

PERIODIC REVIEW REPORT

Presented by:

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Supporting Documents

The 2011–2012 Skidmore Catalog is online at: <http://catalog.skidmore.edu/>.

Additional supporting documents referenced in the text are on the enclosed compact disc.

SKIDMORE COLLEGE PERIODIC REVIEW REPORT

May 2011

Section One: Executive Summary

Skidmore is a highly selective, independent, liberal arts college with an enrollment of approximately 2,500 men and women from nearly 50 states and 50 countries. With its relatively small size and student-faculty ratio of 9 to 1, 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.

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 a new campus and the move to coeducation in 1971. In 1991 Skidmore implemented its first graduate-degree program, an interdisciplinary, nonresidential program offering the master of arts degree in liberal studies. 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, a capstone of the successful Creative Thought–Bold Promise campaign and beneficiary of the largest gift in Skidmore's history. Featuring a magnificent 600-seat concert hall, 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 events as well.

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 nearly 60 degree programs leading to the B.A. or B.S., 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 creative ability at its core, and creative thinking is an integral part of the campus culture: as we say, "Creative Thought Matters." The cornerstone of the curriculum is the belief that a 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.

Skidmore has a commitment to the local community and to the greater Capital District and is an important resource for education, cultural activities, entertainment, and community service. Skidmore students, faculty, and staff are encouraged to play active roles in the community and many contribute their time and energy as volunteers. The College employs approximately 750-full- and part-time faculty and staff, including 160 service employees who are union members.

The most significant major development and challenge since our 2006 Self-Study has been the economic recession and its impact on our current and future finances. Through the disciplined actions that the College took as part of the budget process, we have been able to reduce the fiscal year 2010–2011 budget by approximately \$12 million annually from the initial projections for 2010–2011. At the same time, we have revisited our *Strategic Plan* in consideration of the changed economic context in which both the College and our students find themselves. This has resulted in both renewed commitments and some new initiatives, described in the narrative below. More than ever before, we have made use of data and assessment results of various kinds in our decision-making processes, as we believe will be clear in this report.

The year 2010–2011 saw a temporary shift in leadership during the sabbatical leave of our President, Philip Glotzbach, from November 1 through April 30. In his absence, Vice President for Academic Affairs (VPAA) Susan Kress served as Acting President; Dean of the Faculty Muriel Poston stepped up as Acting VPAA; and Associate Dean of the Faculty Patricia Rubio served as Acting Dean, and was not replaced as Associate Dean. The extra burdens taken on by the leadership have been gratefully acknowledged by the College community.

To prepare the Periodic Review Report, a Working Group was formed in the spring of 2010, consisting of key representatives from major areas of the College and including the VPAA, Dean of the Faculty, the Dean of Student Affairs, the Director of Intercultural Studies, the Director of the First-Year Experience, the Director of Financial Services, a professor of mathematics (a co-author of the report), the Executive Director of the Office of the President, the Director of Institutional Research, and the Assessment Facilitator; the group was chaired by the Faculty Assessment Coordinator. Four individuals drafted sections of the report during the summer of 2010, and these served as the basis for widespread discussion and repeated revisions throughout the fall and spring. Committees and groups that vetted the draft in the fall included: the President's Cabinet; VPAA Staff; Dean of Faculty Staff; Institutional Policy and Planning Committee (IPPC); Committee on Educational Policies and Planning (CEPP); Student Affairs Staff; Academic Council of the Student Government Association; Assessment Steering Committee; Committee on Intercultural and Global Understanding; Science Working Group; and Science Planning Group. After multiple revisions and updates, the draft was vetted by the community in an open meeting in April 2011. Finally, two members of our Board of Trustees read the draft and also suggested helpful amendments and additions.

Our Periodic Review Report (PRR) is organized around the subtopics of our 2006 Self-Study on student engagement—especially in the first year, in the physical and life sciences, and in intercultural and global understanding. We have gathered considerable data on each of these topics about both student engagement and learning. Our assessments have included programmatic and institutional assessments, as well as indirect and direct assessments of students' learning and development. Many of our assessment results have fed back into our decision making as we refine our goals and our ambitions. A quick summary does not do justice to the complexity of the issues below, but we can provide here a sense of where we are with our initiatives in each of these areas.

Since 2006, we have launched our new First-Year Experience, and it has clearly been successful in helping us to increase student engagement and learning in the first year. The program has become a point of pride, and we continue to assess and refine it.

Our initiative to strengthen students' engagement in the physical and life sciences is well under way, with a new vision statement for the sciences. We have seen increased numbers of students, in terms of both majors and enrollments; increased opportunities for collaborative research; increased staffing and resources; and pedagogical initiatives in response to assessments. Assessments have demonstrated a real need for this initiative. We are in the process of refining the Science Vision, building commitment to it, and gauging the resources needed to move forward. These continue to be major challenges.

We have maintained our commitment to the *Strategic Plan's* ambitious goals for our students' learning about and development of intercultural and global understanding. Our results here have been mixed, and major challenges remain. In this area, we have created a new tripartite administrative structure, which has implemented a number of changes and initiatives. We have also regularized the new Committee on Intercultural and Global Understanding, as well as a new Bias Response Group. We have increased the racial, ethnic, and socioeconomic diversity of our student body, and have completed assessments of campus climate that have given us a sense of more work that must be done. We have also launched a successful pilot program of InterGroup Dialogues, and have begun reconsideration of our cultural diversity requirement in the curriculum. Increased numbers of our students are studying abroad, and we are working to maximize the impact of that experience. Ongoing major challenges include increasing the diversity of the faculty and staff, and ensuring that we make a sustained commitment to increasing the awareness, knowledge, and understanding that will be necessary to create a truly diverse, inclusive, and welcoming community both on campus and in the College's neighboring area.

We have also sought to increase our students' engagement and learning throughout their experience by whatever means we can. Always strong in the offering of high-impact educational practices, we have further strengthened those, with particular attention to pedagogies and experiences of civic engagement, also a commitment in the *Strategic Plan*. Our most recent initiative, Transition and Transformation, currently under discussion, aims to engage students early and consistently in preparing for their postbaccalaureate goals.

In sum, we take some pride in the clarity of our vision and our planning processes, and in our assessments and use of data. We know from our assessments that we have a good deal of work ahead of us in realizing the goals of the *Strategic Plan*. That said, despite the economic challenges we have faced and are facing, we continue to make considerable progress on making those goals a reality.

Section Two: Response to Recommendations from the Previous Team Report

The previous team report made no recommendations.

Section Three: Major Challenges and Current Opportunities

This section of our Periodic Review Report returns to the principal themes of our 2006 Self-Study, providing an update on the progress we have made and challenges and opportunities facing us five years later. As part of this report's function to demonstrate continuing compliance with the Standards of Excellence, we place particular emphasis here on the ways that assessments of institutional effectiveness and of student learning (Standards 7 and 14) have informed our planning and implementation of initiatives. Because the Middle States team in 2006 did not make any official recommendations, we focus here largely on our own institutional goals, with some reference to comments made in the team report. This section thus performs several functions simultaneously: it provides an update on the issues addressed in our Self-Study; it documents our compliance with the standards; and it recounts current challenges and opportunities.

Without question, the most significant major development and challenge since our 2006 Self-Study has been the economic recession and its impact on our current and future finances. The financial pressures felt by all higher education institutions have made planning even more critical for continued success and have forced Skidmore to make difficult choices. Through the disciplined actions that the College took as part of the budget process, we have been able to reduce the fiscal year 2010-2011 budget by approximately \$12 million from the initial projections for 2010-2011. We are pleased that our enrollments have remained strong—in fact the current financial model plans on over-enrollment—and we have been disciplined in making necessary adjustments to spending.

That said, as the Middle States evaluation team noted in 2006, we have high aspirations that will require significant resources. We have met many of those aspirations, and we are not abandoning the others. The tension between aspirations and resources remains our biggest challenge. When we submitted our Self-Study in 2006, we had just completed a major planning cycle, culminating in our *Strategic Plan*,¹ and were launching a major campaign. As described more fully in Section Six below, those strategic planning efforts, along with the College's *Campus Plan* for facilities,² have provided effective guidance for strategic decision making.

For our 2006 Self-Study, we chose to do a focused report on the topic of student engagement, specifically in the students' first year; in the natural sciences (or, in more contemporary parlance, the physical and life sciences); and in domestic diversity, global awareness, and intercultural understanding. We return to each of those three subtopics here. It has become clearer to us how each of these subtopics is related to the others. The "sciences" and "learning about diversity" are not isolated islands, but are deeply interconnected and are—or should be—part of every student's education and development at Skidmore, starting if possible in the first year, in a way that engages them and deepens their learning. Some of the powerful interconnections we have recognized appear further on in this report. In developing new initiatives, we have made use of the interconnections to motivate change: for example, as we increase the numbers of students

¹ The *Strategic Plan*, titled *Engaged Liberal Learning: The Plan for Skidmore College, 2005–2015*, is Appendix C on the compact disc and is also available online at <http://cms.skidmore.edu/planning/>.

² The *2007 Campus Plan* is online at <http://cms.skidmore.edu/campusplan/index.cfm>.

majoring in the physical and life sciences, we have also provided more study-abroad opportunities for students in the sciences. In general, we have sought to increase high-impact educational experiences for all of our students, whether it be study abroad, collaborative research, or intensive engagement with differing worldviews. Our First-Year Experience epitomizes that shift towards a strategic emphasis on engaging practices and pedagogies.

In January 2006, in the Self-Study's Afterword, we noted,

At the outset, we were not sure we knew how to talk about student engagement in the natural sciences, in intercultural understanding, or in the first-year experience. We knew how to talk about hiring people, about developing courses or programs, about changing requirements or providing offices. Collectively, we knew little about how to recognize or gauge deep engagement. ... But individually, it became clear, our faculty watch for the engaged student, plan for the unforgettable class, design the compelling assignment, and know a great deal about student engagement that they have been willing to share with colleagues. ... The challenge for us now is to continue to turn this localized knowledge into models and also generalized habits of engaging teaching and effective collaborations across the College.³

Our efforts since 2006 have focused on just that challenge, as we have sought to gather more systematic data on what works and to move from localized knowledge to informed planning and sustained processes. As this report and the accompanying documentation demonstrate, we have met many of our goals as they were expressed in that report, and we have many more to meet. Our assessments and our planning increasingly address student learning and development as well as engagement, and we have established new goals and processes. A quick summary of our assessment work over the past five years gives an idea of what we have accomplished. We have developed and launched a major initiative, the Skidmore Learning Census: a survey of all alumni over a five-year period that gathers information about their learning at Skidmore related to the Goals for Student Learning and Development. We have continued to participate in multiple national surveys and to make use of those results (NSSE, CIRP, and most recently CHAS); we have conducted a major assessment of writing in the First-Year Experience; the faculty adopted a major change in our writing requirement, so that each department now teaches and assesses writing in the major; we have assessed high-impact pedagogies and learning experiences such as service learning and curriculum-based dialogues on race, and the results have informed decisions about budget allocations and program development; faculty in the natural sciences have conducted a survey on scientific literacy that has informed our planning in that area (see p. 24 below); the College has adopted and begun to implement a plan, "Assessing Diversity and Inclusion at Skidmore College";⁴ we have conducted an extensive survey of students' health behaviors, communicated the outcomes to the campus, and made use of them in determining resources needed for students; and faculty conduct assessments within

³ The "Skidmore College Self-Study Final Report" (February 2006) is on the compact disc.

⁴ The report, "Assessing Diversity and Inclusion at Skidmore College" (2008), is on the compact disc.

academic departments, making use of the results to adjust curriculum and pedagogies in the majors. This is by no means an exhaustive list, and most of these efforts receive more attention in the course of this report.

At the same time, we have found ourselves wanting to articulate the overarching goals of the Skidmore educational experience, asking not just: Are our students engaged? But also: What do we want them to learn? How are they transformed during their four years at Skidmore? In 2008, Vice President for Academic Affairs Susan Kress charged the Assessment Steering Committee (ASC) with drafting a set of goals for student learning. After doing considerable research, consulting with numerous colleagues, and discussing multiple drafts for many hours, the ASC brought a draft of Goals for Student Learning and Development⁵ to the Committee on Educational Policy and Planning (CEPP) in the spring of 2009. CEPP took up the charge, offered important revisions, and hosted several open discussions of the goals; members of the ASC also consulted with student groups (Academic Council, the Student Government Association), alumni and parent groups, and Student Affairs staff in a dedicated meeting. The goals were also the subject of discussion at the Skidmore town hall meetings mentioned above and at meetings of the Board of Trustees. Over the course of these many discussions, more revisions were suggested and adopted, and in December, 2009, the faculty endorsed the new Goals for Student Learning and Development in a unanimous vote.

The consultative, patient process served us well, not only in obtaining that faculty endorsement but also in building throughout the community an understanding of the goals and what is at stake in them. The goals now reflect the aims of the Skidmore education as a whole, defined by the faculty and also by the many staff who have powerful influences on our students' lives in the cocurriculum: staff in Athletics, Residential Life, Health Services, Student Academic Services, and many other areas. We embraced the concept of a Skidmore education as both a classroom learning experience and a more comprehensive transformation. Having established our goals, our next step has been to investigate where that learning is happening, how it dovetails with our requirements for general education and the major, and how we gather, study, and communicate the evidence for it.

We are particularly interested in these investigations when they further our progress in the three initiatives described in this report. Although we are framing an overall plan for assessing our students' success in meeting the Goals for Student Learning and Development, we also want to do this in a way that will sustain our momentum in offering an effective First-Year Experience; building our capacities for studies in the sciences; and providing all of our students with the learning about culture, communication, and social identities that they will need to thrive in a world that will need them, as liberally-educated individuals, to communicate and work across many kinds of differences. In part for this reason, our narrative here retains the tripartite structure of our Middle States Self-Study from 2006. We want to bear in mind, however, that each of these three sections relates more broadly to the Goals for Student Learning and Development and is to be found within those goals as well. Another way of thinking

⁵ The Goals for Student Learning and Development are attached as Appendix F on the compact disc and are also available online at <http://cms.skidmore.edu/assessment/goals-for-student-learning.cfm>.

about the three sections is that each is a major part of our general education vision and requirements. We are in the process of aligning our vision for general education more fully with our goals, with the expectation that this will entail making some changes in our general education curriculum and in our pedagogies.

The spring 2006 report of the Middle States evaluation team praised both our strategic planning and our Self-Study, and noted:

We applaud the attention paid to each of the three areas identified in the Self-Study: the directions proposed are consequential. If each were carried out and implemented fully, together they would move the institution towards greater student engagement, stronger sciences, greater diversity along multiple lines, and a considerably expanded and enriched curriculum: in short, a higher level of institutional excellence as a leading liberal arts college.⁶

Although we have not yet fully implemented each of the proposals in our Self-Study, we believe the evidence shows that we have made considerable progress, and that the “growing strength, confidence, and aspiration” the team found here continue to define us, as does our “scrappiness ... in meeting financial challenges.”

Before we conclude this introductory section, we need to make note of two significant changes in our institutional structure and one institutional initiative that is part of an update to our *Strategic Plan*. First, new since the last Middle States evaluation is a more formalized bridging between Student Affairs and Academic Affairs that resulted from the elimination of the Office of the Dean of Studies and creation of two new offices, Student Academic Services (SAS, in Student Affairs) and the Office of Academic Advising (OAA, in Academic Affairs). As part of the reorganization, the offices were charged with developing a collaborative structure that supports students’ high academic achievement and engagement.

The Office of Student Academic Services (SAS) provides a wide variety of services to promote achievement and help students take full advantage of the academic opportunities available at Skidmore. As part of the College’s commitment to academic excellence, the office serves all students interested in improving their performance. The office organizes peer tutoring and study groups, offers one-on-one and small-group support, counsels students who receive unsatisfactory work notices, and works with international students, students with disabilities, and athletes. The office collaborates with the Writing Center, which now provides English as a Second Language (ESL) support to students requiring longer-term writing intervention, in part with the help of a new full-time ESL specialist. SAS also trains students to be peer tutors and study-group facilitators. The Office of Academic Advising (OAA) oversees Skidmore’s advising programs and services and disseminates information about academic policies, procedures, and programs of study. Academic Advising staff work closely with students, faculty, staff, and families to inform students’ academic decisions, to guide them to support services as necessary, and to enrich their intellectual lives through special program opportunities. These two offices collaborate and communicate closely, supporting

⁶ The MSCHE Evaluation Team “Report to the Faculty, Administration, Trustees, Students of Skidmore College” (April 11, 2006) is Appendix B on the compact disc.

students and faculty advisors, sharing information, tracking data, and intervening when necessary.⁷ The data reflect the success of this collaboration and of our increased offerings of academic support. Approximately 40% of the students seeking support in SAS finish the term with grade-point averages of between 3.5 and 4.0.

The second institutional change is the separation of the Office of Institutional Research from the Office of the Registrar. Facing the retirement, in December 2010, of our Registrar and Director of Institutional Research, Ann Henderson, the VPAA formed a study group in spring of 2010 to consider the structure of that office. The group recommended splitting the Registrar from Institutional Research, as well as strengthening staffing in Institutional Research. By January 2011, we had hired a new Director of Institutional Research and an Interim Registrar. The transition to two separate offices with new leadership will take some time, but will result, we hope, in increased capacity for Institutional Research.

Our new initiative, entitled Transition and Transformation, emerged out of our ongoing strategic planning process (described in greater detail in Section Six below). During a series of town hall meetings for the larger Skidmore community held by President Glotzbach in multiple cities during 2008–2009, a recurrent theme was the need for the College to prepare our students more fully for the transition from college to life after graduation. This was also a wish voiced by students during the process of defining the Goals for Student Learning and Development. Subsequently, we have been looking at ways that we can prepare students throughout their Skidmore experience for the challenges they face after graduation. This initiative is just now getting under way.

One final note: our emphasis here is on student engagement and learning, and on related assessments, planning, and policies. A crucial part of each of the initiatives below is also cultivating faculty support, engagement, and expertise. To that end, Assistant Dean of the Faculty Beau Breslin has created the New Faculty Learning Community, in which all new faculty and a number of seasoned faculty participate. We have also just this spring instituted a new structure for Faculty Interest Groups, partly in response to information gathered from the Harvard Collaborative on Academic Careers in Higher Education (COACHE) survey in which we participated during 2007–2008. The new structure has a faculty facilitator and dedicated space in the library for gatherings around topics of interest, both pedagogical and scholarly.⁸ These structures provide us with opportunities for faculty development that is crucial to moving forward with our initiatives.

Each of the three remaining sections of this narrative takes up one of the Self-Study topics, providing an update on those initiatives, with particular attention to benchmarks, evidence of progress, current challenges, and further planning.

⁷ For example, since its creation, the SAS has seen an increase in peer-tutoring hours (from 1,295 in 2005–2006 to 3,600 in 2009–2010) and study-group hours (from 22 in 2005–2006 to 613 in 2009–2010). One-on-one academic support hours average 1,620 hours per year, and the mean GPA of students seeking support from SAS is 3.173. The unduplicated head count of students seen in SAS across an academic year averages approximately 630 students.

⁸ See the “Center Study Group Final Report” (May 2009) on the compact disc.

Student Engagement and the First-Year Experience

The most visible initiative undertaken by the College in the last decade to increase student engagement is the First-Year Experience (FYE). Inspired in part by the results of a 2003 NSSE survey that indicated Skidmore was lagging behind peer institutions in engagement and retention, and supported by Part I of the College's *Strategic Plan*, the FYE was introduced in the fall of 2005. Its goals are ambitious: the program aims to increase student engagement by (1) providing students with a faculty mentor/advisor who teaches an intense, interdisciplinary, and intimate seminar based on his or her intellectual passion; (2) creating a living-learning community in which seminar students reside in rough proximity to each other in the residence halls, and seminars are housed together based on intellectual themes; (3) focusing on the necessary student skills—time management, preparing for exams, note taking, understanding registration, etc.—that maximize a student's ability to transition successfully from high school to college (fourth credit-hour program); (4) providing each seminar with an upperclass peer mentor, a student who will model the type of intellectual and personal behavior we expect from our very best students; and (5) providing cocurricular opportunities for first-year students throughout the academic year.

Results and Accomplishments

Five years into the initiative, we are seeing reports of higher student engagement (in the follow-up 2007 and 2010 NSSE surveys), increased levels of first-year student retention,⁹ and general first-year student satisfaction (NSSE first-year surveys).¹⁰ Some of the NSSE findings that demonstrate increased engagement of first-year students between 2003 and 2010 are shown below in Figure 1. Skidmore's scores on these measures are similar to, or in some cases better than, those of our peers. The emphasis in Scribner Seminars on oral presentation, writing, and mentoring perhaps contributed to the increases in some of these measures of student engagement.

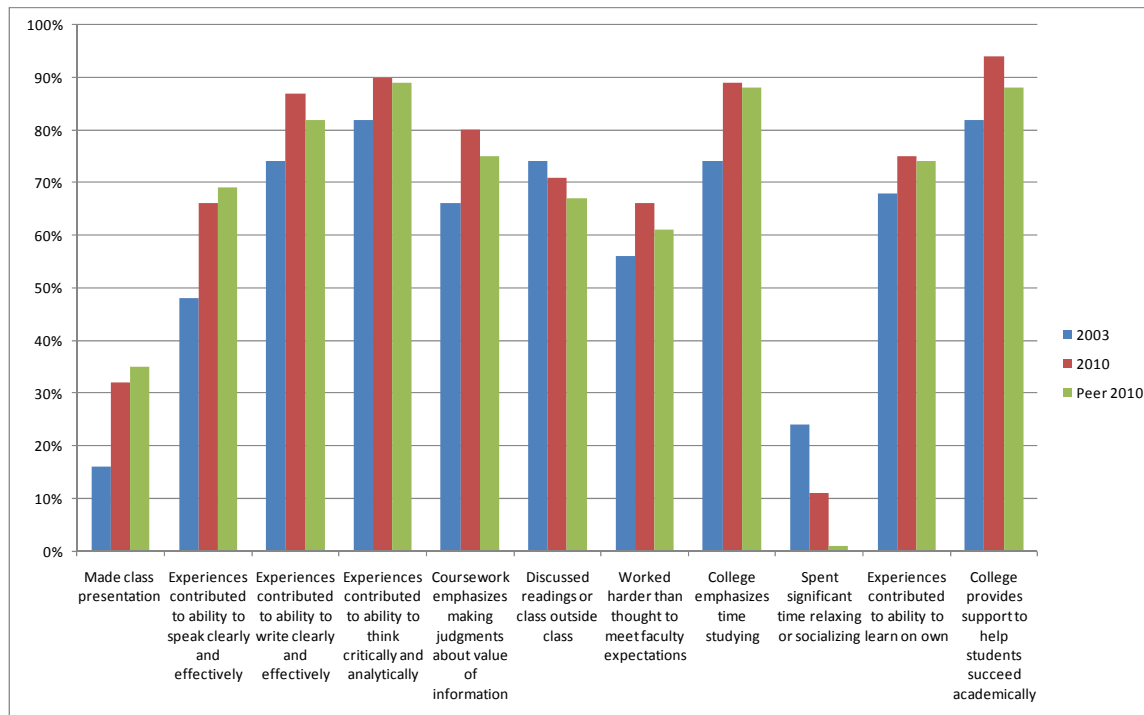
First-year students in 2010 also reported an increased interest in participating in what George Kuh describes as “high-impact activities” that demonstrate student engagement,¹¹ in some cases far above our peers in 2010 (Figure 2). Students come to Skidmore already involved or interested in high-impact practices, as shown by the results of the CIRP survey: 89% of students surveyed said that they had performed volunteer work, and 59% had performed community service as part of a class in high school. The NSSE data confirm these trends. Comparing 2003 to 2010, notable increases (+17–19 percentage points) are evidenced for community service or volunteer work, research with faculty, and culminating senior experience; only independent study showed a slight decrease in 2010.

⁹ From 1995–2005 the average retention of first-year students into the second year was 91.1%. Since the inception of the FYE in 2005, retention of first-year students has averaged 93.9%.

¹⁰ National Survey of Student Engagement (NSSE) reports for 2003, 2007, and 2010 are on the compact disc.

¹¹ Kuh, George D. AAC&U, 2008. *High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter*, available online at http://www.neasc.org/downloads/aacu_high_impact_2008_final.pdf.

Figure 1: Comparison of Results of Selected NSSE Questions from First-Year Students in 2003 and 2010 (Percent of students reporting “Quite a Bit/Very Much” or Often/Very Often)”

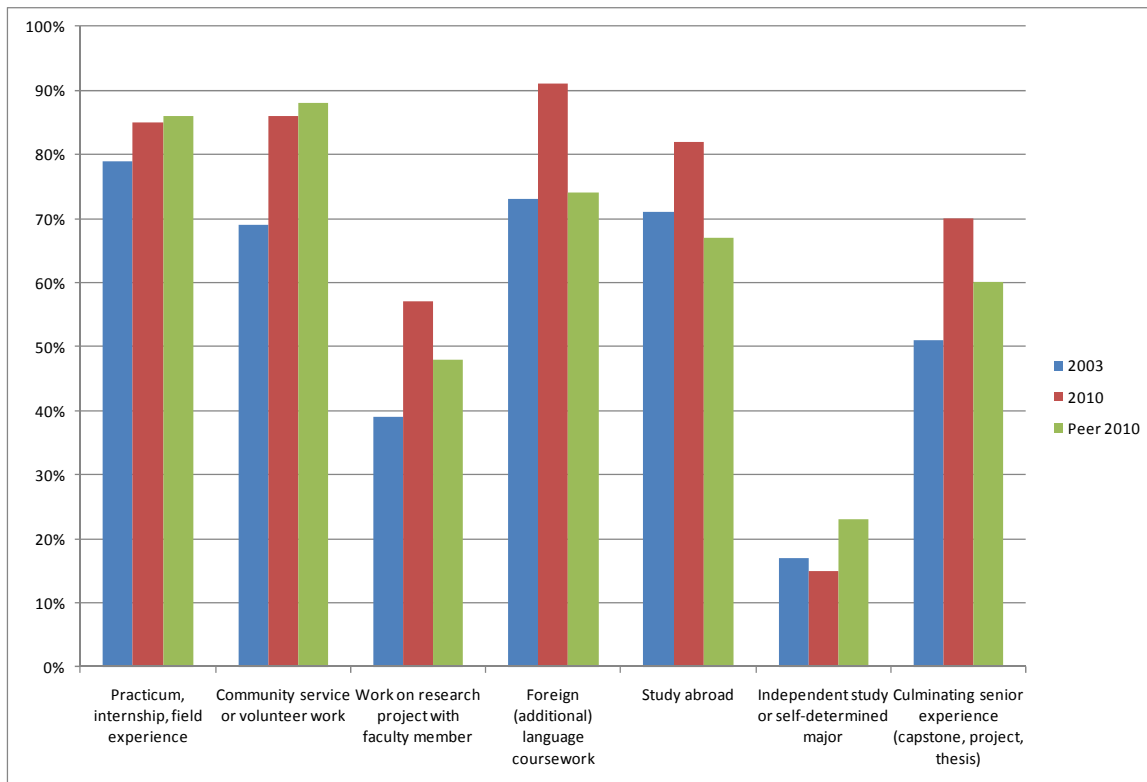


Significantly, the one high-impact pedagogy that does not see notable increase in the NSSE data between 2003 and 2007 is what Kuh (2008) calls learning about “‘difficult differences’ such as racial, ethnic, and gender inequality”;¹² for example, there was a slight decrease in students reporting that “diverse perspectives (different races, religions, genders, political beliefs, etc.)” were “included in class discussions or writing assignments.”¹³ By 2010, however, we see an increase of 17% in this measure for first-year students, from 56% to 73%. It seems that efforts to include diverse perspectives in our first-year programming have yielded some results. We take up this and related issues in part three of this narrative below.

¹² Kuh, p. 10.

¹³ See the 2003, 2007, and 2010 NSSE Reports, on the compact disc.

Figure 2: Percent of First-Year Students who Reported “Plan to Do” or “Done” for High-impact Practices



Over the past five years, student participation in most high-impact practices has increased at Skidmore. For example, the number of students participating in summer collaborative research has grown steadily from 15 in 2005 to 51 in 2010; these figures do not include grant-funded summer collaborative research, which has also grown significantly. We have also increased steadily the number of credit-bearing exploratory research experiences in the sciences available to sophomores and juniors, from 49 in 2005–2006 to 98 in 2009–2010. Our students are studying abroad in greater numbers (from 48% of students in the class of 2006 to a high of 59% in the class of 2010; see p. 30 below). Finally, we have also introduced and are implementing a writing requirement in every major, as a supplement to the foundational college-wide one-course requirement. Departments and programs have submitted to the College plans for writing-in-the-majors courses and for assessing and then revising the courses.¹⁴ In one high-impact practice, internships for credit, we have actually seen significant decreases: from 156 in 2005–2006 down steadily to 112 in 2009–2010; we recognize this is a problem and are addressing it in our current initiative to improve support for students’ transition out of college. On the whole, however, we are finding multiple indicators that the increases in student engagement in the first year are holding as well for subsequent years.

The first-year seminars continue to be well received by students; student evaluations in those courses are routinely high. First-year students tell us that the

¹⁴ See the Writing in the Majors website at <http://cms.skidmore.edu/writing/>.

seminars are stimulating, provocative, and, for the most part, challenge their general assumptions about the world around them. Our job is not done, however, even as we reflect on our accomplishments and further stabilize the program. As evidenced by *Engaged Liberal Learning: The First Five Years* and *Strategic Renewal: Reframing our Priorities at the Midpoint of the Strategic Plan*,¹⁵ the College remains fully committed to a “rigorous intellectual experience with robust faculty advising and peer mentoring” for our newest student populations.

Remaining Challenges

The introduction of the First-Year Experience presented many challenges for Skidmore. Staffing of Scribner Seminars by tenure-line faculty was identified at the outset as a significant challenge and it remains a burden for many departments.¹⁶ Departments continue to recognize the institutional importance of the FYE and are thus planning their departmental offerings while being cognizant of their commitment to the program. Evidence suggests that some departments (typically the smaller ones) are feeling a bit squeezed right now, especially when one reviews the number of adjuncts teaching and the present economic reality. The ongoing need for departments to contribute to the First-Year Experience is no doubt one of the reasons for the pressure on these departments. Perhaps the major source of pressure at present is the growth in enrollment at the College. We will continue to be as flexible as possible with all departments, but especially with the ones that are most vulnerable to personnel and curricular pressures.

Fostering an environment where faculty embrace their role as mentors (as opposed to simply advisors) has also been turbulent at times. An earlier assessment effort revealed that faculty and students have slightly different conceptions of mentoring, and faculty are sometimes confused about the breadth and depth of mentoring expectations.¹⁷ What is more, peer mentors have not always been used effectively, and that has posed a challenge for the FYE. Implementing a robust living-learning community has also been difficult logistically. Finally, the use of the second semester to continue and deepen the student engagement that occurs in the first semester remains underdeveloped.

Last fall, the FYE combined efforts with administrators in Student Affairs to develop a new peer-mentoring program. For several years, surveys of peer mentors suggested that faculty were underutilizing their skills and talents and that the peer mentors were somewhat less satisfied than they could be with the job. A change was needed. Based on the concept of “training the trainers,” members of the FYE staff, the Office of Campus Life, Health Promotions, the Counseling Office, Student Academic Services, and others conceptualized a program, to be delivered primarily within the seminar structure by the peer mentors, that is aimed at helping first-year students

¹⁵ The reports are Appendices C and D on the compact disc; they are also available online at <http://cms.skidmore.edu/planning/>.

¹⁶ See Beau Breslin, Assessment Report: “Staffing and the FYE” (2007), on the compact disc.

¹⁷ See Caroline D’Abate, Assessment Report: “Understanding Mentoring in the FYE” (2007), on the compact disc.

transition successfully to college.¹⁸ The new program is currently being piloted, and already peer mentors have proven to be a critical resource for first-year students experiencing personal and academic difficulty. A recent survey of first-year students demonstrates that peer mentors help ease the transition to college. Findings show that actively engaged peer mentors measurably improve both social and academic outcomes. Going forward, we expect to expand this model to include a role for peer mentors in providing guidance on a range of academic issues, including academic integrity. We also expect to extend programming into the second semester, when peer mentors can help first-year students plan for high-impact experiences during the sophomore year and beyond.

In partnership with Student Affairs, the FYE continues to wrestle with the difficulties of imagining a robust living-learning community. Indeed, when the First-Year Experience was created, it was understood that not all features of the FYE would happen immediately. The living-learning component was one of those features. Over the course of the first five years, the living-learning component of the FYE has begun to take focus; but it is still in its infancy.

Early on, it became clear that tensions emerged between traditional theme housing (substance-free housing, for example) and the plan to group first-year students based on seminar choices. Accordingly, year three of the FYE program saw the elimination of theme floors, which allowed more flexibility for Scribner Seminars to be housed in proximity to one another. Over the past few years, seminar students have been housed together in residence halls in the hopes that intellectual conversations will materialize organically and learning will continue outside of the traditional classroom setting. Moreover, the FYE and the Office of Residential Life have partnered to house similarly themed seminars in the same residence hall (for example, several Scribner Seminars in 2009 were focused on the quadricentennial of the Hudson River; each of these seminars was housed in the same residence hall).

Another goal of the living-learning community is to integrate already scheduled cocurricular events when possible into the life of the student, resulting in a bridge between learning in and outside the classroom. The process should be seamless. Conceptually, the living-learning component of the FYE makes a good deal of sense, and yet the reality is that few tangible programs have emerged that might kick-start a more substantive living-learning environment. A small working group, consisting of the Director of the First-Year Experience, the Dean of Student Affairs, the Director of Residential Life, the Student Academic Development Coordinator, two members of the faculty, and a peer mentor, continues to meet to talk about ideas in this area.

To date, Scribner Seminar faculty have eagerly used resources outside the classroom to engage their students. Between FYE programming and what is available through other departments and campus life, faculty find an array of choices to incorporate into their course content and encourage, as well as require, student participation. While the plan is in place, the entire program is not. The Skidmore living-learning community

¹⁸ The train-the-trainers model is based on the idea of cascading mentoring, a concept whereby mentors are trained by professionals and other individuals to deliver important academic, social, and life skills to the first-year students.

continues to be an evolution. It is hoped that even more collaboration can develop between Academic Affairs and Student Affairs so that more deliberative planning can take place.

The Office of the First-Year Experience continues to collaborate with other offices as well, especially around the topic of advising and mentoring. Most particularly, we have worked closely with Academic Advising, the Registrar, and Student Academic Services to foster a challenging, yet nurturing, environment where all students can succeed. Our joint collaboration has been notably effective during periods such as summer advising, Scribner Seminar selection, and at times when particular students are in crisis. Summer advising is a new development that has been quite successful. Incoming students are matched with faculty and staff according to shared academic interests, and these summer advisors assist students with course selection for the fall semester. Because students arrive on campus with schedules in place, Scribner Seminar instructors are increasingly free to focus early advising sessions on broader issues of particular concern for first-year students.

The Middle States evaluation team also noted that the College should contemplate the role of the FYE in the spring semester. Specifically, the team asked: “How should advisors and peer mentors continue to work with this cohort of students without the structure of the seminar?”¹⁹ Over the course of its first five years, the FYE has tried a number of initiatives to sustain the intellectual momentum of the seminars into the second semester. Between spring 2008 and spring 2010 the FYE offered an average of 10 sections of ID 151: “Scribner Colloquium,” an interdisciplinary one-credit course conceived as an extension of the Scribner Seminar (and several sections of ID 171, similarly conceived), including one section each in 2009 and 2010 that fell under the umbrella of our pilot IGR (InterGroup Relations) program.²⁰ For the most part, the Scribner Colloquia were well received by first-year students. On average, about three-to-four ID 151 courses each year could be called direct extensions of the seminar. The Scribner Colloquia program was an important component of the First-Year Experience and it proved to be a reasonably effective way to maintain a high level of engagement during the spring semester with a fairly significant percentage of first-year students. Unfortunately, we had to suspend the program because of cost. It represented roughly 30% of the FYE’s annual budget, and we could not sustain the cost during the economic downturn. It is likely, however, that the ID 151 IGR dialogues on race for first-years will be sustained, as we explain in more detail later in this report.

Additionally, the FYE has always tried to sustain a yearlong focus on the themes surrounding the summer reading.²¹ The College was highly successful doing so with several of the summer reading assignments, particularly *Burial at Thebes* and *A Tale of God’s Will*. The latter, a jazz recording that accompanied Spike Lee’s award-winning

¹⁹ MSCHE “Report to the Faculty...” (Appendix B), p. 11.

²⁰ See p. 33 below for a fuller discussion of the IGR pilot courses.

²¹ Skidmore’s assigned summer readings since the introduction of the FYE have included Seamus Heaney’s *Burial at Thebes* (2005), Gregory Howard Williams’ *Life on the Color Line* (2006), Tracy Kidder’s *Mountains Beyond Mountains* (2007), Terence Blanchard’s *A Tale of God’s Will* (2008), Eric Foner’s *Our Lincoln* paired with Bill T. Jones’ *Fondly Do We Hope... Fervently Do We Pray* (2009), and Neil Shubin’s *Your Inner Fish* (2010).

documentary *When the Levees Broke*, and which focused attention on the social, cultural, political, and geographical disaster that befell the Gulf Coast after Hurricane Katrina, was particularly fruitful because it represented a successful collaboration between the offices of the First-Year Experience and the Dean of Special Programs. The artist, Terence Blanchard, was the 2008–2009 McCormack Artist-Scholar in Residence and held recitals, classes, and workshops during the fall and spring semesters. The FYE organized speakers and performances throughout the fall and spring that raised awareness of the plight of residents of the Gulf Coast. The FYE also raised funds (approximately \$8,000) through its FYE C.A.R.E.S. program to send several dozen college students down to the region during spring break to work on reconstruction efforts. Despite these successes, we find that maintaining a complex and engaging spring program for the FYE is a real challenge and may not be routinely sustainable.

Currently, the FYE is collaborating with other offices to think about the ways in which students transition at various moments in their college careers. We believe this discussion might yield fruitful ideas that could further enhance student learning in the spring semester. Of particular interest is the college-wide—and indeed national—conversation about sophomores. With the help of the Teagle Foundation and in partnership with several other colleges, Skidmore has been studying the sophomore experience and the “focused exploration” that occurs in a student’s second year and that eventually leads to the directed study in the major. In partnership with the Office of Academic Advising, we envision using the spring semester of the first year to introduce programming that promotes experiential learning—academic internships, exploratory research, service learning activities, and other high-impact experiences more typically targeted at sophomores and juniors—as vital routes to academic engagement and exploration.

Further Assessment Results and Consequences

Assessment efforts have led to some changes in the First-Year Experience. The FYE has undertaken (or collaborated on) more than a dozen assessment projects and/or surveys since its inception, several of which focus directly on student learning outcomes. In the second year of the program, the inaugural director organized assessment efforts around writing in the seminars,²² perceptions of mentoring in the FYE,²³ and departmental staffing complexities as they relate to delivery of the Scribner Seminars.²⁴ Additionally, in 2009, the FYE partnered with the Office of Campus Life on an assessment of student learning in seminars with embedded service-learning components.²⁵ The study aimed to compare self-reported student learning outcomes in those courses to seminars that did not include any service learning connections. The results were compelling. In every single category—from engagement in the seminar, to

²² See Mimi Hellman, Assessment Report: “Writing in the Scribner Seminars” (2007), on the compact disc.

²³ See Caroline D’Abate, Assessment Report: “Understanding Mentoring in the FYE” (2007), on the compact disc.

²⁴ See Beau Breslin, Assessment Report: “Staffing and the FYE” (2007), on the compact disc.

²⁵ See David Karp, “Civic Engagement in the First-Year Experience: Assessment of the Bringing Theory to Practice Grant” (2009), on the compact disc.

interest in other subjects, to time spent on reading and writing, to critical thinking skills—students in service-learning seminars reported higher commitments to positive intellectual values than those in non-service-learning courses. In other words, by all measures students were more engaged in their studies by virtue of participating in a service-learning course. We plan to replicate the study in the next few years to see whether the 2009 results were an aberration. In the meantime, however, the FYE is hard at work trying to identify additional faculty with an interest in embedding service learning in their seminars.

In 2009–2010, the FYE conducted its most elaborate assessment of student learning.²⁶ The College was—and remains—interested in the ways in which first-year students demonstrate meta-cognitive thinking, the ways in which they understand the scope of “college-level learning.” We thus asked students to write a short essay on the topic just as they arrived at college (during orientation) and then again after the first semester was complete. Interestingly, the results suggest that students are better able (or more willing) to express meta-cognitive thoughts as they enter college and that those skills deteriorate slightly during the first semester. There may be several reasons for the peculiar findings: (1) students rarely think as broadly about the intellectual journey through college as when they are imagining that journey before they actually begin; (2) students are so focused on the specifics of finishing assignments at the end of the semester that their commitment to a meta-cognitive exercise is diminished; (3) we asked students to reflect on their meta-cognitive capabilities; next time we should ask them to perform meta-cognitive exercises instead; and (4) college materials (brochures, applications, etc.) often use meta-cognitive language to tell the story of college life—such language may be fresh in the students’ minds when they arrive but may fade with time. There may be several other reasons for the dip in meta-cognitive thinking, and before we close the loop by implementing changes to the FYE or the Scribner Seminars we may want to conduct a slightly altered study. In the end, we plan to undertake a longitudinal analysis of meta-cognitive thinking by using these same students as they progress through their college careers, with the goal of identifying and reinforcing the pedagogies and experiences that are most conducive to this cognitive development.

Conclusions

The College is justly proud of the many accomplishments associated with the First-Year Experience. Faculty, administrators, staff, and students continue to support the program. Especially satisfying are the strides made in those areas flagged by the Middle States evaluation team. The team arrived on campus during the first year of the FYE. In fact, one round of seminars, in fall 2005, was complete at the time of the visit. Reports from the first round of seminars were generally quite positive, but the evaluation team picked up on a number of issues related to the implementation of the program. In particular, the team reported two significant issues: “First, the impact of the new seminar structure on the HEOP/AOP program” required attention. Second, and related to the first,

²⁶ The report, “FYE Learning Assessment Final Summary” (Fall 2009), is on the enclosed compact disc.

the team noted that a more “effective partnership between Academic and Student Affairs” was necessary in order to deepen student engagement at the College.²⁷

Both issues have been systematically addressed. The impact of the First-Year Experience on the Opportunity Program (OP) presented a significant challenge. The Opportunity Program relied heavily on Skidmore’s previous first-year program—the Liberal Studies Program, with its signature first-semester course LS 1: “The Human Experience”—to help economically disadvantaged students obtain the necessary skills to offset certain deficits they encountered early in their academic careers. When the College transitioned to an independent seminar-based program in the FYE, the risk to the Opportunity Program was that their core curriculum would be abandoned. That core is the basis not only of the OP students’ first semester at college, but also of our noted and successful precollege summer program that prepares those students for college-level work at Skidmore. With the support of many dedicated faculty, administrators, and staff, the College opted to preserve an important component of the Liberal Studies program in the form of the SP 100: “Human Dilemmas,” a cluster of 8–12 sections of the Scribner Seminars sharing a similar set of core readings and taught by a team of experienced faculty each year. Indeed, the current Human Dilemmas core reading list looks a good deal like the former LS 1 syllabus. Preserving that cluster, and requiring all OP students to enroll in the “Human Dilemmas” seminars, allows the HEOP/AOP program to maintain its successful pedagogical and curricular approach with particular students, while still working within the framework of the FYE.

Over the past five years, Academic and Student Affairs have forged a solid partnership. The First-Year Experience has collaborated effectively with the Office of the Dean of Student Affairs on New Student Orientation, peer-mentor training, the fourth-credit-hour program, service learning opportunities, and various cocurricular initiatives. It is perhaps in New Student Orientation where that partnership is most visible and impressive. The four-day event was redesigned several years ago to better recognize the specific needs of incoming students. More to the point, internal survey data suggested that students needed more chances to connect with each other, to build the necessary peer relationships to ease social anxieties and to place new students in the best possible situation to tackle the academic rigors of college life. The FYE thus turned to the Office of Campus Life (in Student Affairs) to help design an orientation program that frontloaded social bonding opportunities for the students within their seminars, providing them with a foundational community from the first week. That partnership has been extremely fruitful and, based on surveys of first-year students over the past several years, Skidmore’s orientation program is as effective as, or more effective than, it has been in quite some time. Students feel welcomed, they acclimate fairly easily, and they settle down to face their academic challenges more quickly. We’re seeing greater retention numbers and fewer visits to the FYE office during the first month to talk about homesickness and related troubles.

It goes without saying that challenges remain. We have yet to determine the most viable and effective model for living-learning communities at Skidmore in the first year, for example. We need to assess the effectiveness of faculty mentoring and advising in the

²⁷ MSCHE “Report to the Faculty ...” (Appendix B), p. 8.

first year and cultivate strong mentoring by faculty. And in doing all this, we will not only be maximizing the potential of the FYE; we will also be laying the groundwork for stronger support for our students as they make the major transition from college into the workforce or graduate degree programs, an initiative that will rely on collaborations across offices that are similar in many ways to our FYE.

On the whole, our First-Year Experience is well-launched, and we continue to monitor and adapt it.

Advancing Student Engagement in the Physical and Life Sciences

Skidmore's 2006 Self-Study identified strengthening student engagement in the natural sciences as a major goal for the College. In the following narrative on the physical and life sciences, we relate the challenges and/or opportunities identified in the Self-Study, and the College's reaction to these challenges, to the belief that enhancing and strengthening the sciences at Skidmore will foster greater student engagement and will benefit the College in other ways as well. We continue to implement this goal, meeting some of our targets and creating new ones.

In the 2006 Self-Study the term "natural sciences" referred to the programs, faculty, students, pedagogies and departments of Biology, Chemistry, Computer Science, Environmental Studies, Geosciences, Health and Exercise Sciences, Mathematics, Neuroscience, Physics, and Psychology. As we move forward in these sciences we accept that it is more appropriate to refer to this collection of departments and programs as the physical and life sciences. For the sake of readability and flow, the term natural science is still often used and often further truncated to *science*. We recognize that the general term *science* normally includes the social sciences as well, and part of this initiative is to intentionally build synergies between the physical and life sciences and the social sciences and other disciplines. At the same time, our goal has been and remains a strategic rebalancing of our curriculum by strengthening the physical and life sciences.

Accomplishments and Major Changes Since 2006

Since the Middle States Review in 2006, Skidmore College has made noteworthy progress towards achieving goals for the physical and life sciences that were recommended in its Self-Study report. In particular:

Collaborative Research: As noted above, the number of students that participate in collaborative research in the sciences in the summer has increased from 15 in the summer of 2005 to 62 in the summer of 2010, including grant-funded research.

Increased Number of Science Majors: An increased focus on the sciences at Skidmore (as described in the *Strategic Plan*) and cooperation between the science departments and Admissions have resulted in considerable increases in the number of students majoring in the sciences or with interests in science-related careers. The benchmark cited in the Self-Study was a goal of a 50–75% increase in the number of

science majors over a decade.²⁸ There are 51% more students in the class of 2010 majoring in the natural sciences than in 2005. For the class of 2012 there are 66% more declared science majors than in 2005. At the same time, the number of students registering with the Health Professions Advisory Committee (HPAC) has more than doubled, from 136 students in 2006 to 284 students in 2010.

More Diverse Student Population: We see strengthening the sciences as one aspect of attracting a more diverse student population to the College. At its April 2010 Discovery Tour weekend for accepted multicultural students, the academic forum with the highest attendance was the one on science and math.

Our efforts to increase the number of students from underrepresented groups studying science at Skidmore College include a \$550,000 grant from the National Science Foundation (NSF) to support the Skidmore Scholars in Science and Mathematics (*S³M*) program. Including the incoming class of 2014, this program provides financial and academic support to 28 students, all of whom are from populations traditionally underrepresented in the sciences. Generally, *S³M* scholars have performed at a level above their classmates during their time at Skidmore: for the class of 2013 the average GPA of the *S³M* scholars is 3.357, while it is 3.278 for the entire class of 2013.

The support systems for students in the Opportunity Program (OP) and the *S³M* program serve as a model for academic support in the sciences for all students. A standard bearer for these efforts is the Department of Biology. Prior to 2009, few OP students completed both BI 105 and BI 106, the full introductory Biology sequence. As part of its departmental assessment conducted in the 2009–2010 academic year, the department determined that while *S³M* students generally performed at a level that was comparable to non-*S³M* students, 95% of the OP students earned a grade of C+ or lower on the first exam in BI 105. While 11% of the students in the class were OP students, they received 25% of all the grades in this category. Through focused mentoring provided by an academic counselor from Student Academic Services (SAS) who audited the class, as well as a program of study groups for at-risk students, this performance gap was entirely erased by the second exam. It was erased not through attrition of the poorest-performing students, but through improvement shown by individual students. Moreover, the OP students were as likely to enroll in BI 106 as were other students.²⁹ The program of study groups offered through SAS has grown and supports all of the sciences. SAS offers 20–25 study groups each term, and many of these are in gateway STEM (science, technology, engineering, and math) courses; in fall 2010, 16 of the 20 study groups were in STEM courses.

Increased Grant Funding: In 2007, the College hired a full-time sponsored research officer. Since that time, the level of external funding in the sciences has increased from \$672,681 in 2005 to \$2,500,208 in 2010. Recent grants support a wide range of endeavors, from pedagogical innovation to instrumentation for research by both students and faculty. Examples include: an NSF Advance grant that supports a collaborative effort between Skidmore and Union Colleges to enhance recruitment and retention of faculty women in the STEM disciplines and to promote their advancement

²⁸ “Self-Study Final Report” (February 2006), p. 60; on the compact disc.

²⁹ See “Assessment Activities, Department of Biology” (April 1, 2010), on the enclosed compact disc.

through rank; an NSF Course, Curriculum, and Laboratory Improvement (CCLI) Program award that will allow Skidmore to adapt the “Discovery Chemistry” model of inquiry-based, laboratory-driven courses for its general chemistry sequence; and an NSF Major Research Instrumentation grant to establish an integrated research instrumentation cluster, enabling faculty and students in Biology, Chemistry, Environmental Studies, and Anthropology to engage in basic and applied research that links composition with the structure and function of biological, chemical, and anthropological systems.

New Faculty Lines, Hiring, and Support: Since 2005 the College has added two of the four tenure-track faculty lines called for in the 2004 science white paper, “Science in the Liberal Arts: The Future of Science Education at Skidmore College.”³⁰ In addition, we have added three technical support positions in Biology and Chemistry, and three additional teaching associate positions in the natural sciences.

