflect the true character of the College.

In recent years, a number of other colleges and universities have recognized that "creativity" resonates strongly within the higher education marketplace, and we now see other colleges and universities championing the cause of creativity. This places at risk our ability to use this idea to distinguish us from other institutions. We must, therefore, continue to strengthen our position as the institution where creative thought truly matters, first and foremost through the strategic investments in our community and educational programs outlined above and through a more focused, comprehensive, and persistent approach to how we present ourselves to the world.

We have already taken the first step in this process by creating a new, Cabinet-level division of Communications and Marketing, headed by a Vice-President, who will report directly to the President. This Office has been charged with developing and implementing a complete and exhaustive plan for articulating the College's story to prospective students, the broader world of higher education, our campus community, and our extended community of alumni, parents and friends. It will also develop a series of metrics to measure our success and inform future planning and investments. Lastly, recognizing the power of the campus visit on prospective students, we will construct a new Admissions and Financial Aid building more centrally located on campus that more powerfully reflects the strengths and unique qualities of a Skidmore education.

PRIORITY INITIATIVES in support of GOAL IV: <u>Sustainability</u>

➢ *Continue to develop, effectively manage, and steward the financial resources necessary to maintain ongoing College operations and achieve the objectives incorporated in this Plan.*

- Through effective portfolio management and fundraising, increase College endowment to at least $500M by 2020.

- Develop and implement a long-term cost-containment program tied to projections of key budget parameters (e.g., net F.T.E. of student body, comprehensive fee, net tuition revenue, compensation, financial aid discount rate, etc.). Seek to identify 3-5% of our resources annually through reallocation, cost-containment, cost-reduction, and new sources of revenue.

- Complete fundraising and construct the Center for Integrated Sciences [$100M; additional funding required: $60M].

- Complete funding and construct the new Admissions and Financial Aid building on the main campus [$5-7M].

- Complete funding and construct the new Boathouse for Crew program [additional fundraising required: $250K].

- Complete funding and implement Phase I of *Athletic Facilities Plan* [additional fundraising required: $15M].

- Complete the current comprehensive $220 - $240 million fundraising campaign, *Creating Our Future – The Campaign for Skidmore*, by 2019.

- Explore the desirability and evaluate the feasibility of decreasing the reliance on *short-term* and *part-time non-tenure-track faculty* by 10% (not included in this initiative are Artists in Residence, Writers in Residence, Teaching Professors, and other long-term non-tenure-line positions).

- Explore making an explicit commitment to open access in various venues.

➢ *Managing our Human Resources – Strategic Alignment*

- Enhance training resources for managers at all levels within the College, emphasizing administrative competence, creative problem solving, and ways to enhance strategic alignment of efforts across the College.

- Enhance communication across campus and, especially, between the administration and other segments of our community but also across groups (work to minimize experience of disconnection across different areas and divisions).

➢ *Managing our Physical and Natural Resources – Campus Sustainability*

- Implement the *Campus Sustainability Plan*. Assess progress in meeting benchmarks identified in the *Sustainability Plan* and reevaluate on an ongoing basis.

- Review and, if necessary, revise *Campus Plan*.

➢ *Strengthening the Extended Skidmore Community and Enhancing our Public Identity*

- Build a forceful and effective marketing operation that focuses on digital content and outreach to major audiences via new media. Strengthen marketing efforts around the identity statement that "Creative Thought Matters." Enhance search engine optimization (SEO) and search engine marketing (SEM) in all aspects of College communications.

- Update and fortify digital communications and the web presence for alumni. Explore feasibility of instituting an internal web portal in order to focus the main website on key publics such as prospective students, prospective faculty and staff members, alumni, parents, and the media.

- Increase and strengthen digital content, social media interactions with members of the media, and focus on increasing national news coverage of the College.

- Enhance capacity to promote the accomplishments of faculty and students whose work exemplifies creative and integrative teaching, learning, research, and creative activity. Establish an on-line Faculty Experts data base to feature those faculty members willing to be interviewed by media regarding their research and expertise.

- Design and implement a new Admissions marketing program and related web presence with an emphasis on academic strengths and creativity. Continuously refresh Admissions materials, web pages, and digital communications to reach "digital natives" more effectively.

- Develop new ways to advance fundraising and Campaign efforts using digital resources.

IN CONCLUSION
Across the duration of this Strategic Plan, the Skidmore community will strive to cultivate creativity in service of integrative learning, inclusive excellence, access, well-being, and sustainability. In pointing the way for the College to achieve Goals identified above, this *Plan* represents the convergence of our aspirations and the imperative to push the boundaries of creativity and imagination. These Goals set out a ten-year vision for the College. During this time,

additional action steps will be identified as part of our ongoing institutional strategic thinking – especially in the process of developing annual "Action Agendas" (a practice that was integral to the success of the previous *Plan*), as well as in a formal review at the five-year mid-point. But at the heart of this work stands our ongoing commitment to the values of liberal education that animate our Mission, to the specific values of *creative thought* and *inclusive excellence*, and above all to the success of our students.

Skidmore College
Goals for Student Learning and Development

The goals that follow reflect the unique characteristics and synergies of our B.A. and B.S. programs, as well as certain emphases that are deeply engrained in Skidmore's history and culture: on creativity, on civic responsibility, and on interdisciplinary thinking. As in the past, we aim to graduate students who can think deeply and creatively, communicate well and act effectively. We continue to ask our students to link theoretical and practical learning, and now also to develop intercultural understanding and an appreciation of their roles as global citizens. These goals have much in common with those of all liberal arts colleges who share a common mission, though we take pride in having long approached them in our own distinctive way.

Our goals emerge in particular from our collective sense of a Skidmore education as a transformative experience. We want our students to acquire both knowledge and capacities that enable them to initiate and embrace change and apply their learning lifelong in new contexts. We believe that this learning takes place throughout our students' experience, both inside the classroom and out, on campus and off. Our goals articulate, then, in language that is as clear and lean as possible, our understanding of students' learning and development at Skidmore. They lay the groundwork for our continued inquiry into the evidence of that learning.

I. Knowledge
- Acquire knowledge of human cultures and the physical world through study in the arts, humanities, languages, mathematics, natural sciences, and social sciences
- Understand social and cultural diversity in national and global contexts
- Demonstrate advanced learning and synthesis in both general and specialized studies

II. Intellectual Skills
- Think critically, creatively and independently
- Gather, analyze, integrate, and apply varied forms of information; understand and use evidence
- Communicate effectively
- Interact effectively and collaboratively with individuals and across social identities
- Engage in and take responsibility for learning

III. Personal and Social Values
- Examine one's own values and their use as ethical criteria in thought and action
- Interrogate one's own values in relation to those of others, across social and cultural differences
- Develop practical competencies for managing a personal, professional, and community life
- Apply learning to find solutions for social, civic, and scientific problems

IV. Transformation
- Integrate and apply knowledge and creative thought from multiple disciplines in new contexts
- Embrace intellectual integrity, humility, and courage
- Foster habits of mind and body that enable a person to live deliberately and well
- Develop an enduring passion for learning