A Mellon grant providing bridge funding is also enabling us to hire a new faculty member now in Computer Science in anticipation of a retirement in 2013. Further, the NSF Advance grant has supported faculty development through pre-tenure and mid-career research support awards and modified teaching loads.

Engaging Pedagogies: The natural science faculty at the College continues to collaborate with the Tang Teaching Museum and Art Gallery to produce major interdisciplinary exhibitions that have garnered national attention and provided a framework for pedagogical experiments. The most recent of these, “Molecules that Matter,” co-curated by Chemistry Professor Ray Giguere and Dayton Director of the Tang John Weber, was an interdisciplinary look at the 10 most significant 20th-century organic molecules that have changed the way we live.³¹ Professor Giguere engaged his students in a broad range of projects related to the exhibit, both as it was being prepared and while it was here, and many other professors incorporated the exhibit actively and creatively into their courses, providing a model for increasing our students’ scientific literacy through projects across disciplinary borders.

More recently, the CCLI grant from the NSF will support faculty in revamping the introductory Chemistry sequence with a new approach called Discovery Chemistry (DC); this involves laboratory-based learning, guided inquiry, data pooling, and cooperative learning. This approach was used in the honors CH 107 course in the fall 2010 term; student engagement, learning, and attitudes about science were assessed and compared with the same measures in a traditionally taught class in fall 2009. The results were inconclusive but not discouraging (given the small number of subjects tested). We used an in-house developed knowledge test and the Colorado Learning Attitudes about Science Survey (CLASS) for the assessment. Students in both classes—the one using traditional pedagogies and the (DC) class—made statistically significant gains in knowledge over the semester, with the DC group making greater gains than the traditionally taught students (but not at a statistically significant level). The largest gains

³⁰ Environmental Studies added a line in 2006–2007, and funding for a new line in Neuroscience has been allocated for 2011–2012.

³¹ The “Molecules that Matter” website is at <http://tang.skidmore.edu/index.php/calendars/view/151/tag:1/year>. See also the report “Molecules that Matter: Statistics and Summary,” on the compact disc.

using the DC method were for the least prepared students, which was not true for the traditional method. DC students' responses on the CLASS survey shifted toward more expert responses, while traditionally taught students' responses shifted toward more novice. During the summer of 2011 we will run a workshop on "Inquiry-based, Lab-driven Chemistry Courses" for faculty at Skidmore and other local two-year and four-year colleges and also targeted high-school chemistry teachers.

Alignment with College-wide Goals: Natural scientists must be able to communicate with peers across the sciences and with non-science colleagues, friends, family, and constituents. "Communicate effectively" is the first of the college-wide goals that Skidmore is focusing on, with efforts under way as science faculty assess how well their students communicate in written form,³² orally,³³ and visually.³⁴ The recently implemented requirement for writing in the major is an important element in delivering this outcome across the College.

The Science Vision

As mentioned above, on their visit in 2006, the Middle States review team pointed out a disjunction between our aspiration for the physical and life sciences and the resources earmarked for their development. They also noted that while the goals for our science curriculum are sensible, there is no clear road map as to how these goals will be achieved. At the request of the Dean of the Faculty, in the fall of 2007 the natural science departments began a planning process to realize the standards for the natural sciences set out in the College's *Strategic Plan* and to address the concerns raised by the Middle States review team. From the outset, this planning process has been student-centered and directed toward determining measurable student learning outcomes. A fundamental axiom has been that our planning process must be guided by two underlying questions:

- What do we want a Skidmore educated student to know?
- How do we want our students to learn?

The seeds of the current science-planning document, *A Vision for the Physical and Life Sciences at Skidmore College*, were germinated at an all-day retreat held in the fall of 2007 attended by 90% of the natural science faculty on campus that semester. An ad-hoc group appointed by the Dean of Faculty, the Science Working Group (SWG), then took up the work. This science-planning document (also known as the Science Vision) contains three goals. Each of these goals has accompanying student-learning outcomes and programmatic strategies. It should be noted that these student-learning outcomes are closely linked to the all-college learning outcomes endorsed by the faculty in December 2009.³⁵ The Science Vision provides a broad outline of a multifaceted initiative. It is a

³² Denise Brooks McQuade, "Preliminary Assessment of Laboratory Exercises across the Natural Sciences at Skidmore College" (March 2006), on the compact disc.

³³ See the Biology Assessment Plan (2008), on the compact disc.

³⁴ Denise Brooks McQuade, "Final Report on the Assessment of Visual Communication in the Sciences" (June 7, 2006), on the compact disc.

³⁵ Goals for Student Learning and Development (Appendix F), also online at <http://cms.skidmore.edu/assessment/goals-for-student-learning.cfm>.

living document, and we are in the process of discussing the vision as a community and working through its proposals in multiple contexts. Additional community discussions will take place as the Committee on Educational Policy and Planning (CEPP) considers the details of the vision and reflects on how, where, and whether to implement them. The vision articulates the following goals:

Science Vision Goal I: The College recognizes the importance of scientific literacy in today’s society and is committed to providing each student with a solid understanding of science, its accomplishments, and its relevance to his/her life.

Science Vision Goal IIa: The Skidmore College science curriculum will model the inherently collaborative nature of modern scientific inquiry both within and among science disciplines. In order to deliver this curriculum, the College recognizes that the sciences must have strong disciplinary programs at its core from which it can support robust, creative, and flexible interdisciplinary programs.

Science Vision Goal IIb: Skidmore College will enhance the student/faculty research experience as an important component of all science major programs.

Science Vision Goal III: Skidmore College will achieve a distinctive integration of the sciences with the arts, humanities, and social sciences.

The Science Vision is our road map, and what follows is a description of the College’s efforts to address the challenges listed above.

Challenges that Remain

While the progress that the College has made is significant, many of the challenges that existed at the time of the review and that were noted by the external review team remain. Some of these challenges have been magnified by the successes that we have achieved to date. In particular, the review team called attention to the following problems that continue to challenge us:

Faculty Lines: The increased enrollments that have occurred in the sciences exacerbate the demands on science faculty that the review team characterized as “a faculty already stretched very thin.”³⁶ Increased enrollments in the sciences have made it more difficult for faculty to participate in the First-Year Experience program. This tension was predicted in the reviewer’s report. The review team pointed out that the four faculty appointments recommended in the science white paper—“two in Neuroscience, one in Environmental Studies and one in Biological Chemistry”—are “reasonable, but they may not be enough.”³⁷

³⁶ MSCHE “Report to the Faculty ...” (Appendix B), p. 12.

³⁷ MSCHE “Report to the Faculty ...” (Appendix B), p. 12.

Community Buy-in: The team questioned the level of community support for strengthening the sciences and stated that the College needs to have frank and open discussions with the entire Skidmore community around the science initiative.³⁸

Addressing this problem, the Science Planning Group began to initiate discussions of the vision in the spring of 2008 and has continued to seek input from the community. The group has met with the chairs of the social science, humanities, and arts departments. It has met with the Committee on Educational Policy and Planning (CEPP) and has brought the planning document forward for discussion at a meeting of department chairs and program directors as well as at Academic Staff. The Science Planning Group has endorsed the document, and President's Cabinet has discussed the plan on several occasions. In the spring of 2010, CEPP hosted an open forum for all faculty, and it anticipates there will be future open discussions. Also, in the fall of 2010, the vision was brought to the Academic Affairs Committee of the Board of Trustees, which passed a resolution in support of it.³⁹ Further discussions took place at the February 2011 Board meeting, including a sense of the infrastructure aspirations for the Science Vision.

In the spring of 2010, the group held a special focus group meeting to talk about Goal III of the Science Vision with approximately 30 faculty invited from disciplines across the College. The SWG believes that this goal, in particular, offers an opportunity and basis on which to build community-wide support at the College for the sciences at Skidmore. The goal recognizes and celebrates Skidmore's uniqueness, capitalizing on the fact that—as the *Strategic Plan* states—“we attract students who are *sophisticated, eclectic, collaborative, and adventurous.*” Goals I and III of the Science Vision cannot be achieved without the input and support of the entire faculty at the College, and the lively and responsive focus group discussions lead us to believe that we are on our way to building that support. Discussions of this report with various faculty groups have helped with that process.

There remain some tensions within the faculty around this initiative because it requires substantial resources at a time when many departments are feeling the pinch of budget reductions. Among our next steps should be to develop a plan for building stronger support among the faculty from outside of the physical and life sciences.

Infrastructure/Funding: The College's Self-Study recommended building and enhancing infrastructure that will support and develop students' engagement in natural science. The review team states that “this leads directly to the question of the possible need for a new or expanded science building.”⁴⁰ The team asserts that the College must have a more informed picture of the full costs of the science initiative and that the funds earmarked in the current (now completed) campaign were not sufficient to fully implement the proposed initiatives.⁴¹

³⁸ MSCHE “Report to the Faculty ...” (Appendix B), pp. 12–13.

³⁹ The resolution reads: “Be it resolved, that the Academic Affairs Committee of the Board of Trustees expresses its commendation and support for the science vision—and its encouragement for taking the next steps toward implementation” (October, 2010).

⁴⁰ MSCHE “Report to the Faculty ...” (Appendix B), p. 13.

⁴¹ MSCHE “Report to the Faculty ...” (Appendix B), p. 12.

In addition to building faculty support, we know that we need a clear sense of what is possible financially, especially in the current economic climate. In order to ascertain the true costs of enhancing the physical and life sciences at Skidmore, in the spring of 2010 the College contracted with the academic planning firm Dober, Lidsky, Mathey. We asked the firm to determine additional resource needs in terms of faculty and laboratory and technical personnel necessary to implement the Science Vision and programmatic strategies, based on current and projected enrollments. They will also help us define the facility and space needs for the physical and life sciences; and they have estimated funding needed to implement the strategies outlined in the Science Vision document. The firm's final report was received by the President's Cabinet in January 2011 and is currently under consideration. Without question, the financial obstacles to our goals are substantial.

Science Literacy/Breadth Requirement: Finally, the review team pointed out that a central component of Skidmore's Self-Study that was not well developed was that of science literacy and that the natural science breadth requirement needs to be assessed with particular attention to the goals of the requirement.⁴²

Faculty in the physical and life sciences have been addressing this issue with assessments and planning. The Vision proposes changes in science curricula based mainly on the results of two recent assessments. The first was the Middle States 2006 Student Survey (created and administered by Skidmore).⁴³ As reported in Skidmore's 2006 Middle States Self-Study, 61% of the respondents disagreed or disagreed strongly with the assertion, "Understanding of natural sciences is essential for an engaged citizen." The second assessment was a Science Literacy Survey,⁴⁴ commissioned by the SWG in the spring of 2008. The survey was designed to test two basic components of science literacy: (1) knowledge of basic concepts across multiple scientific disciplines, and (2) the ability to extract information from a popular press report of a scientific study. The survey was administered to students in junior- and senior-level capstone courses. Sixty-two science majors and 97 non-science majors completed the survey. Overall, the students performed well on the first part of the survey (mean of 84.7%), which was designed to measure general knowledge of basic science concepts. Neither group of students did particularly well on the questions designed to test analytical skills and quantitative reasoning, however.

The results of these two assessments indicate that our students have a reasonable baseline of scientific knowledge but do not appreciate the relevance of science and are weak in analytical skills. Results from our NSSE surveys complement these findings. In the NSSE results for all years—2003, 2007, and 2010—both first-years' and seniors' answers regarding quantitative analysis in their coursework trail those of our peer institutions, as Figure 3 demonstrates.⁴⁵ We do note that the gap is narrower for seniors, and that there are signs of gradual improvement across these years, though the troubling gap between our students and our peers' remains:

⁴² MSCHE "Report to the Faculty ..." (Appendix B), p. 13.

⁴³ Middle States 2006 Student Survey Results, on the compact disc.

⁴⁴ Denise Brooks McQuade, "Preliminary Findings from the Science Literacy Survey" (March 3 2008). This study, conducted at the request of the Science Working Group, is on compact disc.

⁴⁵ The NSSE reports are on the compact disc.

Figure 3: Percent of students who responded “Quite a Bit” or “Very Much” to the NSSE question “To what extent has your experience at Skidmore contributed to your knowledge, skills, and personal development in analyzing quantitative problems?”

Skidmore				Peer			
	2003	2007	2010		2003	2007	2010
First-Years	42%	56%	62%		57%	65%	73%
Seniors	53%	54%	68%		66%	70%	72%

Data from our Alumni Learning Census 2010 reinforce these findings. Interestingly, among the five intellectual skills that alumni report as having been least “enhanced by Skidmore,” two are related to the sciences: they ranked “Apply Scientific Principles and Methods” and “Use Quantitative Tools to Solve Problems” among the lowest in terms of their learning at Skidmore, indicating that the alumni respondents did not seem to believe that their education in the physical and life sciences had been effective.⁴⁶

In response to these results—which are disappointing but confirm our internal student assessments—we are considering strategies to help students understand scientific methodologies and the relevance of science in today’s society rather than the simple acquisition of scientific facts. In order to realize the goals for student learning with regard to scientific literacy, the SWG proposed that all Skidmore students be required to take a designated course that would focus on the ability to critique scientific information and foster an understanding and appreciation of the relevance of science to the human experience. Some courses that satisfy the current laboratory science requirement could be modified to satisfy this scientific literacy requirement. Additional science literacy courses could be offered both from within the physical and life sciences and from other academic departments and programs across the College. Further, the second quantitative reasoning (QR2) course would have substantial focus on statistics and/or mathematical modeling.

We recognize that improving our students’ knowledge of and facility with quantitative and scientific reasoning is an important task for the College as a whole—and in particular for the social sciences as well as the physical and life sciences—and we hope to engage faculty from across the College in this undertaking. Currently, a group of faculty from multiple disciplines is working on potential guidelines for science literacy courses. The SWG anticipates forwarding guidelines regarding the scientific literacy criteria to CEPP by the end of this academic year.

Conclusions

The College has made significant progress in enhancing the physical and life sciences since the review team’s visit in 2006. We believe that we are now on the path to achieving the goals for the physical and life sciences set out in the College’s *Strategic*

⁴⁶ 2010 Alumni Learning Census Executive Summary (April 8, 2011), p. 4, on the compact disc.

Plan and the midpoint report, though we face major challenges in further building support for this initiative across the College, and in financing necessary changes in infrastructure and personnel. The Science Vision complements this fresh look at the *Strategic Plan* in a variety of ways. Its emphasis on scientific literacy is a continuing objective of the goal of student academic engagement, and the Science Vision sets out specific expectations for student engagement that dovetail with the all-college Goals for Student Learning and Development. Most important, the *Strategic Renewal* document reaffirms the College's commitment to continuing our science planning and strengthening our students' scientific literacy.

The College's Self-Study of 2006 reflects on the direction that the sciences might take at the College: "Some of us ask: will we become a community that offers students the best of collaborative research at a liberal arts college, that attracts external funding to support research, and that uses this research to enrich, deeply, the content of robust interdisciplinary science courses? Or will we devote extensive time and effort to a fusion of art and science, experiences that become a hallmark of science at Skidmore, and an attractor for students who wish to study at the interface of two distinctly different ways of exploring the world?" The report suggests that some believe that we cannot afford to do both, while others see these paths reinforcing each other, providing unique opportunities for collaboration and reinforcement. As the third goal of the Science Vision document validates, the natural science faculty at the College believe that these paths are not mutually exclusive. Indeed, many of our students are out ahead of us on this goal: since 2006, between 10.5% and 16.5% of our majors in the physical and life sciences—a total of 63 students—have had a second major outside of the sciences.

In the President's *Strategic Renewal* document, he states that "it is crucial that we understand and emphasize those features that set us apart from competitor institutions...." Goal III of the Science Vision seeks to achieve exactly that. The review team points out that the College needs to identify why a student interested in science should enroll at Skidmore rather than elsewhere.

We believe that the answer is not that a student should study science here in spite of our traditional strengths in the arts and humanities, but rather, *because of* our traditional strengths in the arts and humanities and our long-established tradition of interdisciplinary interaction. Our assessments and planning in the physical and life sciences aim to help us to make good on that potential, both now and over an extended period of ambitious changes.

Engagement in Intercultural and Global Understanding

Accomplishments and Major Changes

The progress we have made toward the realization of Goal II of the *Strategic Plan*—intercultural and global understanding—has been possible in large part because of the affirmative work of President Glotzbach in both framing and supporting the project. "The underlying concern of the *Strategic Plan*'s second goal is *difference*," he noted in

“Intercultural Literacy,” a fall 2007 essay.⁴⁷ “Every one of our students needs to understand— not just *in theory* but also as a matter of *practical life skills*—how to live and work effectively with persons whose lived experience may have given them a radically different perspective on the world. Specifically, our graduates need to have learned how understanding and appreciating such different perspectives can broaden and deepen their own thinking.” Furthermore, in an effort to realize this undertaking, the President has utilized discretionary funds to make diversity-related programming visible and to support key initiatives.

Central to our work is our ambition for our students’ learning. The Goals for Student Learning and Development call, among other things, for our students to “understand social and cultural diversity in national and global contexts;” to “interact effectively and collaboratively with individuals and across social identities;” and to “interrogate one’s own values in relation to those of others, across social and cultural differences.”⁴⁸ These goals and the results of assessments related to them are the rationale behind developments since 2006 in administrative structure, hiring, admissions recruitment, financial aid, curriculum, pedagogy, and assessment.

The changes we have made mark considerable progress, even as we experience ongoing challenges. We have become more aware as a community of how far we still have to go before Skidmore is the genuinely inclusive college we seek to be, and before all members of the community have achieved the goals for intercultural understanding that we have set for our students and for ourselves. Unexpectedly, 2010–2011 has proven to be an unusually challenging year for the College with respect to issues related to campus climate and diversity. During the spring, Acting President Kress called a community meeting to open a broad dialogue about the College’s climate for people of color and other underrepresented groups. In addition, the Student Government Association convened two large dialogue sessions, led by students who were trained in InterGroup Dialogue facilitation and/or conflict mediation, which drew a large and engaged student response. While the engagement in this and other contexts represents a positive development, it has also been at times contentious and uncomfortable. As of this writing, it is not yet clear what specific institutional changes may result; but a commitment has been expressed to ensuring that the College continues to examine issues of diversity and inclusion with the aim of making more progress in specific areas where data show that we fall short. One major challenge lies in the very recent decision on the part of our Director of Intercultural Understanding, Professor Winston Grady-Willis, to take a leave of absence to accept a position elsewhere. Replacing him and sustaining and growing the initiatives he has begun here will be both essential and difficult.

This moment of some agitation comes at the end of five years of some significant changes at the College. Accomplishments include the development of a new administrative structure with new positions for diversity-related initiatives and oversight; a significant increase in the diversity of our student body; increases in study away and in the range of places our students study off-campus; the creation of a successful pilot

⁴⁷ The President’s essay “Intercultural Literacy” is linked directly to this site: <http://cms.skidmore.edu/president/essays/index.cfm>.

⁴⁸ Goals for Student Learning and Development (Appendix F), also online at <http://cms.skidmore.edu/assessment/goals-for-student-learning.cfm>.

InterGroup Dialogue Program; and the development of new sexual assault policies. According to our data, we remain challenged to increase—indeed, to halt a decrease in—the diversity of both faculty and staff. Further, as we elaborate below, quantitative and qualitative data from multiple sources make it clear that we need to improve campus climate both inside and outside the classroom and become a more genuinely inclusive campus. We need to sustain and strengthen initiatives to hire and retain faculty and staff of color; to cultivate greater awareness and sensitivity among white constituencies on campus; and to develop the curriculum, including refining the cultural-diversity requirement.

A key development since 2006 has been the effort by the College to formalize diversity initiatives within the larger administrative structure. Specifically, a three-person group was charged with operational responsibility for coordinating implementation of *Strategic Plan* Goal II: the Director of Intercultural Studies (faculty), Assistant Director of Equal Employment Opportunity and Workforce Diversity (staff), and Director of the Office of Student Diversity Programs (students). This diversity team was fully in place by January 2008.

Representing Academic Affairs, Human Resources, and Student Affairs, members of this diversity team work individually, collectively, and as part of larger groups such as the newly established and important Committee for Intercultural and Global Understanding (CIGU) and the Bias Response Group (BRG). Individually, the three members of this team have worked to provide leadership on issues of diversity and inclusion regarding the curriculum, workplace, and student climate, respectively. The team's ongoing collaboration is perhaps most prominent in the multifaceted work of CIGU. Begun in September 2005 as the Intercultural and Global Understanding Task Force (IGUTF) cochaired by the President, CIGU is now an ongoing subcommittee of the Institutional Policy and Planning Committee chaired by the Director of Intercultural Studies, and cochaired by the Director of Off-Campus Study and Exchanges (OCSE). CIGU is a 14-member committee responsible for considering issues of both domestic and international diversity.

CIGU was also charged with drafting an assessment document to measure the College's progress with respect to Goal II.⁴⁹ Led in part by the diversity team, CIGU members worked to fashion a document that both lays the groundwork for diversity assessment and stands in conversation with the overall assessment efforts undertaken by the Assessment Steering Committee. CIGU members approved the document, "Assessing Diversity and Inclusion at Skidmore College," in spring 2008.⁵⁰ The IPPC formally endorsed the document in fall 2009 as a guiding instrument for assessing progress toward Goal II. Future work to assess progress toward Goal II will need to incorporate not only racial and ethnic diversity, but also diversity related to areas such as sexual orientation, socioeconomic status, religious preference, and disabilities, as well as incorporating a substantive treatment of global diversity.

Many of the items in the assessment document are stated as objectives. The next steps will be to identify quantitative, measurable, items for assessment where possible; to

⁴⁹ "CIGU: Goal II, Assessment of Learning Goals," on the compact disc.

⁵⁰ "Assessing Diversity and Inclusion at Skidmore College" (2008), on the compact disc.

synthesize and make use of the assessments we have done over the past two years; to align the objectives and assessments with the newly adopted Goals for Student Learning and Development; and to make recommendations for specific changes based on the outcomes. A faculty assessment workshop held in May 2009, with outside consultant Gavin Henning, Associate Director of Assessment at Dartmouth College, made it clear to those present just how complex this process of alignment is and will continue to be. CIGU provides the structure and the oversight to move the process ahead.

Another new group within the new structure, the Bias Response Group (BRG), is a subcommittee of CIGU, established in 2006 and chaired by Rochelle Calhoun, Dean of Student Affairs. The BRG was responsible for reviewing and revising the College's interim Bias Response Protocol. After providing input for further revision, CIGU members approved the revised protocol in spring 2008. The Institutional Policy and Planning Committee (IPPC) formally approved the Bias Response Protocol in fall 2009.⁵¹ We have been using the protocol over the past two years.

Equally significant, the BRG launched "Speech Matters," a successful bias-education campaign that has included several forums in which students, faculty, and staff discuss the distinction between academic freedom and free speech on the one hand and insensitivity and targeted hate speech on the other. As part of its educational mission, the BRG also began providing incident alerts to the larger College community in fall 2009. The number of bias incidents on campus has fluctuated: 20 were reported in 2008–2009; they dropped to 12 in 2009–2010; and in 2010–2011, there was an increase back up to 21.

Student Diversity

Skidmore's greatest success in meeting the *Strategic Plan's* Goal II has been in its efforts to increase the number of underrepresented students at Skidmore. In a significant development, in 2007 the College increased the number of students admitted annually in the Opportunity Program from 25 to 40; although these students are not all students of color, they increase the socioeconomic diversity of the College as well. As noted in the section on the sciences above, the institution also secured a grant from the NSF to partially support the S³M program, which provides significant financial and academic support, especially for students from underrepresented groups. Additionally, the College has increased its financial aid budget from approximately \$16 million in 2003 to \$32 million in 2009. Admissions began targeting new high schools and community-based organizations to recruit diverse populations. It also collaborates with five local chapters of the Albany-based Sponsor-a-Scholar program, providing on-campus experiences, and has enrolled a number of students from that program. The College also began to maximize United World College efforts to attract international students with financial need and secure financial support for them.

As a result of these developments as well as increased recruitment efforts, the percentage of students of color has grown in recent years, to 20% in the entering class in fall 2009 and a total of 23.7% for fall 2010. If we count all students who self-identify as students of color, including international students, the figure approaches 26% (exactly

⁵¹ The Bias Response Protocol is available on the compact disc.

25.8%).⁵² In contrast, in 2006, the ALANA students represented 17.3% of the entering class. These figures represent a significant increase over the past five years and a real accomplishment for the College. We are now in the process of coming to terms with what this change means and what further changes the College needs to make to accompany it. We take up these challenges below.

Off-campus Study

Another area where we have made significant changes and growth over the past five years is in off-campus opportunities for all of our students.

The Office of Off-Campus Study and Exchanges (OCSE) continues to play a central role in the realization of the *Strategic Plan's* Goal II for Skidmore students. More than 59% of 2010 graduates had studied off campus; the College ranked sixth among top baccalaureate institutions for students studying abroad for a semester or more in 2008–2009, according to the IIE Open Doors Survey.⁵³ When comparing figures from 2005–2006 and 2009–2010, there is a significant increase in the percentage of students who have studied off campus prior to graduation: the figure jumped from 48% to 59%. In Skidmore programs we saw the greatest increase in our Spain (52%) and London programs (98% increase for our London spring program). In terms of non-Skidmore approved programs, we saw an increase in Asia (over 700%), although enrollments in Japan declined (-51%); an increase in Europe outside of Spain, France, and Italy (over 200%); and an increase in enrollments in “Other” (135%) which can include programs in the Caribbean, the Pacific Islands, or programs with various sites. Study in Latin America saw a minor increase (22%) and study in Africa realized a slight decrease (-5%). The significant increases in study away and in students’ choice of sites other than the traditional European countries meet goals articulated in our 2006 Self-Study.

Much of the increase and shift in student study off-campus is due to the implementation of a departmentally-focused approved programs structure. This structure has allowed departments and academic programs to choose which programs their students will attend based on academic fit and administrative strengths. Faculty have an important voice in the approval process and, as a result, are better able to advise students regarding how programs might fit into their academic plans. As we had hoped, this structure has allowed for more widespread and substantive faculty engagement in off-campus study and has opened doors for additional conversations about how to link more effectively off-campus study and the on-campus programs.

As we consider our international programs in light of other institutional goals, we have been cognizant of the need to view the *Strategic Plan's* three goals holistically. With this in mind, OCSE has endeavored to develop more opportunities abroad in the sciences, through approved semester-long programs that focus on the natural sciences and through faculty-led Travel Seminars that allow faculty and students to gain hands-on experience with theory they have studied on campus. (Some examples of Travel

⁵² IPEDS Fall Enrollment Reports 2007–2008 through 2009–2010, on the compact disc.

⁵³ U.S. Study Abroad: Leading Institutions, available online at <http://www.iie.org/en/Research-and-Publications/Open-Doors/Data/US-Study-Abroad/Leading-Institutions-Duration-Institutional-Type/2008-09>.

Seminars focusing on science are given later in this section.) Data shows an increase in the number of science majors studying abroad: from 40% of in the class of 2006 to 51% in the class of 2010 (though the trajectory is not a straight line). The increase is likely due in part to the addition of 58 programs that are approved by the sciences (Biology–10; Chemistry–2; Environmental Studies–14; Geosciences–5; Health and Exercise Sciences–5; Neuroscience–11; Psychology–11). Even given the strides we have made, it is clear that off-campus study remains more accessible to some majors than others; therefore, OCSE hopes to continue to explore options for all science students regardless of discipline.

Service learning and community engagement are two other areas OCSE has begun to incorporate into our off-campus programming. Many of our Skidmore-administered and non-Skidmore approved programs offer students opportunities to engage in internships, volunteer work, and community-based research. In fact, 87 programs offer students formal opportunities for field work, service learning, internships, or volunteer work; two of these programs, one in India and one in Thailand, focus specifically on service-learning. In 2008–2009, 30 of our Skidmore students participated in formal internship work that brought them into the local community; in 2009–2010, 27 Skidmore students did so. While we do not currently track the data, anecdotal evidence indicates there are just as many students who engage in similar community activities in an informal way. Finally, to encourage maximum engagement with the local community, OCSE recently implemented a requirement that students studying internationally be housed in homestays if that option is available through their program of choice.

OCSE has continued to strengthen our short-term faculty-led study-abroad programs, known as Travel Seminars, to foster collaborative relationships among faculty and between faculty and students. The majority of Travel Seminars have a substantive on-campus course the semester prior to the off-campus seminar; this is the preferred model, as the on-campus component allows for a richer, more engaged student academic experience while away. We also give preference to Travel Seminars that allow for experiences that students cannot duplicate through our semester-based program portfolio, including programs in nontraditional locations and those that support underrepresented disciplines. Examples of these Travel Seminars include Culture and Colonialism in Puerto Rico; Globalization and Development: A Case Study in Istanbul, Turkey; Tropical Field Ecology in Costa Rica; and New Zealand on the Edge: Geological Processes at an Active Plate Tectonic Boundary.

Another significant development for OCSE is the growth of its domestic off-campus opportunities, including options through National Student Exchange (NSE), a U.S.-based consortium that allows Skidmore students access to more than 200 colleges and universities in the United States, U.S. territories, and Canada, including several historically black colleges and universities (HBCU). Through NSE Skidmore is able to host exchange students on campus as well. Since the inception of this exchange program in 2008, five Skidmore students have studied at partner institutions, and Skidmore has hosted 11 national exchange students on campus. In addition, in 2009 Skidmore established a formal exchange agreement with Spelman College, the prestigious women's HBCU in Atlanta. This exchange is distinctive in that it allows Spelman students to access Skidmore's programs abroad, while Skidmore students have the opportunity to

study on the Spelman campus and to take some courses at one of Spelman's partner institutions in Atlanta. In fall 2009 two Skidmore students attended Spelman, and two Spelman students attended Skidmore, one on campus and one in the Skidmore in Paris program.

Because so many of our students study away, and because our Goals for Student Learning and Development include goals related to intercultural understanding and communication across cultural differences, we aim to go beyond tracking numbers and assess in a more substantial way the transformations that take place in our students during these experiences. One program of particular interest is our London First-Year Experience, a fall program offered to 36 incoming first-year students who begin their Skidmore career in London accompanied by two Skidmore faculty members. The Skidmore faculty members teach Scribner Seminars; students take other courses offered by our partner in London, focusing on British contemporary and historical themes and utilizing London as a classroom. We have done much work over the past five years to solidify the academic and cocurricular program in London and to formalize the admissions process on campus to ensure students are well served by this opportunity. As this program represents a unique opportunity for our students to engage in questions raised in Goal II as soon as they begin at Skidmore, we are interested in assessing how the program introduces students to these questions and in what ways it might foster further engagement in intercultural issues once they arrive on campus. With this in mind, a pilot assessment of our students' learning in the FYE London program is under way; it has entailed adapting the institutional Goals for Student Learning to the specific framework of the program, and will include direct assessments based on work and experiences in London. Our hope is that this project will serve as a model for future assessments of other programs. In particular, we aim to understand better how our programs abroad and exchanges within the U.S. can best serve our goals for our students' learning about intercultural understanding, so that we can deepen and extend that dimension of their learning in intentional ways.

One of our goals these past few years has been not only to increase our efforts related to Goal II but also to make the good work we are currently doing more visible to the community at large. With this in mind, in 2008 Skidmore developed a web portal—Global Skidmore⁵⁴—that serves as an entry point for all things international and multicultural. The site links to a variety of initiatives, including those from Academic Affairs and Student Affairs and Admissions and Advancement. It allows for student and faculty profiles to highlight the work our community members are doing. While this is a valuable resource, we are in the process of determining how to manage it to ensure current information is always available. This is a question of ownership and human resources that still needs to be worked out.

InterGroup Relations (IGR)

The most significant curricular and pedagogical development and related assessment work bearing on Goal II of the *Strategic Plan* and our students' learning about intercultural understanding has been the development of a pilot InterGroup

⁵⁴ See Global Skidmore at: http://cms.skidmore.edu/global_skidmore/.

Relations (IGR) program at Skidmore, introduced by Kristie Ford, Assistant Professor of Sociology. As Ford's assessment report notes,⁵⁵ IGR is a nationally recognized credit-bearing social justice academic program that originated at the University of Michigan in the wake of racial violence in 1988. Its primary goal is to support student learning around inter- and intra-group relations, conflict, and social justice across a range of social identities, including race, gender, sexuality, social class, religion, and nationality. The Michigan program has expanded to several colleges and universities across the country, including Amherst, Occidental, and Mount Holyoke. As Ford describes the initiative,

In 2008, Skidmore supported the development of a four-course pilot program, adopted from the Michigan model, to address Goal II. The series consists of: (1) Race and Power, a 200-level introductory course; (2) Racial Identity Theory and Praxis, a 300-level advanced training course for students interested in facilitating race dialogues; (3) Practicum for Peer-Facilitated Race Dialogues, a 300-level course that provides ongoing support for peer-facilitators; and (4) Peer-Facilitated Race Dialogues, a series of topical inter- and intra-group courses facilitated by graduates of the training course. In spring 2009 the College piloted four peer-facilitated dialogues: (1) People of Color/White People Dialogue for First-Years; (2) People of Color/White People Dialogue for Sophomores; (3) People of Color/Multiracial Identity Dialogue; and (4) White Racial Identity Dialogue.

Since then, in spring 2010 three dialogues were offered, and four were again offered this spring. Ford's assessments of the dialogues include measures of substantial success in meeting goals for our students' learning in these dialogues. That learning can be related directly to several of the recently-endorsed College goals for our students: understanding social and cultural diversity in national and global contexts; interacting effectively and collaboratively with individuals and across social identities; and interrogating one's own values in relation to those of others, across social and cultural differences. Given the strongly positive results about our students' learning and development from the IGR assessments, the College has continued to support the IGR curriculum and pilot program. However, as we note below, sustaining IGR is also a challenge, because it requires precious new resources—financial, but also faculty and staff time—to develop, run, and institutionalize the program.

Sexual Harassment and Sexual Assault Policies

In another development related to the campus climate on gender, the College has made efforts to build awareness of the problem of sexual harassment and assault on college campuses. All employees are required to attend anti-harassment training soon after being hired at the College. Additional refresher training is conducted every two years via an online training program on the Human Resources website or by the Assistant Director for Equal Employment Opportunity and Workforce Diversity. Training on sexual harassment has been conducted continuously over the past five years. In the spring

⁵⁵ Kristie Ford: "An Assessment of the Educational Benefits of Interracial and Intra-racial Curricular Dialogues on Student Development and Campus Climate" (2009), on the compact disc.

of 2010, the College held education workshops for faculty on sexual harassment, conducted by John Bagyi from the law firm of Bond, Schoeneck & King. Equal Employment Opportunity, Diversity, and Anti-Harassment Policies and Procedures (Part Six) of the Faculty Handbook was revised in 2007 to include language addressing our sexual harassment policy and the College's procedure for resolving complaints of harassment or discrimination. Additional training workshops will recur for all new employees, which will be followed by refresher online training every two years.

Concurrently, in spring 2010 students voiced concerns, and the result was a new Sexual Misconduct Policy. The new policy, implemented in October 2010, emphasizes the importance of "effective consent," the act of giving consent for sexual activity in a manner free of any pressure. The Sexual Assault Task Force, comprising a number of administrators, faculty members, and students, created this new draft after hearing students' opinions concerning the need for a new policy. The revisions of this policy were student-driven. Students reported that they felt their voices were heard, and the administrators were proud that the student body was so involved in the revision process. The meetings and rallies that occurred fostered an open discussion and made students more responsible, informed citizens (pursuant to Goal III of the President's *Strategic Plan*).

Further Assessment Results: Student Learning about and Perceptions of Intercultural Understanding

Our assessments have given us a large amount of data on students' learning about and perceptions of intercultural understanding, as well as a good sense of the campus climate for students of color and other underrepresented groups. The data provide us a picture, not surprisingly, of some accomplishments in recent years as well as many challenges still facing us.

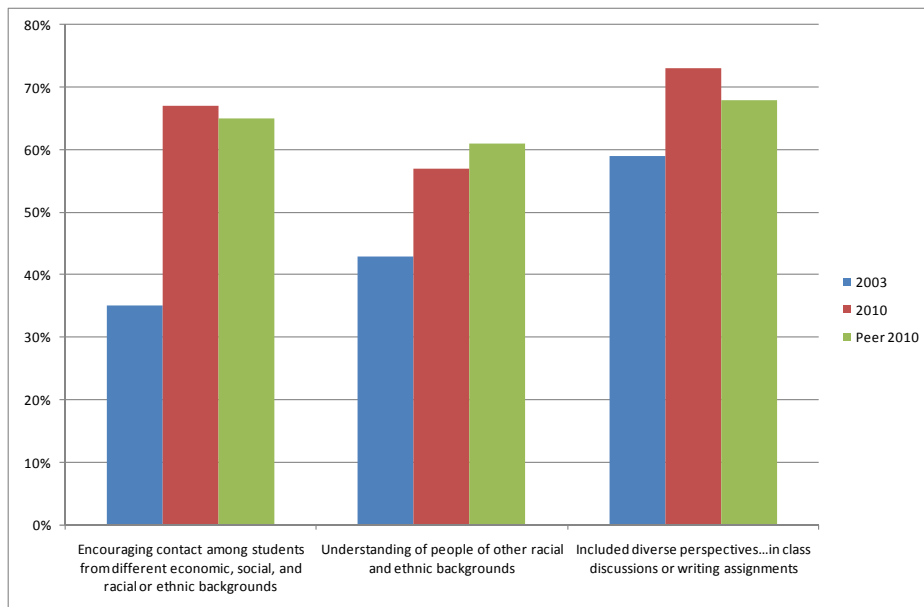
Two important sources of information regarding our students' learning about intercultural understanding are the National Survey of Student Engagement (NSSE) data and the Consortium on High Achievement and Success (CHAS) data, both surveys administered in spring 2010. NSSE has several questions that are designed to provide a measure of students' global and intercultural understanding and how well the College supports or encourages this understanding. A third assessment is the report "Exit Interviews with Graduating Students of Color," from interviews conducted in May 2010, cited at the end of this section below.

In addition, the most recent Cooperative Institutional Research Program (CIRP) survey, administered to incoming students, gives us a snapshot of our students as they arrive on campus. The results suggest that Skidmore first-years have high expectations for social interactions across differences, but they are more mixed on learning about race and cultural differences. Our students are already used to socializing in racially mixed groups (78% responded positively when asked if they had socialized with someone of a different race/ethnicity in the past year) and plan to continue to socialize with students of other races/ethnicities (89% said that chances are "very good"). In contrast, just 48% of students said that they think it is "essential" or "very important" that they help to promote racial understanding, although 75% felt it is important that they improve their

understanding of other countries and cultures. In other words, it seems that our incoming students consider themselves somewhat cosmopolitan and do not necessarily think that they need to promote racial understanding in an active way, though they are open to learning more. Results from the other three assessments suggest that the students do change their positions and their awareness over their time at Skidmore, and that the College could be doing more to encourage greater understanding.

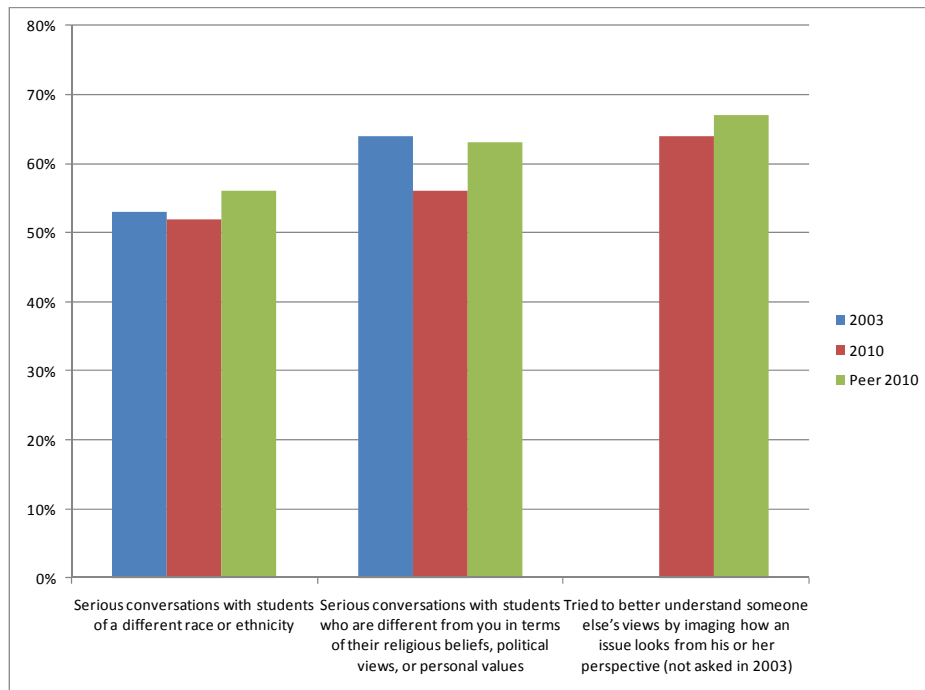
There are noteworthy patterns in the NSSE data from 2003 and 2010 that suggest we are making good progress towards our goals in some areas and are stagnant in others. As the data outlined below show, we have made significant leaps in most categories of response since 2003, and in most cases are now within a few percentage points of our peer institutions as well.

Figure 4: Percent of First-Year Students Reporting “Quite a Bit” or “Very Much” to Selected NSSE Questions



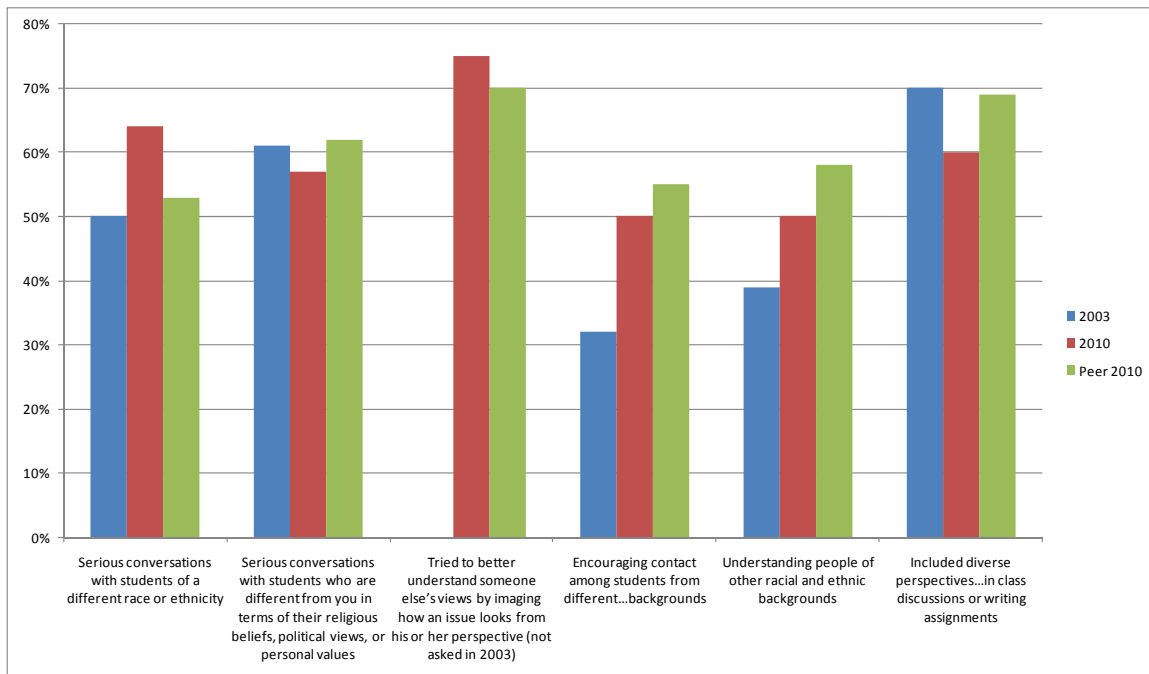
However, other questions showed modest decreases or remained flat (Figure 5).

Figure 5: Percent of First-Year Students Reporting “Quite a Bit” or “Very Much” to Selected NSSE Questions



Seniors at Skidmore reported an increase on most NSSE questions pertaining to global and intercultural understanding in 2010 compared with 2003 (Figure 6).

Figure 6: Percent of Seniors Reporting “Quite a Bit” or “Very Much” to Selected NSSE Questions



One question for which Skidmore seniors notably did not report an increase relates to what happens in the classroom. On whether students “...included diverse perspectives...in class discussions or writing assignments,” there is actually a decrease (Figure 6). On this question, then, there is both a surprising decrease and a deficit relative to our peers. This outcome bears further discussion to identify possible causes and initiatives in response.

The results of the CHAS survey corroborate and expand upon the NSSE findings in some sobering ways. While both white and ALANA students reported being satisfied with their overall Skidmore experience (mean 4.2 on a 5-point satisfaction scale for both), neither group was satisfied with items associated with the amount of diversity, respect, and community found on campus (3.5/5 for white and 3.4/5 for ALANA students). In addition, both groups of students were not satisfied with the climate for minority students (3.2/5 for white and 3.1/5 for ALANA students) or the ethnic/racial diversity on campus (3.1/5 for white and 2.9/5 for ALANA students). For specific items on the survey relating to diversity, respect, and community, 30% of ALANA students reported *experiencing* racial/ethnic insensitivity, and 38% of white students and 51% of ALANA students reported *witnessing* racial/ethnic insensitivity. For a college that aims for all students to learn to communicate effectively across cultural differences, these numbers clearly represent a problem.

Furthermore, the CHAS data suggest that interactions among Skidmore students of different races/ethnicities decreased across class years. For example, 49% of seniors reported that they *never or only occasionally* interacted with someone of a different race—in contrast to only 28.5% of the first-years. And 60% of seniors reported never or only occasionally interacting with international students.

In addition, ALANA students reported much lower rates of participation in high-impact practices—particularly performing arts/music, intercollegiate sports, research with a faculty member, study abroad, and independent study for credit—than did white students. Considerably higher percentages of ALANA students also reported fairly high levels of stress with concerns over future plans than did white students: 55% of white and 73.1% of ALANA students reported moderately to very stressful concerns about the future.

In sum, although the NSSE and the CHAS data give us some basis for believing we have made some real progress against our benchmarks five years ago, we are also learning about some more complex and disturbing matters related in particular to our ALANA students’ lives on campus, and to campus climate more generally, that are more challenging to address.

While members of the Committee for Intercultural and Global Understanding (CIGU) support quantitative assessment such as NSSE and CHAS, several members have suggested the importance of gathering qualitative information as well. The increase in student diversity has been accompanied by a growing effort to gauge the experiences of students of color, both domestic and international, through qualitative assessments. In the spring of 2010, CIGU conducted two group exit interviews with students of color to provide qualitative assessments that complement our quantitative assessments with greater depth. Such interviews had previously been conducted, but without a clear

protocol that would enable CIGU to disseminate the findings; so the spring 2010 interviews are the first for which we have a public report. The report does not lend itself to easy summary, because it presents a range of students' views in response to questions, but there are some common threads. The students reported a number of experiences of racial insensitivity on campus (and also off campus). They also expressed a strong desire to see more faculty and staff of color and more LGBTQ faculty and staff, as well as the sense that current faculty and staff of underrepresented identities are not as well supported as they could be. Finally, they voiced support for the IGR program, and most of them had participated in it.

Interestingly, the responses to the Alumni Learning Census confirm the general picture of Skidmore as a college that does not yet teach our students very well how to communicate across social and cultural differences. Alumni in this year's cohort, asked to rank intellectual skills according to how well they had been enhanced by Skidmore, ranked "Work with People of Different Cultures" fifth from the bottom. They also ranked this as a relatively *important* skill, so that the disparity is significant. The skill may be important in part because 96% of them report that they interact at times with people of different races or ethnicities, with almost two-thirds responding that it happens very often.

These data call for a multifaceted response and sustained efforts. In a related development, in 2010 the Office of the Dean of Student Affairs launched focus group discussions with international students in response to their concerns regarding the classroom climate, particularly assumptions made by U.S. students about their experiences, as well as the institution's response to their specific needs. We anticipate following up on these efforts as well.

Opportunities and Challenges

On the whole, then, our data seem to suggest that we have made some progress in encouraging learning about intercultural understanding over the past seven years and are becoming a more inclusive community; nevertheless, it is clear that much more progress remains to be made. During these years, as we have noted, the most significant structural changes that parallel these results are the strengthening of the administrative core overseeing diversity at the College; the significant increase in the diversity of the student body; the launching of InterGroup Relations (IGR) as a pilot program; and a significant increase in the numbers of students studying abroad. Additionally, as we note below, we observe a plateau in the racial and ethnic diversity of the College's faculty and staff. It seems that IGR and our cocurricular programming are having a positive impact on the students, but that we need to continue expanding that impact and look for ways to reinforce it. Further, we need to recruit and retain more faculty of color and international faculty; to cultivate existing faculty's awareness of and sensitivity to the needs of an increasingly diverse student body, faculty, and staff; and to be more intentional in our curriculum. We note that even at their most positive, the NSSE data show that we have barely managed to catch up with our peers. It is likely to require a significantly greater effort and commitment of resources to sustain this momentum and make further changes.

The IGR program is a quintessential example of how specific *Strategic Plan* Goal II initiatives present both opportunities and challenges. Students, faculty, and staff who have participated in IGR classes and workshops have praised the program's effort to connect theoretical work and lived experience inextricably in ways that ultimately serve to complicate and deepen our understanding of particular social constructions. Responses from the 2010 exit interviews with graduating students of color speak to the transformative nature of the program for many of these students, with some suggesting that the sequence should be mandatory for all students.⁵⁶ As one white male student in the IGR sequence noted: "Now my race means I have two choices. I can decide to continue ignoring my race, which is unlikely and almost impossible due to my experiences in the racial dialogues, or to confront my white racial identity and fulfill my obligation to reconcile my privilege and become a white ally."⁵⁷

Recognizing the assessment results showing the impact that the IGR sequence has had on individual students, the College administration has been supportive of the program financially. Nevertheless, two challenges remain: developing the budget for a sustainable program, and growing faculty support and participation. Some faculty members have expressed a reluctance to participate in an academic program that stresses the importance of lived experience, while others have suggested that the program is "too activist" in nature. A core group of faculty members have committed themselves to the program and the number has grown slowly but steadily; however, for IGR to be fully institutionalized, more individual members of the faculty, particularly tenure-line faculty, need to become involved. As noted above, Professor Ford's detailed assessment of the program provides substantive, compelling evidence of the need for IGR and for its success in meeting our Goals for Student Learning among those who take the dialogue courses.

Another area with ongoing challenges is off-campus study. Despite Skidmore's achievements in study away, the College continues to face important challenges in terms of Goal II, Intercultural and Global Understanding. Of significant importance is the need to link students' study-away experiences to their academic and cocurricular work on campus—both before they study away and upon their return. In an attempt to go beyond the data point of how many students study away and to truly achieve internationalization on campus, Skidmore must carefully evaluate how on-campus curricula and cocurricular activities support students' efforts to prepare for their off-campus experiences and to allow them to engage in ongoing exploration of intercultural issues when they return from study away. This is a serious challenge, given the competing demands on our limited resources within the College departments and offices; however, if Skidmore is serious about internationalizing the College, we must determine to what degree we are willing to support our efforts through gathering evidence and making true curricular and cocurricular change. In the coming years, we plan to work with departments and programs that are actively engaged with returned study-away students to develop best practices to be shared across the College in the hope that all disciplines and offices will find significant and effective ways to engage these students in and out of the classroom. We also hope to inventory (and perhaps expand) the courses offered on campus that help

⁵⁶ "Exit Interviews with Graduating Students of Color" (May 14, 2010), on the compact disc.

⁵⁷ Ford (2009), p.1.

to prepare students for study away and to engage students more substantially upon return. We will share this inventory with students and faculty in the hope that students will take advantage of the resources available to allow them to maximize their study-away experience.

The curriculum provides other sites for both opportunities and challenges. An extensive audit of cultural diversity (CD) and non-Western (NW) course syllabi by the Assessment Facilitator has demonstrated that while some courses do provide explicit learning outcomes that dovetail with the College's Goals for Student Learning and Development endorsed by the faculty in December 2009, there is much work to be done to ensure that the courses fulfilling this requirement are addressing these goals—and that students are actually meeting the goals in their learning.

An analysis of CD courses by the Director of Intercultural Studies suggests that the guidelines for defining such courses need to be revised.⁵⁸ For instance, although the terms *race* and *ethnicity* are not explicitly mentioned in the guidelines, the survey of CD courses suggests that they are implied. Terms such as *sex*, *gender*, and *patriarchy* are also not explicitly mentioned in the guidelines, and it is apparent that they are not implied either. Issues of cultural difference can certainly be analyzed in gendered terms, as the Gender Studies curriculum indicates. The faculty should consider whether CD guidelines should reflect this fact, particularly in the growing number of courses that apply an intersectional analytical frame that explicitly interrogates relationships among gender, race, class, sexuality, and other variables. There are several CD courses that embrace an intersectional analysis, such as “Black Feminist Thoughts (AM 342), “Critical Whiteness in the U.S.” (AM 331), and “Race and Power” (SO 219 C), but each is clearly identified in some way by an explicit connection to race and ethnicity. Other courses, such as “Language and Gender” (EN 208 01) and “Queer Fiction” (EN 338 01), should also be up for serious discussion as potential CD courses, as we consider more fully how the CD requirement aligns with the Goals for Student Learning and Development.

The discussion of these guidelines is related to another issue, namely, the nature of the College's culture-centered inquiry requirement, which includes the CD course as one option. One analysis of such courses would urge CEPP to consider a proposal that would mandate that the NW/CD component of the requirement be increased from one to two courses. That a student can complete this requirement by enrolling in only one such course—perhaps in her or his final semester at Skidmore—raises legitimate concerns about the seriousness with which we view our commitment to intercultural literacy, as well as intercultural and global understanding. These tasks can hardly be accomplished with integrity if students are expected to confront these issues explicitly in only one course during their intellectual journey at Skidmore. However, another analysis of curricular offerings suggests that it is not the number of said courses, but rather, the substantive content of them—and their pedagogy, as the assessment of student learning in the IGR courses demonstrates—that is of far more consequence.⁵⁹

⁵⁸ Winston Grady-Willis, “Survey and Analysis of Cultural Diversity Courses at Skidmore College,” on the compact disc

⁵⁹ Ford (2009).

As we consider whether we are generally using a capacious enough definition of “diversity” in our conceptions of intercultural understanding, it makes sense to note that gender remains an important category of difference on this campus that was once a women’s college. Recent developments include changing the name of our Women’s Studies program to Gender Studies, and we are in the process of making the conceptual changes that entails. Increased numbers of events exploring the campus climate for our GLBTQ students and faculty reflect a growing community awareness that “diversity” includes members of sexual minorities, who often remain invisible and marginal. Much more remains to be done in this regard.

Another area for curricular development that we targeted in our Self-Study was the need to develop courses and programming in Africa, the Middle East, Southeast Asia, and other areas of global studies that historically have not been well represented at Skidmore. Meeting this goal on campus continues to be a challenge. It will require a renewed commitment not only to course development, but also to hiring and retaining appropriate faculty and staff.

As we have noted, faculty and staff diversity has not kept pace with increases in student diversity. Recruiting and retaining faculty and staff of color remains a priority. This is a long-standing effort—going back at least to the early 1990s and reinvigorated under the new *Strategic Plan*—that has yielded mixed results. We have had some successes. In the spring of 2007, as part of a major Mellon consortial grant for faculty development, Skidmore cosponsored a symposium on faculty diversity along with Union College and Colgate and Hamilton Universities. The symposium focused on understanding and developing strategies for cultivating a more diverse faculty through hiring and retention.⁶⁰ A second symposium followed it a year later. The immediate results seemed positive. In 2008, Skidmore made tenure-line target-of-opportunity hires in two fields, Classics and Music. The effort to identify and utilize College resources to make such tenure-line appointments resulted in part from the Mellon symposia and is a concrete example of collaboration between individual departments and the administration to further the *Strategic Plan*. In 2008–2009 the College then launched the CASE Liberal Arts Diversity Initiative in an effort to recruit individuals from underrepresented groups to the field of Advancement.

Although the President has publicly written on the importance of faculty and staff diversity, and despite several workshops addressing the need for a diverse applicant pool in faculty searches, the relative absence of progress on this front is fairly palpable.⁶¹ The movement forward represented by the aforementioned target-of-opportunity hires is complicated by the impact that the economic crisis has had on faculty diversity. Specifically, the suspension of the NYU Minority Dissertation Fellowship and Consortium for Faculty Diversity positions—along with the decision to change a contract for one African American scholar teaching jointly in English and History, resulting in his resignation—represented a tangible blow. The most recent IPEDS data, for 2009–2010, tell us that of the 249 full-time faculty (tenure-line and non-tenure-line), 85% are white;

⁶⁰ See “Four-College M. Mellon Foundation Symposium on Faculty Diversity Issues” (March 2–3, 2007) and “Final Assessment of the Andrew W. Mellon Foundation Four-College Collaborative Faculty Enhancement Grant” (December 2008), pp. 9–13; both are on the compact disc.

⁶¹ “Diversity in Hiring: Strategic Considerations” (2007), on the compact disc.

2% are black; 3% are Hispanic; 5% are Asian; and 4% are nonresident alien. In sum, 10% are people of color, and 4% are international faculty. This represents a minimal change over the figures for 2005–2006, despite our initiatives: at that time, 9% of the full-time faculty were people of color. The one significant change is in an increase in international faculty: in 2005–2006, fewer than 1% were foreign nationals.

The data for staff show that the staff is even more predominately white, with, again, little change over time. In 2005–2006, 5% of staff were people of color; in 2009–2010, this had increased to 7%. This includes staff in all areas of the College.

Given the persistent low numbers of faculty and staff of color at Skidmore, can the institution stand to diminish the presence of any such teaching scholars, even those who are not permanent or tenure-line? This question takes on more significance in light of recent hiring cycles, in which so many searches have yielded so few finalists of color, let alone actual hires. Clearly, tenure-track lines are the gold standard. However, at an institution that has not had a stellar history of attracting and retaining faculty from underrepresented populations, every individual presence takes on even more meaning. With this in mind, Skidmore participated in spring 2010 in a major workshop, co-organized with Union College and funded by an NSF Advance grant, to cultivate more inclusive hiring practices. A somewhat similar workshop was launched on campus in fall 2010 for chairs and supervisors. But the single greatest challenge remains building the community's commitment to the goal of hiring more faculty and staff of color, along with faculty and staff from other underrepresented groups, along with the need to support and retain those hires.

The specific concerns of international faculty complicate the discussion further. In spring 2009 international faculty met to address: (1) the immigration/visa process, (2) specific classroom concerns, and (3) the overall culture and climate at Skidmore. International faculty have become increasingly concerned about disrespectful and condescending behavior on the part of students both in the classroom and at office hours. Some U.S. faculty have made patronizing remarks and assumptions about the socioeconomic backgrounds of international faculty and have suggested that there is little in the way of intellectual production overseas. "I thank my lucky stars that I didn't come here as a junior faculty member," one professor, a foreign national, noted, indicating that things are tougher for international faculty early in the tenure process. The attitudes of faculty affect how departments assess student evaluations of international faculty, as well as how U.S. faculty gauge participation by international faculty socially. Not enough substantive effort has been made to understand the cultural styles of societies outside the United States. The 2009 gathering of international faculty was followed up by a faculty-led Faculty Interest Group discussion, based on readings, of the challenges to international faculty in the U.S. college context; plans are under way to sustain this group or a similar one.

As daunting as the challenges in terms of hiring may be, opportunities await. With as many as 25.5 faculty positions being authorized during the next several years, the College has an opportunity to move forward in a way that underscores that diversity is inextricably bound with academic excellence. In doing so, and to meet the goals of the *Strategic Plan*, the College will need to build further support for assertive hiring of faculty of color; and it will need to sustain ongoing dialogues to build understanding

across cultural differences among the faculty and staff as well as among students. With faculty, it is clearly not enough just to hire individuals; creating an inclusive faculty community will require collaboration, effort, and strategies. Similar challenges face us in the hiring and retention of more staff from underrepresented groups.

As members of the community discuss our shared goals for our students' learning, and the ways that we gather evidence of that learning, we also find ourselves changing and learning in that process. If we are to meet the goals for our students' learning around intercultural understanding, so ambitiously laid out in the *Strategic Plan* and the Goals for Student Learning and Development, it is clear that we must be prepared as a community to learn and to change ourselves.

Section Four: Analysis of Enrollment and Finance Projections

In his May 2010 *Strategic Renewal* report, President Glotzbach described the context, challenges, and opportunities impacting Skidmore's enrollment and financial decision making:

We have just weathered the worst economic recession since the great Depression. Beginning in fall 2008, this national (and international) crisis affected the College directly through endowment losses and reductions in giving, and indirectly through economic disruptions experienced by families of current and potential students. In response, we identified our financial problems and faced them head-on. Our community demonstrated that by working together—by *combining creative thought with discipline*—we could lower expenses significantly, reducing current and future budget commitments by nearly \$12 million. None of these efforts was easy, and we are still coming to terms with the full implications of some of the changes we have made. Through this process, we also increased our community's *strategic literacy*: our shared understanding that every decision to deploy our precious resources—whether time, energy, or financial assets—represents a *strategic* investment and must be evaluated as such.

In the face of this daunting economic climate, Skidmore has had considerable success in enrolling large and strong classes, reducing expenses—notably with a strategic hiring freeze and highly successful voluntary early retirement program—and completing the Creative Thought–Bold Promise campaign in May 2010 with a total of \$216.5 million, well above the \$200 million goal.

Finance Trends

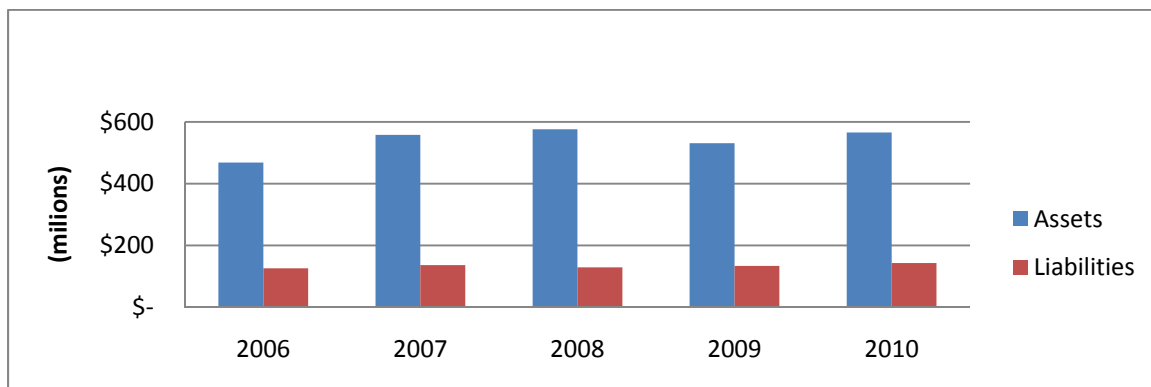
Against this backdrop of continued economic variability and uncertainty, Skidmore has experienced overall favorable financial results, although the past three years have proven to be challenging for the College, particularly on an operating basis. The College responded to constrained resources by reducing expenses, offering a one-time early retirement incentive program to certain employees, eliminating several programs, controlling growth in compensation, and delaying many new initiatives. We

entered this year with continued pressure on many revenue sources—tuition, program revenues, endowment distributions and gifts. We also expected continued pressure on compensation, student aid, insurance, utilities, and other expenses. In light of these pressures, we continue to examine our costs carefully to ensure that we are managing the College in the most efficient and cost-effective way possible. Skidmore has an ambitious agenda over the next four years as outlined in the *Strategic Plan*, and we are committed to the sound financial management necessary to achieve the College priorities.

As reported in the Statement of Activities,⁶² in fiscal year 2010 the College experienced a modest excess of operating revenues over expenses of \$4.7 million or 3.5%. Permanently restricted net assets increased \$5.3 million or 5.5%. Total net assets increased \$25.5 million or 6.4% to \$423.2 million. Endowment net assets increased \$32.4 million or 13.5%.

As reported in the Statement of Financial Position, assets totaled \$565.9 million, and liabilities totaled \$142.7 million. Net assets of \$423.2 million include \$102.8 million of permanently restricted funds. Unrestricted net assets, a key metric which provides the College with the maximum flexibility of reserves, recovered nicely from the prior year but are significantly less than fiscal 2007, largely due to the economy and the effect on our investments, student aid expense, and accrued postretirement benefits from the change in the discount rate and other actuarial assumptions.

Figure 7: Assets and Liabilities—Statement of Financial Position



Total assets increased \$34.8 million or 6.5% this past year to \$565.9 million. Investments, which represent 56.0% of total assets, were \$316.7 million, an increase of \$31.8 million or 11.2% from the prior year. The net increase after the spending rate of 5% to support operations was primarily due to investment returns of 13.5%,⁶³ which was favorable compared to endowment funds of similar size. The spending rate from endowment was similar to that of other colleges. Gifts for permanently restricted assets were \$5.4 million. Fixed assets, net of depreciation, which represents 29.3% of total assets, were \$166.0 million, up \$5.8 million or 3.6% as a result of capitalization of new

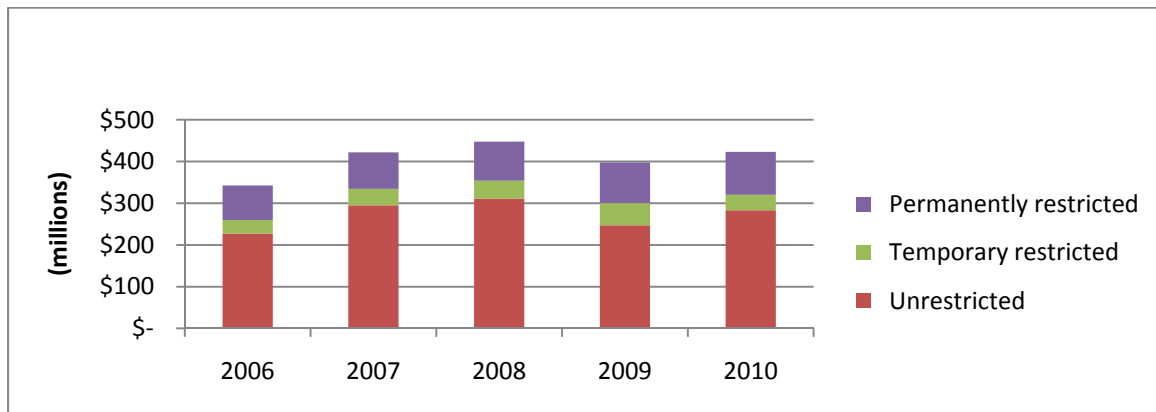
⁶² Audited financial statements for fiscal years 2008, 2009, and 2010 are Appendix H on the compact disc.

⁶³ This return is on a June 30 basis, the generally accepted measurement date for college endowments.

projects offset by depreciation expense. Other assets of \$83.2 million, representing 14.7% of total assets, remained relatively unchanged in total.

Total liabilities increased \$9.3 million or 7.0% this past year to \$142.7 million. Bonds and notes payable, which represent 43.1% of total liabilities at year-end, were \$61.5 million, a decrease of \$6.9 million or 10.0% from the prior year, as this year included a special balloon payment of approximately \$3.0 million. Accrued postretirement benefits increased this year by \$17.8 million or 58.0% to \$48.6 million and now represent 34.1% of total liabilities, largely the result of changes in the discount rate and other actuarial assumptions. Other liabilities of \$32.6 million remained relatively unchanged.

Figure 8: Net Assets—Statement of Financial Position



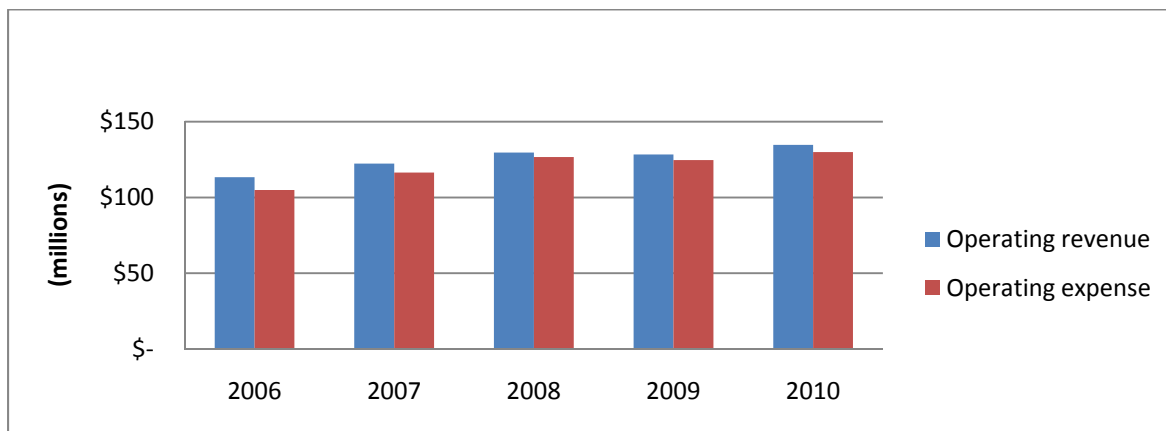
Net assets for fiscal year 2010 increased \$25.5 million or 6.4% to \$423.2 million. Unrestricted net assets which represent 66.9% of total net assets at year-end were \$283.0 million, an increase of \$36.0 million or 14.6% from the prior year. This increase was primarily the result of very good investment returns, net of distributions for spending of \$14.2 million. Temporarily restricted assets, which represent 8.8% of total net assets, were \$37.4 million, a decrease of \$15.8 million or 29.8% from the prior year. This decline was primarily the result of greater net assets released from restrictions net of gifts, grant, and endowment income received. Permanently restricted net assets, which represent 24.3% of total net assets at year-end, were \$102.8 million, an increase of \$5.3 million or 5.5% from the prior year. This increase was primarily the result of gifts.

For fiscal 2010, operating revenues totaled \$134.7 million and operating expenses totaled \$130.0 million, resulting in these revenues exceeding expenses by \$4.7 million or 3.5%.

Operating revenues increased \$6.3 million or 4.9% to \$134.7 million. Tuition and fees, which represent 80.9% of total revenues, increased \$3.8 million or 3.6% to \$109.1 million, primarily because of fee increases. Student aid as a percentage of tuition and fees increased this past year by one percentage point. Net tuition after financial aid, which represents 58.3% of revenues, increased \$1.6 million or 2.0%. Endowment income, which represents 10.5% of total operating revenue, decreased \$.2 million or 1.6%, largely because of market value declines over the past several years. Auxiliary revenues, which

represent 20.0% of revenues, remained relatively flat at \$27.0 million. Gifts and grants, which represent 9.0% of revenues, increased \$3.6 million or 42.3% to \$12.1 million, primarily the result of several new grants related to increased federal spending to stimulate the economy. Net assets released from restrictions totaled \$44.4 million, largely associated with the recently concluded campaign and construction of the Zankel Music Center.

Figure 9: Operating Revenue and Expenses—Statement of Activities



Unrestricted operating expenses increased \$5.3 million or 4.3% to \$130.0 million, primarily the result of costs associated with the voluntary early retirement program of \$3.3 million, general increases in the costs of employee benefits, services, and supplies.

Enrollment Planning

Our fiscal stability during this period is related in part to continuing strong enrollments. Over the past 10 years, Skidmore’s on-campus degree-seeking enrollment has increased from 2,191 FTE in Fall 2001 to 2,500 FTE in Fall 2010—a 14% increase.⁶⁴ Most recently, a larger than expected fall 2010 entering first-year cohort (the class of 2014 came in at 768, a figure 74 students greater than any other entering cohort) and higher retention (which has ranged from 93.0% to 94.6% over the past four years) have contributed to this trend. Plans are now under way to return enrollments to the budgeted levels by enrolling smaller first-year classes in the coming years. The funds generated by the over-enrollments have not been incorporated into the core operating budget, but instead have generally been reserved for building improvements and other capital projects (one-time expenses). Enrollments are projected for four years and are based on three-year weighted average retention rates by class level. These figures are reviewed by an enrollment committee and assist the group in setting entering class targets. The committee is diverse and includes members from Admissions, Bursar, Finance, Registrar, Residential Life, Financial Aid, Student Affairs, Off-Campus Study and Exchange, Academic Advising, Dean of Faculty, Student Affairs, and Institutional Research.

⁶⁴ See Skidmore Enrollments and Projections Fall 2011–Fall 2014, Appendix J on the compact disc.

Future Challenges

The continued strong financial support of friends and alumni is essential for success of the College. The College will need to continue to moderate expense growth, particularly the costs associated with financial aid. Because of our aging buildings and infrastructure, consideration needs to be given to increasing funding for capital projects from the operating budget, and planning modest surpluses for anticipated expenses in our uncertain environment.

We will also continue to work on the challenges regarding the larger than planned class of 2014 and on workload issues for faculty and staff due to many positions being left vacant following the strategic hiring freeze and voluntary early retirement programs, particularly as work has not been distributed equally among employees.

Accomplishments and Projections

The community has worked very hard to reduce expenditure growth, and we are proud that the College achieved a budget surplus for fiscal year 2010 and are on target for a modest budget surplus for 2011. We currently are projecting balanced budgets for the next several years,⁶⁵ as well as a gradual return to a budgeted net fiscal enrollment of 2,280. We have made Skidmore more affordable with smaller than usual increases in our fees structure—our historic low of 1.9% for fiscal year 2011 followed by 2.9% for 2012—and have provided substantially more funds for financial aid. With investment performance favorable to similarly invested funds, the endowment has recovered significantly from earlier losses to a March 2011 preliminary market value of \$292.9 million, nearly reaching the October 2007 high of \$298.6 million. We implemented a successful voluntary early retirement program with a significant reduction in our budget going forward.

With the help of many we achieved several of our most important goals: we avoided mandatory full-time staff layoffs; we protected academic programs, particularly keeping our student-faculty ratio at less than 10-1; we continued to hire many talented faculty; we recruited and enrolled large, strong classes and increased significantly funding for student aid; we preserved the College's excellent benefits package for faculty and non-union staff; and we exceeded our goal in the Creative Thought–Bold Promise campaign with an achievement of \$216.5 million.

Details from our January 2011 Moody's A1 rating affirm our stable outlook "based upon the College's strong market position, ample liquidity, balance sheet flexibility, and cash flow generation."⁶⁶

⁶⁵ The 2011 and 2012 Budget and Projections are Appendix G on the compact disc.

⁶⁶ The 2011 Moody's Bond Rating is on the compact disc.

Section Five: Evidence of Assessments of Institutional Effectiveness and Student Learning, Results, and Informed Planning

The most complete evidence of our assessment processes, we believe, is contained in our narrative in Section Three, where we aim to demonstrate the ways that we establish goals, work to meet them, gather evidence of the results, and re-establish goals in an ongoing process throughout the College. In some areas this cycle is more complete and sustained than in others; but no area is untouched by it, and the transition to documenting the ways our decision-making processes are planful and evidence-based is well under way.

For the sake of brevity and concision, we will provide here examples of documents and processes illustrating each part of the assessment cycle, with key documents included in the Appendix and on the enclosed compact disc. The most important document in this context is the Assessment Plan⁶⁷: it spells out the assessment processes in every part of the College, lists responsible parties, and explains our governance structures in relationship to institutional assessment and the assessment of student learning and development. Our supporting documents—including the Biology Assessment Plan and report, FYE assessment reports, and Alumni Learning Census—aim to illustrate that the processes outlined in the Assessment Plan are indeed in place.

The College demonstrates its commitment to an integral and strong culture of assessment not only by supporting the Office of Institutional Research and the Faculty Assessment Coordinator with budgets and personnel, but also in its commitments to externally-based initiatives such as the Presidents' Alliance for Excellence in Student Learning and the Carnegie Foundation's Community Engagement classification. The Faculty Assessment Coordinator is a Teagle Assessment Scholar, a position that gives Skidmore access to many resources, including national debates about best practices. Two of our faculty are also Carnegie Scholars. Most important, our assessment structures are designed to encourage information sharing and decision making across institutional boundaries.

Examples of documents and processes illustrating each part of the assessment cycle:

1. Defining clearly articulated institutional and unit-level goals

- *Strategic Plan*
- *Strategic Renewal*
- Annual Strategic Action Agendas reflecting projects and action steps for each year, tied to *Strategic Plan* goals; plus accompanying matrix tracking progress of each action item at regular intervals and at year's end
- *Campus Plan*
- Goals for Student Learning and Development
- Department-level goals for student learning
- Course-level goals for student learning

⁶⁷ The Institutional Assessment Plan 2011–2016 is Appendix K on the compact disc.

2. *Implementing strategies to achieve those goals*

- Individual units responsible for implementation; examples in the narrative section of this report
- Academic program reviews: departments and programs are reviewed on a rotating schedule
- Faculty development: assessment workshops with external consultants such as Barbara Walvoord and Gavin Henning, and with internal leadership; Academic Staff workshops on assessment; individual meetings with all chairs and directors on assessment processes; lunches for groups of chairs and directors to discuss assessment strategies and challenges; attendance with faculty at national assessment conferences

3. *Assessing the achievement of those goals*

- Multiple assessment instruments and methods college-wide, such as:
 - CIRP, NSSE, CHAS, SURE, RICA, Admitted Student Questionnaire (ASQ), and Withdrawn Student surveys
 - Alumni Learning Census: major assessment instrument reaching out to all alumni over a five-year period
 - Exit interviews
- Examples of Skidmore-based assessments of student learning and development :
 - Communicate effectively: Writing in the FYE; Writing in the Majors
 - Interact effectively across difference: IGR assessment; CD requirement report; NW/CD requirement learning goals report; exit interviews with students of color
 - Assessment of Civic Engagement, 2011
 - Health Task Force Report and Recommendations, 2008

4. *Using the results of assessments to improve programs and services and to inform planning and budget decisions*

- We apply criteria set forth in *Strategic Renewal* (p. 10) to evaluate allocation of resources to potential initiatives.
- Many examples of assessment results' informing planning appear in our narrative section above.
- One current specific example: the results reported in a recent white paper, "Engaging Sophomore Students with Liberal Learning: Focused Exploration through Academic Advising," submitted to the Teagle Foundation as part of a grant report, are informing campus discussions of the Transition and Transformation initiative and related budget decisions.

Section Six: Evidence of Linked Institutional Planning and Budget Processes

Strategic Planning Process

In 2005, under the leadership of President Glotzbach and with extensive discussion within the campus community (including endorsement by the Board of Trustees), the College adopted *Engaged Liberal Learning: The Plan for Skidmore College 2005–2015* (“the *Strategic Plan*” or “the *Plan*”).⁶⁸ The College has been disciplined in pursuing priority initiatives that advance the four major goals of the plan: *Student Engagement and Academic Achievement; Intercultural and Global Understanding; Informed, Responsible Citizenship; and Developing (and Stewarding) the Resources Necessary to Preserve our Independence of Choice.*

Each year since the Plan’s adoption, the President has led Cabinet members through the development of annual Strategic Action Agendas.⁶⁹ This past year the College reviewed its collective accomplishments during the first five years of the *Plan*, as well as initiatives under way and those not yet begun.⁷⁰ President Glotzbach also led a series of on-campus and off-campus town hall meetings whose general purpose was to engage the larger Skidmore community in conversations about how to enhance the already considerable value—across all the many dimensions of that term—of a Skidmore degree. Ultimately, those conversations led to President Glotzbach’s paper entitled *Strategic Renewal: Reframing our Priorities at the Midpoint of the Strategic Plan.*⁷¹ *Strategic Renewal* provides the framework that will guide the College’s strategic decision making over the second half of the *Strategic Plan*.

Additionally, President Glotzbach held a number of informational sessions updating both the College and outside community on the *Strategic Plan*, the work of the Institutional Policy and Planning Committee (IPPC), changes at the College, and other important matters. These meetings were generally well attended and well received. The IPPC Subcommittee on Budget and Finance met regularly throughout the year and discussed the College’s major planning parameters, new initiatives fund, capital projects, compensation goals and phases of implementation, and other important matters.

Operating Budget

The College’s budgeting process begins each fall for the upcoming year when all office directors and department chairs submit budget requests for their department’s non-compensation expenditures through their respective deans or vice presidents to the Office of Finance and Administration. Unless there are extenuating circumstances, these requests must be kept within prescribed parameters; for example, requests for increases

⁶⁸ The full text of the *Strategic Plan* is attached as Appendix C and is also online at <http://cms.skidmore.edu/planning/>.

⁶⁹ The annual Strategic Action Agendas are published with the Strategic Planning materials on the President’s website: <http://cms.skidmore.edu/planning/agendas.cfm>.

⁷⁰ *Engaged Liberal Learning: The First Five Years* is Appendix E on the compact disc and is also online at <http://cms.skidmore.edu/planning/agendas.cfm> (link to Midpoint Report).

⁷¹ *Strategic Renewal* is Appendix D on the compact disc.

must not exceed 2% of the current year budget. Equipment requests must be zero-based. Concurrent with this process, proposals for any significant new initiatives are forwarded through the appropriate dean or vice president for consideration by the President's Cabinet. New initiative proposals are linked to and evaluated in the context of the *Strategic Plan* (and, beginning this year, in the context of *Strategic Renewal*), and results of any related assessments are taken into consideration. After all of the requests are compiled, a preliminary operating budget is prepared. Operating and investment revenues, compensation expenditures, student aid expenditures, new initiative funds, and other items such as utilities, student wages, insurances, library collections, etc., are estimated using a variety of models and assumptions.

The preliminary budget parameters and new initiatives are then reviewed in detail by the College's senior administrative team. Since the College is a tuition-driven institution, one of the most critical variables in preparing the budget is the tuition, room, and board rate (collectively, the comprehensive fee). The budget enrollment level is established by the Board of Trustees. Inextricably linked to the level of the comprehensive fee increase is the amount of funds made available for compensation and student financial aid expenditures. Increases in these expenditures cannot be budgeted until the comprehensive fee is determined. After an extensive review and deliberation process, the President's Cabinet (President, deans, appointed officers of the College) and the IPPC make a preliminary recommendation on these broad parameters (comprehensive fee, compensation, student aid, and new initiatives pools) to the Board for approval at their February meeting.⁷² Once the basic parameters are in place, the operating budget is fine-tuned and is presented to the Board in its final form for approval at their meeting in May for the fiscal year commencing June 1.

After the budget is approved, detailed operating budgets are distributed to each department of the College. The budgets include the number of authorized positions as well as amounts authorized for services, supplies, equipment, and other departmental charges. A contingency fund (targeted at approximately 1% of the annual operating budget) is included in the operating budget to accommodate mid-year adjustments and unforeseen circumstances. Reports comparing actual activity to budgeted amounts are available on request to the responsible department and division heads. Summary reports are presented to the Budget and Finance Committee of the Board at their meetings in October, February, and May of each year.

The College has over the past five years experienced significant over-enrollments as compared to plan, which is currently set at 2,280 full-time financial equivalent students. Incremental revenue from these over-enrollments is accounted for separately from the operating budget, as these revenues are temporary and cannot be used to support ongoing expenditures such as new positions or salary increases. These revenues have been used in varying combinations to (1) augment reserves for plant renovation and equipment purchases, (2) augment the quasi-endowment funds, and (3) spend on special initiatives (e.g., information technology). Incremental revenues from over-enrollments are not spent on any programs or initiatives that result in an increase in the operating budget expenditure base.

⁷² 2011 and 2012 Budget and Projections are Appendix G on the compact disc.

Capital Budget

The capital budget is prepared through a process similar to that used to develop the operating budget. At the same time that office directors and department chairs submit their noncompensation expenditure requests, they also submit equipment and renovation requests. Requests of less than \$5,000 are considered as part of the operating budget, while those in excess of this amount are considered for inclusion in the capital budget. These requests are combined with the capital project and equipment lists maintained by the Facilities Services Office and Information Technology Services and are reviewed by the President's Cabinet and the IPPC Subcommittee on Budget and Finance. Projects having health and life-safety implications are made the highest priority. Projects necessary to maintain the quality of our academic and student life programs and to maintain the integrity of the physical plant are given priority, and again, evidence derived from assessments plays a role in the decision making.

Most of the funding for the capital budget is provided through annual allocations from the operating budget to internal reserves for facilities renewal and replacement, information technology, and major equipment. After an initial round of discussion in February with early approval of some items, the capital budget is presented to the Board for approval at its meeting in May and adjustments are made as needed consistent with financial planning.

Strategic Renewal and the Budget

The College's FY 2010 budget cycle benefited from the comprehensive and extensive strategic planning work described above. In particular, the College recognized that significant challenges would be associated with the need to absorb the costs of the program of innovation and revitalization visualized in the *Strategic Plan* and the comprehensive campaign in addition to the need to maintain the College's financial, human, and physical assets. These challenges were evident in the initial projections for fiscal 2011–2016, and are particularly formidable at Skidmore.

Early in the planning process a new initiatives fund was identified as a high priority, in part to address several of the identified goals of the *Strategic Plan*. Fund allocations for new initiatives were discussed in the President's Cabinet and with the IPPC (including its Subcommittee on Budget and Finance). The College is committed to making evidence-based decisions about the use of resources—fiscal and well as human—in the context of the *Strategic Plan*, *Strategic Renewal*, and assessment results.

Middle States Commission on Higher Education Institutional Profile 2010-11

[0386] Skidmore College
Printed on 4/20/2011

A. General Information

	Data on File (as of 4/20/2011)	IP Data (2010-11)
Institution Name	Skidmore College	Skidmore College
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	cms.skidmore.edu/index.cfm	cms.skidmore.edu/index.cfm
Control	Private (Non-Profit)	Private (Non-Profit)
Carnegie Classification	Baccalaureate - Arts & Sciences	Baccalaureate - Arts & Sciences
Calendar	Semester	Semester
Degree Granting Authority	New York	New York
Licensed to Operate in	NY	NY

Degrees/Certificates Offered

	Data on File		IP Data	
	Offered	Programs	Offered	Programs
Postsecondary Certificate (< 1 year)			no	0
Postsecondary Certificate (>= 1 year, < 2 years)			no	0
Associate's	no	0	no	0
Postsecondary Certificate (>= 2 years, < 4 years)			no	0
Bachelor's	yes	0	yes	42
Postbaccalaureate Certificate			no	0
Master's	yes	0	yes	1
Post-Master's Certificate			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

Related Entities

Name, State, Country	none	none
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Initial Accreditation	1925	1925
Last Reaffirmed	2006	2006
Next Self-Study Visit	2015-16	2015-16

Next Periodic Review Report (PRR)	June 2011	June 2011
CHE Staff Liaison	Dr. Barbara S. Loftus	Dr. Barbara S. Loftus

Notes

Number of Programs at Skidmore is based on unique 6-digit CIP codes.

Instructions

The column marked "**Data on File (as of...)**" reflects the data as of your institution's last lockdown, plus data that have been changed since lockdown, up to the current date.

The column marked "**IP Data (2010-11)**" refers to the data you will enter during this reporting period.

To see the data you actually entered last year, minus any subsequent changes, go to the Home page and select the year you want to review. Those data will be in the right-hand column.

Shaded information cannot be modified on-line. Please contact Mr. Tze Joe (tjoe@msche.org) if you would like to change the data on file. Please complete the following fields that currently are blank and/or are accessible to you. An asterisk (*) denotes a required field:

TELEPHONE & FAX

List the numbers to which you prefer to have general inquiries directed. These numbers will be published in our on-line directory.

WEBSITE

Provide the Uniform Resource Locator (U.R.L.) for your institution's home page on the World Wide Web.

CALENDAR

Indicate the predominant calendar system used at your institution, including:

- * Semester
- * Quarter
- * Trimester
- * 4-1-4 Plan
- * Continuous Term
- * Differs by Program
- * Other

DEGREE GRANTING AUTHORITY

Select the state or other jurisdiction that authorizes your institution to offer postsecondary degrees. Federally chartered institutions (i.e., military) should select "United States of America."

LICENSED TO OPERATE IN

Select the state(s)/province(s) or other local jurisdictions in which your institution was required to get national or local government permits or other forms of approval in order to conduct business there. At least one of these must be the same state or country that provided your degree granting authority. Federally chartered institutions (i.e., military) do not need to answer this question.

PROGRAMS AND CERTIFICATE/DEGREE LEVELS:

Indicate the number of programs your institution offers for each of the following certificates and degrees:

- Postsecondary award, certificate, or diploma 1 (less than one academic year)
- Postsecondary award, certificate, or diploma 2 (at least one but less than two academic years)
- Associate's Degree
- Postsecondary award, certificate, or diploma 3 (at least two but less than four academic years)

- Bachelor's Degree
- Postbaccalaureate certificate
- Master's Degree (Including M.Div. and M.H.L./Rav)
- Post-master's certificate
- Doctor's degree - research/scholarship
- Doctor's degree - professional practice
- Doctor's degree - Other

Note: The number of programs refers to the number of majors available for a given degree/certificate program, consistent with reporting CIP codes to IPEDS. (Rev. 3/8/11)

Types of Doctor's Degrees:

(From the IPEDS Glossary) (Rev. 3/8/11)

Doctor's Degree - Research/Scholarship

A Ph.D. or other doctor's degree that requires advanced work beyond the master's level, including the preparation and defense of a dissertation based on original research, or the planning and execution of an original project demonstrating substantial artistic or scholarly achievement. Some examples of this type of degree may include Ed.D., D.M.A., D.B.A., D.Sc., D.A., or D.M., and others, as designated by the awarding institution.

Doctor's Degree - Professional Practice

A doctor's degree that is conferred upon completion of a program providing the knowledge and skills for the recognition, credential, or license required for professional practice. The degree is awarded after a period of study such that the total time to the degree, including both pre-professional and professional preparation, equals at least six full-time equivalent academic years. Some of these degrees were formerly classified as "first-professional" and may include: Chiropractic (D.C. or D.C.M.); Dentistry (D.D.S. or D.M.D.); Law (L.L.B. or J.D.); Medicine (M.D.); Optometry (O.D.); Osteopathic Medicine (D.O); Pharmacy (Pharm.D.); Podiatry (D.P.M., Pod.D., D.P.); or, Veterinary Medicine (D.V.M.), and others, as designated by the awarding institution. Other examples may include Au.D., D.Ed.Min., D.N.P., D.Min., D.Ed.Min, D.Miss., D.P.T., N.D., O.T.D., and Psy.D.

Doctor's Degree - Other

A doctor's degree that does not meet the definition of a "doctor's degree - research/scholarship" or "doctor's degree - professional practice."

RELATED ENTITIES

Is the institution completing this form related to another entity, within this region or elsewhere, that is not accredited by Middle States?

Excerpt from the "Related Entities" policy statement:

A related entity may be a corporate parent, system administration or board, religious sponsor, funding sponsor (which, in some cases, may include an equity or investment fund), or other entity that can affect decisions related to accreditation (herein "Related Entities"). Related entities may include institutional or corporate layers or groups. Ordinarily, local, county, and state legislatures, other accreditors, local advisory boards, and government agencies are not related entities. The scope of this policy does not include "contractual relationships" in which the accredited entity contracts for services; these are governed by a separate Commission policy.

Exclusions:

Do not report relationships that you are listing elsewhere in the IP as Branch Campuses, Additional Locations, or Other Instructional Sites.

INSTITUTION TYPE:

The Commission uses the categories in the 2006 Carnegie Classification for the reporting period covered by this IP, as follows:

ID	Category	Category Explanation
----	----------	----------------------

1	Assoc/Pub-R-S	Associate's--Public Rural-serving Small
2	Assoc/Pub-R-M	Associate's--Public Rural-serving Medium
3	Assoc/Pub-R-L	Associate's--Public Rural-serving Large
4	Assoc/Pub-S-SC	Associate's--Public Suburban-serving Single Campus
5	Assoc/Pub-S-MC	Associate's--Public Suburban-serving Multicampus
6	Assoc/Pub-U-SC	Associate's--Public Urban-serving Single Campus
7	Assoc/Pub-U-MC	Associate's--Public Urban-serving Multicampus
8	Assoc/Pub-Spec	Associate's--Public Special Use
9	Assoc/PrivNFP	Associate's--Private Not-for-profit
10	Assoc/PrivFP4	Associate's--Private For-profit
11	Assoc/Pub2in4	Associate's--Public 2-year colleges under 4-year universities
12	Assoc/Pub4	Associate's--Public 4-year Primarily Associate's
13	Assoc/PrivNFP4	Associate's--Private Not-for-profit 4-year Primarily Associate's
14	Assoc/PrivFP4	Associate's--Private For-profit 4-year Primarily Associate's
15	RU/VH	Research Universities (very high research activity)
16	RU/H	Research Universities (high research activity)
17	DRU	Doctoral/Research Universities
18	Master's L	Master's Colleges and Universities (larger programs)
19	Master's M	Master's Colleges and Universities (medium programs)
20	Master's S	Master's Colleges and Universities (smaller programs)
21	Bac/A&S	Baccalaureate Colleges--Arts & Sciences
22	Bac/Diverse	Baccalaureate Colleges--Diverse Fields
23	Bac/Assoc	Baccalaureate/Associate's Colleges
24	Spec/Faith	Special Focus Institutions--Theological seminaries, Bible colleges, and other faith-related institutions
25	Spec/Med	Special Focus Institutions--Medical schools and medical centers
26	Spec/Health	Special Focus Institutions--Other health professions schools
27	Spec/Engg	Special Focus Institutions--Schools of engineering
28	Spec/Tech	Special Focus Institutions--Other technology-related schools
29	Spec/Bus	Special Focus Institutions--Schools of business and management
30	Spec/Arts	Special Focus Institutions--Schools of art, music, and design
31	Spec/Law	Special Focus Institutions--Schools of law
32	Spec/Other	Special Focus Institutions--Other special-focus institutions
33	Tribal	Tribal Colleges

For a complete description of the Carnegie Classification system, go to <http://72.5.117.129/classifications/>.

Middle States Commission on Higher Education Institutional Profile 2010-11

[0386] Skidmore College

B. Key Contacts

Key Contact**Chief Executive Officer****Data on File
(as of 4/20/2011)**

Dr. Philip A. Glotzbach
President
815 North Broadway
Saratoga Springs, NY 128661632

Phone: 518 580 5700
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**IP Data
(2010-11)**

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President
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Chief Academic Officer

Dr. Susan Kress
Vice President for Academic Affairs
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Email: skress@skidmore.edu

Dr. Susan Kress
Vice President for Academic Affairs
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Chief Financial Officer

Mr. Michael West
*Vice President for Finance &
Administration and Treasurer*
815 North Broadway
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Phone: 518 580 5810
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Mr. Michael West
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Accreditation Liaison Officer

Dr. Patricia Rubio
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Email: prubio@skidmore.edu

Dr. Patricia Rubio
Associate Dean of the Faculty
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Saratoga Springs, NY 12866-1632

Phone: 518 580 5705
Fax: 518 580 5694
Email: prubio@skidmore.edu

Coordinator of Distance Education

none

Ms. Kirsten Mishkin
*Director of Univeristy Without
Walls*
815 North Broadway
Saratoga Springs, NY 128661632

Phone: 518 580 5488
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**Coordinator of Outcomes
Assessment**

Dr. Sarah W. Goodwin
*Professor of English and Faculty
Assessment Coordinator*
Palamountain Hall 305
815 North Broadway
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Email: sgoodwin@skidmore.edu

**Coordinator of Institutional
Research Functions**

Ms. Ann L. Henderson
*Registrar/Director of Institutional
Research*

Mr. Joseph G. Stankovich
Director of Institutional Research
815 North Broadway

	815 North Broadway Saratoga Springs, NY 12866-1632	Saratoga Springs, NY 128661632
	Phone: 518 580 5710 Fax: 518 580 5749 Email: ahenders@skidmore.edu	Phone: 518 580 5719 Fax: none Email: jstankov@skidmore.edu
Chair: Self-Study Steering Committee	none	none
Co-Chair: Self-Study Steering Committee	none	none
Person in the President's Office To Whom MSCHE Invoices Should be Sent	Ms. Barbara Krause <i>Executive Director, President's Office</i> 815 North Broadway Saratoga Springs, NY 12866-1632	Ms. Barbara Krause <i>Executive Director, President's Office</i> 815 North Broadway Saratoga Springs, NY 12866-1632
	Phone: 518 580 5700 Fax: 518 580 5699 Email: bkrause@skidmore.edu	Phone: 518 580 5700 Fax: 518 580 5699 Email: bkrause@skidmore.edu
Person Who Should Receive a Copy of MSCHE Invoices (Optional)	none	none
Person Completing IP Financials	Ms. Lori A. Martindale <i>Assistant Director Financial Services</i> 815 North Broadway Saratoga Springs, NY 128661632	Ms. Lori A. Martindale <i>Assistant Director Financial Services</i> 815 North Broadway Saratoga Springs, NY 128661632
	Phone: 518 580 5838 Fax: 518 580 5821 Email: lmartind@skidmore.edu	Phone: 518 580 5838 Fax: 518 580 5821 Email: lmartind@skidmore.edu
Person Completing IP (Key User)	Ms. Leanne Casale <i>Associate Director of Institutional Research</i> 815 North Broadway Saratoga Springs, NY 12866-1632	Ms. Leanne Casale <i>Associate Director of Institutional Research</i> 815 North Broadway Saratoga Springs, NY 12866-1632
	Phone: 518 580 5717 Fax: 518 580 5749 Email: lcasale@skidmore.edu	Phone: 518 580 5717 Fax: 518 580 5749 Email: lcasale@skidmore.edu

Instructions

Verify or provide information in all of the requested fields.

If a person has more than one function, please add his or her name to each category. Otherwise, they correct person may not receive postal mail or e-mails that the Commission directs to specific key contacts.

Telephone/E-mail. Please note that the telephone number and e-mail address in each instance should be the individual's direct number or address, not the institution's main number or address. This information is exclusively for the internal use of Middle States staff, and it is not made available to the public.

Exception: Chief executive officers, chief academic officers, or provosts may provide either their own direct telephone number and e-mail address or those of their personal assistant authorized to receive private messages on their behalf.

Personnel Changes. If you are aware that a Key Contact will be leaving your institution after you lock down the IP, leave that person's name in his or her current role. The IP should be accurate as of the time of lock down. Subsequently, please notify Mr. Joe (tjoe@msche.org) by e-mail of the actual termination and/or any replacement, and he will make the change(s) on your behalf.

Replace/Modify. For each key contact category, you may **replace** one person with another or **modify** (update) the information about an incumbent.

To replace a person with someone already affiliated with your institution in the Middle States database, select from the list provided. If the replacement is at your institution but has had no prior activity with Middle States or is someone who came to your institution from elsewhere, please send an e-mail to Mr. Tze Joe (tjoe@msche.org), asking him to add that person to your list. When you are notified that the person has been added to the list, you may modify the information if necessary.

If someone on the list is deceased or has left your institution, please also notify Mr. Joe.

International Addresses. For addresses outside the United States, the screen provides three address lines. Starting with Address Line 1, enter the **complete** mailing address in the postal format commonly used in that country.

SYSTEM/DISTRICT CHIEF EXECUTIVE OFFICER

If Middle States has designated your institution as part of a system or district, please complete this section.

ACCREDITATION LIAISON OFFICER

Enter the name, title, and phone number of the individual currently appointed by the chief executive officer of your institution to work with the Commission on matters of accreditation. (This person may be the same as or different from the Key Holder, or may hold any other job title at the institution, at the discretion of the CEO.)

COORDINATOR OF OUTCOMES ASSESSMENT FUNCTIONS

Enter the name of the administrator or faculty member who is responsible for coordinating your institution's outcomes assessment activities, regardless of that person's actual job title.

COORDINATOR OF INSTITUTIONAL RESEARCH FUNCTIONS

Enter the name of the person responsible for your institution's institutional research functions, regardless of that person's actual job title.

COORDINATOR OF DISTANCE EDUCATION

Enter the name of the person responsible for coordinating the institution's distance education courses. (*Required for institutions that offer distance education courses*)

CHAIR/CO-CHAIRS OF SELF-STUDY STEERING

Complete this item ONLY if your institution is scheduled for a team visit in 2009-10 or 2010-11 or 2011-12. (See the dates pre-formatted in General Information.) Provide the name and title of the Chair (or co-Chairs) of your institution's Self-Study Steering Committee. If your institution has more than two co-Chairs, select only two for the IP as contacts for MSCHÉ staff. Please update these Chairs if those who appear in the database were from a previous self-study or PRR and new Chairs have been appointed.

PERSON IN THE PRESIDENT'S OFFICE TO WHOM INVOICES SHOULD BE SENT

Enter the person who is responsible for coordinating the approval and payment of invoices from MSCHÉ for dues and fees. MSCHÉ will send its invoices by e-mail to this individual.

PERSON WHO SHOULD RECEIVE A COPY OF THE INVOICE (optional)

Enter the person who should simultaneously receive a copy of the invoice sent to the president's office.

PERSON COMPLETING IP FINANCIALS

Enter the person who is responsible for providing the financial data and who can answer questions about the meaning of the data.

PERSON COMPLETING THE IP

Enter the Key User who is responsible for the content of the IP (not necessarily the data entry person).

Middle States Commission on Higher Education Institutional Profile 2010-11

[0386] Skidmore College

C. Graduation Data

Awards Granted

Report all degrees or other formal awards conferred by your institution between July 1, 2009, and June 30, 2010. If an individual received two degrees at different levels during the specified time period, report each degree in the appropriate category.

Include earned degrees and awards conferred by branches of your institution located within or outside the Middle States region, including foreign countries.

Exclude honorary degrees and awards.

Awards	Data on File (as of 4/20/2011)	IP Data (2010- 11)
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	681	659
Postbaccalaureate Certificate	0	0
Master's	15	15
Post-Master's Certificate	0	0
Doctor's - Professional Practice	0	0
Doctor's - Research/Scholarship	0	0
Doctor's - Other	0	0
Does your institution have undergraduate programs?	yes	yes
Does your institution serve only transfer students? See instructions if the answer is yes.	no	no

Completers

Provide the total number of students in the relevant cohort who received their awards no later than 2009-10 (which would be within 150 percent of the time expected for them to receive the degree/certificate for which they matriculated). Also provide the total number of students who transferred out of your institution before completing their programs.

2-year Institutions only	Data on File (as of 4/20/2011)	IP Data (2010-11)
Total Number of students in the cohort	0	0
Number completed within 150% of time to degree	0	0
Number completed within 200% of time to degree	0	0
Total transfers out	0	0
4-year Institutions w/ Baccalaureate Programs		

Total Number of students in the cohort	642	676
Number completed within 150% of time to degree	547	570
Number completed within 200% of time to degree	0	513
Total transfers out	0	0

Notes

150% based on Enter Fall 2004 Cohort. 200% based on Enter Fall 2002 Cohort --- 635 entered minus 1 exclusion = 634 entering, of which 513 completed in 200% of time.

Instructions

AWARDS GRANTED

Report all degrees or other formal awards conferred by your institution between July 1, 2009, and June 30, 2010 (or other official year, if your institution uses an enhanced semester calendar). If an individual received two degrees at different levels during the specified time period, report each degree in the appropriate category.

Include earned degrees and awards conferred by branches of your institution located within or outside the Middle States region, including foreign countries.

Exclude honorary degrees and awards.

Institutions that indicate "Yes" their undergraduate programs serve only transfer students will not be provided with a Completers section.

COMPLETERS

Provide the total number of students in the relevant cohort who received their awards no later than 2009-10 (which would be within 150 percent and 200 percent of the time expected for them to receive the degree/certificate for which they matriculated). Also provide the total number of students who transferred out of your institution before completing their programs.

Note: Institutions that offer transfer programs and have no baccalaureate-level first-year students should check the appropriate box in the screening questions that appear at the beginning of the IP. Institutions that started first-year baccalaureate programs in 2005-06 or later should answer "no." These institutions then do not need to report in the Completers section in order to lock down and submit the IP.

Cohorts:

For 2-year institutions, to compute 150% of time to degree, select full-time, first-time degree/certificate-seeking students who entered in Fall 2007 (i.e., first enrolled in academic year 2007-08, who remained enrolled in or who graduated at the end of 2008-09, and those who may have continued through 2009-10). The cohort year for 200% begins in Fall 2006, showing their status through August 31, 2010 (Rev. 2/15/11).

If your institution is an Associate's college and began offering such programs in or prior to 2007-08, include in the cohort the students for these programs who enrolled in Fall 2007 and received full credit through 2009-10.

If the mission of particular programs is to prepare students for transfer to other institutions, count as completers those students who have successfully completed a transfer-preparatory program that is acceptable for full credit toward a bachelor's degree and qualifies a student for admission into the third year of a bachelor's degree program. (Note: "Full credit" means the number of credits the institution awards for completing a program, not just some of those credits, and therefore the student is eligible to graduate under the institution's regulations.)

For Associates institutions with Baccalaureate programs (i.e., primarily Associate's with some 4-year programs), report as if for a 2-year institution. Exclude students who initially enrolled in and continue exclusively in Baccalaureate programs.

For Specialized institutions where the majority of the students are either 2-year students who continue in baccalaureate programs or students who are exclusively in baccalaureate programs, report as if for a 4-year institution, and exclude students who complete in two years. If all of the students complete their programs in two years, report as a 2-year institution.

For 4-year institutions, the cohort year to compute 150% includes full-time, first-time degree/certificate-seeking students who entered in Fall 2004 (i.e., enrolled in academic years 2004-05, 2005-06, 2006-07, and 2007-08, who graduated in 2008 or at any time through 2008-09 or 2009-10). The cohort year for 200% begins in Fall 2002, showing their status through August 31, 2010 (Rev. 2/15/11).

Do not include students who entered in Associate's programs or students who transferred into your institution. Institutions that have only transfer programs should check the applicable box in the screening questions at the beginning of the IP.

Four-year institutions that offer 5-year or longer programs should include in the 2004 cohort the students for these programs who received full credit through 2009-10 (i.e., Include all the students who entered the 5-year program in Fall 2004 and reflect their status as of the end of the 2009-10 academic year).

Institutions with a continuous-term calendar for the majority of their programs should use the full-year cohort.

(All Institutions) Include: Students enrolled in courses that are part of a vocational or occupational program, including those enrolled in off-campus centers and those enrolled in distance learning/home study programs; full-time students taking remedial courses if the student is considered degree-seeking; full-time students who subsequently become part-time, transfer to another institution, drop out, stop out, or have not fulfilled the requirements for a degree or certificate. (Note: A student who is designated as part of a cohort remains in that cohort even if he or she becomes a part-time student.)

(All Institutions) Exclude: Students who are enrolled exclusively in non-credit courses or are not seeking a degree/certificate, exclusively auditing classes, studying abroad at a foreign university if their enrollment at the reporting institution is only an administrative record and the fee is only nominal, or studying in a branch campus located in a foreign country.

Other exclusions are the same as for IPEDS:

- * Students who died or became permanently disabled
- * Students who left school to served in the armed forces (or have been called up to active duty)
- * Students who left school to serve with a foreign aid service of the Federal Government
- * Students who left school to serve on an official church mission

Transfers Out. If you collect transfer information, report the number of students whom you know to have transferred to another institution, without a degree/award from your institution, within 150% of normal time to completion. If you do not know that they have actually transferred, report them as drop outs and explain in the notes that they are drop outs. Track all of your cohort for 3 years (2-year institutions) or for 6 years (4-year institutions), as applicable.

DEFINITIONS OF TYPES OF AWARDS

(Adapted from the IPEDS Glossary)

Associate's: An award that normally requires at least 2 but less than 4 years of full-time equivalent college work

Bachelor's: An award that normally requires at least 4 but not more than 5 years of full-time equivalent college-level work. It also includes bachelor's degrees in which the normal 4 years of work are completed in 3 years

Master's: An award that requires the successful completion of a program of study of at last the full-time equivalent of 1 but not more than 2 academic years of work beyond the bachelor's degree

Doctor's - research/scholarship: A Ph.D. or other doctor's degree that requires advanced work beyond the master's level, including the preparation and defense of a dissertation based on original research, or the planning and execution of an original project demonstrating substantial artistic or scholarly achievement. Some examples of this type of degree may include Ed.D., D.M.A., D.B.A., D.Sc., D.A., or D.M., and others, as designated by the awarding institution.

Doctor's - professional practice: A doctor's degree that is conferred upon completion of a program providing the knowledge and skills for the recognition, credential, or license required for professional practice. The degree is awarded after a period of study such that the total time to the degree, including both pre-professional and professional preparation, equals at least six full-time equivalent academic years. Some of these degrees were formerly classified as "First Professional" and may include Chiropractic (D.C. or D.C.M.); Dentistry (D.D.S. or D.M.D.); Law (L.L.B. or J.D.); Medicine (M.D.); Optometry (O.D.); Osteopathic Medicine (D.O.); Pharmacy (Pharm.D.); Podiatry (D.P.M., Pod.D., D.P.); or Veterinary Medicine (D.V.M.), and others, as designated by the awarding institution.

Doctor's - other: A doctor's degree that does not meet the definition of a "doctor's degree - research/scholarship" or a "doctor's degree - professional practice."

Diploma/Certificate: A diploma refers to a formal document certifying the successful completion of a prescribed program of studies. A certificate is a formal award certifying the satisfactory completion of a postsecondary education program. Do not provide information here about recreational, avocational (leisure), adult basic, remedial, high school equivalency, or other similar certificates that your institution also offers.

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D. Enrollment (Unduplicated)

Total Enrollment

	Data on File (as of 4/20/2011)		IP Data (2010-11)	
	Undergraduate	Graduate	Undergraduate	Graduate
Total credit hours of all part-time students	466	237	352	207
Minimum credit load to be considered a full time student	12	12	12	12
Full-Time Head Count	2493	0	2587	0
Part-Time Head Count	81	53	44	49

Credit Enrollment

	Data on File (as of 4/20/2011)	IP Data (2010- 11)
Number of Students matriculated, enrolled in degree programs (Undergraduate + Graduate)	2583	2649
Number of Students not matriculated, enrolled in credit-bearing courses	44	31

Non-Credit Enrollment

	Data on File (as of 4/20/2011)	IP Data (2010- 11)
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	40	39
Number of Students in non-credit avocational continuing education courses	0	0

Notes

Instructions

TOTAL ENROLLMENT

Total credit hours of all part-time students. Compute the total as of Fall 2010, using the institution's official fall reporting date (or as of October 15, 2010, whichever is sooner). Report separately for both undergraduate and graduate students. If your off-campus sites have different census reporting dates from the main campus cutoff date, please report the total number of credit hours, regardless of the census date. [If your institution does not compute this information until the end of the semester, put zero in this field, explain in the Notes, and submit this information when it is available by e-mail to tjoe@msche.org.]

Minimum credit load for a student to be considered full-time (per semester or equivalent unit). The general rule is that a full-time student is one who is enrolled for 12 or more semester credits, 12 or more quarter credits, or 24 or more contact hours a week each term. A full-time graduate student is enrolled for 9 or more semester credits, 9 or more quarter credits, or who is involved in thesis or dissertation preparation that the institution considers full-time.

If your definition of a full-time load varies by program or course of study, use the load representing the majority of your students. Explain the difference **briefly** in the Notes; if Commission staff or evaluators need further details, you can provide a full explanation at that time.

Full-time Headcount. Provide an unduplicated headcount of all full-time and part-time students, reporting undergraduate and graduate levels separately. The Commission will print the Total FT and PT headcount in its directory and will rely on it when selecting visiting teams of evaluators and for other purposes.

Institutions operating under a calendar that differs by program or enrolling on a continuous basis should include students who were enrolled in your institution at any time between August 1 and October 31 of 2010.

Significant Enrollment Growth: The U.S. Department of Education requires MSCHE to monitor the growth of programs at any institution where total enrollment increases by 50 percent or more in any year (Rev. 4/13/11).

Include:

- Students enrolled in courses for credit at the main campus, at all branch campuses (except those that are separately accredited), and at all off-campus sites as defined in these Instructions (i.e., domestic or overseas branch campuses, additional locations, other instructional sites, and students in the institution's study-abroad program who are enrolled for credit at the reporting institution)
- Students enrolled in courses for credit who are not recognized by the institution as seeking a degree (i.e., students receiving certificates or diplomas for academic, occupational, or post-baccalaureate continuing professional studies.)

Note: IPEDS defines an "Occupational program" as "A program of study consisting of one or more courses, designed to provide the student with sufficient knowledge and skills to perform in a specific occupation." It is usually below the baccalaureate level. Examples include bookkeeping, office management, massage therapy, etc.

Exclude:

- Students exclusively auditing classes
- Students who receive the reporting institution's distance education programs but who receive credit from another institution through consortia or other agreements
- Students exclusively enrolled in courses that cannot be credited toward a degree or other formal award (i.e., recreational, avocational [leisure], high school equivalency, or other similar certificates).
- Students at a reporting institution located abroad, who are study-abroad students from another U.S. institution, when those students will not receive their degrees from the reporting institution.

Summer Programs. Students attending the Summer 2010 session to complete requirements for graduation in 2009-10 are considered to be part of that prior year. However, students starting early, who take Summer 2010

courses and continue into Fall 2010, are to be counted in the 2010-11 cohort. Alternatively, use your institution's normal procedures for computing an academic year (e.g., Summer 2, Fall, Spring, and Summer 1), if applicable.

CREDIT ENROLLMENT (Unduplicated)

MATRICULATED STUDENTS

Report the unduplicated headcount of all students as of Fall 2010 who are recognized by the institution as being enrolled in and working toward a specific degree or certificate (i.e., matriculated). Report also an unduplicated number of students who are not matriculated but who are enrolled in courses for which credit is awarded.

Exclude: (Rev. 2/15/11)

- Students exclusively auditing classes
- Students who receive the reporting institution's distance education programs but who receive credit from another institution through consortia or other agreements
- Students exclusively enrolled in courses that cannot be credited toward a degree or other formal award (i.e., recreational, avocational [leisure], high school equivalency, or other similar certificates).
- Students at a reporting institution located abroad, who are study-abroad students from another U.S. institution, when those students will not receive their degrees from the reporting institution.
- Students who are matriculated but who are on leave and not actively pursuing a degree/diploma (i.e., not utilizing the institution's faculty, staff, or facilities).

NON-CREDIT ENROLLMENT

The purpose of reviewing non-credit enrollment is to consider the likely impact of this enrollment on the institution's faculty, facilities, revenue, and other overall operations and integrity.

Report the number of students enrolled in non-credit courses (i.e., courses that cannot be counted toward a degree). The reporting period is the entire **previous** academic year (2009-10), (e.g., Summer, Fall, and Spring; or Summer 2, Fall, Spring, and Summer 1. Alternatively, use your institution's normal procedures for computing an academic year.) (Rev. 2/23/11).

Count students without regard to whether they also enrolled in for-credit courses, and count them once if they enroll in more than one non-credit course. If a non-credit student takes a vocational course and an avocational course, count that student once under vocational.

Note: The column marked "IP Data (2010-11)" refers to **the year in which your institution is submitting the IP**. This is the column where you should enter "the entire previous academic year" (i.e., 2009-10) referred to above.

Report headcounts separately for: (1) graduate level courses; (2) undergraduate level and other continuing education courses for which certificates of completion may or may not be provided (including ESL, remedial, or career-related skills and knowledge for vocations); and (3) avocational (self-improvement/leisure) courses.

If your institution has no system for separating enrollment in continuing education versus avocational courses, report all such enrollment as continuing education, and explain in the Notes section.

Include any pre-college students, because they also have an impact on the institution's physical, fiscal, and human resources.

Exclude:

- Students exclusively auditing classes
- Students enrolled and seeking a formal award who also choose to take a course without credit, who complete all assignments, and who do so for personal enrichment
- Students who receive the reporting institution's distance learning programs but who receive credit from another institution through consortia or other agreements

- Students who are completing requirements for a class taken in a prior semester, who pay a basic registration fee for tracking purposes but who are not independently taking a scheduled non-credit course
- Matriculated students who are required to take a particular non-credit course in order to graduate but who are not independently taking that scheduled non-credit course.

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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

	Data on File (as of 4/20/2011)	IP Data (2010- 11)
Did your institution, in the most recent prior year (Summer, Fall, Spring 2009-10), offer distance education courses?	Yes	Yes

Provide: (a) the unduplicated headcount of all students in the most recent prior year (Summer, Fall, Spring 2009-10) who took distance education courses for credit by your institution; and (b) the total number of registrations of all students. The registrations may be duplicated if a student enrolls in more than one course.

Explain in the Notes if prior year's total is expected to be 50% greater in 2010-11.

	Data on File (as of 4/20/2011)	IP Data (2010-11)
Headcount	57	31
Total Registrations	144	52

Programs

Programs. Report the number of degree or certificate programs offered during the previous year (Summer, Fall, Spring 2009-10) for which students could meet at least 50% of their requirements for any of the programs by taking distance education courses.

	Data on File (as of 4/20/2011)	IP Data (2010-11)
Programs	0	0

Part 2. Correspondence Education

	Data on File (as of 4/20/2011)	IP Data (2010- 11)
Did your institution, in the most recent prior year (Summer, Fall, Spring 2009-10), offer Correspondence education courses?	No	No

Notes

Instructions

Part 1. Distance Education

Distance education means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support **regular and substantive interaction** between the students and the instructor, either synchronously or asynchronously. The technologies may include: (1) The Internet; (2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; (3) Audioconferencing; or (4) Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed above.

"Hybrid" or "mixed delivery" courses. The *predominant mode of delivery* is the deciding factor whether a hybrid/blended program or course is considered to be distance or correspondence education versus on-site/residential education.

Indicate whether your institution, in the most recent **prior year** (2009-10), offered courses for credit using distance education. If a course was offered but no students enrolled, select "No."

Courses

If you selected 'yes' in the previous question, then provide, in the appropriate field:

(a) the **unduplicated headcount** of all students in the most recent prior year (2009-10) who took distance education courses for credit by your institution (e.g., Summer, Fall, and Spring; or Summer 2, Fall, Spring, and Summer 1. Alternatively, use your institution's normal procedures for computing an academic year.) (Rev. 2/23/11) and

(b) the **total number of registrations** in the most recent prior year (2009-10) who took distance education courses for credit by your institution. ("Registrations" refers to the sum of "seats" filled. Therefore, registrations may be duplicated if a student enrolls in more than one course.)

Explain in the Notes if the prior year's total is expected to be greater in 2010-11.

Exclude: Students who drop out before and after the end of the drop/add period.

Programs

Report the number of degree or certificate programs offered during the **prior year (2009-10)** for which students could meet 50% or more of their requirements for any of the programs by taking distance education or correspondence courses.

Definition: Program means a postsecondary educational program offered by an institution of higher education that leads to an academic or professional degree, certificate, or other recognized educational credential.

Summer Programs. Students attending summer sessions to complete requirements for graduation are considered to be part of the previous year. Students starting early, who take summer courses and continue in the Fall are to be counted in the current cohort being reported.

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.

Indicate whether your institution, in the most recent **prior year (2009-10)**, offered courses for credit using correspondence courses. If a course was offered but no students enrolled, select "No."

Courses

If you selected 'yes' in the previous question, then provide, in the appropriate field:

(a) the **unduplicated headcount** of all students in the most recent prior year (2009-10) who took correspondence courses for credit by your institution (e.g., Summer, Fall, and Spring; or Summer 2, Fall, Spring, and Summer 1. Alternatively, use your institution's normal procedures for computing an academic year.) (Rev. 2/23/11) and

(b) the **total number of registrations** in the most recent prior year (2009-10) who took correspondence courses for credit by your institution. ("Registrations" refers to the sum of "seats" filled. Therefore, registrations may be duplicated if a student enrolls in more than one course.)

Explain in the Notes if the prior year's total is expected to be greater in 2010-11.

Exclude: Students who drop out before and after the end of the drop/add period.

Programs

Report the number of degree or certificate programs offered during the **prior year (2009-10)** for which students could meet 50% or more of their requirements for any of the programs by taking distance education or correspondence courses.

Definition: Program means a postsecondary educational program offered by an institution of higher education that leads to an academic or professional degree, certificate, or other recognized educational credential.

Summer Programs. Students attending summer sessions to complete requirements for graduation are considered to be part of the previous year. Students starting early, who take summer courses and continue in the Fall are to be counted in the current cohort being reported.

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F. Regional, National, and Specialized Accreditation

Please list the name of the regional, national, and specialized accrediting organizations that accredit your institution or its programs.

It is not necessary to report the Middle States Commission on Higher Education, and it is excluded from this list.

Data on File (as of 4/20/2011)

Accreditors Recognized by U.S. Secretary of Education

- National Association of Schools of Art and Design, Commission on Accreditation

IP Data (2010-11)

Accreditors Recognized by U.S. Secretary of Education

- National Association of Schools of Art and Design, Commission on Accreditation

Other Accreditors

Please list any other accrediting organizations that accredit your institution or its programs.

Please separate each accreditor by semi-colon (;).

New York State Board of Regents

Instructions

The regional, national, and/or specialized accrediting organizations your institution reported last year are shown in the left column.

In the column on the right, check the box next to the name of the accreditors that currently accredit your institution or its programs. The applicable boxes must be checked each year. The items you selected last year will not carry over automatically to the Current IP Data column.

Note: This list contains those accrediting agencies that are recognized by the U.S. Secretary of Education. To view the complete federal list, go to:

http://www2.ed.gov/admins/finaid/accred/accreditation_pg6.html#NationallyRecognized

If other accrediting organizations are applicable for your institution, please insert them in the Notes section.

If your institution offers programs in collaboration with another institution, and the other institution is accredited for that program but you are not, do not list the other institution's accreditor.

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G. Instructional Personnel (as of Fall 2010)

	Data on File (as of 4/20/2011)		IP Data (2010-11)	
	Full-Time Headcount	Part-Time Headcount	Full-Time Headcount	Part-Time Headcount
Total Faculty	248	65	244	65

Notes

Instructions

Report an unduplicated headcount of full-time and part-time instructional personnel.

Definitions:

Full-time vs. Part-time. Full-time personnel are either available for full-time assignment during the period being reviewed or are designated as "full time" in an official contract or appointment. Normally, employees who work approximately 40 hours per week for a full academic year are considered full-time. Individuals on sabbatical should be counted as full-time if their status was full-time prior to their leave. Faculty who teach only one semester or term are part-time, because the basis of measurement is a full academic year.

Adjunct professors. Count adjunct professors and visiting professors as part-time, unless you have a specific category for full-time adjunct or visiting professors. Adjunct faculty are defined by IPEDS as non-tenure-track positions where one has a temporary or auxiliary capacity to teach specific courses on a course-by-course basis. An adjunct who serves only one semester should be counted as a whole (not one-half) part-time assignment.

Medical School Faculty. Include those faculty members who may be exclusively involved in clinical and pre-clinical instruction at the primary reporting location and at satellite or other locations where students rotate. Indicate in the Notes section the number of faculty with this role. Again, the purpose is to consider the likely instructional impact on the enrolled students.

Instructors. Include those personnel who may have the title of instructor but who are not student assistants, adjunct professors, and lecturers.

Compensated vs. Uncompensated. For the purpose of this survey, it is of no consequence whether instructional personnel are financially compensated or not. The purpose is to consider the likely instructional impact on the enrolled students.

Exclude:

- Professional staff, such as librarians, administrators, researchers, and others if they do not have faculty status at your institution, or if they have faculty status but do not teach as their primary activity (*Note: Instructional librarians with faculty status who teach credit-bearing courses would be included.*)
- Faculty who teach only non-credit courses
- Students (typically graduate students) having such titles as teaching assistant, teaching fellow, or research assistant.

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H. Related Educational Activities

H-1. Study Abroad

This section is only required if your institution's Self-Study Visit is scheduled for 2011-12 or 2012-13.

Note:

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

Instructions

This section is required ONLY if your self-study visit is scheduled for 2011-12 or 2012-13.

Note:

Your next Self-Study Visit is scheduled for (THE ON- LINE PROGRAM WILL INSERT THE DATE FOR YOUR INSTITUTION.)

For each country, enter the total number of sites at which your institution offers study abroad programs, and enter the total number of students (undergraduate + graduate) who who enrolled for Summer 2010, Fall 2010, and Spring 2011.

Include only those students who are enrolled in study abroad programs **for which academic credit will be awarded by your institution.**

Do not count students from other institutions enrolled at your site if your institution does not award the credit, regardless of whether or not your institution provides the faculty and other services. These types of situations are more appropriately discussed in your institution's next self-study report.

If a country has no students enrolled, or if none are expected to enroll in the program(s) during 2010-11, delete it, even though there were students in a prior year and the institution still has contractual obligations with an affiliated provider or maintains its own physical plant in that location. Do not report sites that are permanently closed.

Definitions:

The programs may be sponsored or co-sponsored by your institution. Report only sites where your institution has "ownership" over the curriculum (i.e., determines what will or will not be taught) and where your institution specifically approves which faculty members will or will not teach.

Contracts for programs where the reporting institution has an arm's length contractual relationship with the study abroad site operators (i.e., without veto power over curriculum components and individual faculty) will be treated as if they are equivalent to articulation agreements for the purposes of the IP. They should be reported as such, when appropriate, in your institution's self-study report.

Exclude :

- individualized or group programs for students who may visit one or more sites in a given season (i.e., not resident at the site for an entire semester or equivalent period)
- exchange programs

Note: A Study Abroad site, for purposes of this report, is for U.S. students traveling to that country, as specified in the Instructions for Study Abroad. An Other Instructional Site located abroad is primarily for the benefit of local students (regardless of nationality, including U.S. nationals) living in that country.

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H-2. Branch Campuses (as of Fall 2010)

**Data on File
(as of 4/20/2011)**

No Branch Campuses.

**IP Data
(2010-11)**

No Branch Campuses.

Instructions

Please verify pre-printed information as of 2010-11.

Note: Provide a **complete** address for **each** branch, including street address. Your institution's Title IV funding could be in jeopardy if the address provided to MSCHE is not identical to the one provided to IPEDS.

Programs. Verify the number of degree programs or specialties that may be completed entirely at this branch. Include all certificate/diploma programs but exclude avocational/leisure courses. (IPEDS defines a program as "A combination of courses and related activities organized for the attainment of broad educational objectives as described by the institution.") In addition, more than one program can result in the award of a degree, and this question does not refer to the number of degrees the institution actually awarded at each branch.

For each Branch Campus, click "Modify" and indicate the number of programs your institution offers for each of the following certificates and degrees:

- Postsecondary award, certificate, or diploma 1 (less than one academic year)
- Postsecondary award, certificate, or diploma 2 (at least one but less than two academic years)
- Associate's Degree
- Postsecondary award, certificate, or diploma 3 (at least two but less than four academic years)
- Bachelor's Degree
- Postbaccalaureate certificate

- Master's Degree (Including M.Div.)
- Post-master's certificate
- Doctor's degree - research/scholarship
- Doctor's degree - professional practice
- Doctor's degree - Other

Headcount. Provide the full-time and part-time headcount at each branch and for a full academic year (e.g., Summer, Fall, and Spring; or Summer 2, Fall, Spring, and Summer 1. Alternatively, use your institution's normal procedures for computing an academic year.) (Rev. 2/15/11)

Report graduate and undergraduate students separately. The headcounts at various branches may be duplicated if students attend multiple locations. The objective here is to identify the totals served at each branch. If duplicated, indicate that in the Notes section.

Inactive Branches. If an institution has no students at a branch during the reporting period for this Institutional Profile, but the institution maintains contractual obligations to maintain the branch, mark the Status as inactive, and the headcount for the current year will be displayed as zero. The purpose of designating a branch as inactive is to avoid the necessity of deleting a branch that has been approved within the scope of your accreditation and then reinstating it on this report in a subsequent year when there are students.

Add or Close a Branch Branches may not be added or closed except through the Substantive Change process six months in advance of the addition or closing. See the relevant [policy statement](#) with instructions for submitting a Substantive Change request and the separate [Frequently Asked Questions](#).

For the 2010-11 IP, by indicating that a branch is permanently closed under "Modify," the Middle States database will NOT reflect that it is actually closed, and it will continue to appear as such until you have successfully completed the Substantive Change process.

Definitions:

The Commission defines a branch campus as a facility that is geographically apart from and independent of the main campus of the institution. The facility is independent if it:

- **offers courses in educational programs leading to a degree, certificate, or other recognized educational credential**
- **has its own faculty and administrative or supervisory organization; AND**
- **has its own budgetary and hiring authority**

The Commission's definition of a branch campus may or may not be the definition the institution uses for state reporting purposes.

Branch campuses are not considered to be temporary, but they may be rented or made available to the institution at no cost by another institution, organization, agency, or firm. The branch may be organized and managed by the institution itself or by contractual agreement with a third party.

Note:

A facility listed as a "branch campus" may not also be listed as an "additional location" or an "other instructional site."

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H-3. Additional Locations (as of Fall 2010)

**Data on File
(as of 4/20/2011)**

No Additional Locations.

**IP Data
(2010-11)**

No Additional Locations.

Instructions

Please verify pre-printed information as of 2010-11.

Note: Provide a **complete** address for **each** Additional Location, including street address. Your institution's Title IV funding could be in jeopardy if the address provided to MSCHE is not identical to the one provided to IPEDS.

Programs. Verify the number of degree programs or specialties for which at least 50 percent of the program may be completed at each additional location. Include all certificate/diploma programs but exclude avocational/leisure courses. (IPEDS defines a program as "A combination of courses and related activities organized for the attainment of broad educational objectives as described by the institution.") In addition, more than one program can result in the award of a degree, and this question does not refer to the number of degrees that students actually earned through each Additional Location.

For each Additional Location, click "Modify" and indicate the number of programs your institution offers for each of the following certificates and degrees:

- Postsecondary award, certificate, or diploma 1 (less than one academic year)
- Postsecondary award, certificate, or diploma 2 (at least one but less than two academic years)
- Associate's Degree
- Postsecondary award, certificate, or diploma 3 (at least two but less than four academic years)
- Bachelor's Degree
- Postbaccalaureate certificate
- Master's Degree (Including M.Div.)
- Post-master's certificate
- Doctor's degree - research/scholarship
- Doctor's degree - professional practice
- Doctor's degree - Other

Headcounts. Provide the full-time and part-time headcount at each additional location for an entire academic year (e.g., Summer, Fall, and Spring; or Summer 2, Fall, Spring, and Summer 1. Alternatively, use your institution's normal procedures for computing an academic year.) (Rev. 2/15/11)

Report graduate and undergraduate students separately. Include only students who are full-time or part-time in degree programs at the location being reported, not whether they are full-time or part-time at the institution as a whole (if there is in fact any difference).

If students attend multiple locations, the headcounts at various additional locations may be duplicated (i.e., across locations but not within a location). The objective here is to identify the totals served at each location. If duplicated across locations, indicate that in the Notes section.

Inactive Additional Locations. If an institution has no students at an additional location during the reporting period for this Institutional Profile, but the institution maintains contractual obligations to maintain the location,

mark the Status as inactive, and the headcount for the current year will be displayed as zero. The purpose of designating a branch as inactive is to avoid the necessity of deleting a location that has been approved within the scope of your accreditation and then reinstating it on this report in a subsequent year when there are students.

Add or Close an Additional Location Additional Locations may not be added or closed except through the Substantive Change process six months in advance of the addition or closing. See the relevant [policy statement](#) with instructions for submitting a Substantive Change request and the separate [Frequently Asked Questions](#).

For the 2010-11 IP, by indicating that an Additional Location is permanently closed under "Modify," the Middle States database will NOT reflect that it is actually closed, and the location will continue to appear as such until you have successfully completed the Substantive Change process.

Partial-year Reporting. If an approved location opens or begins enrolling students in the middle of an academic year, treat the location as Active and report the partial-year enrollment. In the Notes section, give the date activity began.

Definitions:

The Commission defines an Additional Location as a facility, other than a Branch Campus or an Other Instructional Site that:

- **is geographically apart from the main campus; AND**
- **at which students may complete at least 50 percent of an educational program** (i.e., of at least one program).

If a location does not meet the 50 percent rule, it should be treated as an "Other Instructional Site." However, if it is currently approved as an "Additional Location," Substantive Change rules apply in order to deactivate it.

Additional Locations are not considered to be temporary but may be rented or made available to the institution at no cost by another institution, organization, agency, or firm. The location may be organized and managed by the institution itself or by contractual agreement with a third party. Programs may be accredited by another recognized accreditor. The criterion for reporting is whether the degree or certificate is awarded in the name of your institution.

Note:

A facility listed as an "additional location" may not also be listed as a "branch campus" or an "other instructional site."

Middle States Commission on Higher Education Institutional Profile 2010-11

[0386] Skidmore College

H-4. Other Instructional Sites (as of Fall 2010)

**Data on File
(as of 4/20/2011)**

No Other Instructional Sites.

**IP Data
(2010-11)**

Instructions

Please verify the pre-printed information for 2010-11, and modify the information as necessary.

Other Instructional Sites may be added, or they may be deleted if there are no plans to use the site in the near future. *[Note: The IP is a "snapshot" as of the fall. Therefore, if a listed site is active but is used only in the summer, report the headcount as zero.]*

Report all Other Instructional Sites, and enter the city, state, and country in which each site is located. Report only sites at which **entire courses**, not partial courses, are offered.

Indicate the name of the site or facility at which courses are being offered.

Enter the **unduplicated** total number of students taking courses for credit as of Fall 2010, whether or not those students are matriculated in a specific degree or certificate program. If students attend multiple sites, the headcounts at various sites may be duplicated (i.e., across sites but not within a site). The objective here is to identify the totals served at each site and the likely impact on an institution's resources.

If a site is used primarily in the Spring, report the headcount for the Spring and explain that item in the Notes section.

Definitions:

The Commission defines an Other Instructional Site as any off-campus site, other than a Branch Campus or an Additional Location, at which the institution offers one or more courses for credit.

These sites may include, but are not limited to, high schools, corporations, community centers, and churches.

Exclude:

- Distance education programs;
- Any site used only in the Summer;
- Sites used only for internships or practica (However, if entire courses are available there for other disciplines, those sites should be counted.)

Note:

A facility listed as an "other instructional site" may not also be listed as a "branch campus" or an "additional location."

An Other Instructional Site located abroad is primarily for the benefit of local students (regardless of nationality, including U.S. nationals) living in that country. A Study Abroad site, for purposes of this report, is for U.S. students traveling to that country, as specified in the Instructions for Study Abroad.

Middle States Commission on Higher Education Institutional Profile 2010-11

[0386] Skidmore College

I. Financial Information (Part 1)

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 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 6/1/2009 through 5/31/2010 (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 1/1/2010 through 12/31/2010.

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. * denotes a required field.

	Data on File (as of 4/20/2011)	IP Data (2010- 11)
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	FASB
FASB (Financial Accounting Standards Board) GASB (Governmental Accounting Standards Board)		
Note: For Private Institutions the value is set automatically and the field is disabled.		
Is your institution's Auditor's report on financial statements Qualified or Unqualified?	Unqualified	Unqualified
Fiscal Year Begin	6/1/2008	6/1/2009
Fiscal Year End	5/31/2009	5/31/2010
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 (as of 4/20/2011)		IP Data (2010-11)	
		Expenses	Includes O&M	Expenses	Includes O&M
1. Instruction	E-01	\$47,785,000	\$1,824,000	\$50,451,000	\$1,838,000
2. Research	E-02	\$1,908,000	\$0	\$1,860,000	\$0
3. Public Services	E-03	\$0	\$0	\$0	\$0
4. Academic Support	E-04	\$14,335,000	\$586,000	\$15,224,000	\$590,000
5. Student Services	E-05	\$13,753,000	\$782,000	\$14,531,000	\$788,000
6. Institutional Support	E-06	\$23,652,000	\$195,000	\$24,484,000	\$197,000
7. Scholarships and Fellowships	E-08	\$0	\$0	\$0	\$0
8. Operation and Maintenance of Plant	E-11		\$3,387,000		\$3,413,000
Total E&G Expenses*		\$101,433,000		\$106,550,000	

Notes

**Middle States Commission on Higher Education
Institutional Profile 2010-11**

[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. * denotes a required field.

	IPEDS Part-Line	Data on File (as of 4/20/2011)	IP Data (2010-11)
SECTION 2A -- Data from IPEDS			
Property, Plant and Equipment, net*	A-19	\$0	\$165,955,000
Total Assets*	A-02	\$0	\$565,860,000
Debt Related to Property, Plant and Equipment	A-03a	\$0	\$58,835,000
Unrestricted Net Assets	A-04	\$0	\$282,973,000
Temporarily Restricted Net Assets	A-05b	\$0	\$37,407,000
Permanently Restricted Net Assets	A-05a	\$0	\$102,796,000
Change in Net Assets*	B-04	(\$49,715,000)	\$25,455,000
Net Assets (Beginning of Year)*	B-05	\$447,436,000	\$397,721,000
Adjustment to Net Assets (Beginning of Year)	B-06	\$0	\$0
Net Assets (End of Year)*	B-07	\$397,721,000	\$423,176,000
Allowances/Scholarships (Applied to Tuition & Fees)	C-08	\$0	\$30,586,000
Tuition and Fees Revenue (Net of Allowances)*	D-01	\$0	\$78,794,000
Depreciation Expense	E-Col 5	\$0	\$12,001,000

SECTION 2B -- Data from Audited Financial Statements and Supporting Documents

Total Unrestricted Operating Revenue*	\$0	\$117,390,000
Total Operating Revenue*	\$0	\$134,669,000
Total Unrestricted Operating Expense*	\$0	\$129,966,000
Total Operating Expense*	\$0	\$129,966,000
Change in Unrestricted Net Assets*	\$0	\$35,954,000
Deposits Held by Bond Trustees	\$0	\$8,478,000
Principal Payments on Long Term Debt	\$0	\$6,887,000
Interest Expense on Long Term Debt	\$0	\$3,049,000

Notes**Instructions**

Financial Information (Part 1)

FINANCIAL PAGE INSTRUCTIONS

Report the same Educational and General (E&G) expenses that you reported to Integrated Postsecondary Higher Education Data Systems (IPEDS) for similar fields. Where appropriate, the related part and line numbers from IPEDS are listed for easy reference.

Verify the beginning and ending date for your institution's fiscal year. The default dates are 07/01/2009 through 06/30/2010 (the most recent year for which you would have audited financial statements). If your institution uses different dates, please change the default dates accordingly. Also, if your institution has a December 31st year end, you should be submitting financial data as of 12/31/10. If you do not have your final audited financial statements, please contact us before completing this section.

The user is prompted to answer the following three questions immediately after logging in to the application for the first time. The answer to each of the questions can be revised on the financial page.

- Which reporting standard is used to prepare your institution's financial statements?" (e.g., FASB - Financial Accounting Standards Board; or GASB - Governmental Accounting Standards Board.)
- "Does your institution allocate Operation and Maintenance of Plant expense?" (The default response is the value your institution previously reported.)
- "Does your institution allocate Depreciation expense?" (The default response is "No".)

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. (NOTE: Do not enter dollar signs, commas, decimal points or trailing zeros; they are used here in these instructions for clarity.)

Foreign Currency Conversion. An institution that prepares its audited financial statements in a currency other than U.S. dollars may convert the value of their currency to U.S. dollars as of the date of the fiscal year end.

Report Educational and General expenses by expense category. (e.g., instruction, research, public service, etc.) The total expense for each category is the sum of restricted and unrestricted expenses.

The sum of your institution's total reportable E&G expense appears on the last line of the form. Last year's reported E&G expense is displayed for comparison.

Scholarship and Fellowship Expense:

Do not report as Scholarship and Fellowship Expense any tuition discounts, scholarship allowances, etc., reported in the income statement under revenue of your institution's audited financial statements. You may report the IPEDS calculated value (i.e., net scholarship and fellowship expense after deducting discounts and allowances).

Operations and Maintenance (O&M):

- Institutions that allocate Operations and Maintenance (O&M) expense across the expense categories: For each expense category, enter the total expense, including the pro-rated O&M expense in the column labeled "Expenses", and enter the pro-rated O&M expense in the column labeled "Includes O&M". The program will automatically total the O&M expenses and put the total at the bottom of the column labeled "Includes O&M". (This field is not accessible to the user.)
- Institutions that do not allocate Operations and Maintenance (O&M) expense across the expense categories: Enter the total O&M expense in the appropriate field in the column labeled "Expenses".

Depreciation:

- If Depreciation expense is allocated across the expense categories: No additional data entry is required.
- **If Depreciation expense is not allocated across the expense categories:** Enter Depreciation expense on Line 9.

Net Assets and Change in Net Assets:

Enter the Change in Net Assets, Adjustment to Net Assets (Beginning of Year) and Net Assets (End of Year). Note: Net Assets (Beginning of Year) is carried forward from the prior fiscal year's ending net assets and cannot be changed. Also, a new line labeled Adjustments to Net Assets (Beginning of Year) has been added. If the Net Assets (End of Year) does not equal the Net Assets (Beginning of Year), plus(minus) any Adjustment to Net Assets (Beginning of Year), plus(minus) Change in Net Assets, you will be prompted to revise the data in one or more of these fields.

Shareholder Equity and Change in Shareholder Equity:

Enter the Shareholder Equity (End of Year) and the Change in Shareholder Equity. Note: Shareholder Equity (Beginning of Year) is carried forward from the prior fiscal year's ending shareholder equity and cannot be changed. Also, a new line labeled Adjustments to Shareholder Equity (Beginning of Year) has been added. If the Change in Shareholder Equity does not equal the difference between the Shareholder Equity (Beginning of Year) and the Shareholders Equity (End of Year), you will be prompted to revise the data in one or more of these fields.

Financial Information (Part 2)

FINANCIAL PAGE INSTRUCTIONS

This section is new for the 2010-11 Institutional Profile. Please report the additional financial data requested in this section for fiscal year 2010. Enter the additional required data on the appropriate lines following the same instructions above (whole dollars, foreign currency, etc). Be sure to complete every line, unless you do not have the line item on your financial statements. For example, if your institution does not have Long Term Debt, you should place a -0- on that line, but put a short explanation in the "Notes" section as to why the line is zero. For example: "Institution has no long term debt."

Note the following additions/changes:

Part 2 is divided into two sections. Section 2A is labeled "Data from IPEDS". This section requires data that can be taken directly from IPEDS, the related IPEDS lines are listed to assist with completing each line.

The Net Asset information has been moved from the original page (now labeled Part 1) where the Educational and General (E&G) expenses are reported, to the new page labeled "Part 2" under Section 2B.

Section 2B is labeled "Data from Audited Financial Statements and other Institutional Financial Documents". This section requires data which can be taken directly from the institution's audited financial statements or other financial documents.

If your institution does not allocate Depreciation and you answered "no" to the question in Part 1, the Depreciation amount you enter in Part 1 will automatically fill into the Depreciation line in Part 2, Section 2A.

IMPORTANT: Verify that the Key Contacts section includes the name, telephone number and e-mail address of the person completing the Financial Information section.

FREQUENTLY ASKED QUESTIONS

Why does the Commission request financial data on the Institutional Profile?

The Commission uses the financial data in two ways. First, the information is used to assess annual membership dues that are based on an institution's Educational and General (E&G) expenditures as reported on its Institutional Profile. Second, the financial information is used, together with other Institutional Profile information, by staff and evaluators who want a quick "snapshot" of the institution prior to a visit.

Why does the Commission request an audited financial statement?

Commission staff check the accuracy of the Educational and General (E&G) expenditures reported on the Institutional Profile by comparing it to the E&G expenditures reported in the institution's audited statement. Because membership dues are assessed on the basis of an institution's E&G expenditures, the Commission tries to ensure the financial data reported on the Institutional Profile are correct and that a member institution's dues are properly assessed.

You also are required to provide a copy of any "Management Letter" your auditors provided as part of your audited financial statement.

Staff, evaluators, and financial reviewers use the audited financial statement and management letter to review financial information submitted with the institution's self-study or periodic review reports.

Should an institution submit IPEDS financial data for the matching fields on the Institutional Profile?

Yes. Report the same data on the IP that your institution reports to the Integrated Postsecondary Higher Education Data Systems (IPEDS). Line items from the IPEDS survey are provided next to each IP entry for your convenience.

In addition, the IPEDS financial data should cover the same period as the audited financial statement.

What are the most common errors institutions make when completing the Finance section of the Institutional Profile?

Three common errors to avoid in reporting financial information are:

- Reporting tuition discounts or allowances in the IP as Scholarship and Fellowship Expense. (Exclude tuition discounts or allowances from the line item for Scholarship and Fellowship Expense, these discounts are net of revenue.)
- Entering data in thousands of dollars, rather than with the necessary zeros. (Type 1,270,000, not 1,270.)
- Reporting the financial data for the primary institution and for component units.* (Report only for the primary institution.)

**Note:* A component unit is a legally separate organization for which the primary institution is financially accountable or closely related. Examples would include college housing corporations, a student government cooperative, or a university or college foundation.

Middle States Commission on Higher Education Institutional Profile 2010-11

[0386] Skidmore College

J. Significant Developments

Please provide the Commission with early notice of any significant developments your institution is considering for academic years 2011-12 or 2012-13, limited to the topics listed below.

Include potential changes that:

- significantly alter the mission, goals, or objectives of the institution;
- alter the legal status, form of control, or ownership;
- establish instruction constituting at least 50% of a degree program in a significantly different format/method of delivery;
- establish instruction at a new degree or credential level;

- replace clock hours with credit hours;
- increase substantially the number of clock or credit hours awarded for successful completion of a program;
- establish instruction constituting at least 50% of a degree program at a new geographic location;
- relocate the primary campus or an existing branch campus (See definition in Section H, above);
- otherwise affect significantly the institution's ability to continue the support of existing and proposed programs.

In addition, please describe any other major developments taking place at the institution. The information provided should focus on important institutional issues (e.g., development of a new strategic plan, initiation of a capital campaign, establishment of a new academic unit such as a school or college, significant shifts in institutional enrollment or finances, etc.) Please DO NOT include matters related to the day-to-day operation of the institution.

Middle States Periodic Review Report will be complete June 2011; Continued implementation of initiatives outlined in the Plan for Skidmore College (2005-2015) as defined in the report Strategic Renewal: Reframing our Priorities at the Midpoint of the Strategic Plan; Complete successful fund raising for the College's Campaign: Creative Thought, Bold Promise – original \$200M target has been met; Continue efforts to enhance the sciences at Skidmore College through curricular and structural revisions and completion of the Science Vision and beginning plans for enhanced facilities; Begin the process of replacing 25-30 faculty lines vacated through retirement and departures; Oversee that teaching out of the University Without Walls external degree program by August 2012 at the latest; Replacement of Scribner Village student apartments; With the hiring of a new Director of Arts Administration, continue the process of developing a minor in that area; Continue work on the assessment of student achievement as defined in the Student Learning Goals passed in Fall 2009; The College will continue to examine issues of diversity and inclusion. The conversations are just beginning but assessing campus climate will likely occupy a significant amount of time and energy over the coming years.

Instructions

Please provide the Commission with early notice of any substantive changes your institution is considering for academic years 2011-12 or 2012-13, limited to the topics listed below.

[*Note:* Please remember that it is still necessary to submit a formal written request to the Commission, prior to implementation, for approval of pending significant developments that meet the Commission's definition of "substantive changes." These changes are NOT included within the scope of your accreditation until the Commission approves them. For further information, see our policy statement, Substantive Change, available as a Publication on our website at www.msche.org]

If additional clarification is needed, please contact the Commission staff member assigned as liaison to your institution. Your liaison's name appears in the General Information section of the IP.]

Include potential changes that:

- significantly alter the mission, goals, or objectives of the institution;
- alter the legal status, form of control, or ownership;
- establish instruction constituting at least 50% of a degree program in a significantly different format/method of delivery;
- establish instruction at a new degree or credential level (including certificates);
- replace clock hours with credit hours;
- increase substantially the number of clock or credit hours awarded for successful completion of a program;
- establish instruction constituting at least 50% of a degree program at a new geographic location;

- relocate the primary campus or an existing branch campus;
- otherwise affect significantly the institution's ability to continue the support of existing and proposed programs.

In addition, please describe any other major developments taking place at the institution. The information provided should focus on important institutional measures (e.g., development of a new strategic plan, initiation of a capital campaign, establishment of a new academic unit such as a school or college, significant shifts in institutional enrollment or finances, etc.)

All text must be limited to 2,000 characters. *Note:* Spaces count as characters. **Significant Developments reported in separate attachments will not be accepted.**

DO NOT include matters related to the day-to-day operation of the institution. Summarize developments with simple sentences. Eliminate colorful adjectives (e.g., "located among rolling hills") and unnecessary details (e.g., square footage).

Middle States Commission on Higher Education Institutional Profile 2010-11

[0386] Skidmore College

K. Required Attachments

Please upload the required attachments listed below **as soon as all of the items are available** but no later than **April 22, 2011**.

- A copy of the institution's fiscal year 2010 audited financial statements, including any management letter that the auditors may have attached to the statements.
- A copy of the finance section of the institution's IPEDS submission for fiscal year 2010 (if you submit annual financial data to IPEDS).
- Provide the exact web address for the home page of the institution's catalog. (If the catalog is not available on-line provide a digital copy of the catalog on a CD/DVD, or a printed version if a digital copy does not exist.)

Uploaded Files

File Name	File Type	File Size	Last Updated
IPEDS Finance 2010-11 - COMPLETED - 20110412.pdf	Adobe Acrobat Document	71.02 KB	4/14/2011 11:01:11 AM
Link to Skidmore College Catalog.pdf	Adobe Acrobat Document	67.69 KB	4/14/2011 11:05:29 AM
Skidmore Audited Financial Statements - Final FY2010.pdf	Adobe Acrobat Document	130.16 KB	4/14/2011 11:00:54 AM

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

Mr. Tze Joe
Information Associate
Middle States Commission on Higher Education
tjoe@msche.org

April 11, 2006

Report to the
Faculty, Administration, Trustees, Students
of
Skidmore College
Saratoga Springs, NY 12866
by
An Evaluation Team representing the
Middle States Commission on Higher Education

Prepared after study of the institution's self-study report
and a visit to the campus on March 19-22, 2006

The Members of the Team:

Joanne V. Creighton, President, Mount Holyoke College, 50 College Street, South Hadley, MA 01075 (CHAIR)

Linda S. Fritz, Professor, Physics & Astronomy, Franklin and Marshall College, P.O. Box 3003, Lancaster, PA 17604

Lisa Gates, Associate Dean of the College, Wesleyan University, North College, Room 217, Wesleyan Station, Middletown, CT 06459

Joseph A. Tolliver, Dean of the College, Haverford College, 370 Lancaster Avenue, Haverford PA 19041

Neil Weissman, Provost & Dean of the College, Dickinson College, P.O. Box 1773, Carlisle, PA 17013 (also a Generalist Evaluator)

Working with the Team: Generalist Evaluators who Conducted a Document Review on
October 9-11, 2005

Jerry A. Berenson, Treasurer and Chief Administrative Officer, Bryn Mawr College, 101 N. Merion Avenue, Bryn Mawr, PA 19010

James F. Trainer, Director of Planning & Assessment, Villanova University, 800 Lancaster Avenue, Villanova, PA 19085

This report represents the views of the evaluation team as interpreted by the Chair; it goes directly to the institution before being considered by the Commission. It is a confidential document prepared as an educational service for the benefit of the institution. All comments in the report are made in good faith, in an effort to assist Skidmore College. This report is based solely on an educational evaluation of the institution and of the manner in which it appears to be carrying out its educational mission.

AT THE TIME OF THE VISIT

President

Dr. Philip A Glotzbach

Chief Academic Officer

Dr. Charles M. Joseph

Chair of the Board of Trustees

Ms. Suzanne C. Thomas

I. Context and Nature of the Visit

Skidmore College is a private, coeducational liberal arts college in Saratoga Springs, NY, which in 2005-06 enrolls approximately 2400 students in 65 undergraduate academic majors. It is licensed to operate in New York. It was initially accredited in 1925. Its last accreditation was 2001.

The College offers predominantly bachelor's degrees and one master's degree. It also offers non-credit continuing education courses. It has no branch campuses.

Skidmore College chose to do a focused Self-Study centered on the theme of student engagement. The Self-Study has three chapters: The First-Year Experience Re-examined; The Natural Sciences: Current Strategic Planning and the Role of Student Engagement; and Student Engagement with Domestic Diversity, Global Awareness, and Intercultural Understanding.

Led by a large and broadly based committee comprised of administrators, faculty, students, and trustees, the self-study process reached out in multiple ways to the larger Skidmore community.

II. Affirmation of Continued Compliance with Eligibility Requirements

Based on review of the Self-Study, other institutional documents, meetings, and interviews, the team affirms that the institution continues to meet eligibility requirements 1-7.

III. Compliance with Federal Requirements; Issues Relative to State Regulatory or Other Accrediting Agency Requirements

Based on review of the Self-Study, other institutional documents, and interviews, the team affirms that the institution's Title IV cohort default rate is within federal limits.

IV. Compliance with Accreditation Standards

The Standards. The institution's compliance with all fourteen standards was vouched for by the three generalist evaluators who conducted a document review on their visit to the Skidmore campus October 9-11, 2005. One of the generalists, Neil Weissman, also joined the team which visited the campus on March 19-22, 2006 and served as an invaluable liaison to the earlier work. We have ascertained from the judgment of the generalists as well as from our reading and observations and from many conversations and meetings with constituents of the institution that Skidmore comfortably, and in many cases impressively, meets Middle States standards.

The team's response follows the structure of the institution's Self-Study. We appreciate the excellent materials and the hospitality and openness of the Skidmore community.

While the focused Self-Study allows for an in-depth look at three areas of special emphasis, there is at the same time a de-emphasis on other areas of institutional functioning, and therefore a less-than-complete assessment of the multiple dimensions and priorities of a multifaceted institution and of how all the competing goals, aspirations, demands and needs are adjudicated. Our comments should be read with this understanding.

Before discussing the three chapters of the Self-Study, we would like to single out for comment five of the Standards which were particularly salient to the Self-Study.

Standard 1: Mission, Goals, and Objectives

The College has, it appears, a strongly held, commonly shared sense of mission, although there is an evolving sense of self-definition and, indeed, the current planning and Self-Study may be pushing the institution towards a somewhat different or at least more expansive sense of mission. There is much institutional pride in both what Skidmore has been and what it has become, and especially in its movement through challenging times in its history to its current position, which is one of growing strength, confidence, and aspiration.

We did sense some tension between the celebration of Skidmore as a place where “creative thought matters,” and the concern that students were insufficiently engaged in their academic work. We understand the nature of this tension: that the institution both champions its uniqueness and also aspires to model the best liberal arts colleges in the country. We applaud the attention paid to each of the three areas identified in the Self-Study: the directions proposed are consequential. If each were carried out and implemented fully, together they would move the institution towards greater student engagement, stronger sciences, greater diversity along multiple lines, and a considerably expanded and enriched curriculum: in short, a higher level of institutional excellence as a leading liberal arts college.

Most people with whom we talked welcomed this more capacious institution at the same time that they hoped and expected to continue to claim the strengths of the current Skidmore. Of course, while admirable, there is a certain risk in building up weaker areas rather than building on strengths.

Altogether, there is a very high degree of aspiration in this Self-Study. There is a less articulated sense of how to go about accomplishing these goals and how to pay for them while still sustaining current strengths.

Standard 2: Planning, Resource Allocation, and Institutional Renewal

Skidmore characterizes itself with the phrase “creative thought matters.” The College might as well adopt the phrase “aspiration matters.” Few institutions can match Skidmore’s record of aspiration and achievement over the last several decades: entirely relocating its campus, significantly altering its programmatic mix, and transforming itself

from a college in serious straits to a leading liberal arts college. Skidmore's current Self-Study clearly reflects this history of aspiration. It articulates important goals for the institution in three areas—first year programming, science, and intercultural study through enhancing diversity and global education – and, to a greater or lesser degree, charts strategies for moving forward on each area.

Skidmore is an institution that is self-evidently “planful”; we note the connections between the three selected topics and the four emphases of the recently completed strategic plan: *Engaged Liberal Learning: The Plan for Skidmore College: 2005-2015*. Determined efforts were made to involve broad segments of the institution in the Self-Study. While, to be sure, we talked to people involved in the process rather than those who were not, we found genuine engagement with the topics of the Self-Study. We also had access to innumerable other planning documents that showed considerable thoughtfulness about institutional direction and aspects of functioning over the past several years.

Our impression is that Skidmore has many assets: a distinguished history, a lovely campus with some exciting new construction, a great location, a thriving admissions program, an engaged and supportive Board of Trustees, an articulate and energetic President, a well functioning administration, a committed, hard-working faculty and staff, and wonderful students and alums who care deeply about the institution. To be sure, all is not rosy; we applaud the honest self-critique that was evident both in the assessment materials and in our conversations with constituents of the College.

The concern about student engagement was sparked, it seems, by concerns regarding student retention and a NSSE study that documented less-than-optimal student engagement, particularly in the first two years. The Self-Study premise – that the three initiatives in first-year programming, the sciences and intercultural learning – can best be joined under the concept of engagement is argued imaginatively through the Self-Study. These are not all the “usual suspects” when one thinks about student engagement. There are moments when the connections across initiatives and the rest of the educational program under the rubric of engagement are less compelling than others. The anticipated interactions between first-year seminars and science will depend heavily upon science faculty commitment to the seminars, which will be pressed as the science initiative ramps up. The connection of science literacy to engagement may be difficult to enliven. Increased diversity will not automatically enhance engagement (or its initial driver, retention) without the provision of curricular and support structures to meet the needs of a more broadly recruited student body. Nonetheless, there is no question that Skidmore has identified three areas where movement forward will enhance the institution's already rich educational experience.

Standard 3: Institutional Resources

While we applaud the energy and commitment of the institution to high aspiration, we are not certain that the resources --both financial and human --needed to meet the goals of the Self-Study have been completely considered and the consequences of this redirection

of institutional energy completely understood. We understand that planning is an ongoing process and that the College is taking an incremental approach and counting on as-yet-unrealized opportunities created by gift funding. The College is in the beginning stages of what promises to be a successful fund-raising campaign, yet there is not a perfect match between the projected goals of the campaign and the aspirations articulated in the Self-Study. We believe that the costs of implementing the goals of the Self-Study – and sustaining them -- will be considerably higher than the amounts that have been designated so far, and we would point out that Skidmore, while on a solid financial base, is not particularly well-endowed compared to its aspirant peers.

Having said that, we like the way that a strategic action agenda—with price tags—is developed and monitored annually and even semi-annually, we admire the scrappiness of the institution in meeting financial challenges in its past, and we expect it to continue in that tradition.

Standard 4: Leadership and Governance

Skidmore’s success will depend on its leadership and its ability to harness the energies of the institution—particularly that of the faculty—in partnership with the administration.

The generalist evaluators found sound structures and practices in place in the area of leadership and governance. The College’s ability to consult broadly and make decisions has been very evident in the process of producing the Self-Study final report itself. The initiatives being implemented, planned and still imagined in the three areas of engagement identified in the report will all tax this governance capacity further.

First-year seminars, for example, will need administrative skill to staff and maintain, and they will require effective decision-making on questions such as connection to the rest of the curriculum and the role of mentoring. A major science initiative will need curricular and pedagogical innovation across the science departments, coordination with the work of other divisions and interdisciplinary entities including the Tang Museum, close collaboration with Admissions and College Relations, and “big ticket” decision-making in regard to funding and faculty time at the level of the institution as a whole. Finally, the goal of a more diverse Skidmore and one in which diversity is placed in global as well as domestic contexts will require an open, yet decisive dialogue in which contending perspectives are heard but also directions are defined and specific programs implemented. These latter will reach across all the boundaries of Skidmore governance structure and constituency as much as they do across cultures and geographic boundaries. Much is expected of new administrators, including especially the yet-to-be-hired Director of Intercultural Studies (described in one session as the “yeast” of the initiative), yet clearly little will be accomplished here or in the other two areas of engagement without broad community buy-in and active participation.

Skidmore has undergone much change in leadership recently: The President is in his third year; the Vice President for Academic Affairs and the Associate Dean are stepping down this year; the Dean of Faculty and Dean of Special Programs are both in their first

year; the Vice President for Finance is in his second year. Several positions projected in the Self-Study are yet to be filled.

All of this leadership change could be destabilizing, yet our impression is that the President has taken charge and is strongly backed by the Board, the administration is working well in most areas, and the strong culture of planning has helped enormously to give a sense of direction and momentum.

We met many deeply engaged faculty members who are playing large roles in moving along the institutional agenda. What we do not know is how committed the faculty as a whole is to this collective enterprise and how willing they are to invest the considerable time and energy necessary to make this collective endeavor a success. It would be a challenge for any institution to take on ambitions of the scope outlined in the *Strategic Plan* and Self-Study. For Skidmore to be successful in its aspirations, there certainly must be a productive partnership of the faculty and the administration.

In sum, Skidmore will need continuing, sustained, and collaborative leadership from its administration and faculty to move forward on the Self-Study agenda. Not unexpectedly given the institution's history, the representatives of the faculty, administration and student body with whom we met were well aware of the imperatives in this regard, and they have already initiated important steps to insure consultation and shepherding of the initiatives.

Standard 14: Assessment of Student Learning

As a consequence of a foundation grant which was then institutionalized in a college Task Force, Skidmore has a strong infrastructure for assessment of student learning. Efforts at the departmental level, for example, strongly impressed the generalist evaluators who have determined that the institution meets accreditation standards in this area. All three of the engagement initiatives identified in the Self-Study carry with them important assessment dimensions. Some elements, such as increase in science majors or expansion of minority and international student enrollment, lend themselves to ready quantitative measure. Other critically important dimensions, such as intercultural awareness and science literacy (once defined in Skidmore's terms), will require more complex and nuanced approaches. In terms of technique, Skidmore's entering student "Reflection and Projection" has prompted discussion of electronic portfolios, though there is no consensus on the advisability of moving forward in this direction. Most broadly, the institution will need to build on the work done for the Self-Study on definitions of engagement, and on its relationship to learning.

The Task Force on Assessment is aware of these challenges and has initiated discussion of the multiple issues involved. Moreover, assessment of engagement in the three identified areas can draw on the substantial work already underway at the departmental level and on the evaluation initiatives underway on the new first-year seminar program.

Response to the Self-Study

Chapter One: The First-Year Experience Re-Examined

In addressing concerns with student engagement and retention, the first-year experience is identified in the Self-Study as a source of great potential impact and rightly so. With approval of the CEPP proposal in 2004 and implementation of the Scribner Seminars in Fall 2005, Skidmore now has some experience to draw upon in evaluating the strengths of this new structure, identifying areas that need further attention, and making plans for the implementation of the residential component in Fall 2006. Because this section of the Self-Study is the most concrete of the three initiatives, the response is more detailed and addresses specific directions outlined in the Self-Study.

It is clear from the Self-Study and supporting documents that a new model for a first-year seminar was needed. It's also evident that faculty and staff involved in the FYE proposal researched different program structures before creating a comprehensive first-year experience that will span the classroom and the residential hall. This is a major initiative. The College is to be commended not only for its crafting of a new program in a relatively short span of time but also for its willingness to take risk, to branch out in a new direction in order to address its concerns with engagement in the first-year.

Conversations with faculty and students suggest that this first round of seminars was a success. The combining of teaching and advising allowed for a deeper connection between students and faculty advisors. Faculty reported they knew their students better than they had before; in some cases they knew more about their advisees' lives than they wanted to. There was good representation of faculty from different disciplines and an engaging collection of topics taught. For a first run, this program has done very well.

But with the implementation of any new program, however necessary, there follows a bit of disruption, as faculty, students, and staff adjust to new structures and expectations. Two significant issues that have emerged through this implementation that are important to note. First is the impact of the new seminar structure on the HEOP/AOP program, as noted in the Self-Study, an issue that needs satisfactory resolution well before Fall 2007. This is an important program for Skidmore. Not only does it enrich the college community through the addition of students from diverse ethnic, cultural and economic backgrounds, but it positions the college as a leader in programs of this kind.

The second issue, related in part to the first, is that of effective partnership between Academic and Student Affairs. With recent restructuring of the Dean of Studies office and the creation of a separate First-Year Experience office, the College has lost some of the bridges that had existed between these two areas. With the comprehensive embrace of teaching, advising and residential living in this new program it is all the more important that these different offices determine appropriate areas of responsibility in the collective endeavor and collaborate well, so that the efforts of faculty, program directors, deans, and student affairs professionals are coordinated and complementary. This is a common challenge at colleges, and its resolution is one where creative thought really does matter.

There is much to be proud of in this initial year of the First-Year Experience program. With an inspired program director, a faculty willing to embrace the challenge and the occasional messiness of mixing teaching and mentoring in the same class hour, and a general willingness to learn from experience, the program has great potential to engage first-year students more strongly in the life of the college. Adjustments to the program may well be made in these early years of the program; as in all things, this must be developed in a way that it becomes uniquely Skidmore.

A response to some of the specific recommendations included in the Self-Study follows.

1. Orientation, Summer Reading and Academic Year Programming

The events associated with the common reading and the thematically organized program of lectures, films and performances in the spring were, in a word, impressive. Student attendance at these events was good, but not all it could be. Conversations with students suggest a general interest in these kinds of programs, but without relevance to a course or encouragement by a faculty member, students were less likely to attend. Finding opportunities for classroom and residential connections to various programs would help increase attendance and engagement with events.

2. Scribner Seminar curriculum, Mentoring, Assessment

The Scribner seminar is a marked change from the Liberal Studies curriculum, but it does offer a sufficiently flexible structure to accommodate the work of teaching and mentoring, the interdisciplinarity of the previous program (though not necessarily in the same manner), and faculty exploration of topics they might not otherwise teach.

This flexibility also allows the course to take on different roles within the curriculum. It could support initiatives in diversity and science education. It could also become a site where writing and information literacy skills are introduced. As faculty become more comfortable with the seminar and the program more established, it is a good idea to consider what common objectives are appropriate for this course.

The new combination of teaching and mentoring was in general well-received. Faculty liked the ability to get to know their students better through the regular contact of the seminar, and in many cases, described a cohesive group of advisees. Not all faculty were comfortable with that dual role; others reported difficulty in transitioning from the intense mentoring experience of the fall to a more distant role in the spring. Feedback from this years' cohort of instructors will be helpful in training future advisors these dual roles.

The role of the peer mentor in this relationship is also one that would benefit from greater clarity. In some cases, the peer mentor was an effective agent in facilitating student transition in the first semester and continued to be a valued contact after the conclusion of the seminar experience. In other instances, the effectiveness of the peer mentors was less clear. With the implementation of a residential component, it is even more important for

the expectations of the peer mentor to be well-articulated and distinct from student residential hall staff.

Assessment is an area of real strength. In addition to evaluations from faculty instructors and peer mentors, the director of the program is engaged in direct assessment of student writing and critical inquiry skills in an effort to gauge both the starting point for entering students and what the first-year seminar can and should do to advance these skills.

The effect of the new seminars on departmental staffing of courses in interdisciplinary programs is an issue to watch. There is a real rationale to maintaining first-year seminars as a distinct entity, with its own pedagogical purpose. If the demands of staffing exert an adverse effect on the staffing of courses in interdisciplinary programs, however, it may be worth considering the cross-listing of some courses, as noted in the Self-Study.

3. Deliver robust cocurricular program, in coordination with Academic Affairs and Student Affairs, to bridge the gap between engagement in the classroom and life in the residence halls

The plan to house students by seminar in the residence halls needs further discussion and definition. This residential clustering can provide another mechanism for fostering a strong sense of community among a group of first-years. It can also allow for a more organic introduction of intellectual discussion in residential spaces. But the Self-Study does not articulate the goals for the residential component in meaningful detail and based on conversations during this visit, discussion is still needed on how these two essential pieces of the student's experience will relate to one another. Encouraging peer mentors to live in the residence halls is a good first step, but how will they be used? Will they create programming within the residential spaces? How will this be integrated with residential life programming? Will faculty be part of these efforts? For this housing structure to become a real living/learning environment, there needs to be an intentionality about the residential experience and good collaborative efforts between Student Affairs and Academic Affairs.

Suggestions

To summarize, the following suggestions are included for strengthening the commendable work that has already gotten underway.

1. It is essential that FYE and HEOP/AOP Programs find a satisfactory way of integrating the HEOP/AOP program needs in the new seminar structure. Options might include the creation of course clusters.
2. Effective partnerships should be created between the FYE program, advisors, and student affairs professionals. This will optimize the success of the residential component to be launched in Fall 2006 and improve overall support for the first-year student experience.
3. The role of mentor should be clarified for faculty advisors and reviewed and valued appropriated in the College's system of faculty evaluation.

4. The role of the peer mentor should be clarified. The peer mentor can be a bridge to the advisor, services within the college community and a general resource for first-year students, but there is currently ambiguity surrounding the mentor's role.
5. As faculty become comfortable with the new seminar model, the place of writing and information literacy skills should be explored.
6. Evaluate the relationship between first-year seminar residential clustering, theme based floors and honors floors in the residence halls. Can lifestyle issues (e.g. quiet floor, substance free living) be adequately accommodated within the seminar groupings? Can students structure communities that respect these choices without designated floors? Does a separate honors floor still make sense for first-year students if similar programs are occurring through the residential portion of the FYE?
7. Consider role the FYE program in the spring semester. How should advisors and peer mentors continue to work with this cohort of students without the structure of the seminar?

Chapter Two: The Natural Sciences: Current Strategic Planning and the Role of Student Engagement

(Note: The Self-Study refers to the *Strategic Plan* extensively. Thus the *Strategic Plan* will be treated as an integral part of the Self-Study. Rather than addressing each recommendation of the Science section of the Self-Study in turn, we wish to make some general comments which we will connect to the recommendations.)

The goals expressed in the Science initiative of strengthening the sciences at Skidmore and having a more balanced core curriculum are important ones for the College. These goals have come out of long-term planning, and the College is to be applauded for proposing such ambitious changes. However, some notes of realism may be needed. Our comments are not meant to discourage the College from pursuing this initiative. Rather, we hope that they will add to the College's deliberations as it proceeds.

The science faculty at Skidmore is clearly dedicated: students praised faculty members for being willing to offer independent studies when students needed them and for being accessible. Faculty members are committed to collaborative research, student engagement and learning, and assessment. Program offerings are commendable. That two thirds of the Biology faculty and two thirds of the Geoscience faculty have grants to support their research speaks highly of the quality of the faculty. The goal to increase research funding in the other science departments is an admirable one.

The decision to highlight interdisciplinary science makes sense as it reflects the direction of science today. The specific programs that Skidmore has chosen have been quite successful at a number of other liberal arts colleges.

We do have several concerns. First, we attempted to assess the level of community buy-in on the science initiative. We were told in a number of fora that the faculty as a whole could see that strengthening the sciences would be good for the College. Such broad

support is impressive. However, we also heard some serious concerns about the actual implementation of the plan. Some faculty members were concerned that the idea of trying to double the number of science majors may not be realistic. For example, there was a concern that the College has not yet clearly articulated, and might not be able to articulate, why a student interested in science should enroll at Skidmore rather than a college that is already known for its strength in the sciences. The belief that the natural sciences can be significantly strengthened without impacting other areas of the College may not be entirely realistic.

Our second general comment is that the funds projected in the *Strategic Plan*, which we realize are only a first step, are not sufficient to implement the proposed initiatives and that the community may not be fully aware that these funds are only the beginning of the process of strengthening the sciences. One focus of the Science section of the Self-Study and the *Strategic Plan* is an increase in staffing for the natural sciences -- both faculty and support staff. The funds proposed to support new faculty positions may not be sufficient to cover the true costs of these positions, such as the start-up funds that will be needed to attract high quality faculty members and on-going expenses. Also the four faculty appointments recommended in the documents, two in Neuroscience, one in Environmental Studies, and one in Biological Chemistry are reasonable, but they may not be enough. The documents discuss the need to strengthen all the sciences specifically and the basic sciences, such as biology, chemistry, and physics, but the *Strategic Plan* contains only one additional faculty position (for chemistry) for these areas. It is highly likely that additional faculty members will be needed beyond those proposed.

On this, and other initiatives, we note the increasing demands on faculty time and energy. The faculty members of the Science Planning Group and others expressed concern about the demands already being made on the science faculty. The Committee was told that in Chemistry, Physics, and Computer Science faculty members have to teach Independent Studies, which are essentially tutorials, in order for students to be able to get the courses that are needed to complete the major. In Psychology at least one faculty member regularly teaches more than 20 contact hours. The demands that may be put on the faculty as a whole as a result of the new First Year Experience could be especially problematic for the science faculty. The recommendation to increase the amount of collaborative research that members of the science faculty do, both in the summer and during the academic year, will require even more faculty time. Recommendations to develop cooperation between Admissions and the natural sciences, to develop programs to encourage students from underrepresented groups to study natural science at Skidmore, and to seek additional external funding for research and pedagogical innovation, all tend to stretch a faculty already stretched very thin.

With regard to teaching loads, one aspect of Skidmore that is unusual but seems to work well is the use of Teaching Associates. These professionals constitute a real asset for the College, and concern was expressed by a number of member of the science faculty that they are underpaid and perhaps undervalued by the College as a whole. If the College wants to continue to attract qualified people to fill these positions, increasing their compensation may be another necessary expense. In addition to the proposed increase in

the faculty, the *Strategic Plan* calls for adding to two additional support staff positions. Although these positions are a good idea, as the size of the faculty and the number of majors increase and more sophisticated equipment comes into use, even more staff positions may be needed. The discussion about infrastructure, specifically “spaces that foster cooperation among the disciplines,” leads directly to the question of the possible need for a new or expanded science building. As was discussed in one session, a new building could cost tens of millions of dollars and may not be very far in the future. Although it is reasonable for the College to proceed incrementally, we believe that it is important for the College to have a broader view of the costs of the initiative to increase the number of students who major in the sciences and that frank and open discussions with the entire community about these costs occur.

In addition to trying to increase the percentage of Skidmore students who major in the natural sciences, another facet of the sciences at Skidmore that is part of the Self-Study but not well developed is “science literacy” for all Skidmore students. The Committee believes that this is a very important aspect of providing a “more balanced core curriculum” that will need to be broadly and carefully discussed. The past decision to reduce the Natural Science Breadth requirement to one course may make meeting this goal challenging. As proposed in the Self-Study the Breadth requirement should be reviewed and careful attention should be paid to the goals of the natural science requirement. Examples of the types of the questions that might be asked include: Is exposure to science enough? Do our students need to undertake a critical examination of the process of science and the roles it plays in today’s society? We heard a number of thoughtful and insightful comments about what an “informed, responsible citizen” needs to know about science. Faculty members, both in the natural sciences and outside of them, have good ideas about courses that could provide the types of experiences that would help Skidmore to gain the understanding and appreciation of science that a liberally educated person should have. For example, one faculty member proposed that, “Students must be able to use science to guide intelligent choices including policy choices.” One approach to bringing the natural sciences to all students that is already being explored by a number of faculty members is the SENCER (Science Education for New Civic Engagement and Responsibility) approach. These faculty members are discussing ways to incorporate this into the First Year Experience and specifically tying it to the First Year Experience of HEOP students who are interested in the natural sciences. This and other initiatives should be explored. Although exposure to science and to science and society issues in co-curricular programming may enhance students’ understanding of science, it is not enough. There needs to be a curricular component. Of course, an enhanced or reconfigured natural science requirement may place additional demands on the science faculty and other faculty members.

In sum, the initiatives proposed are reasonable starting points and offer exciting opportunities for the College. A good deal of broad-based discussion needs to take place around the long term goals and costs of enhancing the natural sciences and science literacy.

Chapter Three: Student Engagement with Domestic Diversity, Global Awareness, and Intercultural Understanding

In preparation for its spring 2006 Middle States review, the Skidmore College community initiated and engaged in an exciting, robust and fruitful community-wide discussion of institutional diversity. The Skidmore Self-Study, which reported on the discussion, chronicled and described the voices of a wide variety of community members who offered a multitude of competing and clashing suggestions and concerns. Some in the community have become concerned that the resulting tensions will not allow the college to make progress in this important area. Some of this concern is focused on the perception that emphasizing racial and ethnic diversity will prevent other forms of human diversity from coming to the forefront.

It is important that the Skidmore community understand that their conflict is not unusual or extraordinary. It is also important to understand that diversity in higher education is not a “zero sum game”; and because it is not an either-or-proposition, it is possible to make progress on several diversity initiatives at once. The following quote from a Cornell University diversity report describes the benefits resulting from increased diversity in higher education:

First, we learn from those whose experiences, beliefs and perspectives are different from our own, and these lessons can be taught best in a richly diverse intellectual and social environment. Secondly, diversity challenges stereotyped preconceptions; it encourages critical thinking; and it helps students learn to communicate effectively with people of varied backgrounds. Thirdly, education within a diverse setting prepares students to become good citizens in an increasingly complex, pluralistic society; it fosters mutual respect and teamwork; and it helps build communities whose members are judged by the quality of their character and their contributions. Lastly, sustaining the nation’s prosperity into the future will require us to make effective use of diverse backgrounds and cultures.

Skidmore’s diversity discussion resulted in the identification of a very useful set of human attributes: namely race, ethnicity, socio-economic status, gender, religious beliefs, sexual orientation, ability, nation of origin, age, political persuasion, and experience. The College should be encouraged to develop specific plans and strategies which will enable it to increase representation in each of these categories.

Having said that, any college or university in the 21st century that does not represent, or at least does not attempt to represent, the racial and ethnic composition of the U.S. population disadvantages itself as well as the individuals it has overlooked. There are many compelling rationales for higher education to pursue policies of racial and ethnic diversity. Among them are intellectual/pedagogical goals, social justice and institutional self-interest.

The following are reactions to the specific recommendations offered at the conclusion of the College's diversity chapter:

1. Curricular and pedagogical initiatives

Regarding the stated recommendations covering the assessment of students learning about cultural differences, home-stays, internships, fieldwork, and service learning, the College should pursue each of these strategies. However, the information outlined here seems to be vague and incomplete. It is understood that this information was produced for the purpose of the Self-Study and, as a result, the deadline may have forced productive discussions and meetings to end in mid-thought. The Skidmore community should continue to pursue each of their suggested curricular/pedagogical strategies with the goal of producing more specific and complete recommendations.

Regarding the recommendations which seek to derive diversity dividends from study abroad, it is clear Skidmore is appropriately proud of its abroad program and rightfully touts it as a plus in the area of diversity. The College has a high participation rate, which it reasonably plans to increase. The study abroad administration has regularized finances for the program and introduced departmentally-based lists of approved sites. Both of these are substantial achievements which will facilitate the move forward and, in the latter case, help ensure educational standards. There are some difficult pieces to put into place in regard to higher study abroad rates, including most notably close work with the sciences. But Skidmore has the foundation, expertise and leadership to succeed.

The Self-Study's proposed re-centering of study abroad to focus on issues of global diversity offers rich possibilities for the future as well. The emergence of diaspora studies as an area of strong academic interest, for one salient example, signals some possibilities. Achievement of this goal will, however, require significant work. As noted in the Self-Study, a shift away from the quite typical Eurocentrism in study abroad locations will need to be accomplished. So, too, will a reorientation of the content of the programming in Europe itself. In both cases, there are on- and off-campus dimensions. Broader geographic and cultural coverage on the home campus will be needed to increase numbers (not to mention the value of the experience) in Africa, Asia, and Latin America. And there will need to be rethinking of how students are prepared to study in Europe. By way of a simple example, students can't be expected to focus on the diversity issue in Paris without some knowledge of the Francophone world and Islam. Off campus Skidmore will need to find ways to extend its reach, guaranteeing that the overseas programs chosen by its students offer the kinds of coursework, internships and other opportunities that make the diversity initiative real. Administration can take the lead in organizing, but significant faculty participation in what can be a very stimulating venture with rich opportunities for creative teaching and research will be a must.

2. The recruitment and retention of a student population that, by 2015, is composed of at least 20 % students of color and a simultaneous and concomitant increase in the number of international students.

These are very positive, realistic, and attainable goals, and they should be pursued. The College, however, should pay careful attention to the specific needs of the students who will represent this domestic and international diversity so as to ensure their retention. Given the honest discussion of diversity-related tensions on campus both within the self-study and during our visit, it is clear that the campus climate is not entirely supportive of this diversity. In addition, the FYE- HEOP/AOP conflict stands as a further example of the tension between diversity and support. A successful resolution of this problem in a way that does not threaten the success of a signature program is crucial if the college is to meet with success in its student recruitment and retention goals.

3. Continued and reinforced recruitment, retention and development of faculty and staff of color.

The several initiatives outlined here seem also to be positive, realistic and attainable goals.

4. Diversity gains achieved through collaboration with and synchronicity with the College's Special Programs division.

Although collaborating with Special Programs is a positive idea, the actual diversity benefits gained can at best only marginally affect the levels of diversity attained by Skidmore's more traditional undergraduate population.

5. Develop institutional structures to deliver a strong, coherent program in diversity and international education that engages students across the curriculum and the co-curriculum (2 FTE positions).

Although these positions can easily become important and indispensable components of the College's diversity initiatives, there is a danger that the two positions and the individuals who hold them will be identified as the professionals responsible for the entire scope of the improvement of and success of diversity at Skidmore College. This will not be and should not be the case. More specifically, the experiences of a variety of colleges and universities indicate that as with any kind of meaningful, comprehensive change efforts, nothing replaces strong and courageous senior leadership. Most of the early institution-wide diversity plans were initiated by individuals who took risks, articulated powerful visions, followed through with very specific and prescriptive initiatives, conducted periodic assessments and held the appropriate individuals and committees responsible. If Skidmore's plans are to be as successful, it will be as a result of serious and sustained senior administrative and faculty leadership.

V. Summary of Team Recommendations and Requirements

We are not forwarding to the Middle States Commission any specific recommendations or requirements regarding Skidmore College's accreditation status. Rather, without qualification, we recommend reaccreditation. Throughout our report we offer comments

and suggestions that we hope will be of use to Skidmore College as it moves forward on the goals articulated in its Self-Study.

Engaged Liberal Learning

The Plan for Skidmore College: 2005-2015

Make no small plans. They have no magic to stir humanity's blood and probably themselves will not be realized. Make big plans; aim high in hope and work, remembering that a noble, logical plan once recorded will never die, but long after we are gone will be a living thing, asserting itself with ever-growing insistency. Remember that our sons and daughters are going to do things that will stagger us. Let your watchword be order and your beacon, beauty. Think big.

Daniel Burnham; US Architect, 19th Century

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Mission Statement

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 co-curricular and field experience opportunities of broad scope.

Underpinning the entire enterprise are faculty members' scholarly and creative interests, which inform their teaching and contribute, in the largest sense, to the advancement of learning.

The college also embraces its responsibility as an educational and cultural resource for alumni and for a host of nontraditional student populations, and for providing educational leadership in the Capital District and beyond.

Engaged Liberal Learning

The Plan for Skidmore College 2005-2015

Executive Summary

Colleges and universities tend to focus either on their past or on their future. While Skidmore honors, takes pride in, and builds upon the legacy of its past, we are accustomed to thinking in the future tense: about our hopes for our students, changes to be made in our curriculum, or a greater role to be played by our College throughout higher education and in the world at large. Even our declaration that *creative thought matters* orients us toward a distant horizon: The concept of creativity itself points to a moment that does not yet exist – when something hidden will be revealed, a plan realized, a quandary resolved through an imaginative approach. Creativity threatens the *status quo* and so entails risk. Yet Skidmore has always invited change and embraced risk. Because of the dedication, foresight, and audacity of so many who have come before us, the College has made enormous progress across its first century. Throughout our history, we have challenged ourselves to make no small plans – to make no ordinary choices – and we do so still today.

Since our founding, Skidmore College has prepared generations of young women and, more recently, young women and men, to become both successful, productive citizens and personally fulfilled human beings. We also have embraced the education of a smaller cohort of non-traditional students who affirm the power of liberal learning to illuminate both their professional and personal lives. In both cases, we attract students who are *sophisticated, eclectic, collaborative, creative, and adventurous*. We offer them a cosmopolitan and challenging institutional culture, one infused with opportunities to participate in and appreciate the visual and performing arts. We emphasize the importance of creative thought and its practical applications across our curriculum – from the natural sciences, to pre-professional majors, to the humanities, and social sciences, to the visual and performing arts. We encourage our students to experiment, to explore multiple areas of inquiry, and to pursue their individual passions. By modeling the way an educated person examines, challenges, critiques, and synthesizes existing beliefs and creates new ones, the Skidmore faculty communicates to our students what it means to be liberally educated and capable of acting responsibly in the world. A Skidmore education provides the foundation in both the cognitive skills and the personal maturity required to excel in both the workplace and in the polity of the 21st Century. Most importantly, it offers the resources for composing a sustainable life as a moral being in a world where the ethical signposts periodically seem to have been knocked flat.

The members of our faculty take justifiable pride in cultivating our students' intellectual and personal excellence and curiosity; others within the extended Skidmore community take similar pride in their contributions to students' success. Indeed, one of our historic strengths has been to awaken previously unrecognized interests and talents, suggesting new possibilities to students who have not yet appreciated – much less risen to – their potential. Traditional and non-traditional students alike report that Skidmore has enabled them to accomplish objectives and grow personally to an extent impossible to predict when they entered the College. We hear in the testimony of our alumni, from the observations of appreciative parents, and through our own experience that our best students – those who take full advantage of what they find at Skidmore today – receive an educational experience second to none.

The preceding characterization represents not only a description but also a promissory note issued to every new student upon matriculation. Each of them (and their parents) arrives with the legitimate expectation that this obligation will be redeemed in full. We certainly do not say to any individual matriculant, "It's all right with us if you fail at Skidmore: your success

doesn't really matter." Instead, we begin with the assumption that each admitted student can meet the challenges we present and – with the proper commitment, effort, and assistance – join the ranks of Skidmore alumni. We regard matriculation as the beginning not of a four-year relationship but rather of a *lifelong* relationship between a student and the extended Skidmore community. Even so, despite our best intentions, we must acknowledge that for too many of our students Skidmore remains a promise unfulfilled. The gap between the aspirations of our *Mission Statement* and our actual performance provides both a significant challenge and our most important opportunity.

Our overarching objective, therefore, is to become a College that fully realizes the objectives of our Mission: one that inspires, challenges, and supports the highest levels of excellence for all our students, not just for some or even many of them – as evidenced by their achievements in realizing the values of engaged liberal learning while at Skidmore and expressing them throughout their lives. The Skidmore we envision expects that an intellectually rigorous, transformative educational experience will lead to graduates whose achievements at Skidmore will launch them into the next phase of their lives, who are prepared to function effectively in the complex and increasingly diverse world of the 21st Century, and who understand and embrace the responsibilities of living as informed, responsible citizens. Moreover, we expect our alumni to remain deeply connected to one another and to Skidmore as a continuing source of inspiration and support.

More specifically, we seek to become

- A College that involves students immediately and passionately in a life-altering learning experience, from their first days on campus – a process that leads to significant individual academic achievement by the time of graduation, along with demonstrable personal development that will position all our alumni to embark with assurance on the next phase of their lives.
- A College that offers its students a balanced curriculum, reflecting strength across the arts, humanities, natural sciences, social sciences, and selected pre-professional programs, one that enables its students and faculty to make insightful connections across disciplinary boundaries.
- A College that expects every student to develop increased appreciation of the value of *difference* in human society, in which each student progresses in his or her ability to interact successfully with persons of unfamiliar background, and that provides every graduate an entrée to the understanding necessary to function effectively not only as a citizen of our country but also as a citizen of our increasingly interconnected world.
- A College that expects responsible behavior of everyone within our community, that empowers and inspires all of our students to make the choices required of informed, responsible citizens throughout their lives, and that itself acts as a responsible corporate citizen.
- A College that values creativity and excellence in the research of our faculty, expects it in the collective decisions that determine the course of our institution, and insists on it in the work of our students.
- A College that increasingly is recognized for its role as a leading national liberal arts college in advancing the cause of engaged liberal learning within our

national community and world at large – both through the actions of our alumni and through the College’s own contribution to the advancement of knowledge.

This *Plan* establishes the framework to make the choices required to maintain our forward momentum and, above all, to realize our aspirations. We have identified four ambitious *Goals*, together with the *Priority Initiatives* intended to realize them. Some of these *Initiatives* incorporate work that is already underway; others will require new investments of time, effort, or funding and may entail the redirection of existing resources or the development of new ones. To bring our shared vision to reality – to make our own most creative educational thinking matter across our community – we call upon our tradition of audacity, invoke our powers of imagination, and prepare to focus our efforts as never before. One of our greatest assets is the passion for our mission that characterizes us at our best, that is shared by so many members of the extended Skidmore community, and that has led us in the past to our greatest achievements. We reaffirm our sense of shared purpose and commit our collective energy to the task of achieving new levels of excellence and recognition – taking us ever closer to realizing the bold promise that is Skidmore College.

Goal I – Student Engagement and Academic Achievement

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

Priority Initiatives

- Increase student academic engagement in the first year.
- Increase support for research and creative activity throughout faculty careers.
- Enhance intellectual life for the faculty, students, and others who comprise the extended Skidmore community.
- Strengthen information resources across the College.
- Strengthen the natural sciences to increase the number of science majors and enhance the science literacy of all Skidmore students.
- Increase our effectiveness in helping our graduates plan and prepare for their post-Skidmore lives.
- Take better advantage of the resources and capacity for innovation in the Office of the Dean of Special Programs (ODSP) to support the relevant initiatives identified under this Goal (and others, as appropriate).

Goal II – Intercultural and Global Understanding

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

Priority Initiatives

- Increase global awareness across the community in order to sensitize all Skidmore students to a complex, diverse, and interdependent world.
- Renew the conversation about diversity both within the Skidmore faculty and broadly across the campus community; building upon the work of the Middle States review

and other past efforts, establish clear educational objectives relating to this Goal and develop shared expertise in achieving them.

- Enhance the diversity of our student population while providing the resources necessary to support all of our students in meeting our educational objectives.
- Enhance the diversity of our faculty and other employee populations and enhance their skills that relate to achieving this Goal.

Goal III – Informed, Responsible Citizenship

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

Priority Initiatives

- Foster pedagogical innovation relating to responsible citizenship; support campus initiatives that teach and exemplify this value.
- Enhance residential learning.
- Enhance the campus residential environment, with special attention to common spaces.
- Increase support for athletics, fitness, and wellness.
- Develop, broaden, and deepen the College's connections to the local community; enhance our ability to function as a socially and environmentally responsible corporate citizen.

Goal IV – Independence and Resources

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

Priority Initiatives

- Develop and enhance our key financial resources and our capacity to manage them.
- Achieve and maintain competitive compensation for Skidmore faculty, staff, and administrators; enhance our ability to support their professional development.
- Develop and enhance our capacity to manage our physical resources.
- Develop and enhance those relationships essential to the Skidmore community.
- Develop and enhance the "equity" in the Skidmore name.

A detailed discussion of each *Goal* and each *Priority Initiative* can be found in the body of *Engaged Liberal Learning – The Plan for Skidmore College: 2005–2015*. Readers are encouraged to review and respond to the *Plan* by accessing the strategic planning website at: <http://www.skidmore.edu/planning/>.

Engaged Liberal Learning

The Plan for Skidmore College 2005-2015

A. Overture

Colleges and universities tend to focus either on their past or their future. While Skidmore honors, takes pride in, and builds upon the legacy of its past, we are accustomed to thinking in the future tense: about our hopes for our students, changes to be made in our curriculum, or a greater role to be played by our College throughout higher education and in the world at large. Even our declaration that *creative thought matters* orients us toward a distant horizon: The concept of creativity itself points to a moment that does not yet exist – when something hidden will be revealed, a plan realized, a quandary resolved through an imaginative approach. Creativity threatens the *status quo* and so entails risk. Yet Skidmore has always invited change and embraced risk. Because of the dedication, foresight, and audacity of so many who have come before us, the College has made enormous progress across its first century. Throughout our history, we have challenged ourselves to make no small plans – to make no ordinary choices – and we do so still today.

In this spirit, beginning in Fall 2000, the members of the extended Skidmore community gathered to reaffirm our fundamental principles and the continuity of our history but above all to look forward. We resolved to envision our future confidently and creatively, to be forthright in naming our challenges, to set goals incorporating our highest aspirations, and to identify the actions required to achieve them. Preliminary results of this process appeared in “The Distillation Report,” issued January 2001, and later in the precursor to the present document, “The Plan for Skidmore,” which was endorsed by the Board of Trustees in May 2002. Further development and implementation of the 2002 Plan were temporarily deferred by a presidential transition and the need to address certain financial issues that required immediate attention. Now, having completed that transition, reestablished our fiscal stability, renewed the planning conversation,¹ and begun planning for an upcoming Middle States reaccreditation review,² we bring forward this revised Strategic Plan and look toward the ambitious comprehensive fundraising campaign that it will inspire, a campaign whose scope reflects our bold aspirations for our students and our College.³

In our recent history, and especially over the preceding fifteen years, Skidmore has developed from a College whose financial survival literally hung in the balance to one that successfully completed a new campus, made the transition to co-education, and through the successful Journey Campaign (completed in 1998) continued on course toward acquiring the resources necessary to join the ranks of the nation’s best liberal arts colleges. Since 1993, our endowment has increased nearly fourfold. Our campus is beautiful and attractive, both to prospective students (and their parents) and to those who live and work here. Our 650-acre North Woods represents a wonderful and still largely untapped resource for fitness, recreation, and learning. By virtue of its distinctive cultural, educational, social, and recreational resources, Saratoga Springs provides a superb setting for the College.

¹Multiple conversations have occurred within the faculty, in student government, in the Committee on Educational Policy and Planning in developing the “Academic Vision Statement,” in an *ad hoc* Retention Committee, within the administration and the Board of Trustees, and in other areas across the Skidmore community as well.

²Planning for the Middle States review and the revision of this document have been well coordinated, and the themes developed in each process are mutually supporting.

³In May 2004, anticipating the completion of this revised Plan, the Board of Trustees authorized the most ambitious comprehensive fundraising campaign in Skidmore’s history. This campaign will support the highest priority Initiatives identified below (some of which will appear as objectives in the campaign case statement) and, in so doing, will produce significant changes in our institutional landscape.

Over the past forty years, we have advanced from a school whose admissions were once driven primarily by student choice to one that, in recent admissions cycles, has selected a new entering class from more than 6,000 applicants. Prospective students who even ten years ago might not have considered Skidmore now make us their first choice.⁴ These students come to Skidmore in large part because we have attracted a superb faculty that in its teaching, research, and creative work compares favorably with the best in the country. In bringing distinction and rigor to its work, the faculty has considerably elevated both academic standards and our expectations for the entire Skidmore community. For its part, the Skidmore faculty has recently reported finding our entering students better prepared and seeking a higher level of academic challenge. In 2000 we opened the Frances Young Tang Teaching Museum and Art Gallery, which has attained national recognition as a venue and for its programs. Most important of all, we have progressed from a school whose self-image was bounded by a sense of limitation to a self-assured College that views its distinctive identity, achievements, and contributions to the lives of our alumni with a sense of justifiable pride.

At the same time, we acknowledge a number of sometimes daunting hurdles that we must surmount in the near future if we are to realize our ambitions:

- the need for a clear articulation of our distinctive institutional identity – both to support our internal planning and to project to external constituencies;
- recent student survey data and retention figures (especially from the second to the third year) that suggest we are not engaging enough of our students at the beginning of their academic careers;
- our endowment, which remains modest in relation to the holdings of our peer schools, despite its recent impressive growth;
- the likelihood of substantial increases in basic costs such as insurance (health care, property, liability), energy, and financial aid, over the coming years, combined with the prospect of uncertain financial markets and increased external pressure to hold down tuition increases;
- we need to raise the prominence of the natural sciences at Skidmore and provide support to this area of the College commensurate with our expectations for all our academic programs – to increase the balance of our liberal arts curriculum and to address issues of scientific literacy among all our students;
- national trends in the demographics of traditional-age students that have been favorable for a number of years but will begin to level off in 2008⁵; we need to understand and, if necessary, account for ways in which this development might affect us;

⁴This progress is represented both objectively and subjectively. Objective indicators include the increased numbers of applicants, greater selectivity, and higher SAT scores for admitted and matriculated students. Subjective indicators include the fact that Skidmore was identified as the first choice of 65% of first-year students entering in Fall 2003, as compared to 58% in 1999; 72% of these entering students expect to be satisfied with the College, as compared to 68% in a national norm group. Statistics come from the Cooperative Institutional Research Program (CIRP) Survey of entering students, which is administered every four years. Additional detail can be found in Appendix C.

⁵This picture is complex. The number of high school graduates nationally will peak in 2008 and then decline over the next 10 years to 2018. Two of the top five states from which Skidmore attracts students (New York, Massachusetts) will experience projected decreases of up to 10%. However, the three remaining states in this group will see increases of up to 33% (New Jersey) and 10% (Connecticut and California).

- the imperative to invest substantially (perhaps as much as \$100M) in renovating our physical plant and constructing needed new facilities;
- the prospect of having to replace nearly one-third of our faculty (and a substantial number of administrators and staff members, as well) over the period of this plan due to retirements;
- our desire to improve our performance in dealing with the many complicated issues falling under the heading of *diversity*;
- the increasingly competitive environment of elite national liberal arts colleges in which we contend for students, faculty, staff, resources, and recognition; and
- a national context in which liberal education in general and elite liberal arts colleges in particular need to be defended against deep-seated skepticism regarding our value and, most certainly, our cost.

These and other challenges will test our judgment, our imagination, and our collective resolve. At the same time, having developed from institutional adolescence to the brink of maturity, we now find ourselves at a transition point – a juncture at which our significant forward momentum allows us to view the College with fresh eyes and take charge of our destiny in unprecedented ways.

Many of these challenges, however, also represent opportunities. Indeed, we are positioned today to entertain a set of questions that would have been quite unimaginable even a few years ago:

- How might we extend the expectations explicit in our *Mission Statement* and implicit in the statement that *creative thought matters to all* our students?
- How can we prepare *all* Skidmore students to function effectively in the multi-cultural, increasingly interconnected world they will encounter upon graduation?
- How can we challenge *every* Skidmore student to become the “informed, responsible citizen” referenced in our *Mission Statement*?
- What can we do to take a leadership role in the national conversation within American Higher Education about the value and efficacy of liberal education – especially as it relates to the capacity of the American people to engage deeply and *creatively* the issues that confront us today, issues pertaining not just to the future of this country but to the future of the world?
- And last, what must we do to hold ourselves accountable for attaining these results and measure our success accordingly?

We can maintain our current positive trajectory through the coming years only to the extent that we effectively manage new demands on our finances and on our most precious resources: our time and our energy. We must establish clear strategic priorities, understand both their direct and *indirect* costs, and make the difficult choices that will be required to realize them.

This *Plan* establishes an overarching framework for making the necessary choices – for deciding, as a College, that while many objectives are important some must take pride of place. It identifies four ambitious *Goals*, together with the *Priority Initiatives* required to achieve them. Completing these *Initiatives* will entail specific action steps⁶ that will be identified in *Action Agendas* that will be developed annually by the administration in collaboration with the Institutional Planning and Policy Council (IPPC). The Plan references other documents (such as the “Residential Life Plan,” the “Comprehensive Compensation Framework”) that address specific objectives in greater detail.⁷ Also included are three appendices. Appendix A identifies a set of *Expected Outcomes* to be paired with each *Goal*; these benchmarks give specificity to our intentions and will enable us to assess our progress in achieving them. Without a precise financial analysis, this Plan would be not just incomplete but irresponsible. Presented in Appendix B, that analysis indicates which initiatives are already funded (and in some cases already in process), which can be covered through regular budgeting or the redirection of existing resources, which will require new resources, and where those resources are most likely to originate – e.g., grants, fund raising, potential new revenue streams. Appendix B also includes a timetable for implementing the identified Initiatives. Appendix C provides additional background information indicating why we have identified these Goals and not others.

A useful heuristic in planning is to identify available resources and ask where those resources should be invested *first*. Each year’s budget represents a *de facto* answer to that question. It is our collective responsibility to ensure that such choices consistently reflect the *Goals* and *Initiatives* set forth in this Plan. To attain our objectives, however, we must overcome the natural tendency to look immediately to increased revenues to fund each new initiative. A hallmark of effective planning is the willingness to interrogate current practices, asking whether existing resources might be redirected to better purpose. Most organizations, and certainly most colleges and universities, devote the largest percentage of their time, energy, and budget to support ongoing activities that can appear to be nondiscretionary⁸ – such as the costs of energy, liability insurance, and financial aid, or staffing a set of required courses. But in fact *each* of our actions involves choice at some level. We could lower our thermostats in winter, accept more risk, change our financial aid policies (and thus admit different students), or redesign our curriculum. More generally, to fund a recurring budget item or devote effort to a familiar task is to *decide* not to direct those funds or effort somewhere else. By highlighting this process here, we are not signaling the onset of a new wholesale review of programs aimed at cost cutting. At the same time, it is the responsibility of every area within the College – and, indeed, of every individual who works here – to identify creative ways to deploy our assets most effectively.

If it is to be worth our time and effort, this planning process must not only enable us to address our challenges, it ultimately must inspire us to unprecedented achievements – new levels of excellence – in pursuit of Skidmore’s distinctive educational mission. To recommit ourselves to our distinctive mission, we begin by reviewing and reaffirming those core values that make us the College that we are today and that will continue to guide us into the future.

B. Skidmore’s Distinctive Identity – the Values of Engaged Liberal Learning

Although we share many ideals with other schools, Skidmore has claimed its place among the ranks of first-tier national liberal arts colleges not by emulating others but rather by expressing a unique combination of values that define a *distinctive conception of educational excellence*. We

⁶Illustrative action steps are provided beneath each Priority Initiative.

⁷The electronic version of the Plan, available on the College web site, includes links to the referenced documents.

⁸By one estimate, the amount of discretionary spending available even to well-run institutions rarely exceeds 6% of their budgets.

comprehend those principles today under the heading “engaged liberal learning,” reflecting our belief that *engagement is prerequisite to achievement*. Though we must be prepared to embrace good ideas wherever we encounter them, we must resist any temptation to imitate others for imitation’s sake. Rather, we must devise new ways to express our own core values and, in so doing, strengthen our unique identity.

Liberal education and autonomy

Liberal education is not a destination but a life-long journey – a continuing transformative process modeled by our faculty members in their engagement with their disciplines in their research, creative activity, and teaching. Through their work as *teacher-scholars* – in the classroom, the laboratory, the studio, and beyond – they invite our students into the ongoing conversations in and among their disciplines, involving them in the process of inquiry not as passive spectators but as active participants. By exploring the various ways of interrogating the world, making meaning, and constructing knowledge that are embodied in the various academic disciplines and art forms represented across Skidmore’s curriculum, our students extend their powers of inquiry and discernment. The purpose of liberal education is to free individuals from the grip of received opinion, unchallenged assumptions, and prejudices through the development of critical and self-critical faculties. It embraces individual and collaborative methods and processes of learning and knowing within a disciplinary and interdisciplinary context. In short, the liberal education necessarily and fundamentally transforms the students’ relation to themselves and broadens the ways they engage the world.

Historically, knowledge has been constructed, formalized, and structured primarily through the medium of text. Accordingly, text-based organizational structures – e.g., book, chapter, essay, and index – have dominated teaching, learning, and the demonstration of knowledge gained. These organizing structures and the linear reasoning that they support have been crucial to the advance of knowledge, and we must continue to nurture our students’ capacity for logical thought, critical analysis, and argument. In recent years, however, methods of creating and communicating meaning have evolved to include rich media and multimedia built around linear and non-linear access to text and employing auditory and visual imagery. With the advent of the World-Wide Web, these forms of communication can be integrated not just to express knowledge but also to develop and organize it – employing structures that are hyper-linked (not just hierarchical), multi-dimensional (not just linear), constructed, not just displayed, and capable of dynamic, not just static access. Today’s students need to be sophisticated consumers of information conveyed through electronic media, and increasingly they need to be accomplished creators of such resources.

Ultimately, we want our students to develop the capacity to appraise, for themselves, the worth of an idea, an argument, or a work of art independently of the identity of its author and no matter how it is presented to them. This capacity *to determine one’s own beliefs and so direct one’s actions* is foundational to the personal freedom promised in the concept of *liberal learning*. We expect our students to practice this freedom at once by taking charge of their own academic odysseys, beginning with their matriculation at Skidmore. Through systematic and effective *mentoring* (the responsibility of every full-time faculty member), we empower them to develop their own pathways through the myriad possibilities within our academic programs. In response, our students elect both traditional and quite unexpected combinations of majors and minors that they pursue with purpose and passion – making choices that reflect not the expectations of others but rather their own highest aspirations for themselves.

Creative thought matters

The historical and continuing prominence of the arts at Skidmore within a broad liberal arts curriculum has long set us apart from our peers.⁹ Where others have talked about the value of integrating the arts as an essential component of liberal education, Skidmore has created a vibrant culture that is enriched throughout by the fine and performing arts.¹⁰ This key dimension of our heritage led naturally to the phrase *creative thought matters*. The implications of this idea, however, extend far beyond the arts. It is a motif interwoven throughout the fabric of the College, touching all that we do. For the importance of creativity is manifested not solely in the arts but rather in all areas of human endeavor, certainly in every region of the Skidmore curriculum. As evidenced across the research and artistic work of our faculty of *teacher-scholars*, creative thought matters just as much in science or mathematics or government or management as it does in theatre, dance, or sculpture. It is linked inescapably with the independence of mind required to formulate a new approach to a particular problem or to rethink an entire domain of knowledge. Genuine creativity does not come easily; it requires a rigor of thought and practice that conjoins knowledge and imagination with discipline.

Skidmore's insistence that creative thought matters takes on added significance in light of the world our graduates will encounter: a world marked by conflict, unpredictability, insecurity, and an accelerating pace of change. At the same time, it is a world of unprecedented opportunity for both personal and collective achievement. To comprehend this increasingly complex environment, our graduates must be intellectually nimble, self-directed, lifelong learners, with the flexibility of mind required to master new fields of inquiry, learning and *un-learning* on their own. To prevail over multi-dimensional problems that defy one-dimensional thinking, they must combine analogies and insights from disparate sources. Interdisciplinary programs represent one important way to gain such facility, and our faculty has long affirmed the value of such work. Twenty years ago, we implemented an innovative Liberal Studies curriculum emphasizing the capacity to make cross-disciplinary connections as an essential component of the knowledge most worth having. We also developed concentrations, majors, and minors and, in the process, infused a spirit of interdisciplinarity throughout our curriculum. This emphasis continues in our new First-Year Studies Program designed to meet the needs of today's students while preserving the spirit of Liberal Studies.

In the end, creative thought matters only to the extent that thought *itself* matters. At its deepest level therefore, Skidmore's commitment to liberal education affirms the value of ideas – especially the power of innovative thought – in human affairs. In short, the concept of *engaged liberal learning* means, first and foremost, *active engagement with ideas*. Liberal education initiates students into that fraternity and sorority of the human community, unbounded by time and space, whose members have experienced the power of ideas in their own lives and who, on occasion, have given their lives in service of their beliefs. In support of this ideal of intellectual engagement, we strive to be an academic community for whom ideas matter consistently and pervasively in all that we do: in every classroom, lab, and studio, across our campus, in our publications, within our alumni community, and through our contributions to the larger world.

⁹There is evidence that we attract a student body qualitatively different from those of both a group of peer schools and a national sample of liberal arts colleges represented in the 2003 Cooperative Institutional Research Program (CIRP) Survey of entering students (class of 2007). For example, 54% of Skidmore's entering first-year students rated themselves as "above average" or in the "highest 10%" in terms of artistic ability (compared to 35% of students in a peer group), and 79% rated themselves similarly in regard to creativity (vs. 63% in the peer group). At any given time, more than 40% of all Skidmore students are taking a course in the Art Department, and this number grows considerably when the performing arts are included.

¹⁰In the Tang Museum, to choose just one example, we are exploring the power of artifact exhibition not merely to display information but to create new ways of knowing – a project that will become an increasingly important aspect of the Skidmore pedagogy.

Mind and hand

Merely to value ideas, however, is not enough. For the project of liberal education itself is grounded in an ethic of concern that aims not just to transform the lives of individual students but to empower them, ultimately, to transform the world: increasing the store of human knowledge, attacking social problems, creating works of art that lift the human spirit or reveal previously unseen aspects of the human condition, parenting well, increasing our collective wealth, helping to realize the promise of democracy, and through service giving back to the human community more than they take for themselves. If this is to occur, our students must learn how to put their ideas into effect: to make their creative thoughts *material*. For the *un*-embodied thought – the building that is designed but never built, the novel envisioned but never written, the peace plan proposed but never implemented – remains decidedly *unreal*, a mere chimera, an illusion. Thus the very notion that *creative thought matters* is grounded in Skidmore’s dual legacy of *mind and hand, episteme and praxis*.

We began in 1903 as an “industrial club” that fostered personal independence for young women of modest means by offering practical instruction in business and other “industrial arts” leading to gainful employment, along with the “cultivation of such knowledge and arts as may promote their well-being, physical, mental, spiritual.”¹¹ That early “club” soon evolved into a school for the arts (1912) and then into a four-year college (1922) dedicated to a unique approach to liberal education – one that retained selected elements of professional preparation – as representing the most promising path to the original goal: independence for our students. Throughout the intervening years, Skidmore has preserved its linkage of theoretical and applied learning. This heritage remains apparent today in our complex curriculum that includes selected pre-professional programs (in management, exercise science, social work, and education). *Episteme* and *praxis* come together pedagogically in opportunities for service learning, internships, and study abroad, as well as in our many courses that involve laboratories and studios. The span of Skidmore’s curriculum signifies a *broader concept of liberal education* than typically is found at peer institutions: providing multiple dimensions of engagement for our students, further enriching intellectual life within the Skidmore community itself, and presenting opportunities to acquire skills that relate directly to our students’ post-Skidmore lives.

Education for the multi-cultural, interconnected world of the 21st Century

Everyone who lives in the increasingly interconnected world of the 21st Century – from the young person just attaining adulthood to those with a bit more life experience – needs to become an adept traveler in a complex multi-national, multi-racial, multi-ethnic, multi-cultural milieu that scarcely could have been imagined just decades ago. To do so requires that we all develop the intercultural skills necessary to affirm one another’s humanity, no matter how different we might at first appear, with the ultimate goal of living and working successfully together.¹² In fact, the concept of *diversity* stands as an essential element within the larger framework of Skidmore’s most fundamental and longstanding¹³ institutional commitments. Liberal education requires the interplay of a full spectrum of ideas, viewpoints, and perspectives.

¹¹“Constitution of the Young Women’s Industrial Club,” quoted by Joseph C. Palamountain Jr. in “Such Growth Bespeaks the Work of Many Hands”: The Story of Skidmore College,” address to the Newcomen Society, 1976, p. 10.

¹²A Skidmore graduate who works in the banking industry commented on her company’s multi-national work force by saying, “I don’t manage people: I manage *cultures*.”

¹³Skidmore’s present-day commitment to diversity has its historical origins in Lucy Scribner’s Young Women’s Industrial Club, whose directors enacted a policy, in 1903, offering admission to students of color. Even though the Club was affiliated with a single Saratoga Springs church, its directors also stipulated that the organization was open to members of other denominations. These policies were reflected on early application forms. See *Make No Small Plans: A History of Skidmore College*, Mary C. Lynn (Saratoga Springs, NY: Skidmore College, 2000), p. 17.

Persons from different backgrounds frequently can draw upon distinct personal histories, expanding the range of ideas and insights brought to the table. Diversity, likewise, links directly with creativity: interactions between disparate perspectives frequently strike the intellectual sparks that herald the emergence of a new idea.

Complementing the importance of diversity in our thinking is our determination that students leave Skidmore with a *global perspective* upon the political, social, environmental, and cultural issues facing humanity today. Former Chair of the Board Josephine Case concluded her “Charge to the Architects” by insisting: “One thing we do not want for our new campus and that is walls or gates. For we want the world to enter.”¹⁴ We still want the world to enter Skidmore: through the scholarship of our faculty, throughout our curriculum and courses, in the person of invited speakers and students who have returned from studying abroad, and through increased international representation within our community itself – most especially among our students and professors – so that Skidmore better reflects and more deeply interrogates the world our graduates will enter. Similarly, we want more of our students to encounter their world directly through study abroad, service learning, internships, and volunteerism. To accomplish this goal, we must replace the outdated image of Skidmore as a protected enclave with that of an *active portal* through which our students engage the world in full.

Informed, responsible citizenship

Although liberal arts colleges collectively educate only a small proportion of the nation’s students, our graduates are represented disproportionately in the leadership ranks of business, the professions, and government. This reality imposes upon these institutions, in general, and upon Skidmore College, as a case in point, a substantial social imperative. Our *Mission Statement* recognizes this obligation as the commitment to “prepare liberally educated graduates ... [who will] make the choices required of *informed, responsible citizens*” – an objective that speaks to the basic social requirements of democracy itself. Democracies stand on the political assertion that every citizen possesses the right – and, indeed, the obligation – to participate in collective social decision-making. But they rely equally on the notion that persons, on balance, possess greater wisdom collectively than individually and on its corollary that better public decisions tend to result from broader – as opposed to more limited – participation by an educated, thoughtful citizenry in the public conversation. The requirements of effective participation in civic discourse itself¹⁵ therefore shape our understanding of the attributes that education for responsible citizenship therefore must instill: attributes that are central to liberal learning itself.

Effective civic discourse first of all needs to be informed by the idea that truth matters, as well as by cogent argument and the best available information. It thus requires citizens (and especially leaders) who can evaluate knowledge claims and participate in genuine conversation, as opposed to mere ideological polemic. To do so, our students must acquire the knowledge and hone the conceptual skills required to articulate, examine, reflect upon, and question their own beliefs as well as those of others. This learning begins with attention to the various dimensions of language, to an awareness that words have meanings that are not fixed in time but still transcend the intentions of particular speakers, that arguments can be sound or fallacious on logical or empirical grounds, and that metaphor plays an integral role not just in the elaboration but in the very creation of significance. Thus our *Academic Vision Statement* stresses the importance of writing throughout our curriculum, as a means of expressing one’s viewpoint effectively and, more importantly, as a crucial step in bringing one’s ideas into focus.¹⁶

¹⁴Quoted in Lynn, p. 246.

¹⁵The current highly polarized political climate of our nation and the widely remarked erosion of our public conversation during the recent presidential election (in which genuine dialog has too often been replaced by invective) shows how easily and how pervasively civic discourse can be undermined.

¹⁶The *Academic Vision Statement* was authored by the Committee on Educational Policy and Planning (CEPP).

Meaningful civil discourse also requires the attitude of openness to the ideas of others that enables a genuine exchange of views. Such openness is best acquired through an appreciation of our inherent limitations as knowers. This awareness begins with the realization that we have been mistaken on numerous occasions – indeed, that whole societies and ages have held beliefs to be obviously true that we today regard not just as false but as pernicious. This understanding that we human beings, both individually and collectively, are *highly fallible knowers* opens one to the possibility that on any given occasion someone else – a person, a different political group, a foreign religion or culture, even another era – might possess a better idea than oneself. As noted by Bertrand Russell, acquiring such a sense of humility with regard to one’s own beliefs provides an antidote to “the somewhat arrogant dogmatism of those who have never traveled into the region of liberating doubt.”¹⁷ When it succeeds, liberal education guides students into that disquieting region and challenges them not to remain in doubt but rather to develop personal certainties that they can affirm without falling into dogmatism.

We cultivate such virtues in our students first of all by modeling them in ourselves. It is not enough that our professors demonstrate the assurance conferred by their hard-won disciplinary expertise. They also are called upon to acknowledge both the existence and the legitimacy of alternative views (or, at least, their possible legitimacy). By creating instructional contexts that value a diversity of viewpoints in which opposing positions are not ridiculed but rather are seriously engaged, they encourage students to explore alternative perspectives for themselves. Just as we challenge our students to be creative in their thinking, so too must we challenge them to understand the complexity of difficult questions and reward them for doing so. In further support of these ideals, we strive to be a community of discourse in which ideas matter consistently and pervasively in all that we do and that reflects a genuine diversity of viewpoints on complex issues.

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. In expecting our students to become responsible citizens, we challenge them to live what Robert Coles¹⁸ has termed “lives of moral leadership” professionally, civically, and personally. To do so, our students must understand that all persons encounter situations that call upon them to invoke moral categories and stand behind the ethical judgments they make. Accordingly, we must demonstrate for our students the need for moral decision-making, help them critically explore available ethical frameworks, equip them to make responsible choices among those frameworks or create new ones, and thereby enable them to calibrate their own moral compasses.

Balance and sustainability

A liberal education provides the best possible preparation for a life of professional achievement; it also provides the foundation for a life of satisfaction in the deepest sense of that term – a life of human flourishing, Aristotle’s *eudaimonia*. Such a life certainly requires some measure of material success. But even more importantly it entails continuing intellectual and personal growth, the cultivation of mature friendships and loving family relationships, professional, civic, other forms of community involvement, attention to the arts and other sources of spiritual renewal, and a commitment to health and wellness. As we consider the College we are today and plan for the College we will be tomorrow, we must keep in mind these constituents of a *sustainable* life and ask how we might do more to promote them – not only for our students but also for those who work at the College and for our alumni. A key element in this equation is *balance*: the ability to handle the competing – and frequently conflicting – demands on our time and attention. We ask our faculty members to model this characteristic for our students as well:

¹⁷Bertrand Russell, *The Problems of Philosophy* (New York: Oxford University Press, 1959), p. 157.

¹⁸Robert Coles, *Lives of Moral Leadership* (New York: Random House, 2001).

That is, we expect them to balance the competing demands of being a teacher-scholar-citizen, the three major components of the faculty role at Skidmore. It is certainly easier to achieve excellence by emphasizing just one component of one's life; it requires much more agility to shift among different roles. By attending more intentionally to this aspect of our humanity we may be able to address one of the most significant challenges our graduates will face in their post-Skidmore years, that of finding balance in their lives.

Individuality within community

Skidmore historically has expressed its commitment to excellence in terms of yet another dimension of engagement by fostering *individual achievement within the context of a caring, supportive academic community*. Indeed, throughout our history we have realized the *complementarity of individuality and community* – that human beings are dependent upon their social context for their very existence as individuals, and that any one person's achievement is made possible only through the contributions and support of many others. Students, faculty members, and staff members new to Skidmore quickly learn that they have joined a close-knit community that fosters individual excellence without at the same time generating destructive forms of zero-sum competition in which some necessarily must fail if others are to succeed.¹⁹ This unique community unites our alumni from the 1930's to our most recent graduates. More broadly, even as we honor the differences of color, cultural background, sexual orientation, religious heritage, and other factors that add richness to the human family, we also honor the even deeper affinities we all share as human beings. Such affinities influence us far more profoundly than do our sometimes more obvious differences. Our understanding of our human identity remains incomplete without an appreciation of these profound commonalities. This understanding is echoed in Skidmore's emphasis on community that we continue to affirm today.

Skidmore's distinctive identity

This constellation of institutional history, mission, and values delineates a unique institutional identity that is immediately recognizable within the extended Skidmore community and that forms the core of the story that we need to communicate to external audiences. Since our founding, Skidmore College has prepared generations of young women and, more recently, young women and men, to become both successful, productive citizens and personally fulfilled human beings. We also have embraced the education of a smaller cohort of non-traditional students who affirm the power of liberal learning to illuminate both their professional and personal lives. We attract students who are *sophisticated, eclectic, collaborative, creative, and adventurous*. We offer them a cosmopolitan and challenging institutional culture, one infused with opportunities to participate in and appreciate the visual and performing arts. We encourage them to experiment, to explore multiple areas of inquiry, and to pursue their individual passions. Traditional and non-traditional students alike report that Skidmore has enabled them to accomplish objectives and grow personally to an extent impossible to predict when they entered the College. Indeed, one of our historic strengths has been to awaken previously unrecognized interests and talents, suggesting new possibilities to students who have not yet appreciated – much less risen to – their potential.

The members of the Skidmore faculty take justifiable pride in cultivating our students' intellectual and personal excellence and curiosity; others within the extended Skidmore community take similar pride in their contributions to students' success. We hear in the testimony of our alumni, from the observations of appreciative parents, and through our own experience that our best students – those who take full advantage of what they find at Skidmore today – receive

¹⁹Not surprisingly, the *Academic Vision Statement* emphasizes the importance of *collaborative learning*, a value that takes on added significance today as we prepare our graduates for a professional world that increasingly respects and, indeed, demands the ability to work effectively with others.

an educational experience second to none. A Skidmore education provides the foundation in both the cognitive skills and the personal maturity required to excel in both the workplace and in the polity of the 21st Century. Most importantly, it offers the resources for composing a sustainable life as a moral being in a world where the ethical signposts periodically seem to have been knocked flat.

C. The College We Aspire to Be: Strategic Goals and Priorities

The preceding characterization of Skidmore College represents not only a description but also a promissory note issued to every new student upon matriculation. Each of them (and their parents) arrives with the legitimate expectation that this obligation will be redeemed in full. We certainly do not say to any individual matriculant, “It’s all right with us if you fail at Skidmore: your success doesn’t really matter.” Instead, we begin with the assumption that each admitted student can meet the challenges we present and – with the proper commitment, effort, and assistance – will join the ranks of Skidmore alumni. We regard matriculation as the beginning not of a four-year relationship but rather of a *lifelong* relationship between a student and the extended Skidmore community. Even so, despite our best intentions, we must acknowledge that for too many of our students Skidmore remains a promise unfulfilled. The gap between the aspirations of our *Mission Statement* and our actual performance provides both a significant challenge and our most important opportunity.

Our overarching objective, therefore, is to become a College that fully realizes the objectives of our Mission: one that inspires, challenges, and supports the highest levels of excellence for all our students, not just for some or even many of them – as evidenced by their achievements in realizing the values of engaged liberal learning while at Skidmore and expressing them throughout their lives. The Skidmore we envision expects that an intellectually rigorous, transformative educational experience will lead to graduates whose achievements at Skidmore will launch them into the next phase of their lives, who are prepared to function effectively in the complex and increasingly diverse world of the 21st Century, and who understand and embrace the responsibilities of living as informed, responsible citizens. Moreover, we expect our alumni to remain deeply connected to one another and to Skidmore as a continuing source of inspiration and support.

More specifically, we seek to become an academic community in which minds are inspired:

- A College that involves students immediately and passionately in a life-altering learning experience, from their first days on campus – a process that leads to significant individual academic achievement by the time of graduation, along with demonstrable personal development that will position all our alumni to embark with assurance on the next phase of their lives.
- A College that offers its students a balanced curriculum, reflecting strength across the arts, humanities, natural sciences, social sciences, and selected pre-professional programs, one that enables its students and faculty to make insightful connections across disciplinary boundaries.
- A College that expects every student to develop increased appreciation of the value of *difference* in human society, in which each student progresses in his or her ability to interact successfully with persons of unfamiliar background, and that provides every graduate an entrée to the understanding necessary to function

effectively not only as a citizen of our country but also as a citizen of our increasingly interconnected world.

- A College that expects responsible behavior of everyone within our community, that empowers and inspires all of our students to make the choices required of informed, responsible citizens throughout their lives, and that itself acts as a responsible corporate citizen.
- A College that values creativity and excellence in the research of our faculty, expects it in the collective decisions that determine the course of our institution, and insists on it in the work of our students.
- A College that increasingly is recognized for its role as a leading national liberal arts college in advancing the cause of engaged liberal learning within our national community and world at large – both through the actions of our alumni and through the College’s own contribution to the advancement of knowledge.

At the heart of our mission – and so of this *Plan* – is the education of our students in the broad tradition of liberal learning. This mission *per force* assigns a central role to the teacher-scholar-citizens who constitute the Skidmore faculty. Through their teaching and mentoring our professors engage our students actively in their own education. More broadly, by modeling the way an educated person examines, challenges, critiques, and synthesizes existing beliefs and creates new ones, the Skidmore faculty communicates to our students what it means to be liberally educated and capable of acting responsibly in the world. Though teaching, mentoring, and service tend to be their most visible activities on campus, the members of our faculty were initially drawn to the academic life through their own passionate scholarly engagement with a field of study. It is crucial for a faculty member, across the span of an entire career, to continue her or his scholarly engagement by maintaining active membership in an extended disciplinary community. Without a foundation of continuing professional engagement, one’s teaching cannot reflect the current state of an evolving area of study. Without the sharp give-and-take in the scrutiny of one’s own work by professional peers who are in a position to evaluate it, one all too quickly can lose the intellectual edge required to advance knowledge and to challenge one’s students. Most importantly of all, in order to inspire one’s students, one first must be inspired oneself; unless one continues to grapple with issues in one’s field that one defines as important, one’s scholarly passion can fade. The sources of such inspiration are manifold, but among these the stimulation of active membership in a learned community ranks high. Thus our *Mission Statement* affirms that “underpinning the [College’s] entire enterprise are faculty members’ scholarly and creative interests, which inform their teaching and contribute, in the largest sense, to the advancement of learning.” Accordingly, this *Plan* recognizes and supports the need for every faculty member to maintain an active agenda of research or creative work.

Though grounded in present reality, the Skidmore we envision will entail significant evolutionary development. To enable all of our students to live up to their potential, we must challenge ourselves to measure up fully to Skidmore’s most cherished ideals, to meet our own highest standards of excellence in all that we do: in teaching, in research and creative work, in administration, in College governance, in fundraising, in the management of our resources, in the maintenance of our campus, in all of the ways that everyone involved with Skidmore College supports our developmental aspirations for our students. In that spirit, we expect our administrators and staff members to understand their specific contributions to the College’s mission and to meet the highest professional standards in discharging their duties. We expect each member of our faculty to embrace fully the responsibilities of being a teacher-scholar-citizen at Skidmore – as accomplished educators, productive scholars and artists, effective mentors, and engaged institutional contributors. And we must support them at the highest levels possible in doing so.

To bring our shared vision to reality – to make our own most creative educational thinking matter across our community – we call upon our tradition of audacity, invoke our powers of imagination, and prepare to focus our efforts as never before. One of our greatest assets is the passion for our mission that characterizes us at our best, that is shared by so many members of the extended Skidmore community, and that has led us in the past to our greatest achievements. We reaffirm our sense of shared purpose and commit our collective energy to the task of achieving new levels of excellence and recognition – taking us ever closer to realizing the bold promise that is Skidmore College.

Goal I – Student Engagement and Academic Achievement

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

During their first year at Skidmore, our most successful students develop close mentoring relationships with their faculty advisors, begin their academic work in earnest, and successfully launch their undergraduate careers. As they move towards choosing a major by the end of their sophomore year, they plan a path through our curriculum that responds to their individual interests and goals and looks toward their future. They immerse themselves in a major (or majors) and take advantage of the rich intellectual and cultural life of the College. Before graduating, they complete significant research or creative projects, some of which achieve a level of quality equaling or exceeding work done at any college or university in the country. Through these experiences, our most successful students currently develop both the skills required to engage in independent thought, as well as the habits of mind necessary to continue their quest for knowledge throughout their lives. As noted above, our overall objective is to create the conditions required for this description to apply to *every* Skidmore student without exception.

To achieve this end, we need to accelerate the process by which students become engaged in their academic work, mentoring them more consistently as they begin to set their own academic goals. We need to strengthen our residential life so that it more consistently represents a context of residential *learning* – so that the co-curricular life of our students more fully reinforces Skidmore’s primary educational values. Our 90% student retention rate from the first to the second year is slightly below that of our comparison group, and we believe it should be improved. Our overall graduation rate of 80% (or slightly below) is even more problematic. We do not find it acceptable that two of every ten students we admit fail to graduate within six years.²⁰ Most importantly, we want each of our graduates to take with them a significant narrative of personal achievement. In short, we expect to improve our graduation rates without compromising our standards; in fact, we expect to raise the level of academic achievement overall.

To begin, we will offer *all* of our first-year students a rigorous academic experience that engages them immediately in the transformative educational journey that is a Skidmore education and, through consistent and thoughtful academic mentoring, sets them on a path toward achievement, both at Skidmore and beyond. We will create additional opportunities for our most advanced students to engage in collaborative research earlier in their academic careers, and

²⁰We know we can do better, in part, because our HEOP students (whose high school records significantly under-predict their college performance) graduate at rates ranging from 90% to 94%.

(again, through more effective mentoring) we will encourage more of these students to continue their educations in graduate and professional schools. We will continue to strengthen our interdisciplinary curricular offerings and, by selectively developing new interdisciplinary research initiatives led by our faculty, create additional opportunities for faculty-student collaboration and meaningful student internships. Finally, we will enhance the opportunities for Skidmore students to complete a significant independent project prior to graduation.

Preserving our historical strengths in the arts and pre-professional majors, over the next ten years we will provide greater disciplinary balance to our curriculum by placing additional emphasis upon the natural sciences. Our aims are to bring greater visibility to their existing strengths, to add resources, enabling them to play a more active role in the Skidmore curriculum, to develop additional strength in interdisciplinary science programs, and to raise the level of science literacy among our students overall. We will realize more broadly and deeply the curricular expression of our commitment to creative thought – not as localized in particular courses but rather as a value that extends throughout our teaching and learning across the College. As part of this effort, we will continue to extend the pedagogical and research opportunities represented by the Tang, realizing that it represents an opportunity for us to develop a new model of teaching and learning that incorporates object exhibition.

Academic departments are local embodiments of the expertise that is essential to disciplinary and interdisciplinary programs alike. They serve their purpose best by functioning not as walled city-states but rather as cells in a common living tissue: as open communities bringing their disciplines to campus both in their formal curricula and informally through reading groups, colloquia, symposia, and other activities that draw together students and faculty members around topics of interest. As they deploy their curricular and co-curricular resources, every major and program should have a clear answer to four important pedagogical questions:

- First, what do we want our students to learn in this discipline, how do those educational objectives inform the curriculum, and how do we determine when those goals have been accomplished?
- Second, how do we invite our students to engage this discipline beyond completing the *formal* curriculum – e.g., through outside speakers, participation in professional meetings, departmental symposia, and so on?
- Third, what do we do now to encourage our majors to complete a substantial independent project by the end of senior year, and what could we do to enable more of them to do so?
- Fourth, how systematically and effectively do we advise our students about the career options our major programs open to them – especially the traditional liberal arts majors? Such advising is not a way to make such programs more “vocational.” It is, rather, to free our students to pursue their own passions for a liberal arts major, secure in the knowledge that their work at Skidmore – whatever form it takes – will provide the foundation for a successful professional life as it evolves over the years.

To increase the capacity of our faculty to fulfill these objectives – especially those concerning student mentoring and the supervision of student research and creative work – we will add a total of fifteen (15) tenure lines to bring the number of tenure-track and tenured faculty positions from 183 in 2002 to 198. Several of those positions are now in place; some of the additional positions that will be allocated in response to specific initiatives are referenced below. Some new positions

will be funded by reductions in the number of part-time faculty positions; others will require new resources.²¹

We will better support the members of our faculty in their aspirations to achieve academic distinction by developing additional resources to sustain their scholarly, creative, and pedagogical work. We recognize that the principal issue facing faculty members in dealing with the full range of objectives identified here is increasing demands on their *time*. We need to balance these demands over the course of a career by realizing that one cannot concentrate simultaneously, in the short term, on the three principal dimensions of the faculty workload. One needs to emphasize different dimensions at different times within a review cycle (e.g., developing a new course, completing a research project, taking on a major service responsibility). We will address this issue not only by adding new faculty lines but also by reducing demands on faculty time wherever possible (e.g., through governance restructure), and by seeking other ways to increase our efficiency. Over the longer term, we will explore ways to decrease the ratio of full-time tenure-track and tenured faculty to students (our initial objective will be to move from 11:1 to 10:1) and maintain appropriate curriculum-specific limits on class size.

Priority Initiatives in Support of Goal I

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

- Implement the First-Year Experience curriculum that will enable each entering student to select a small First-Year Seminar offered by a faculty member who is passionate about the course's subject matter. First-Year Seminars will provide rigorous, challenging academic experiences that establish an atmosphere of intellectual engagement that will continue beyond the first year and throughout the student's career at Skidmore.
- With the assistance of a student peer advisor, the First-Year Seminar professor becomes the academic mentor of the students in his or her class. In this capacity, the professor works with students to help them become more self-reflective about their careers, set goals, and explore use of an ePortfolio that would become a vehicle for tracking students' performance across their time at Skidmore and presenting themselves to future employers or post-graduate schools.
- Add five (5) faculty positions prior to the 2005 academic year to support this initiative. [S]²²
- Clarify the College's expectation that all faculty members will perform their fair share of the work of mentoring students and provide assistance in ensuring that they develop the skills to perform this aspect of faculty work effectively.
- Ensure that we provide the resources necessary to assist faculty members in developing pedagogical strategies to support the educational objectives of this plan (e.g., strategies for engaging students actively in the work of a class, enhancing students' capacities for independent thought, and expecting and developing creativity across the curriculum).

²¹Specifically, two new lines were added in 2003-04 (Chemistry, Psychology), and two lines are being added for 2005-06 (English, Studio Art). Three new lines have been approved for search in 2005-06 (Computer Science, Sociology, Religion), and four additional lines have been projected for the natural sciences (Biology, Chemistry, Neuroscience, and Environmental Science). Four lines remain to be determined.

²²Indicates that additional resources will be required.

- Give additional attention to all introductory courses to ensure that Skidmore's most accomplished teachers offer them, engaging our students actively and effectively in the work of the discipline.

➤ ***Increase support for research and creative activity throughout faculty careers.***

- Enhance faculty research and creative work by increasing support for yearlong sabbaticals to 80% of salary; explore ways to reconfigure sabbatical program (e.g., with regard to the timing of sabbaticals) to increase effectiveness of the sabbatical program. [S]
- Enhance the usefulness of internal grant resources and develop other new resources to support such efforts. [S]
- Enhance internal support and external resources (e.g., through the Independent Colleges Office) to assist faculty members in all areas of the curriculum in identifying and seeking external grants for research, creative work, curriculum development, and pedagogy. [S]
- Provide additional support for departments, programs, and individual faculty members in bringing external speakers, workshops, and conferences to campus. [S]
- Seek opportunities to bring externally funded research projects to campus that will create opportunities for faculty groups to collaborate and that may provide new opportunities for student internships and research assistantships.

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

- Develop the funding necessary to complete the new music building to accommodate the needs of the Music Program. This building will include a 700-seat auditorium that will accommodate musical and other performances (throughout the traditional academic year and in the summer). It also will provide a venue for events that will further enhance the intellectual life of the College and serve as a resource for our region. Renovate Filene Hall and other areas on campus, as identified in the revised Campus Master Plan, to meet the academic program's requirements for additional space on a timetable that allows for the development of adequate funding. [S]
- Continue to raise expectations for achievement in writing for all students across the entire curriculum, provide necessary support for the faculty in developing effective writing pedagogies that are both discipline-specific and general.
- Continue to develop the resources of the Tang to encourage innovative interdisciplinary teaching and learning and the creation of new pedagogies involving object exhibition. [S]
- Develop additional resources to support students' research and creative activity, such as the Student Opportunity Fund and resources for collaborative faculty-student research. Enhance opportunities for students to complete independent research or creative projects prior to graduation. Add five (5) faculty positions to

support these efforts. Explore ways to account for oversight of such student work in the teaching load. [S]

- Ensure that major curricula are sufficiently rigorous to provide students the option of entering graduate or professional programs directly from Skidmore, should they so choose. Enhance mentoring so that students are aware of their options and understand what they need to do to prepare themselves to take advantage of those opportunities.
- Enhance programs that inspire and celebrate academic excellence, such as the Honors Forum, the Academic Festival, and the graduate Masterworks Forum.
- Develop new resources – especially web-based resources – and opportunities to facilitate the lifelong learning of Skidmore alumni by maintaining rich connections to the ongoing life of the College.

➤ ***Strengthen information resources across the College.***

- Promote the integration of technology into the work of the College. [S]
- Promote information literacy for all students. Reinforce the importance of information literacy as a new and powerful aspect of a Skidmore education through workshops and curricular developments that offer students a means to acquire the requisite skills and understanding needed for the 21st Century.
- Provide support for the technology required for faculty research and creative activity. [S]
- Provide effective and responsive technology services and infrastructure that are supportable, sustainable, and scalable. [S]

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

- Strengthen the natural sciences and enhance their visibility at Skidmore by providing additional support to departments and programs, increasing the number of science majors (in part, by raising awareness of existing targeted student scholarships and, where possible, creating new ones), and encouraging more of our students to pursue science-related graduate and professional work. Add four (4) faculty positions and two (2) technical support positions to the natural sciences to support this effort.²³ [S]
- Strengthen interdisciplinary science programs as a distinctive focus. [S]
- Develop curricular resources and enhance programming (e.g., external speakers, symposia) to raise the level of science literacy and awareness of the connections of science and public policy among all Skidmore students. [S]

²³ See the report, “Priorities for Science at Skidmore.”

➤ ***Increase our effectiveness in helping our graduates plan and prepare for their post-Skidmore lives.***

- Expand collaboration among our academic departments, career services office and alumni affairs to provide students with information, guidance, and support in exploring career options related to various majors. Encourage departments to share best practices related to such activities.²⁴
- Enhance our capacity to mentor students earlier in their careers regarding graduate and professional school options. Improve mentoring related to post-graduate fellowship opportunities.
- Develop ways to engage alumni, parents, Trustees, and friends more effectively in career-related mentoring.

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

- Expand current efforts and develop new ways to facilitate greater cross-fertilization and shared participation between activities and programs sponsored by Special Programs and those occurring during the traditional academic year. In particular, encourage more involvement in summer programs by traditional students in support of the effort to attract and retain stronger students and to enhance students' sense of Skidmore as a place for intellectual growth and artistic innovation.
- Broaden the conversation about student engagement, assessment, citizenship and independent learning by considering ODSP experience with non-traditional students.
- Continue to foster collaboration between ODSP and relevant areas of the college in support of student and faculty engagement in ODSP residencies and events.
- Provide support for faculty members to take greater advantage of ODSP resources and programs for pedagogical innovation and experimentation. [S]

Goal II – Intercultural and Global Understanding

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

It has perhaps never been more important for the world's voices to be heard in America, never more important for the world's ideas and dreams to be known and thought about and discussed, never more important for a global dialogue to be fostered. ... The cold

²⁴A 2004-05 Mellon grant provides resources to assist such efforts.

war is over, but a stranger war has begun. Alienation has perhaps never been so widespread; all the more reason for getting together and seeing what bridges can be built.

– Salman Rushdie²⁵

It is arguable that the global situation changed in the 1980's but the United States did not fully wake up to those changes until September 11, 2001. No longer is the world divided into two spheres of superpower influence. Although the United States retains a preponderance of military power in the Post-Cold-War era, multiple sources of economic influence, political power, and cultural energy compete for attention on the world stage and affect every aspect of our students' lives – from the price they will pay for gasoline, cement, and steel to the types of jobs available to them in our economy to the quality of the global environment to the governmental policies that will be necessary to maintain not just their accustomed standard of living and personal freedom but the very possibility of a stable world order. If we want them to emerge as leaders and not just as observers, our students must understand this world and their place in it. Our job is to immerse them in that world. It is their future.

We need to do more to include global perspectives in our curriculum and foster global awareness throughout our community. Specifically, all Skidmore students need to understand that no one's worldview is universal, that other people may have profoundly different perspectives and values, that world systems are interdependent, and that local choices have global impact. To become globally aware, students must study at least one foreign culture and language; understand the dynamics of international conflict, collaboration, and negotiation; learn to differentiate between phenomena that are area-specific and transnational; and develop the skills to identify and analyze complex international problems in their historical, technological, and ethical contexts. We will encourage more of our students to undertake transformative study abroad as part of their undergraduate education – with destinations such as Asia, India, the Middle East, Africa, and Latin America becoming as common as Paris or London. For their part, 61% of the students entering in Fall 2003 indicated a desire to study abroad. We must enable them to do so, and we need to affirm these values by supporting our faculty as well, to enhance their own ability to lead such efforts.

This project begins with the composition of our student body itself. We seek to recreate Skidmore as a more diverse, globally conscious community better able to prepare *all* our students for the world each of them will encounter upon graduation. For any college, each year's applicant pool marks a moment of transition and opportunity. As we look towards the Skidmore student population of the future, we must first of all assert that *creative thought knows no boundaries*. We want our strongest accepted candidates, whatever their backgrounds, to make Skidmore their first choice. We also need to be clear about our objectives with regard to increases in specific populations, such as students of color, international students, and so on. For example, creating an educational context capable of supporting meaningful discussions about the world situation, requires a student body that includes meaningful numbers of students whose backgrounds place them in direct touch with the perspectives of persons living in other countries. Accordingly, our long-term objectives must include not only a more diverse student body drawn from across the United States but also a substantial increase in the number of international students attending Skidmore. Furthermore, in attending to *diversity*, we need to think inclusively: considering factors such as socio-economic background, geographical distribution, and national origin, as well as race, gender, ethnicity, cultural heritage, sexual orientation, religious background, and the like.

²⁵Salman Rushdie, "The PEN and the Sword," New York Times Book Review, April 17, 2005, p. 31.

In the first few years of this planning cycle, we will build upon our existing strengths to make the most significant differences with our foreseeable resources. In 1969 we created the Skidmore Higher Education Opportunity Program (HEOP).²⁶ This innovative initiative has gained national recognition for enabling students whose backgrounds would not have predicted academic success to gain access to higher education and, indeed, to realize significant achievement. That program later was extended to a broader population as the Academic Opportunity Program (AOP). In Fall 2004, we expanded this program by 40%. We will continue this progress by expanding and enhancing HEOP/AOP, take best advantage of existing relationships with known feeder schools in the United States, and work to extend those relationships to new schools.

As a complement to the preceding efforts, we will work to identify high schools with significant populations of first-generation American and immigrant students who can bring to Skidmore perspectives shaped by first-hand international experiences. We also will make selective use of existing contacts with individuals and schools in other countries and programs such as United World College where, with their help, our recruiting efforts can be most efficient and effective. As we progress over the term of this planning cycle, we will increase our efforts to attract more international students. We must match these efforts to change our student population by continuing to challenge ourselves to enhance the diversity of our faculty and staff. We have begun these efforts, though to date our success has been limited. This is an area in which we must aggressively employ both our own ideas and the best practices of other schools – raising our expectations to see not just increased efforts but increased results.

Though our concern with diversity begins with questions of access, it is ultimately not about numbers of students from specified backgrounds. Rather it is about understanding and achievement. We will succeed only to the extent that our graduates are accomplished at interacting with persons whose backgrounds differ from theirs – seeing difference as a positive feature and knowing how to forge relationships that span what once would have constituted divides within the human community. We must address the complex needs of an increasingly diverse student population, enabling all our students to attain high levels of achievement. We will continue our efforts to understand why the performance of certain student sub-populations fails to meet our expectations and, based on that enhanced understanding, we will increase our efforts to meet their needs more successfully. We need to become more creative in helping *all* of our students develop the interpersonal skills required to interact successfully not just within an increasingly diverse College population but even more importantly within our increasingly pluralistic world. As one vehicle for fostering such learning, we will develop new ways to engage our students beyond the classroom through collaborative research, service learning, internships, and volunteer activities

We have not yet reached consensus within the College about how to achieve these aims or even about their meaning. More specifically, there is no agreed upon articulation of the skills and competencies required by today's graduates – much less a consensus on how to develop them systematically and measure our success in doing so. Important conversations regarding these issues have occurred in the past, and these matters represent one of three primary foci of the current Middle States review. We need to build on this good work and engage a vigorous conversation within our faculty and across our community to clarify our understanding of what our students need to know in this area and how we can best assist them in coming to know it. In short order, this conversation needs to result in action, with departments and programs taking the lead in enhancing courses and curricula to advance this initiative. These concerns also need to be reflected in the shared conversations prompted by visiting speakers, symposia, performances and other such public events that are vital to the life of any academic community.

²⁶Skidmore was a “founding institution” in this New York State program.

Priority Initiatives in Support of Goal II

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

- Under the leadership of the President, constitute a College-wide Intercultural and Global Understanding Task Force (replacing the Diversity Committee) co-chaired by the President and a faculty member to provide leadership in achieving the objectives of this Goal. Primary among its responsibilities, the Task Force will be charged to advise the President in leading the College to define specific objectives and develop initiatives to achieve those outcomes in support of this Goal. Fund the Task Force using Presidential Discretionary Funds, enabling the Committee to provide internal grants to individuals and groups on campus who propose creative approaches to advance the objectives of this Goal.
- Increase our efforts through mentoring and programmatic changes to enable a higher percentage of our students to study abroad for at least one semester. Our initial goal will be to raise the percentage of Skidmore graduates who have had such experience to 60%.²⁷ Draw on the expertise and professional connections of our faculty to provide additional opportunities for students to study abroad. Find new ways to take advantage of the resources represented by students returning from study away to enrich the campus community.
- Provide additional encouragement and assistance to faculty members whose research and teaching have an international focus. Help them develop their expertise and assist their efforts to share their expertise with the larger Skidmore Community. [S]
- Support programs (e.g., the International Affairs major), curricula, courses, lectureships, and symposia that enhance global awareness on campus. Consider adding faculty positions in international areas not currently well represented in the curriculum (e.g., the Middle East). [S]
- Develop additional resources to support faculty efforts to create opportunities to take our students abroad for experiences that foster global awareness. [S]
- Reduce the obstacles to students going abroad from certain disciplines (e.g., the natural sciences). Allow all majors to offer study-abroad as an option, through more effective mentoring, help students choose relevant courses to prepare them effectively for study abroad.
- Increase our institutional capacity to take advantage of the experiences of students returning from study abroad (including London Program first-year students); develop new ways for such students to share their experiences with others (e.g., via web logs, Academic Festival, etc.).

²⁷Once this target is achieved it will be reevaluated to see if it is feasible to increase it.

➤ ***Renew the conversation about diversity both within the Skidmore faculty and broadly across the campus community; building upon the work of the Middle States review and other past efforts, establish clear educational objectives relating to this Goal and develop shared expertise in achieving them.***

- Charge the Intercultural and Global Understanding Task Force to initiate and support this conversation.
- Provide additional resources to faculty members to meet the pedagogical needs of an increasingly diverse student population and take advantage of the opportunities represented by a more multicultural classroom environment. [S]
- Identify individuals who will have leadership and operational responsibility for guiding the implementation of this initiative.²⁸ [S]

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

- Expand and stabilize the resources of our remarkably successful HEOP/AOP programs, ensuring that these will continue regardless of the vicissitudes of external (primarily governmental) funding. We will target some of these new scholarships toward students with strong interest in science and mathematics.²⁹ [S]
- Support the initiative to increase diversity through improved collaboration between the relevant ODSP programs and Admissions, HEOP/AOP, and relevant departmental programs.
- Increase our endowed scholarship funds for students with economic need – paying special attention to students who will contribute most to the goals of educational excellence, rigor, and diversity. [S]
- Improve retention and achievement among traditionally under-represented student groups by improving academic support where it is needed.
- Strengthen programs that enhance campus climate and promote understanding among cultures, races, religions, and individuals, such as the Intercultural Center. [S]
- Increase the number of international students. An important but less immediate focus in the first five years of this planning cycle is to begin with existing contacts and target our admissions efforts to recruit additional foreign students who can afford to study at Skidmore and who – through their presence here – have the potential to attract additional students from their homelands. We also will pay special attention to children of recent immigrants to America. We will make targeted use of our limited need-based financial aid funds to attract students with very high academic potential or who come with assistance from other sources (e.g., United World College). [S]

²⁸One such position, a Director of International Education, is proposed in the report of the CEPP Subcommittee on Study Abroad and Diversity, Fall 2003.

²⁹A significant part of our strategy for achieving this objective is increasing our retention rate.

➤ ***Enhance the diversity of our faculty, staff, and administration and enhance their skills that relate to achieving this Goal.***

- Increase our efforts to recruit and retain faculty members, administrators, and staff members who represent excellence in their field and who also will increase the diversity of our employee population. Where feasible, we will use flexible interdisciplinary faculty positions to increase the diversity of applicant pools. We will send clear signals that we are seeking faculty members with an interest and experience in working with previously under-served student populations.
- Using Fulbright and other international grants, bring accomplished international scholars to Skidmore to teach as visiting faculty members, in short-term residencies, etc.
- Consistently include programs to enhance the skills that relate to this Goal in the professional development of our faculty, staff, and administrators.

Goal III – Informed, Responsible Citizenship

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

The crucial work of educating informed, responsible citizens decidedly begins at home on a campus that has moved beyond the concept of residential life to that of *residential learning*. To establish this context, we will forge stronger links between the campus built environment and our Mission, ensuring that the spaces we provide for our students to live and work are conducive to their intended purposes. We will scrutinize our systems and procedures to ensure that our institutional actions consistently reinforce our stated values (e.g., that our weekly class schedule does not encourage Thursday-night partying). We must overlook no opportunity to encourage our students to take full responsibility for their beliefs and to act responsibly during their time at Skidmore. Indeed, responsible student behavior is the foundation of academic achievement.

The concept of *responsible behavior* encompasses every dimension of college life: the intellectual climate on campus (as enhanced by visiting speakers, conferences, and performances, and as supported by more extended-hour study spaces on campus), the student culture in our residence halls, the social opportunities available to our students on campus (especially on evenings and weekends), our insistence that each of our students grapples with issues of local, national, and global concern throughout the curriculum, and our systematic promotion of lifelong habits of health – not just for those involved directly in intercollegiate athletics but for all of our students. In fact, it begins with the Admissions process itself. Developing the strongest possible student body includes seeking out those applicants best able to take advantage of our distinctive resources and most likely to make their own contributions to the College as Skidmore students and as alumni. Just as we seek students eager to engage energetically in intellectual inquiry across disciplines and ways of learning – students who value educational excellence and will challenge themselves to meet the standards and expectations of the faculty – we also seek students who will contribute to the sense of honor and responsibility of the campus, and eventually contribute to the communities they will join upon graduation.

Our *Mission Statement* adds to this picture the expectation that in their time at the College our students will progress toward becoming a particular kind of independent adult: an informed, responsible citizen. An essential component of this developmental process is the realization that such independence – autonomy – involves not the absence of regulation but rather increasingly sophisticated forms of self-regulation that are, in fact, quite demanding of the individual. Realizing these values involves both thought and action: mind and hand. If Skidmore is to develop and reinforce these values in our students, the environment in which they live must be a place that instantiates and reinforces them as well. Although there is much to admire about student life at Skidmore, we currently face a number important obstacles to this goal.

The College will address aspects of student culture that impede engagement and detract from excellence, first of all by revisiting our admissions criteria and evaluative procedures to ensure that we attend to indicators relevant to these objectives as we choose the members of each entering class. We will bring significantly more upper-class students back to campus and foster the contributions these students can make as role models and mentors to younger students. Achieving our broad objectives, however, will require us to realign the educational portfolio of Student Affairs to ensure greater collaboration with Academic Affairs and to enhance the contribution of Student Affairs to the College's overall educational mission. We will strengthen the linkage between the academic and residential programs (especially for first- and second-year students). We will improve support for students as they consider post-graduate education and careers. We need to do more to support non-credit-bearing out-of-class experiences that advance our developmental objectives with respect to citizenship and students' personal growth. Our challenge will be to staff such efforts properly, to realize the educational gains that could result by providing additional "coaching" to such student activities as *The Skidmore News* or the Student Government Association (SGA). Overall, we must take care that all of our students understand both the benefits and the responsibilities entailed by membership in the Skidmore community. We must devote additional attention to sub-populations of students who do not appear to be engaged in the community as deeply and consistently as we expect.

The requirements of responsible citizenship, however, transcend the need for a mature realization of autonomy; they require active participation in civic discourse, political decision-making (e.g., voting), and other forms of community involvement. We need to engage in a broad-based conversation about the personal qualities that underlie such participation, our effectiveness in fostering such characteristics in our graduates, and ways in which we can become more successful in doing so.

Next, liberal education aims to prepare students not just to attain professional and civic goals and achieve a measure of prosperity but, most importantly, to live well: to construct balanced lives that are fully human, satisfying, and happy. Some have argued that we have obligations to ourselves to create the conditions for such a life, at least where possible, and one such condition certainly is health and wellness. Accordingly, the College is committed to help our students develop patterns of behavior that will serve them throughout their lives in this regard. This commitment is the primary reason for student life programming aimed at discouraging the abuse of alcohol and drugs. It extends even to the food we serve in our dining halls, which should be nutritious and wholesome as well as appealing.

This commitment to wellness also motivates renewed attention to athletics (varsity athletics, club sports, and intramural sports) and recreational and fitness activities. In recent years, several extensive reviews of our athletic programs have made it clear that it is time to re-balance and re-center our efforts in this area, with special attention to questions of gender equity in support of women's intercollegiate teams.³⁰ We are and will remain a Division III school, which means that our student athletes should be representative of our student population at large;

³⁰See the 2002 Athletic Review Committee (ARC) Report.

in all instances, academic values must take priority. We will not sacrifice the quality of our academic or residential life by admitting or retaining students whose focus on athletics comes at the expense of other, more central values.

At the same time, our intercollegiate teams deserve coaches who are effective recruiters and teachers of their sports and, at the same time, successful mentors of student athletes, with whom they frequently develop close relationships marked by respect and trust. The quality of resources provided for coaches and trainers, other support services, and our expectations for each program should meet our College-wide standards. Intercollegiate teams should be competitive when they take the field: our student-athletes should know that if they play to their capacity they have the opportunity to win. To fulfill our commitment not only to our student-athletes who compete against other colleges but also to the remaining 65-75% of our students and to our employees, we need to continue upgrading our athletic facilities and make them more readily available (especially to our students). We need to increase support for recreational programming. We also need to encourage our students to take advantage of one of our most noteworthy advantages: our proximity to the Adirondacks.

Finally, we acknowledge 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 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 “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.

Priority Initiatives in Support of Goal III

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

- Engage faculty conversation about the value of responsible citizenship and its place in the Skidmore curriculum. Develop, support, and enhance pedagogical innovations such as service learning, collaborative research, and project-based learning to support the application of knowledge beyond the classroom and promote meaningful connections between students’ academic experience and personal lives. [S]
- Define, support, and reward faculty involvement in research, teaching, and the sponsorship of projects that promote the knowledge and skills requisite for informed citizenship. Monitor effects of those changes and revise as necessary. Make the Skidmore campus itself a domain of study in which the values of responsible citizenship take on practical significance. Encourage students and faculty members to undertake projects aimed at improving some aspect of Skidmore’s performance as a responsible institutional citizen. In so doing stress the relationship between local actions and more global concerns and emphasize the positive effects of such efforts.

- Educate Skidmore community members regarding the rights and responsibilities of information citizenship.

➤ ***Enhance residential learning.***

- Implement those aspects of the First-Year initiative that pertain to Residential Life. Review and revise as necessary our Residential Life programming and staffing to ensure that we are creating a campus environment that supports our educational objectives. Intentionally design (and, where necessary, redesign) co-curricular and residential programs to promote collaboration between the faculty and the Office of Student Affairs. [S]
- As we implement and continue to evaluate recently changed campus drug and alcohol policies, expand and enhance on-campus programming that provides social and recreational alternatives consistent with the College's values and educational objectives. Monitor effects and revise policy and programming as necessary. [S]
- Strengthen the Honor Code. Raise the intolerance level for behavior that is destructive of community values (e.g., mutual respect for members of this community, caring for the campus physical environment). Actively promote the development of social integrity, civic virtues, and personal responsibility.
- Support student involvement in College governance. Extend faculty and administrative mentoring to key student organizations such as SGA, *Skidmore News*, etc., while recognizing such work as a valuable dimension of faculty service within the system of faculty review.
- Increase the weight of the citizenship profile in Admissions decisions.
- Increase the number of Student Affairs professional staff in residence halls.

➤ ***Enhance the campus residential environment, with special attention to common spaces.***

- Complete the move to the “new” campus by closing Moore Hall, and expand our total residential capacity by 200 to 300 beds, to bring more of our students now living off-campus back into the residential community. The centerpiece of this effort will be the new North Woods apartments, to be funded by revenue bonds. Expanding residential capacity on campus will also reduce detrimental effects to the local housing market.
- Modernize our dining facilities (also to be funded by revenue bonds), develop a more flexible meal plan, and support a “fourth meal” so that the dining experience more effectively supports the creation of community on campus. [S]
- Develop new common spaces on campus in which students can gather informally to socialize and study – both as individuals and in groups. [S]
- Increase options for late-night studying on campus. Ensure that students are able to study in their residence halls.

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

- Strengthen programmatic support for athletic, fitness, and recreational activities. Continue to upgrade facilities (including a new on-campus exercise facility for students). Be mindful of the relationship between each of these activities and community values. [\$]
- Ensure that coaching and other dimensions of support for athletics meet College-wide expectations for excellence. Support athletic coaches in embracing the Division III philosophy that assigns primacy to students' academic success and personal development – especially in regard to leadership skills and teamwork. Recognize that coaches frequently become their student-athletes' most important mentors and support them in this aspect of their work. Ensure that the Skidmore community fully includes all our athletic teams. Strengthen support for women's intercollegiate teams. [\$]
- Ensure that the quality of food served in our dining halls is consistent with our overall goals for student health and wellness.

➤ ***Develop, broaden, and deepen the College's connections to the local community; enhance our ability to function as a socially and environmentally responsible corporate citizen.***

- Make the Skidmore campus an environmental laboratory, increase our emphasis on responsible planning for environmentally sustainable operation, and continue efforts to reduce the College's "environmental footprint." Promote a campus intellectual climate that supports these goals. [\$]
- Increase students' understanding of and their involvement in local and state social, political, and environmental issues (e.g., the North Woods, Adirondack Park, the Water Initiative, SPAC). Increase support for students who research, fundraise, and volunteer within the local community. Increase students' awareness of the historical role of Saratoga in the founding of the United States.
- Strengthen relations between the College and the town of Saratoga Springs. Find new ways to promote awareness in the community beyond our borders of the resources represented by the College.
- Explore the possibility of opening – in partnership with an appropriate entity – a retirement facility associated with the College.

Goal IV – Independence and Resources

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

It is time for Skidmore to alter its historic pattern of seeking individual excellence within a context of institutional limitation. Although no college can ever assemble all the resources required to fulfill its every ambition, we must continue to develop new sources and levels of funding, increasing substantially our institutional capacity to support our highest priorities and, ultimately, to preserve our institutional independence. At the same time, we must renew our efforts to manage as efficiently as possible our existing resources, including the *time* of those of us who work for the College. As central to this effort, we need to reaffirm a vision of leadership and participation across the Skidmore community based on effective communication, transparency, and efficient shared governance that reinforces the highest ideals of professionalism, honesty, and integrity that should be the hallmark of any academic community.

We need to provide the resources necessary to sustain our core activities of teaching and learning by adding fifteen (15) tenure-track faculty lines³¹ not only to meet the demands of our curriculum but also to enhance our collective intellectual life through their research and creative work, to mentor our students and supervise their independent work, and to perform the other kinds of service expected of full-time faculty members. In addition, we must ensure that our compensation and working conditions remain attractive to those prospective faculty members (and others) we will want to recruit over the coming years,³² increase funding for research projects (especially research involving students), create opportunities to develop collaborative learning components in the curriculum, offer workshops and conferences devoted to different pedagogies, and develop additional off-campus and overseas relationships with other institutions so that the faculty members can teach and conduct research away from Skidmore. Similarly, we must support all Skidmore employees by offering competitive levels of compensation (in wages and salaries and in benefits), supportive working conditions, and opportunities for personal growth and professional advancement. Our long-term goal is to operate Skidmore College so that it is valued by all our employees as one of the best – if not the best – places to work in the Capital Region.

We also must keep in mind that two of our most precious resources are the relationships that bring together the members of the extended Skidmore community and the perceived value of the Skidmore name among external constituencies. Our professors understand that teaching is a relationship, not a transaction – a relationship that our students, alumni, and professors identify as Skidmore’s most salient attribute. Standing in opposition to a disturbing trend in higher education, we do not regard our students as customers involved in a four-year business transaction. Rather, we see them as future alumni at the start of an enduring relationship with the extended Skidmore community – a relationship that entails responsibilities as well as privileges and that, ultimately, helps to define them as individuals throughout their lives. In this light, our conversation about the ideals that define our extended community is multifaceted: It concerns the continuity of the values that shape our shared sense of purpose over time; it speaks to the experience of today’s students and our plans for the students of tomorrow; and it involves the personal identities of our alumni. It also pertains to the way we use the Skidmore College name

³¹As referenced above under Goal I.

³²In part, to replace the significant cohort of senior faculty members expected to retire over the next ten years.

in projecting our “brand” to external constituencies and the “equity” of that brand in the marketplace. For all of these reasons, not only must we understand and live up to our values but we also must attend carefully to the symbolic expression of our identity, protecting, preserving, and strengthening it as one of our most precious institutional assets. Within the Skidmore community, we must be more intentional in shaping the semiotics of our campus architecture, signage, and internal publications to reinforce our sense of community. We need to ensure that the College’s communications with our students – especially those pertaining to prospective students – reinforce the lifelong relationship we are forging with them. Finally, we must become even more effective in establishing our distinctive identity with external constituencies as we make known to them the worth of a Skidmore education.

Our recent admissions campaign emphasizing the theme *creative thought matters* appears to have met with initial success (both in terms of numbers of applicants and in terms of their self-selection). At the same time, as a College with aspirations to diversify the geographic (national and international) and demographic composition of our student body and to increase our visibility as a distinctive liberal arts college, we must build on past efforts to define Skidmore’s external “brand identity.” This does not mean somehow reducing our complex reality to a simple slogan, but it does entail a more sophisticated institutional recognition of the steps needed to attain the indicated goals. We will be advantaged to the extent that we are able to define and “own” a concise, recognizable, and distinctive identity. Doing so will require persistence in presenting the College to the external world – repeating a consistent message long past the point at which, internally, we will have grown weary of hearing it. This process will be facilitated to the extent that we can discipline ourselves to unify and coordinate our publications and other expressions of institutional identity (including, again, the appearance of campus buildings and spaces) to present a consistent and identifying appearance to external audiences.

Finally, we envision a Skidmore increasingly recognized for its role, as a leading national liberal arts college, in advancing the cause of engaged liberal learning – indeed, the cause of enlightenment – within the world community both through the actions of our alumni and through the College’s own contribution to the advancement of knowledge. That contribution takes two principal forms: The first is the professional activity of our individual faculty members (in many cases, in collaboration with our students) in advancing the work of their disciplines. The second is the contribution of the College itself through its sponsorship of significant artistic and intellectual events such as performances, conferences, exhibits, and symposia dealing with the most important questions of our time. In this context we might again mention the Tang, along with our journal, *Salmagundi*, our summer institutes in the arts and letters, the Filene Visiting Artists Series in music, and our named annual lectureships and residency programs. We will seek ways to strengthen our already impressive work in these areas and identify new ways to enter the national conversation on the role of liberal education in contemporary society.

Priority Initiatives in Support of Goal IV

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

- Complete a comprehensive \$200M fundraising campaign by 2010. Continue to work aggressively to increase the overall annual participation rate of alumni in giving to 50%, with a 35-40% growth in the Annual Fund by the end of the Campaign. Our goal is to produce a sustainable annual revenue stream from fund raising of \$25-30M – an increase of 100%. Continue to expand our relationships with charitable foundations with a goal of increasing foundation support over the coming years.

- Enhance our capacity for long-range budget forecasting and integrate long-range budgeting with the strategic planning process. Maintain fiscal discipline in holding annual increases in the comprehensive fee within 2% of the rate of inflation. Maintain a financial aid discount rate of 28-30% or lower.
 - Continue to increase the endowment through investment policies and fundraising, aiming at a minimum annual rate of increase averaging at least 8%. Maintain an endowment-spending rule of 5% or less per year. Our target for the endowment in FY 2010 is \$240M; our target for FY 2015 is \$300M. Attaining these goals would produce a 50% growth in endowment support for the operating budget by FY 10 (approximately \$4M increase) and nearly a 100% increase by FY 15 (approximately \$7.5M increase). Because of projected spending growth based on inflation, these increases would produce only a 1% increase in the percentage of the annual budget supported by the endowment – i.e., a 1% decrease in tuition dependence. Obviously, increases in endowment that exceeded these projections would result in more dramatic changes in tuition dependence (currently, approximately 85% of the operating budget).
- ***Achieve and maintain competitive compensation for Skidmore faculty, staff, and administrators; enhance our ability to support their professional development.***
- Implement the “Total Compensation Framework” in conjunction with the market study. Review and revise the “Framework” as necessary and appropriate to reflect changing external conditions and the availability of resources. Pay special attention to changing market conditions in hiring (e.g., in faculty hiring). It is likely that we will need to move aggressively to address issues of compensation early in this planning cycle. [S]
 - Ensure that the criteria and standards applied in the review of faculty members for reappointment, promotion, and tenure fully reflect the College’s expectations of them as teacher-scholar-citizens – especially in light of our current emphasis on student mentoring, supervision of independent student projects, and forging closer relations between the faculty and Student Affairs.
 - Collaboratively implement changes in the formal governance system of the College to maximize that system’s efficiency and reduce, where feasible, its demands on the time of faculty members and other members of the Skidmore community.
 - Improve the management of the College in every administrative area by providing ongoing training to administrators at all levels and placing responsibility on them to help all members of the faculty, staff, and administration to understand their contribution to fulfilling Skidmore’s mission and to create the working conditions necessary for them to experience Skidmore as a positive place to work. Continue to improve communication and transparency of decision-making at all levels within the College.
 - Expand opportunities for the professional growth and job satisfaction of all members of the faculty, staff, and administration through training, mentoring, and recognition. Encourage staff participation in degree and other offerings of Special Programs, as well as College programs involving cultural and other events. [S]

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

- Complete and implement a comprehensive 10-year plan for the renewal of our campus facilities. [S]
- Revisit and revise as necessary the Campus Master Plan to account for projected new buildings (e.g., the new music building). Complete space utilization and space needs studies to use as the basis for future planning and renovation. Include in the funding for any new building project provision for an additional endowment to support the increased operational costs resulting from that project. [S]
- Develop a long-term vision that identifies the Skidmore North Woods as a primary asset of the College and that addresses the question of what we want the North Woods to be 100 years from now. Based on that vision, implement a stewardship plan for the North Woods that engages not only the Skidmore community but also the town of Saratoga Springs and the broader region. [S]

➤ ***Develop and enhance those relationships essential to the Skidmore community.***

- Become more effective in helping each newly arriving generation of students understand that it is beginning a lifelong membership in the extended Skidmore community; reinforce that message across their time at the College and at Commencement. Increase our ability to impress upon graduating seniors their responsibility, over time, to give back to the College for the benefits they have realized.
- Improve our success in maintaining contact with graduates during their early years as alumni and then across their lifetimes. Develop new ways to continue providing value to alumni through continuing access to the faculty, campus resources, career counseling and referral, and campus events. Enhance our use of the web to create a vibrant alumni network that strengthens community within and across classes.

➤ ***Develop and enhance the “equity” in the Skidmore name.***

- Develop consensus among the members of the Skidmore community (including both the on-campus and extended communities) in the College’s defining values as articulated in this Plan and elsewhere. Become more consistent in celebrating our distinctive identity internally and projecting it externally. As just one aspect of this effort, we develop new ways to project our distinctive trademark – *creative thought matters* – beyond the boundaries of our campus. Continue Admissions outreach to new regions and potential new feeder schools. Continue seeking ways to enhance our external visibility (e.g., the Tang, telling our story in public venues such as national educational conferences, etc.).

Strategic Renewal: Reframing our Priorities at the Midpoint of the *Strategic Plan*

17 May 2010

Philip A. Glotzbach
President

The 2009-10 academic year marks the midpoint of *Engaged Liberal Learning: The Plan for Skidmore College 2005-2015*. A separate report, “*Engaged Liberal Learning: The First Five Years*,”¹ reviews our considerable *collective* successes in implementing the *Plan* to-date. The emphasis on “collective” cannot be overstated. It has taken the work of many hands across the entire Skidmore community to achieve the admirable – and in some cases, remarkable – progress we have achieved during this time.

This also is the right moment to take stock of the challenges we face, rededicate ourselves to our educational mission, and identify the strategic investments that will make the greatest difference over the next few years. By the *Plan’s* conclusion in 2015, we will have achieved further substantial progress in advancing its four major Goals: *Student Engagement and Academic Achievement*; *Intercultural and Global Understanding*; *Informed, Responsible Citizenship*; and *Developing (and Stewarding) the Resources Necessary to Preserve our Independence of Choice*. None of these ambitious, open-ended objectives can ever be fully realized, but each step we take further enhances our ability to guide our students through a transformative educational experience – one that prepares them for their continuing journey through life.

Throughout this year, we have tested our understanding of our challenges, strengths, and opportunities through a series of on-campus² and off-campus Town Hall Meetings (THMs) – the latter, entitled “Your Voice - Our Future,” were held across the country.³ While the framework for the on- and off-campus THMs differed somewhat, their overall purpose was to engage the larger Skidmore community in reflecting upon what we could do to enhance the already considerable value – across all the many dimensions of that term – of a Skidmore degree for all of our graduates. Together, the on- and off-campus THMs yielded a rich collection of ideas that reinforced our fundamental values and helped to clarify and sharpen our strategic focus. One crucial dimension of the challenge we face is to build upon, enhance, and increase our effectiveness in articulating Skidmore’s distinguishing characteristics: those attributes that both are important to our students, parents, and alumni and, when taken together, differentiate Skidmore from other schools in an increasingly competitive admissions environment. Therefore, we made this topic a special focus of the off-campus THMs.

¹This document is available on the web site of the Office of the President under the “Strategic Plan” link: <http://cms.skidmore.edu/planning/>. Annual “Strategic Action Agendas” have outlined the projects to which we have assigned highest priority in advancing the Priority Initiatives falling under each of four major Goals. Those documents also are available on the web site of the Office of the President at the same location.

²Seven on-campus meetings were held in November and December 2009. Six were open to the entire campus community (including students); the seventh was conducted for the members of the SGA Senate and “invited guests.” More than thirty faculty members, administrators, and other staff members served as table facilitators for these discussions; all together, over 200 persons participated. At its October 2009 meeting, the Board of Trustees engaged in a similar exercise. For a summary of these meetings, see the “Synthesis Report,” issued by the IPPC that summarizes ideas arising from the on-campus THMs; the report is available to members of the Skidmore community at <http://cms.skidmore.edu/campusvoice/index.cfm>.

³Eight off-campus meetings were held in Boston, Hartford, Westchester County (NY), New York City, Washington D.C., Los Angeles, San Francisco, and Saratoga Springs (for alumni et al. in the Capital region). A ninth, abbreviated version was held in Vero Beach. Overall, nearly 500 persons participated in these events. See <http://cms.skidmore.edu/yourvoice/index.cfm> For a brief press report, see *Currents* (journal of the Council for Advancement and Support of Education), April 2010, pp. 6-7.

This document draws upon all these conversations. It also incorporates the thinking of the President's Cabinet, the Institutional Policy and Planning Committee (the IPPC), the Trustees, and others from campus and beyond. Its purpose is to reframe our approach to achieving our institutional goals during the *Strategic Plan's* final five years. It reaffirms the basic elements of our mission as a student-centered liberal arts college. It draws our attention to those characteristics that differentiate us from competitor institutions. And most importantly, it provides a heuristic framework to guide our strategic choices going forward – the actions we will take to continue implementing the *Plan's* four strategic goals. Our success in attaining the increased levels of excellence we seek will be proportional to our capacity to focus our efforts and our resources on those actions that promise to make the greatest improvements in the educational experience of our students, the continuing value we provide to our alumni, and our capacity to articulate the distinctive value of a Skidmore education to those beyond the College.

Context, Challenge, and Opportunity

We have just weathered the worst economic recession since the great Depression. Beginning in fall 2008, this national (and international) crisis affected the College directly through endowment losses and reductions in giving, and indirectly through economic disruptions experienced by families of current and potential students. In response, we identified our financial problems and faced them head-on. Our community demonstrated that by working together – by *combining creative thought with discipline* – we could lower expenses significantly, reducing current and future budget commitments by nearly \$12 million.⁴ None of these efforts was easy, and we are still coming to terms with the full implications of some of the changes we have made. Through this process, we also increased our community's *strategic literacy*: our shared understanding that every decision to deploy our precious resources – whether time, energy, or financial assets – represents a *strategic* investment and must be evaluated as such.

Even while dealing with the immediate effects of the recession, we remained focused upon our institutional priorities. Over the past eighteen months, we enrolled another strong entering class (continuing to increase both the diversity and academic preparedness of our student body) and recruited the next one, completed faculty searches, helped to initiate the New York Six Consortium,⁵ advanced our assessment efforts, increased the number and size of external grants,⁶ developed our web-based resources (including launching a new version of the Frances Young Tang Teaching Museum and Art Gallery web site, with funding from the Getty Foundation), and moved toward the successful completion of the \$200 million *Creative Thought - Bold Promise Campaign*. We also continued to implement the *Campus Plan*⁷ by renovating Kimball Hall, initiating planning for the long-needed replacement of Scribner Village, and making other smaller but nonetheless important improvements to our physical space. We hired the Arthur Zankel Director of Arts Administration to finalize planning for and implement the new Arts Management program that will make curricular connections between business and the arts and reach out into the world as well, and that offers the prospect of becoming a signature program. Finally, we opened the splendid new Arthur Zankel Music Center, which exemplifies Skidmore's continuing commitment to excellence in the arts.

⁴Specifically, we reduced actual and projected expenditures in current and future annual budgets by nearly \$12 million. There has been no general salary adjustment (GSA) in FY 2010 and none is currently projected for FY 2011. We have eliminated the equivalent of approximately 55 positions through a strategic hiring freeze and a successful voluntary early retirement incentive program. These efforts significantly reduced ongoing expenses for compensation – the largest component of our budget. We also made many other reductions in services and supplies and realized significant savings in energy costs. For additional information, see "Skidmore College Financial Update – February 1, 2010," <http://cmsauthor.skidmore.edu/president/statements/upload/Skidmore-College-Financial-Update.pdf>.

⁵In addition to Skidmore, this consortium includes Colgate University, Hamilton College, Hobart -William Smith Colleges, St. Lawrence University, and Union College.

⁶In just the period extending from June 2009 through January 2010, the College received a total of \$3,116,712 in new foundation support. More recently, we have received nearly \$800,000 in additional federal funding for research in Exercise Science and a private grant of \$1.2 million to complete the Mellon challenge grant for the Tang.

⁷*The 2007 Campus Plan: A Vision for the Future*. <http://cms.skidmore.edu/campusplan/index.cfm>.

All of us at the College are fortunate to be associated with an institution that truly is driven by its educational mission. At its center, our “Mission Statement” expresses our commitment:

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.* [Emphasis mine.]

Building upon this foundation, our *Strategic Plan* asserted a new “overarching objective”:

*to become a College that fully realizes the promise of our Mission: one that inspires, challenges, and supports the highest levels of excellence for all our students, not just for some or even many of them – as evidenced by their achievements in realizing the values of engaged liberal learning while at Skidmore and expressing them throughout their lives. The Skidmore we envision expects that an intellectually rigorous, transformative educational experience will lead to graduates whose achievements at Skidmore will launch them into the next phase of their lives, who are prepared to function effectively in the complex and increasingly diverse world of the 21st Century, and who understand and embrace the responsibilities of living as informed, responsible citizens. Moreover, we expect our alumni to remain deeply connected to one another and to Skidmore as a continuing source of inspiration and support.*⁸

In fall 2009, following very good work by a subcommittee of the Committee for Educational Policies and Planning (CEPP) and our Director of Assessment, the faculty approved the **“Skidmore College Goals for Student Learning and Development.”**⁹ Reflecting our heritage and values, this statement further articulates the commitments of our “Mission Statement” and *Strategic Plan* by naming specific expectations for student achievement that span the many dimensions of the intellectual and personal development students experience during their time with us.

Uniting these expressions of educational value is the realization that *our first and highest responsibility is always to the intellectual and personal development of our students*, a theme that also echoed throughout the Town Hall Meetings – and one that has continuing implications as we make strategic decisions going forward. ***At our core and above all else, we are and will remain a student-centered institution.*** We take justifiable pride in the educational value we provide to our current students and alumni. We remain committed both to fulfilling the promise of our mission even more effectively in the future and to increasing our capacity to provide persuasive evidence of that value through assessment.

This unity of purpose combines with the advances we have made in recent years under the guidance of the *Strategic Plan* to present significant opportunities that we now are prepared to embrace. The College offers to prospective students a unique combination of distinguishing attributes (see below). To the extent that we can strengthen them, we stand to improve our standing in the competition to attract successive generations of new students. The first three Goals of the *Plan* reflect our ambitions for our students, and we can build upon the progress of the last five years to realize those ambitions more fully. The statement of “Goals for Student Learning and Development” provides additional direction for curricular development. It also positions us to demonstrate in new ways the value of a Skidmore education through effective assessment that will encompass not only the undergraduate years but also the lives of our alumni.

⁸*Engaged Liberal Learning*, p. 11.

⁹The faculty unanimously approved the “Skidmore College Goals for Student Learning and Development” on 6 November 2009. This statement is reproduced below as “Appendix A.”

In order to seize the opportunities before us we need to be very smart institutionally – to make the best strategic decisions regarding what we will do and what we will not do. Even as the economy continues to improve, we still confront many serious and ongoing challenges: growing public concern about the price and value of expensive liberal arts colleges, reduced numbers of high school graduates within the geographical regions (most notably, in the Northeast) from which we historically have drawn the largest proportion of new students, and increasing skepticism among the U.S. population at large about the value of liberal education itself. These factors portend an increasingly competitive context for admissions recruitment.¹⁰ Indeed, some have questioned the continuing economic viability of expensive liberal arts colleges in general, and especially those – such as Skidmore – that remain undercapitalized relative to their quality and ambitions.

To move forward, we must resist any temptation to regard our recent experience as a one-time event receding into the past. Through the efforts and sacrifices of the entire campus community, we have taken important *initial* steps toward re-establishing our budget on a sustainable footing – so that it again can include appropriate investments in personnel, programs, and our physical plant, as well as in financial aid. But even so, the second five years of the *Strategic Plan* – and in all likelihood, the life of the College for many years beyond – will be shaped, in part, by significantly more constrained resources than were available either at the time of the *Plan*'s development or during the early years of its implementation. In short, we simply do not have the option of reverting to a “business-as-usual” mindset, returning to an approach to our work that was more tenable prior to the economic downturn. Skidmore's future will depend upon our ability to internalize this new reality – to continue combining creative thought with discipline. It also will depend upon our ability to add significantly to our endowment and our fundraising, especially, to defray the cost of financial aid that inevitably will rise over time. Most of all, it will depend upon our continuing ability to add to the educational value our students and alumni receive from the College, and the four Goals of the *Plan* continue to point the way to do so.

Skidmore's Most Valued and Differentiating Attributes

A primary objective of the off-campus Town Hall Meetings was to determine how closely the perceptions of the wider Skidmore community reflected the core values referenced above. Moreover, in order to attract successive generations of students who can take full advantage of what we offer, in an increasingly competitive admissions environment, *it is crucial that we understand and emphasize those features that set us apart from competitor institutions. For those are the factors that make the most compelling case for a prospective student to select Skidmore from among his or her options.* Accordingly, we framed two questions at the off-campus Town Hall Meetings and in several additional meetings with students on campus: “What characteristics of a Skidmore education do you see as most distinctive?” and “What characteristics of a Skidmore education do you see as most important?”

From these and many other conversations, we can reaffirm that students, alumni, and parents value Skidmore, first of all, because we embody the iconic values of a classic liberal arts education, as offered in every selective liberal arts college. These include close interactions between students and our highly accomplished faculty of teacher-scholars, opportunities for students to pursue independent research or creative work, the high value placed on academic achievement and personal development, and the opportunity for students to develop meaningful, lifelong friendships with both classmates and teachers. More broadly, we offer an education that prepares our graduates for continued learning, gives them the ability to master change in an increasingly complex world, and points them toward a life of purpose and meaning. As one of the nation's highly selective liberal arts colleges, Skidmore will continue to uphold and promote these and related elements of student-centered liberal arts education at its best.

¹⁰For further comment on challenges relating to student recruitment, see “Urgency and Focus: The Strategic Action Agenda 2009-10,” September 2009, which is available at <http://cms.skidmore.edu/planning/>.

Other familiar characteristics of a Skidmore education, which also are highly prized by students, parents, and alumni, do more to differentiate us from other small liberal arts colleges. These *differentiating attributes* reflect the particular dimensions of our heritage and values:

- **Our welcoming campus community that stresses collaboration as fundamental to achievement and the value of the individual student.** This attribute is manifested in the “non-proprietary” attitude of our faculty that encourages our students to develop their own eclectic interests. This attitude that shapes the approach by our faculty to mentoring also points to the special nature of the student-faculty relationship that is central to a Skidmore education.
- **Our assertion that “Creative Thought Matters” in every field of human endeavor.** This commitment reflects not only Skidmore’s heritage in the arts – where creativity has long been celebrated – but also our fundamental realization that *every* great human achievement in *any* field required an act of imagination. It also incorporates our historical commitment to educating both “mind and hand,” a connection that reaches back to the vision of our founder, Lucy Skidmore Scribner. This linkage of between “mind and hand” is also reflected in our emphasis upon service throughout our students’ college years and beyond.¹¹
- **Our extraordinary curricular breadth** that includes the traditional liberal arts and sciences as well as pre-professional programs (Management and Business, Exercise Science, Social Work, and Education, along with our B.S. programs in the arts), which are quite atypical of selective liberal arts colleges. This breadth of offerings affords our students an exceptional range of choices, both initially and over time: a student can change his or her mind about a major and not have to change colleges.
- **The interdisciplinary spirit that pervades our faculty** – reflected, among other ways, in our requirement that all Scribner Seminars include an interdisciplinary dimension, our faculty members’ teaching and scholarship, in the central mission of the Tang as a laboratory for interdisciplinary exploration and experiment, and in the individualized curriculum of the Masters of Arts in Liberal Studies (MALS). Our faculty members know the interests of their colleagues, and they actively support and encourage our students to make connections across disciplines and programs.
- **Our historical and continuing strength in the visual and performing arts**, including the truly unique resources represented by the Frances Young Tang Teaching Museum and Art Gallery, the Office of the Dean of Special Programs, and, most recently, the Arthur Zankel Music Center.
- **Our commitment to intercultural and global understanding** illustrated, in part, by the fact that, on average, 60% of each graduating class will have studied abroad.¹²
- **Our lively summer campus** that uniquely combines high caliber programs in humanities and sciences with those in studio and performing arts, renowned public events, and revenue-generating activities. Recently, we have developed new programs and services that draw upon resources developed during the summer to support residential college faculty work and student learning throughout the year.

¹¹Skidmore has been named to the 2009 President’s Higher Education Community Service Honor Roll, which recognizes selected colleges and universities for exemplary, innovative, and effective community service programs.

¹²A recent national study, conducted by the Institute for International Education (IIE), ranked Skidmore fifth among all liberal arts colleges in the number of students who study abroad for one semester or longer.

- **And last but not least, our setting in the vibrant small city of Saratoga Springs** with its distinctive cultural life as manifested in its numerous museums, arts organizations, performance venues, equestrian heritage, and many fine restaurants. More broadly, our location in upstate New York in proximity to the 6,000,000-acre Adirondack Park and the Capital Region, within a three-hour drive of Boston, Montreal, and New York City, offers students a host of opportunities.

*Together, these eight differentiating attributes define an undergraduate experience that is quite specific to Skidmore. Over the coming years, we need to take account of and, where possible, strengthen these distinctive features. In addition, we must become even more accomplished in referencing this constellation of attributes as we make the case for Skidmore to prospective students and donors.*¹³

Strategic Themes

The central objective of the mid-term review of the *Strategic Plan* has been to articulate a set of strategic themes that stand conceptually between the *Plan's* relatively more abstract Goals and the specific action items we will identify over the coming five years. The three themes discussed below emerged in the context of this year's discussions. They resonate with the core values and distinguishing attributes referenced above, as well as with the objectives of the *Plan* itself. At the same time, they offer a new perspective on the *Plan* and, as such, will help to focus our interpretation of the Goals and sharpen our selection of specific action items in the coming years.

Transition and Transformation

We have always regarded a liberal education as the best possible preparation for life. The increasing demands imposed upon our graduates by a world marked by an accelerating rate of change only serve to reinforce our commitment to this fundamental premise. We will continue to develop in our graduates the high level cognitive, social, and personal abilities that position them for the multiple careers they are likely to experience over their professional lives. This commitment, however, is fully compatible with the awareness that – especially in today's economy – we can do more to prepare our students for the ***transition from college to the working world or to further studies***. Concern with this transition-point in our students' lives figured prominently throughout the off-campus and on-campus Town Hall Meetings, and it was already included as a Priority Initiative under the first Goal of the *Plan*.

We have long thought about the transitions related to our students' undergraduate years. Five years ago, we implemented the new First-Year Experience Program to facilitate a more successful transition for our students into college. Since then, we have been working to improve the sophomore year – a time of transition from new student to declared major. We also have implemented a number of programs such as “The Liberal Arts at Work,” SkidBiz, The Alumni Career Network, the Parents Council's “Career Jam,” and others focused on the transition out of college. Discussions at the Council of 100 prompted us to develop the web site “Creative Thought At Work.” Various offices have been involved in helping students begin planning earlier and more effectively for graduate school and assisting them in applying for post-graduate fellowships. All of these efforts have yielded positive results.

Over the next five years, however, we need to do better: We need to start more of these efforts to facilitate our students' transition out of college within their very first year at Skidmore and then continue them across their undergraduate careers. This new institutional commitment must leverage and integrate resources across academic programs, faculty mentoring, Career Services, and alumni career networks. Departments and programs will be asked to

¹³Appendix B. reports on what we learned from a series of focus groups that asked current students their opinions regarding the above listing of distinguishing attributes.

continue efforts such as “The Liberal Arts At Work,” and we need to develop more systematic ways to provide information about the post-Skidmore lives of our alumni to our faculty. Some years ago, before we initiated the First-Year Experience (FYE), data from the National Survey of Student Engagement (NSSE) indicated that our newest students reported having fewer conversations with faculty members about their future plans than was the case at other comparable institutions. In response, we have placed greater emphasis upon mentoring within the FYE – encouraging students to begin actively thinking about their post-Skidmore lives from the beginning of their time at the College. Going forward, we will help students connect with alumni through career networks, internships, and other avenues – again, beginning in the first year. Because we are serious about preparing our students to move capably beyond their undergraduate years, we must become clearer about the knowledge, abilities, and skills they need to make this transition – and we can be more creative in developing opportunities for students to acquire them across their time at Skidmore. Everyone who works at the College needs to internalize this objective so that we all can seize opportunities presented by our students to help them prepare for life after Skidmore. In the end, of course, our students must work out their future plans for themselves, but we can and must be more imaginative in providing them the resources they need to do so.

None of this should be read as calling for a Skidmore education to become more “vocational” or less focused on our historical core values. As emphasized above, the essential elements of liberal education must remain at the center of our efforts – even within our pre-professional programs. In fact, we need to help our students understand and articulate more clearly the core values of a liberal arts education – and specifically, the elements of the “Goals for Student Learning” – so they can be more intentional in continuing to develop and use those key capacities throughout their lives, and so they will be better able to explain those values to others, including prospective graduate and professional schools and potential employers. But the overarching goal of a Skidmore education is both broader and deeper:

A liberal education provides the best possible preparation for a life of professional achievement; it also provides the foundation for a life of satisfaction in the deepest sense of that term – a life of human flourishing, Aristotle’s *eudaimonia*. Such a life certainly requires some measure of material success. But even more importantly it entails continuing intellectual and personal growth, the cultivation of mature friendships and loving family relationships, professional, civic, other forms of community involvement, attention to the arts and other sources of spiritual renewal, and a commitment to health and wellness.¹⁴

Indeed, our new emphasis upon *transitions* should be set within a larger and more familiar conceptual framework relating to *transformation*. This concept has long played a prominent role in our discourse. It appears several times above in the discussion of our student-centered mission, and it is both a category heading and referenced in the introduction to the “Goals for Student Learning”:

Our goals emerge in particular from our collective sense of a Skidmore education as a *transformative experience*. [Emphasis mine.] 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.¹⁵

Understandably, we have tended to concentrate on the transformation that occurs during the years our students spend with us – a transformative experience that should be proportional to a student’s success in meeting the ensemble of objectives in the “Learning Goals.”

¹⁴*Strategic Plan*, §B. “Skidmore’s Distinctive Identity – the Values of Engaged Liberal Learning” p. 10.

¹⁵See Appendix A, below.

I now challenge us to apply the concept of transformation even more broadly, to acknowledge that the undergraduate college experience represents just one moment – though certainly a crucial one – in the longer passage from late adolescence into early adulthood, a process that begins in high school and extends well beyond our students’ time at Skidmore, typically into one’s mid-30s. How would our curricula, courses, and mentoring practices change if we were to situate them in the context of this larger developmental arc? What resources can we develop to help us answer this question? How would our relationship to our graduates change if we were to develop a more detailed sense of their needs, say, two years, five years, and ten years out from commencement? This relationship is expressed concretely in our Alumni Affairs programming (including Reunions), but the question extends beyond this one office. If we truly regard a Skidmore education as *transformative* in its core, then we should be able to use this insight in our decision-making regarding curricular and pedagogical development. (See below.) In further exploring the nature of this transformation, we also should take full advantage of expertise present within our faculty – e.g., in the areas of developmental psychology, sociology, and so on.

Continuing curricular development

Many comments regarding the curriculum occurred throughout the on-campus Town Hall Meetings – some indicating where we should place additional emphasis (e.g., science), others suggesting that we need to be more intentional in identifying areas where student demand does not match the allocated resources. Let me affirm that the curriculum remains first of all an expression of the academic values and vision of our faculty, and the faculty appropriately retains a primary role in determining its content and shape – both within departments and programs and through governance committees such as Curriculum and CEPP.¹⁶ At the same time and especially in dealing with the reality of constrained resources, it is the joint responsibility of Academic Affairs and the faculty to collaborate effectively in placing curricular development within the context of the *Strategic Plan*. Over the past five years, the *Plan* has both reflected and guided such curricular development – in the First-Year Experience, in the area of intercultural literacy, in relation to the goal of responsible citizenship, in science planning, in assessment, and elsewhere.

As we look to the future, the *Strategic Plan* identifies areas of ongoing curricular work:

- Goal I – *Student Academic Engagement*: Fostering innovative curricular and pedagogical thinking and new opportunities for students (e.g., for collaborative research) – especially as they relate to the “Goals for Student Learning and Development.” We will continue our science planning, with special emphasis on enhancing the *scientific literacy* of all Skidmore students. And it is time for us to become more intentional in further developing our capacity to make good on our claim that “Creative Thought Matters” by attending more intentionally to this value in our curricula and individual courses.
- Goal II – *Intercultural and Global Understanding*: Continuing to develop the Skidmore curriculum, the pedagogical skills of our faculty, and the inclusiveness of our campus community to enable our students to achieve the knowledge and skills relating to *intercultural and global understanding* that are so crucial to achieving success in today’s world. We also need to identify specific learning goals relating to these issues and build upon the good work that already has been done, for example, by faculty members and students through the Inter-Group Relations (IGR) program.
- Goal III – *Responsible Citizenship*: Continuing to develop both the Skidmore curriculum and social milieu to enable our students to achieve the knowledge and skills relating to

¹⁶A recent commentary in the *Chronicle of Higher Education* (28 March 2010) addresses the faculty’s role in disciplining the growth of the curriculum. See “The Elephant in the Room: Curricular Glut,” by Michael Bugeja: <http://chronicle.com/article/The-Elephant-in-the-Room-/64835/?key=QGx0d1kyNyIdbHoxfSUXcyIGYSB8KR19biNGZSAaYF5d>

responsible citizenship, a value that has long been part of Skidmore’s mission. Here too, we need to identify specific learning goals and decide which investments of time, energy, and financial resources will yield the greatest strategic advances. One question that has emerged through our work on responsible citizenship is the question of how we can articulate the “public value” of individual majors or programs.

As we determine how best to do this work over the next five years, we also will look to the specific markers of student achievement provided by the “Goals for Student Learning and Development” and the themes of *transition* and *transformation*.

Sustainability and Leverage

The concept of *sustainability* emerged as a point of emphasis in the on-campus Town Hall Meetings. This notion has become a familiar feature of our discourse, applying first of all to the responsible use of resources. And we certainly will continue our efforts to develop sustainable uses of electricity, water, etc., and to reduce waste and energy inefficiency. Our College-wide commitment to *sustainability*, however, extends beyond “green” environmental systems to include sustainable human-resource and financial practices – for example, our commitment to maintaining appropriate and competitive salary levels for all our employees. But the *Plan* also extends the concept of *sustainability* to include our educational aspirations for our students, calling upon us to help them develop the capacities, skills, and habits necessary to leading a sustainable life over the course of professional and personal involvement.¹⁷ Above all our institutional commitment to *sustainability* requires the ability to make the necessary strategic choices that direct our time, energy, and financial resources efficiently to areas of highest strategic priority. One significant way to increase efficiency is to ***leverage*** resources that are already in place, though perhaps in apparently unconnected areas of the College. Accordingly, we will look for initiatives that reach across disciplinary or departmental boundaries or otherwise create opportunities to multiply and concentrate existing resources to achieve strategic ends.

Stewardship

The theme of *stewardship* also emerged as a priority in the on-campus Town Hall Meetings, and it underpins Goal IV of the *Strategic Plan*. This Goal emphasizes that we must manage our resources effectively if we are to retain our independence – our capacity to determine for ourselves how best to teach our students and otherwise manage our affairs. Over the coming years, to further develop our *stewardship* of all our resources, we will undertake a number of systematic reviews of business practices and policies across the College. These reviews will build upon past efforts to ensure that we are receiving maximum value added for our investments of time, effort, and financial resources. More broadly, we must expect all members of the Skidmore community to become engaged and effective stewards, through our actions on a daily basis, to help preserve and protect the well being of the College.

In addition, we must continue to be vigilant not only in stewarding our financial resources but also in protecting and adding to the integrity of our institutional reputation – our “brand” – that is so important to our success in admissions, in faculty and staff recruitment, and in generating external support from alumni, parents, friends, and foundations. Furthermore, we must continue to strengthen our capacity to nourish life-long relationships between our students and the College. Indeed, Skidmore becomes part of the “personal brand” of each of our graduates, and we must continue to enhance the value of this relationship to them over time.

¹⁷See the *Strategic Plan*, §B. “Skidmore’s Distinctive Identity – the Values of Engaged Liberal Learning” (p. 10), and under Goal III (pp. 25-28).

Our Assessment effort too can be understood as another crucial dimension of stewardship: affirming and increasing the integrity of our educational processes, and enhancing our capacity to describe our student learning outcomes to those outside the College.

Going Forward

As I have emphasized throughout this document, the four major Goals of the *Strategic Plan* will continue to provide our primary strategic focus. During the next five years, we will continue to advance key Priority Initiatives already in process, while others that were not emphasized during the preceding five years will be given greater prominence or developed anew. A major test of the effectiveness of our strategic decision-making will be the extent to which we continue to attract and retain the students we most want to attend Skidmore, at a financial aid cost that allows the College to continue to develop sustainable budgets.

The preceding strategic themes will provide an effective heuristic for making the strategic choices before us in a time of limited resources. Specifically, they provide a set of questions to ask as we evaluate each potential initiative:

- Does it enhance our focus as a student-centered institution and help to foster the transformative experience we wish for all our students?
- Does it support our faculty in their central role in accomplishing the College's mission?
- Does it advance our knowledge of the transformative process in which our students are engaged – and, more importantly, does it help us facilitate that process?
- Will it enhance our students' ability to manage their transition from college to their post-college lives?
- Will it contribute to the sustainability of the College – does it enhance environmental responsibility, does it create more sustainable lives for our employees, or does it help our students and alumni lead more sustainable lives?
- Does it leverage existing resources or combine resources across boundaries within the institution?
- Does it contribute to the stewardship of our resources or our reputation?
- Does it strengthen one or more of our distinguishing attributes?

It is unlikely that any single initiative could address all of these issues. But answering these questions will give us clear reasons to select some options over others. As we deliberate regarding possible strategic action items over the coming years, we also will be intentional in articulating expected outcomes, determining the resources (time, energy, funding) required to complete them, and identifying where those resources are to be found.

I have directed various Cabinet members to undertake immediately a number of administrative initiatives aimed at addressing issues we have identified over the preceding months as having special urgency – issues reflected in the preceding discussion. For example, we have begun a comprehensive project relating to our students' transition from college to the working world, led by an administrative working group. I also have directed the Office of Admissions and Financial Aid to undertake, in collaboration with other offices, a thorough review of promotional materials, financial aid packaging practices, and other procedures relating to the admissions cycle – all to enhance our capacity to make the case for Skidmore even more effectively in the future

than we do at present. Furthermore, I have directed the Office of Business and Finance to identify areas in which we will evaluate the efficiency of our business practices.

Let me identify one final strategic opportunity relating to the curriculum: I challenge academic administration and the faculty to collaborate in developing a new “space” within the College’s academic structures for curricular and pedagogical exploration – a “space” where faculty members can explore new and perhaps even “disruptive” ideas that can help us shape the Skidmore of the future. For example, that future clearly calls for higher levels of collaboration across institutions (e.g., within the New York Six Consortium), more integral uses of technology (e.g., Internet2), and new models of instruction in which a professor, a program, and perhaps even the College as a whole functions more as an academic “hub” from which we send students out into the world (either physically or electronically) to access resources and explore opportunities that Skidmore cannot provide on its own.

What Are We Prepared To Do?

Over the past eighteen months, virtually every college and university confronted difficulties similar to ours. Although we could not control the developments occurring in the external environment, we can take pride in the way our community rallied to respond to them. Now, as we look to the future, we must reaffirm both our sense of opportunity and our determination to meet the challenges remaining before us. We will continue to call upon the substantial resources within the Skidmore community. The professionalism and commitment of our faculty and staff, the vitality of our students, the strength and support of our extended Skidmore community, our historical willingness to embrace risk, and our record of accomplishment in the face of constrained resources all encourage us to retain full faith in our future. If we continue to unite creative thought with discipline and pursue our highest strategic priorities with vigor, we will emerge even more strongly positioned among the nation’s highly selective liberal arts colleges and better able to fulfill Skidmore’s bold promise. Yes, significant challenges still remain. But as we have demonstrated in the past, working together we are up to the task.

APPENDIX A: 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.¹⁸

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

¹⁸ 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, 1997-98
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.

**APPENDIX B: The Student Voice – Student Perception of our Primary
“Differentiating Attributes”
Spring 2010**

Based on feedback received at on- and off-campus Town Hall Meetings during the fall of 2009, President Glotzbach drafted a list of “differentiating attributes” – attributes that, taken together, set Skidmore apart from other liberal arts colleges. President Glotzbach then asked that current Skidmore students have an opportunity to react to that draft list. Focus groups were conducted with three groups of students: the Academic Council, the Student Government Association Senate, and a joint meeting of members of Students Promoting Social Change and Project Unity.¹⁹ The full report on the student focus groups, including preliminary analysis, is available on the web site of the Office of the President. This appendix summarizes student reaction to the earlier draft list of differentiating attributes.²⁰

MOST DIFFERENT

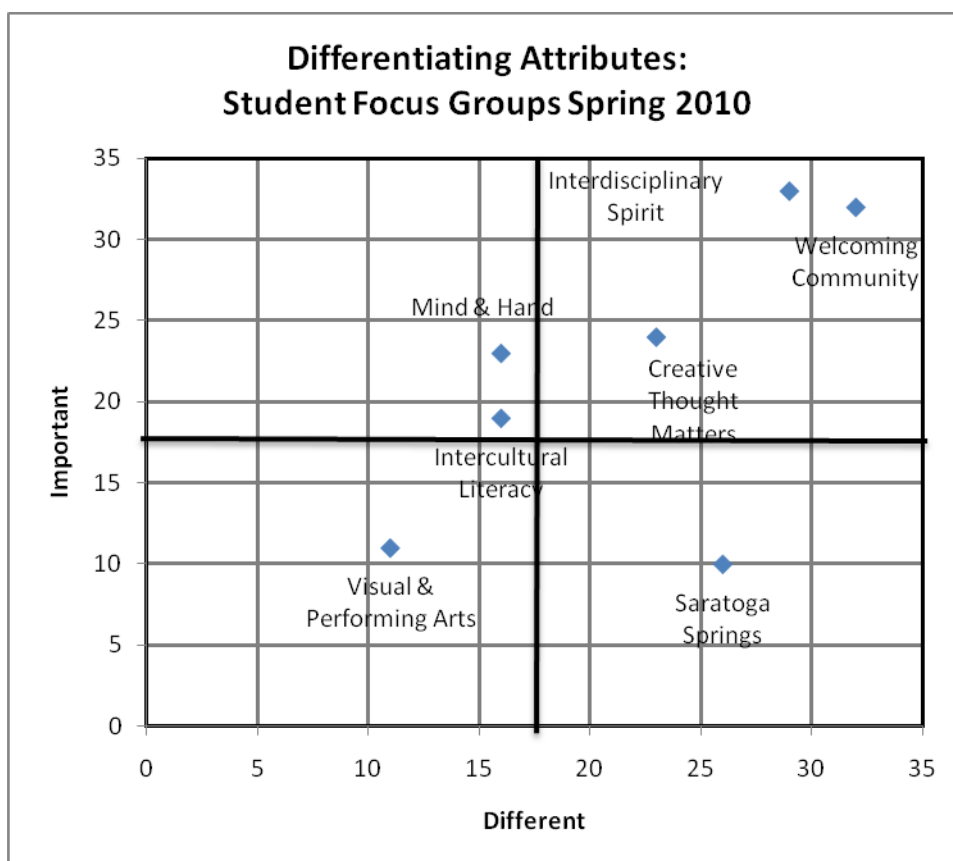
	Academic Council 3-30-10	SGA Senate 3-30-10	Students Promoting Social Change and Project Unity 4-5-10	Total
1. “Mind and hand”	10	1	5	16
2. Visual and performing arts	6	2	3	11
3. Interdisciplinary spirit	11	15	3	29
4. Creative Thought Matters	10	12	1	23
5. Welcoming community <ul style="list-style-type: none"> • collaboration • value individual student 	9	19	4	32
6. Intercultural Literacy	9	5	2	16
7. Saratoga Springs/ location	14	9	3	26

MOST IMPORTANT

	Academic Council 3-30-10	SGA Senate 3-30-10	Students Promoting Social Change and Project Unity 4-5-10	Total
1. “Mind and hand”	11	9	3	23
2. Visual and performing arts	7	4	0	11
3. Interdisciplinary spirit	15	13	5	33
4. Creative Thought Matters	9	13	3	25
5. Welcoming community <ul style="list-style-type: none"> • collaboration • value individual student 	12	16	4	32
6. Intercultural Literacy	8	5	6	19
7. Saratoga Springs/ location	7	3	0	10

¹⁹A total of 53 different students appeared for these focus groups and were allowed three votes in each of the two categories (most different and most important). Some students left prior to casting any votes; some cast votes only for the “most different,” and some cast votes in both categories but did not take part in the “free writing” exercise. Students who attended more than one session (there was some overlap among the groups) cast votes only once.

²⁰ The draft list of differentiating attributes considered by the student focus groups is reflected in the “Most Different” and “Most Important” charts presented in this appendix. The list of differentiating attributes presented on pages 5-6 in the main body of this “Strategic Renewal” document was revised following the student focus groups to take the student voice into account.



Students were asked to identify other differentiating attributes – i.e., attributes that were not on the draft list but should have been. Themes that emerged from this question included supportive community (including faculty interactions in general and several mentions of the importance of the First-Year Experience) and opportunities for personal growth and leadership development.

Students also were asked to comment on any of the proposed differentiators that did *not* resonate with their experiences. Although CTM and “Mind & Hand” ranked relatively high on importance and difference, some students expressed the opinion that the College’s “real” commitment to these concepts does not always match its “rhetoric.” Some students (notably, students involved in the groups whose missions are related to diversity) indicated a disconnect with respect to the “intercultural literacy” differentiator – both in general terms and, more particularly, with respect to the reference that nearly 60% of Skidmore students study abroad (many students go to English-speaking countries; studying abroad not the only way to get intercultural literacy, and some who study abroad don’t achieve it in any case).

Finally, students were asked to engage in a “free writing” exercise for the final five minutes and to describe “the most meaningful aspect of Skidmore for me has been....” Here, the responses could be grouped into four major categories: welcoming and supportive community; faculty-student relationships marked, most notably, by faculty members’ sense of caring and a commitment to their students’ development; the College’s commitment to interdisciplinarity; and personal growth and development.

Readers are encouraged to review the complete report of “The Student Voice: Student Perception of our Primary ‘Differentiating Attributes’ ” (Spring 2010) available on the Office of the President web site. The full report presents detailed information from the student focus groups, including the full set of student responses to the “free-writing” exercise.

Engaged Liberal Learning:
The First Five Years

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February 2010

Engaged Liberal Learning: The First Five Years

In May 2005, following extensive discussion within the campus community, and with input from and endorsement by the Institutional Policy Committee,¹ the Faculty, the Student Government Association (SGA) Senate, other on-campus groups, and the Board of Trustees, the College adopted *Engaged Liberal Learning: The Plan for Skidmore College 2005-2015* (the *Strategic Plan*). This report reviews the College's collective successes in implementing the *Strategic Plan* during its first five years; it also reviews initiatives that are underway and those areas where work has not yet begun.

Over the past five years, the College has made conscious decisions about how to begin the work outlined in the *Plan's* priority initiatives. Annual Strategic Action Agendas outline in detail the work undertaken each year, and those reports are available on the web site of the Office of the President (Strategic Planning). As President Glotzbach has noted, it is the work of many individuals across the campus that has allowed us to make real progress toward furthering the four major goals set forth in the *Strategic Plan*.

A. Goal I: Student Engagement and Academic Excellence

Goal I of the Strategic Plan states as follows:

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

With its commitment to enhancing the academic rigor of our students' educational experience, Goal I is at the heart of Skidmore's ultimate objective: to inspire, challenge, and support the highest level of excellence for all our students – as evidenced by their achievements in realizing the values of engaged liberal learning while at Skidmore and expressing them throughout their lives.

A.1. Notable accomplishments related to Goal I

We have made tremendous strides in the past five years to advance Goal I. With respect to the specific priority initiatives articulated in the *Strategic Plan*:

- *Enhance institutional structure to support academic excellence:*
 - Clarified and refined the structure of Academic Affairs (Vice President of Academic Affairs, Dean of the Faculty, and Dean of Special Programs).
 - Clarified the mission of the Office of Special Programs (including the difficult but appropriate decision to end the University Without Walls program) and implemented a major restructuring of the Office of Special Programs to support that mission.
 - Enhanced our capacity for academic assessment (appointment of a Faculty Assessment Coordinator, a part-time Assessment Facilitator, and adoption by the Faculty of "Goals for Student Learning and Development").
 - Developed a more sophisticated yield analysis for admitted students to help us better predict the academic qualities of students whom we wish to recruit and retain.
 - Significant success in "Creative Thought, Bold Promise" campaign to support academic excellence (funding for Arthur Zankel Music Center, Frances Young

¹ The Institutional Policy Committee (IPC) was the predecessor group of the current Institutional Policy and Planning Committee (IPPC).

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

- *Increase student engagement in the first year:*
 - First-Year Experience (FYE) implemented as a rigorous intellectual experience with robust faculty advising and peer mentoring components. Developed significant creative connections to New-Student Orientation and the Office of Special Programs (e.g., McCormack Residency).
- *Increase support for research and creative activity across the faculty career:*
 - Hired Director of Sponsored Research and increased number of external grants to support faculty work.
 - Secured significant institutional external grants (the following serve as examples, not an exhaustive list):
 - \$750,000 from the Andrew W. Mellon Foundation (Mellon) to support faculty and curricular rejuvenation (including planning for impending faculty retirements).
 - \$1.7 million from Mellon to support interdisciplinary liberal arts teaching and learning (Tang).
 - Approximately \$665,000 from the National Science Foundation to support acquisition of an electron microscope.
 - \$440,000 from Davis United World College to support the College Scholars Program (supports diversity initiatives).
 - Recipient, along with five peer institutions, of \$100,000 planning grant from Mellon to establish New York Six Liberal Arts Consortium.
 - Made modest progress on enhancing faculty sabbatical support.
 - Report issued by Faculty Center Study Group, recommending network of “faculty interest groups” to support culture of faculty development.
- *Strengthen system of shared governance and capacity for developing leadership throughout the College:*
 - Established Institutional Planning and Policy Committee as the College-wide governance committee that advises the President on matters related to all-College policy and planning matters.
 - Collaborative programming with Academic Affairs and department chairs, program directors, and chairs of governance committees.
- *Enhance intellectual life for faculty, staff, and others who comprise the extended Skidmore family:*
 - Zankel Music Center building open for classes and events beginning January 2010; hired Director of Technical Operations and are conducting national search for Manager of Concerts and Events.
 - Implemented Writing Across the Curriculum.
 - Made progress on integration of Tang Museum with College curriculum.
 - Zankel Chair in Management and Business instituted twice yearly research colloquium for faculty and students.
 - Enhanced faculty-student collaborative research projects.
 - Hired Director to establish Arts Administration program.
 - Accepted for membership into the Consortium for High Achievement and Success (CHAS).
- *Strengthen information resources across the College:*
 - Integrated technology into work of the College.

- Chief Information Officer dual report to Academic Affairs and Finance and Administration; CIO sits on IPPC.
 - Implemented new student information system.
 - Internet2 operational.
 - Enhanced College web site and related support services; implemented Content Management System to distribute responsibility for content updates while retaining centralized structure and uniform appearance to web site.
 - Enhanced Help Desk services, instituted academic informational teaching center, installed video conferencing capabilities, enhanced internet service and access in residence halls.
 - Participate in National Institute for Technology in Liberal Education (NITLE), with significant resources devoted to teaching and research; created and support GIS Center for Interdisciplinary Research.
 - Sustained role of Information Resources Council (IRC) to consult and communicate with campus about technology issues.
- *Strengthen the natural sciences to increase the number of science majors and enhance the scientific literacy of all Skidmore students:*
- President's white paper on "Scientific Literacy" issued.
 - Draft Science Vision statement issued.
 - Hired 3 new tenure-line faculty members in the sciences.
 - Strengthened Admissions efforts to attract more and stronger science students (enhanced web and other information for prospective students and high school counselors, dedicated tours for applicants interested in science, established Skidmore Scholars in Science and Mathematics [S3M] scholarships, funded in part by a National Science Foundation grant).
 - Increased the number of science majors from 12% to 18%.
 - Established the Distinguished Scientist Lecture Series. Incremental enhancements to science facilities (lab improvements and equipment).
- *Increase our effectiveness in helping our graduates plan and prepare for their post-Skidmore lives:*
- Secured "Living the Liberal Arts" grant from Mellon and created programming for students, involving faculty and alumni, to explore career and personal paths after majoring in various disciplines.
 - Created structure to support students seeking national, competitive scholarships (e.g., Truman, Goldwater, Rhodes).
- *Take better advantage of the resources and capacity for innovation in the Office of the Dean of Special Program to support the relevant initiatives identified in Goal I (and others as appropriate):*
- Enhanced collaborations between ODSP and various departments (Carnegie Hall Premieres, McCormack Visiting Artist-Scholar Residency, Greenberg Middle East Scholar-in-Residence Program, Jacob Perlow Lecture Series, FYE collaboration, etc.).
 - ODSP increased modest Skidmore student enrollments in summer term.

A.2. Goal I initiatives underway

- *Enhance institutional structure supporting academic excellence:*
 - With assessment structure in place and adoption of the Goals for Student Learning and Assessment, articulate what evidence will be needed to assess those goals.
 - Continue to pursue cross-divisional initiatives to support academic achievement, retention, and engagement of all student populations.
 - Continue academic planning process to best leverage our academic resources (review methods of delivering various types of programs – e.g., Scribner Seminars, writing program, and lab courses; review departmental majors, including number of courses required, what courses count toward majors and potential overlaps among departments, issues related to departments with low and high numbers of student majors; review faculty workload (including course release program, replacements for faculty sabbaticals, etc.)

- *Increase student engagement in the first year:*
 - Enhance attention to strong teaching and effective pedagogies in all introductory courses.
 - Enhance collaborative programming between FYE and Office of Student Affairs (e.g, strengthen residential learning component of FYE).
 - Completing Teagle sophomore initiative.

- *Increase support for research and creative activity across the faculty career:*
 - Improve coordination of faculty development opportunities across Academic Affairs.
 - Mellon New York Six Liberal Arts Consortium, under leadership of Skidmore's Vice President for Academic Affairs, to explore collaborative efforts to support faculty development across the career.
 - Creative Campus Innovations Grant Program finalist, under leadership of Dean of Special Programs (awards by Association of Performing Arts Presenters to be determined August 2010)

- *Strengthen system of shared governance and capacity for developing leadership throughout the College:*
 - Review of faculty time commitment in shared governance undertaken in 2005-06; further study by FEC in progress.
 - Continue to enhance understanding of roles and functioning of various College governance committees.

- *Enhance intellectual life for faculty, staff, and others who comprise the extended Skidmore family:*
 - Exploring programs for students to enhance transition from Skidmore to post-Skidmore lives.
 - Secure funding to sustain collaborative faculty-student research program.
 - Support for new faculty through New Faculty Learning Community program.

- *Strengthen the natural sciences to increase the number of science majors and enhance the science literacy of all Skidmore students:*
 - Finalize Science Vision statement and plan to enhance sciences at Skidmore.

- *Increase our effectiveness in helping our graduates plan and prepare for their post-Skidmore lives:*

- Expanding collaborations among departments, Career Services office, and Alumni Affairs to support student exploration of career options.
 - Engage alumni, parents, Trustees, and friends more effectively in career mentoring.
- *Take better advantage of the resources and capacity for innovation in the Office of the Dean of Special Program to support the relevant initiatives identified in Goal I (and others as appropriate):*
- Teagle Grant to support pre-College programs in process.

A.3. Goal I initiatives not yet begun or deferred

- *Increase support for research and creative activity across the faculty career:*
- Increase support for full-year faculty sabbatical leaves.
- *Enhance intellectual life for faculty, staff, and others who comprise the extended Skidmore family:*
- Develop College-wide coordination of events calendaring and support.
 - Reach decision on future use of Filene Hall.
- *Strengthen information resources across the College:*
- Develop integrated database to support lifelong connections with alumni.
- *Strengthen the natural sciences to increase the number of science majors and enhance the science literacy of all Skidmore students:*
- Planning for possible addition to Dana Science Center identified in Campus Plan.
 - Strengthen interdisciplinary science programs as a distinctive focus.
 - Develop curricular resources and enhance programming to raise students' level of scientific literacy and awareness of connections between science and public policy.
- *Increase our effectiveness in helping our graduates plan and prepare for their post-Skidmore lives:*
- Enfold consideration of students' post-Skidmore lives into mentoring from first year forward.
 - Develop significant new resources to support paid internship opportunities for all students.

B. Goal II: Intercultural and Global Understanding

Goal II of the Strategic Plan states as follows:

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

Goal II recognizes the importance of immersing all Skidmore students in a world where it is critical to understand global perspectives and develop capacities to work with and across cultures. The *Plan* recognizes that our first step toward this broad goal must relate to access – i.e., attracting a body of students, faculty, and staff who are diverse in the broadest sense of the word. Importantly, beyond numbers of individuals, Goal II ultimately speaks to issues of understanding and achievement in a multicultural, global world.

B.1. Notable accomplishments related to Goal II

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

- *Increase global awareness across the community in order to sensitize all Skidmore students to a complex, diverse, and interdependent world:*
 - President's white paper on "Intercultural Literacy" issued.
 - Formalized structure within governance system to advise President on specific initiatives to support Goal II (Committee on Intercultural and Global Understanding [CIGU] as a subcommittee of IPPC).
 - Presidential Discretionary Funds "RFP" process to support and make visible diversity-related programming.
 - Bias Response Protocol issued; Bias Response Team is constituted and meets regularly to review concerns and educate the community on bias matters.
 - 56% of Skidmore students (Class of '09) studying abroad at least one semester. (*Strategic Plan* states a goal of 60%.)
 - Short-term faculty-led study abroad programs established to create additional opportunities for students to travel abroad.

- *Renew conversation about diversity broadly on campus; establish clear educational objectives relating to Goal II and develop shared expertise to achieve them:*
 - See accomplishments noted above, especially regarding work of CIGU, RFP initiative, and Bias Response Protocol.
 - Supported establishment of Intergroup Relations Dialogue (IGR) curriculum, including workshops to train faculty and staff in methodology.
 - Appointed Director of Intercultural Studies (faculty position), Assistant Director of EEO and Workforce Diversity (staff), and Director of Student Diversity Programs; charged that group with leadership and operational responsibility to guide implementation of Goal II. (Where appropriate, Cabinet members also have responsibilities in this area.)

- *Enhance the diversity of our student populations while providing the resources necessary to support all of our students in meeting our educational objectives:*
 - Increased from 25 to 40 the number of students in the Opportunity Programs.
 - Secured grant to partially support Skidmore Scholars in Science and Mathematics program (preference for those in groups traditionally underrepresented in science and math; applicants must demonstrate financial need as well as academic strength).

- *To increase diversity, enhance collaboration between ODSP and Admissions, Opportunity Programs, and departments; increase % of students of color:*
 - Increased % of students of color in entering class from 17% (fall 2005) to 20% (fall 2009) (with 23% in fall 2007).
 - Targeted new high schools and Community Based Organizations to recruit from diverse populations; established Skidmore chapter of Albany-based "Sponsor-A-Scholar" program.
 - Teagle grant coordination between summer Pre-College program and Admissions.
 - Increased financial aid budget from approximately \$16 million (June 2003) to \$32 million (July 2009); effort resulted in enhanced excellence of entering classes, including diversity as a component of that excellence.
 - Maximized United World College efforts to attract international students with financial need and receive financial support for them.

- Enhanced programming from the Office of Student Diversity Programs, including collaborative efforts internal to and beyond Student Affairs.
 - Structural support for work of Director of Intercultural Studies, Assistant Director for EEO and Workforce Diversity, and Director of Student Diversity Programs (joined, where appropriate, by Cabinet members in the relevant areas).
- *Enhance the diversity of our faculty and other employee populations and enhance their skills that relate to achieving Goal II:*
- “Diversity in Hiring” statement issued by President.
 - Inclusive Hiring workshops for faculty.
 - Launched CASE Liberal Arts Diversity Initiative (recruit individuals in underrepresented groups to the field of Advancement).
 - Utilized College resources to make certain “opportunity hires” to enhance faculty diversity in underrepresented fields.

B.2. Goal II initiatives underway

- *Increase global awareness across the community in order to sensitize all Skidmore students to a complex, diverse, and interdependent world:*
- Global Skidmore web site developed; requires ongoing updating and enhancement.
- *Renew conversation about diversity broadly on campus; establish clear educational objectives relating to Goal II and develop shared expertise to achieve them.*
- CIGU working with Faculty Assessment Coordinator to define learning outcomes related to intercultural literacy.
- *To increase diversity, enhance collaboration between ODSP and Admissions, Opportunity Programs, and departments; increase % of students of color:*
- Integrate IGR academic program into work of Student Affairs.
 - Administered CHAS campus climate survey fall 2009; analysis of results underway.
 - Improve retention and achievement among traditionally under-represented groups – retention study completed, instituted new structures to address concerns, analysis and further follow-up pending.
- *Enhance the diversity of our faculty and other employee populations and enhance their skills that relate to achieving Goal II:*
- Some progress on programs for faculty and other staff to enhance skills (IGR training programs related to academic program; IGR pilot program for staff).

B.3. Goal II initiatives not yet begun or deferred

- *Increase global awareness across the community in order to sensitize all Skidmore students to a complex, diverse, and interdependent world:*
- Support faculty members and programs whose research or work has international or global focus.
 - Reduce obstacles for students in certain disciplines to study abroad (e.g., natural sciences).
 - Increase institutional capacity to take advantage of experiences of students returning from abroad (including London Program).
 - Develop plan to evaluate study-abroad programs; develop advising tools and communications to support new structure.
 - Solidify Skidmore in China program.

- *Renew conversation about diversity broadly on campus; establish clear educational objectives relating to Goal II and develop shared expertise to achieve them.*
 - Assess Cultural Diversity/Non-Western Culture course criteria.
- *Enhance the diversity of our faculty and other employee populations and enhance their skills that relate to achieving Goal II:*
 - Use Fulbright and other international grants to bring accomplished international scholars to campus.

C. **Goal III: Informed, Responsible Citizenship**

Goal III of the Strategic Plan states as follows:

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

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

C.1. **Notable accomplishments related to Goal III**

- *Foster pedagogical innovation relating to responsible citizenship; support campus initiatives that teach and exemplify this value:*
 - Responsible Citizenship Task Force constituted and draft report issued. Task Force, with support of Presidential Discretionary Funds, also utilized “RFP” process to broaden development of initiatives across campus.
 - Added questions on citizenship and involvement to Skidmore’s supplemental Admissions application and assessed predictive value of co-curricular ratings on citizenship and involvement at Skidmore.
- *Enhance residential learning:*
 - First-year housing assignments related to FYE seminar enrollment.
 - Ongoing evaluation of Alcohol and Other Drug policies and effectiveness; enhanced capacity in Health Promotions allowing us to learn more about our students’ behavior and effective interventions.
 - Enhanced efforts to promote social integrity, civic virtues, and personal responsibility.
 - Bi-annual gatherings of Cabinet and SGA Senate members to enhance mentoring of students in College governance.
- *Enhance campus residential environment, with special attention to common spaces:*
 - Completed sale of Moore Hall and opened North Woods Apartments on campus.
 - Completed renovation of Murray-Akins Dining Hall to enhance quality and options related to campus dining.
 - Campus Plan reflects goals of *Strategic Plan*.
- *Increase support for athletics, fitness, and wellness:*

- Successful transition of Department of Athletics from Academic Affairs to Student Affairs.
 - Established strong leadership in Department of Athletics, including director and staff; all head coaches now full-time; developed handbook for student-athletes.
 - Improved athletic facilities (dedicated fields for women's field hockey and softball; resurfacing of soccer/lacrosse surface).
 - Full compliance with Title IX.
 - Secured financial gifts to support AOD programming.
 - Enhanced wellness efforts in Dining Hall (Emily's Garden, use of local produce, community garden).
- *Develop, broaden, and deepen the College's connections to the local community; enhance our ability to function as a socially and environmentally responsible corporate citizen:*
- Hired Sustainability Coordinator; implemented comprehensive efforts across campus to promote "Sustainable Skidmore" that include energy conservation, paper and other waste reduction efforts, recycling, etc.
 - Successful implementation of major community initiatives through the Advancement Office (e.g., SaratogaArtsFest, Skidmore Cares, Saratoga Reads!) and Office of Finance & Administration (e.g., project with local bank to support local small start-up businesses and initiative with regional mass transportation provider to enhance service); established Office of Community Relations and created Community Resources Guide.
 - Increased support for student volunteers in Saratoga Springs and surrounding area.
 - Encourage service by faculty members, administrators, and other employees on boards of local non-profit organizations.
 - Enhanced Special Programs outreach (Mature Learners Program, residencies, community education programs).

C.2. Goal III initiatives underway

- *Foster pedagogical innovation relating to responsible citizenship; support campus initiatives that teach and exemplify this value:*
- Initial work being done to engage faculty in discussion about values of service learning, collaborative research, and project-based learning.
- *Enhance campus residential environment, with special attention to common spaces:*
- Planning underway for Scribner Village replacement. Ability to include health and wellness space is challenged by budgetary constraints.
- *Increase support for athletics, fitness, and wellness:*
- Implementing Health Task Force recommendations.

C.3. Goal III initiatives not yet begun or deferred

- *Foster pedagogical innovation relating to responsible citizenship; support campus initiatives that teach and exemplify this value:*
- Have not yet defined expectations (or support or reward) for faculty involvement in research, teaching, or project sponsorship promoting responsible citizenship.
 - Tabled indefinitely exploration of possible partnership to establish a retirement facility affiliated with Skidmore.
- *Enhance residential learning:*

- Ensure co-curricular and residential programs promote collaboration between faculty and Student Affairs.
 - Increase number of Student Affairs professional staff in residence halls.
- *Enhance campus residential environment, with special attention to common spaces:*
- Develop new common spaces where students can gather informally (individually or in groups) to socialize and study.
 - Increase late-night studying options on campus; ensure students are able to study in residence halls.

D. Goal IV: Independence and Resources

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

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

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

D.1. Notable accomplishments related to Goal IV

- *Continue to develop institutional capacity for effective planning and proactive internal communication:*
- Regularized development of annual Strategic Action Agendas and tracking matrix.
 - Budget planning reflects discussion of strategic priorities.
 - Completed first two phases of study related to optimal size of student body (decision to remain, for time being, at 2280 NFE).
 - Hired Executive Director of Communications – significant enhancements to College web site and coordination of local, regional, and (to lesser extent) national media coverage.
 - Campus Town Hall Meetings (Fall 2009) contributed to multi-year strategic planning and enhanced collective capacity for strategic literacy.
 - Intentional efforts, especially Fall 2008 and continuing through times of economic and budgetary disruption, to be transparent about economic situation.
 - With five partner institutions and support from the Mellon Foundation, established New York Six Liberal Arts Consortium; mission is to facilitate collaboration in ways that advance institutional missions and serve the public good and, by sharing expertise and resources, to reduce operating and capital costs.
- *Develop and enhance our key financial resources and our capacity to manage them:*
- Comprehensive “Creative Thought, Bold Promise” campaign on track for successful completion in May 2010.
 - Various financial targets revised due to economic disruption beginning in Fall 2008. Endowment as of December 2009 at approximately \$270 million; investment returns for FY '09 favorable in comparison to peers with lower risk profile.
- *Achieve and maintain competitive compensation for Skidmore faculty, staff, and administrators; enhance our ability to support their professional development:*

- Conducted market studies to support Total Compensation Framework planning.
 - Focused initial efforts on faculty salaries and achieved goal of 95% of median of peer institutions; made progress on non-faculty salaries. Subsequent economic disruptions and decision to provide no General Salary Adjustment in FY '10 and FY '11 may result in some regression relative to peers.
 - Addressed retiree health care benefits issue (FASB liability) with minor impact only to prescription plan. Retiree health benefits remain robust.
- *Develop and enhance our capacity to manage our physical resources:*
- Completed Campus Plan 2007.
 - Issued Major Capital Facilities Planning Process, including creation of Space Planning Working Group.
 - Developed stewardship plan for the North Woods (management plan, North Woods stewards program, Friends of the North Woods, etc.)
 - Case Center-Ladd Hall Task Force report issued. Case Council established.
- *Develop and enhance relationships essential to the Skidmore community:*
- See above under C.1.
 - Held series of Town-Gown meetings hosted by Skidmore.
 - Developing virtual alumni communities and social networking opportunities.
- *Develop and enhance the “equity” in the Skidmore name:*
- “Creative Thought Matters” has emerged as a successful “brand” that resonates positively with prospective students and alumni.
 - Focus *Scope* articles on issues directly related to strategic plan topics.
- *Cultivate a broader positive awareness of Skidmore within local, regional, and national populations:*
- See above under D.1 first initiative (references to Executive Director of Communications and enhancements to web site), plus reference above in A.1 to implementation of content management system.
 - President to participate in regular radio programming on WAMC, commenting on issues related to higher education.
 - High profile of Professor Sandy Baum on matters related to higher education cost and affordability has benefited Skidmore.
 - Established Council of 100 as leadership training group within the alumni community.

D.2. Goal IV initiatives underway

- *Continue to develop institutional capacity for effective planning and proactive internal communication:*
- Developing multi-year planning for strategic initiatives during second half of *Strategic Plan*.
 - Complete determination of expected outcomes of *Strategic Plan*.
 - Analyze short-, medium-, and long-term financial implications of *Strategic Plan*.
- *Develop and enhance our key financial resources and our capacity to manage them:*
- Continuing to enhance multi-year budget planning. Goals indicated in *Strategic Plan*:
 - Keep annual increases to comprehensive fee within 2% of rate of inflation.
 - Maintain financial aid discount rate at 28-30% or lower.
 - Endowment targets indicated in *Strategic Plan*:

- Average growth rate of at least 8% per year.
 - Endowment avail rate of 5% or less per year.
 - Endowment at \$240 million by FY '10 and \$300 million by FY '15.
 - Evaluating strategic use of financial aid to continue gains made in diversity and consistent with other strategic priorities.
- *Achieve and maintain competitive compensation for Skidmore faculty, staff, and administrators; enhance our ability to support their professional development:*
- Completed initial study to review faculty time commitment in shared governance; further study by FEC in progress.
- *Develop and enhance our capacity to manage our physical resources:*
- Working to address facilities needs campus wide, but especially with regard to academic space, Student Affairs (Scribner Village replacement, residence hall renovations, and athletics facilities), and Admissions.
 - Architects engaged for pre-design (concept) work for Scribner Village replacement.
 - Ongoing consideration of Case-Ladd Task Force recommendations.
- *Develop and enhance relationships essential to the Skidmore community:*
- Improve participation rate of alumni – promote lifelong membership in extended Skidmore community.
 - Integrate UWW alumni into larger alumni body.
- *Develop and enhance the “equity” in the Skidmore name:*
- Considering additional ways to build upon “Creative Thought Matters” – e.g., “Creative Thought at Work” as a program to help students with post-Skidmore transition.
 - Continue to build upon and improve various web portals (Global Skidmore, Sciences at Skidmore, etc.).
- *Cultivate a broader positive awareness of Skidmore within local, regional, and national populations:*
- Developing social networking options for alumni.

D.3. Goal IV initiatives not yet begun or deferred

- *Continue to develop institutional capacity for effective planning and proactive internal communication:*
- Strategic analysis of optimal size of student body – due to economic disruption beginning Fall 2008, tabled for now the question of whether to actively work toward achieving 2280 NFE (down from current of approximately 2380).
 - Develop plan to implement systematic evaluation of operations across the College.
- *Achieve and maintain competitive compensation for Skidmore faculty, staff, and administrators; enhance our ability to support their professional development:*
- Ensure that criteria and standards for faculty reappointment, promotion, and tenure reflect expectations as teacher-scholar-citizens, especially with regard to mentoring, supervising independent student projects, and forging closer relationships with Student Affairs.
 - Enhance professional growth and job satisfaction for faculty, staff, and administrators; develop approach to encourage staff participation in degree program especially in conjunction with closure of UWW.
- *Develop and enhance our capacity to manage our physical resources:*

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

Conclusion

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

President Glotzbach will report back to the community later in the spring of 2010 with a document that will frame the process and specify the strategic themes that will guide the College’s strategic choices during the second half of the *Strategic Plan*. Given that the College faces more constrained resources at the current time than when the *Plan* was adopted initially, the ways in which (and perhaps the extent to which) various priority initiatives are implemented may be affected. The four major goals of the *Strategic Plan*, however, will continue to guide the work of the College.

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.¹

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

ⁱ The following documents were fundamental sources for the Goals.

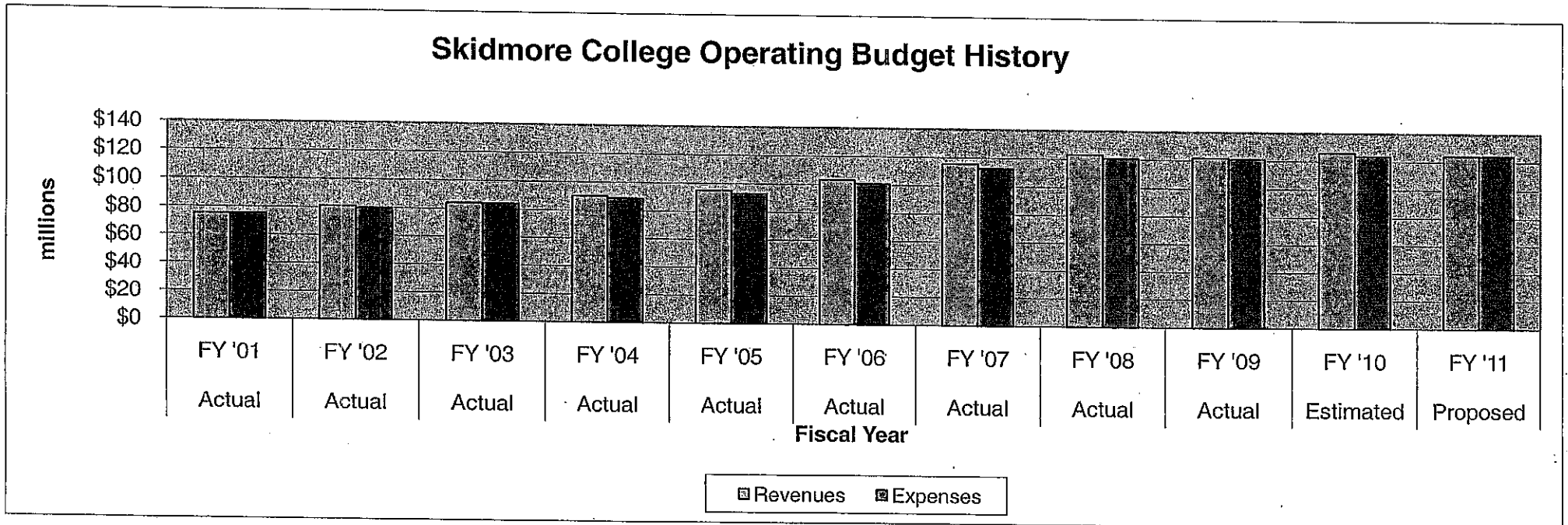
1. Skidmore College Mission Statement
2. Intersections of Paradigms, 2008 [including key phrases from the Strategic Plan, 2005]
3. Skidmore College Core Abilities, 1997-8
4. Skidmore College Academic Vision Statement, 2003-04
5. Liberal Education and America's Promise (LEAP) Essential Learning Outcomes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

Skidmore College
 Operating Budget History
 Per Fiscal Year
 (millions)

Attachment D

	Actual FY '01	Actual FY '02	Actual FY '03	Actual FY '04	Actual FY '05	Actual FY '06	Actual FY '07	Actual FY '08	Actual FY '09	Estimated FY '10	Proposed FY '11
Revenues	\$ 75.1	\$ 81.1	\$ 84.1	\$ 90.0	\$ 95.1	\$ 103.4	\$ 115.4	\$ 123.1	\$ 121.7	\$ 125.8	\$ 124.2
Expenses	75.3	80.1	84.0	88.7	93.0	101.0	112.4	120.7	121.1	123.7	124.2
Net	\$ (0.3)	\$ 1.1	\$ 0.1	\$ 1.3	\$ 2.0	\$ 2.4	\$ 3.0	\$ 2.3	\$ 0.6	\$ 2.1	\$ -
Percentage	<u>-0.3%</u>	<u>1.3%</u>	<u>0.2%</u>	<u>1.4%</u>	<u>2.1%</u>	<u>2.3%</u>	<u>2.6%</u>	<u>1.9%</u>	<u>0.5%</u>	<u>1.7%</u>	<u>0.0%</u>
Net Revenue from Enrollments Over Plan*	\$ -	\$ -	\$ -	\$ -	\$ 1.3	\$ 3.3	\$ 1.5	\$ 2.2	\$ 3.1	\$ 2.1	\$ 4.9

*For fiscal years beginning in 2005, as the result of significantly larger-than-anticipated enrollments, the College separately accounted for this temporary revenue.



Skidmore College
Proposed Operating Budget Assumptions FY '11 through FY '15

	FY '10 B	FY '11	FY '12	FY '13	FY '14	FY '15
ENROLLMENT						
NET FISCAL ENROLLMENT - Budgeted	2,280	2,280	2,280	2,280	2,280	2,280
NET FISCAL ENROLLMENT - Overenrolled	75	144	120	100	100	100
COMPREHENSIVE FEE - Percent Increase	3.9%	1.9%	2.2%	2.5%	2.9%	3.9%
FINANCIAL AID - Percent Increase	8.6%	6.9%	2.3%	2.5%	2.9%	3.5%
- Discount Rate	33.1%	34.8%	34.8%	34.8%	34.8%	34.7%
ANNUAL GIVING - Percent Increase	4.5%	3.9%	4.0%	5.0%	5.0%	5.0%
ENDOWMENT - Market Appreciation Percent	-5.0%	5.0%	5.0%	5.0%	5.0%	5.0%
- Gifts (\$ X 1,000)	\$4,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
- Take out Percent (w/o Special Campaign)	5.0%	5.0%	5.0%	5.0%	5.0%	5.0%
COMPENSATION - Percent General Salary Adjustment (GSA)	0.0%	2.0%	3.0%	2.5%	2.5%	2.8%
- Market Equity Increases (\$ X 1,000)	\$0	\$600	\$300	\$250	\$300	\$300
SERVICES & SUPPLIES - Percent Change	-10.0% *	-3.0%	2.0%	2.3%	2.5%	2.8%
TRANSFERS TO CAPITAL BUDGET (\$ X 1,000)	\$6,090	\$7,050	\$7,850	\$8,900	\$9,700	\$10,350
NEW INITIATIVES (\$ X 1,000) - (Cumulative)	\$0	\$300	\$700	\$1,200	\$1,800	\$2,500
		+ \$450 One-Time				

* Direct Instruction Departments -5%

Skidmore College

Operating Budget Update FY '10, Proposed FY '11 and Future Scenarios

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Attachment F

Dollars in thousands		FY '10		FY '11		FY '12		FY '13		FY '14		FY '15		LN
LN		Current Estimate	Proposed Budget	% vs. PY Est.	Prelim. Forecast	%	Prelim. Forecast	%	Prelim. Forecast	%	Prelim. Forecast	%		LN
1	Revenues:													
2	Regular Tuition	\$ 90,304	\$ 92,023	1.9%	\$ 94,044	2.2%	\$ 96,395	2.5%	\$ 99,191	2.9%	\$ 103,059	3.9%		1
3	Less: Financial Aid	(29,950)	(32,031)	6.9%	(32,768)	2.3%	(33,590)	2.5%	(34,564)	2.9%	(35,774)	3.5%		2
4	Net Regular Tuition	60,354	59,992	-0.6%	\$ 61,278	2.1%	\$ 62,805	-2.5%	\$ 64,626	2.9%	\$ 67,285	4.1%		3
5	Discount Rate	33.2%	34.8%	5.0%	34.8%	0.1%	34.8%	0.0%	34.8%	0.0%	34.7%	-0.4%		4
6	Other Tuition & Fees	16,586	16,125	-2.8%	16,380	1.6%	16,789	2.5%	17,276	2.9%	17,950	3.9%		5
7	Government Grants and Bundy Aid	1,231	1,000	-18.8%	1,000	0.0%	1,000	0.0%	1,000	0.0%	1,000	0.0%		6
8	Annual Gifts & Grants	6,400	6,650	3.9%	6,916	4.0%	7,262	5.0%	7,625	5.0%	8,006	5.0%		7
9	Other Program Grants	3,627	2,500	-31.1%	2,500	0.0%	2,500	0.0%	2,500	0.0%	2,500	0.0%		8
10	Endowment Takeout - Core Support	13,303	13,317	0.1%	13,583	2.0%	13,855	2.0%	14,132	2.0%	14,415	2.0%		9
11	Endowment Takeout - Campaign Support	491	214	-56.4%	-	N/A	-	N/A	-	N/A	-	N/A		10
12	Investment Earnings - Other	0	100	N/A	100	0.0%	100	0.0%	100	0.0%	100	0.0%		11
13	Other Income	1,713	1,747	2.0%	1,799	3.0%	1,853	3.0%	1,909	3.0%	1,966	3.0%		12
14	Auxiliary Operations (Gross Margin)	22,070	22,590	2.4%	23,087	2.2%	23,664	2.5%	24,350	2.9%	25,300	3.9%		13
15	Total Revenues	\$ 125,775	\$ 124,235	-1.2%	\$ 126,643	1.9%	\$ 129,828	2.5%	\$ 133,519	2.8%	\$ 138,522	3.7%		14
16	Expenditures:													
17	Total Salaries and Wages	\$ 53,607	\$ 52,946	-1.2%	\$ 54,276	2.5%	\$ 55,853	2.9%	\$ 57,544	3.0%	\$ 59,401	3.2%		15
18	Employee Benefits	23,739	23,996	1.1%	25,128	4.7%	26,258	4.5%	27,348	4.2%	28,424	3.9%		16
19	Total Compensation	\$ 77,346	\$ 76,942	-0.5%	\$ 79,404	3.2%	\$ 82,111	3.4%	\$ 84,892	3.4%	\$ 87,825	3.5%		17
20	Benefits as % of Total Salaries	44.3%	45.3%	46.3%	47.0%	47.5%	47.9%	48.3%	48.8%	49.3%	49.8%	50.3%		18
21	Services & Supplies	25,753	25,000	-2.9%	25,500	2.0%	25,987	1.9%	26,636	2.5%	27,376	2.8%		19
22	Utilities	4,000	4,000	0.0%	4,160	4.0%	4,325	4.0%	4,500	4.0%	4,680	4.0%		20
23	Debt Service	5,667	5,475	-3.4%	5,460	-0.3%	5,475	0.3%	5,435	-19.0%	4,427	-0.2%		21
24	Transfers to Capital: Facilities & Equipment	4,750	4,700	-1.1%	5,250	11.7%	5,900	12.4%	6,450	9.3%	6,900	7.0%		22
25	Transfers to Capital: Information Technology	2,390	2,350	-1.7%	2,600	10.6%	3,000	15.4%	3,250	8.3%	3,450	6.2%		23
26	Library Collection	1,343	1,368	1.9%	1,395	2.0%	1,427	2.3%	1,463	2.5%	1,500	2.5%		24
27	Student Wages	1,427	1,450	1.6%	1,475	1.7%	1,500	1.7%	1,500	0.0%	1,500	0.0%		25
28	Property & Liability Insurance	708	700	-1.1%	725	3.6%	750	3.4%	775	3.3%	800	3.2%		26
29	New Initiatives	-	750	N/A	700	N/A	1,200	N/A	1,800	N/A	2,500	N/A		27
30	Contingency	300	1,500	N/A	1,400	N/A	1,300	N/A	1,350	N/A	1,400	N/A		28
31	Total Expenditures	\$ 123,684	\$ 124,235	0.4%	\$ 128,069	3.1%	\$ 132,975	3.8%	\$ 137,051	3.1%	\$ 142,358	3.9%		29
32	Excess Revenues Over Expenditures	\$ 2,091	\$ 0		\$ (1,427)		\$ (3,147)		\$ (3,533)		\$ (3,836)			30
33	Over Enrollment (# NFE Students)	59	144		120		100		100		100			31
34	Gross Tuition	\$ 2,336	\$ 5,812		\$ 4,950		\$ 4,228		\$ 4,350		\$ 4,520			32
35	Financial Aid	(773)	(2,022)		(1,725)		(1,473)		(1,516)		(1,569)			33
36	Auxiliary Operations	514	1,079		1,237		1,057		1,088		1,130			34
37	Net Over Enrollment Revenues	\$ 2,077	\$ 4,869		\$ 4,463		\$ 3,812		\$ 3,922		\$ 4,081			35
38	Total Revenues Over Expenditures	\$ 4,168	\$ 4,869		\$ 3,036		\$ 665		\$ 389		\$ 245			36
39	Transfer-Residence Hall & Other Renovations	(2,500)	(2,839)		(2,900)		(665)		(389)		(245)			37
40	Net Revenue Over Expense After Transfer	\$ 1,668	\$ 2,030		\$ 136		\$ 0		\$ 0		\$ 0			38

Skidmore College
Proposed Operating Budget Assumptions FY '12 through FY '16

	FY '12	FY '13	FY '14	FY '15	FY '16
ENROLLMENT					
NET FISCAL ENROLLMENT-Budgeted	2,280	2,280	2,280	2,280	2,280
NET FISCAL ENROLLMENT-Overenrolled	120	85	85	85	85
COMPREHENSIVE FEE - Percent Increase	2.9%	3.2%	3.5%	3.7%	3.9%
FINANCIAL AID - Discount Rate	35.0%	35.0%	35.0%	35.0%	35.0%
ANNUAL GIVING - Percent Increase	4.0%	5.0%	5.0%	5.0%	5.0%
ENDOWMENT - Market Appreciation Percent	5.0%	5.0%	5.0%	5.0%	5.0%
- Gifts (\$ X 1,000)	\$3,000	\$4,000	\$5,000	\$7,500	\$8,000
- Take out Percent (w/o Special Campaign)*	5.0%	5.0%	5.0%	5.0%	5.0%
COMPENSATION - Percent General Salary Adjustment (GSA)	2.0%	2.5%	2.5%	2.8%	3.0%
- Market Equity Increases (\$ X 1,000)	\$600	\$250	\$300	\$300	\$300
SERVICES & SUPPLIES - Percent Change	2.0%	2.0%	2.0%	2.0%	2.0%
TRANSFERS TO CAPITAL BUDGET (\$ x 1,000)	\$7,850	\$8,900	\$9,700	\$10,350	\$11,400
NEW INITIATIVES (\$ X 1,000)	\$572	\$500	\$600	\$700	\$800
	+ \$ 330 One-Time Over-enrollment				

*Endowment additional draw proposed for Special Campaign .1% FY '12 for one year only.

Attachment F

SKIDMORE

C O L L E G E

Proposed Operating Budget Fiscal 2012

(Dollars in thousands)					
LN		FY '11	FY '12		
		Current Estimate	Feb. Prelim. Budget	May Proposed Budget	%
	Net Fiscal Enrollment	2,280	2,280	2,280	-
1	Revenues:				
2	Regular Tuition	\$ 92,023	\$ 94,692	\$ 94,692	2.9%
3	Financial Aid	(31,344)	(33,142)	(33,142)	5.7%
4	Net Regular Tuition	60,679	61,550	61,550	1.4%
5	Discount Rate	34.1%	35.0%	35.0%	2.8%
6	Other Tuition & Fees	16,073	16,815	17,600	9.5%
7	Government Grants & Bundy Aid	1,192	1,000	1,000	-16.1%
8	Annual Gifts	6,650	6,916	6,916	4.0%
9	Other Program Grants & Gifts	2,612	2,500	2,500	-4.3%
10	Endowment Takeout - Core Support	13,931	14,500	14,500	4.1%
11	Endowment Takeout - Campaign Support	164	-	-	-
12	Investment Earnings - Other	824	1,000	1,000	21.4%
13	Other Income	1,749	1,825	1,825	4.3%
14	Auxiliary Operations (Gross Margin)	22,307	23,158	22,950	2.9%
15	Total Revenues	\$ 126,181	\$ 129,264	\$ 129,841	2.9%
16	Expenditures:				
17	Total Salaries and Wages	\$ 52,895	\$ 54,200	\$ 54,157	2.4%
18	Employee Benefits	24,703	25,800	26,100	5.7%
19	Total Compensation	77,598	80,000	80,257	3.4%
20	Benefits as % of Total Salaries and Wages	46.7%	47.6%	48.2%	3.2%
21	Services & Supplies	25,780	26,335	26,700	3.6%
22	Utilities	4,100	3,994	4,100	0.0%
23	Debt Service	5,080	5,336	5,085	0.1%
24	Transfers to Capital: Facilities & Equipment	5,700	5,250	5,250	-7.9%
25	Transfers to Capital: Information Technology	2,350	2,600	2,600	10.6%
26	Library Collection	1,300	1,402	1,402	7.8%
27	Student Wages	1,600	1,550	1,650	3.1%
28	Property & Liability Insurance	700	725	725	3.6%
29	New Initiatives	-	572	572	-
30	Contingency	1,500	1,500	1,500	0.0%
31	Total Expenditures	\$ 125,708	\$ 129,264	\$ 129,841	3.3%
32	Excess Revenues Over Expenditures	\$ 473	\$ -	\$ -	
33	Over Enrollment (# NFE Students)	173	135	120	
34	Regular Tuition	\$ 6,981	\$ 5,607	\$ 4,982	
35	Financial Aid	(2,381)	(1,962)	(1,744)	
36	Auxiliary Operations (Gross Margin)	1,693	1,371	1,208	
37	Other Costs	(456)	(250)	(250)	
38	Net Over Enrollment Revenues	\$ 5,837	\$ 4,766	\$ 4,196	
39	Total Revenues Over Expenditures	\$ 6,310	\$ 4,766	\$ 4,196	
40	Transfer for Residence Hall Renovation & Other	(5,339)	(4,766)	(4,196)	
41	Net Revenue Over Expense	\$ 971	\$ -	\$ -	

SKIDMORE

Operating Budget Update FY '11 Proposed Budget and Future Preliminary Forecasts

LN	(Dollars in thousands)	FY '11 Current Estimate	FY '12 Proposed Budget	FY '12 % vs. PY Est	FY '13 Prelim. Forecast	FY '13 % vs. PY	FY '14 Prelim. Forecast	FY '14 % vs. PY	FY '15 Prelim. Forecast	FY '15 % vs. PY	FY '16 Prelim. Forecast	FY '16 % vs. PY
	Net Fiscal Enrollment	2,280	2,280	0.0%	2,280		2,280		2,280		2,280	
1	Revenues:											
2	Regular Tuition	\$ 92,023	\$ 94,692	2.9%	\$ 97,722	3.2%	\$ 101,142	3.5%	\$ 104,885	3.7%	\$ 108,975	3.9%
3	Financial Aid	(31,344)	(33,142)	5.7%	(34,203)	3.2%	(35,400)	3.5%	(36,710)	3.7%	(38,141)	3.9%
4	Net Regular Tuition	60,679	61,550	1.4%	63,519	3.2%	65,743	3.5%	68,175	3.7%	70,834	3.9%
5	Discount Rate	34.1%	35.0%		35.0%		35.0%		35.0%		35.0%	
6	Other Tuition & Fees	16,073	17,600	9.5%	18,128	3.0%	18,726	3.3%	19,382	3.5%	20,099	3.7%
7	Government Grants & Bundy Aid	1,192	1,000	-16.1%	1,000	0.0%	1,000	0.0%	1,000	0.0%	1,000	0.0%
8	Annual Gifts	6,650	6,916	4.0%	7,262	5.0%	7,625	5.0%	8,006	5.0%	8,406	5.0%
9	Other Program Grants & Gifts	2,612	2,500	-4.3%	2,500	0.0%	2,500	0.0%	2,500	0.0%	2,500	0.0%
10	Endowment Takeout - Core Support	13,931	14,500	4.1%	14,750	1.7%	14,850	0.7%	15,000	1.0%	15,300	2.0%
11	Endowment Takeout - Campaign Support	164	-	n/a	-	n/a	-	n/a	-	n/a	-	n/a
12	Investment Earnings - Other	824	1,000	21.4%	1,000	0.0%	1,000	0.0%	1,000	0.0%	1,000	0.0%
13	Other Income	1,749	1,825	4.3%	1,880	3.0%	1,936	3.0%	1,994	3.0%	2,054	3.0%
14	Auxiliary Operations (Gross Margin)	22,307	22,950	2.9%	23,868	4.0%	25,754	7.9%	26,655	3.5%	27,641	3.7%
15	Total Revenues	\$126,181	\$129,841	2.9%	\$133,907	3.1%	\$139,134	3.9%	\$143,712	3.3%	\$148,834	3.6%
16	Expenditures:											
17	Total Salaries & Wages	\$ 52,895	\$ 54,157	2.4%	\$ 55,500	2.5%	\$ 57,200	3.1%	\$ 59,100	3.3%	\$ 61,100	3.4%
18	Employee Benefits	24,703	26,100	5.7%	27,200	4.2%	28,300	4.0%	29,400	3.9%	30,500	3.7%
19	Total Compensation	77,598	80,257	3.4%	82,700	3.0%	85,500	3.4%	88,500	3.5%	91,600	3.5%
20	Benefits as % of Salaries & Wages	46.7%	48.2%		49.0%		49.5%		49.7%		49.9%	
21	Services & Supplies	25,780	26,700	3.6%	27,200	1.9%	28,000	2.9%	28,700	2.5%	29,500	2.8%
22	Utilities	4,100	4,100	0.0%	4,178	1.9%	4,295	2.8%	4,467	4.0%	4,645	4.0%
23	Debt Service	5,080	5,085	0.1%	5,041	-0.9%	5,551	10.1%	5,998	8.1%	6,001	0.1%
24	Transfers to Capital: Facilities & Equipment	5,700	5,250	-7.9%	5,900	12.4%	6,450	9.3%	6,900	7.0%	7,750	12.3%
25	Transfers to Capital: Information Technology	2,350	2,600	10.6%	3,000	15.4%	3,250	8.3%	3,450	6.2%	3,650	5.8%
26	Library Collection	1,300	1,402	7.8%	1,437	2.5%	1,473	2.5%	1,510	2.5%	1,548	2.5%
27	Student Wages	1,600	1,650	3.1%	1,675	1.5%	1,700	1.5%	1,725	1.5%	1,750	1.4%
28	Property & Liability Insurance	700	725	3.6%	750	3.4%	775	3.3%	800	3.2%	825	3.1%
29	New Initiatives	-	572	100.0%	1,072	87.4%	1,672	56.0%	2,372	41.9%	3,172	33.7%
30	Contingency	1,500	1,500	0.0%	1,500	0.0%	1,500	0.0%	1,500	0.0%	1,500	0.0%
31	Total Expenditures	\$125,708	\$129,841	3.3%	\$134,453	3.6%	\$140,166	4.2%	\$145,922	4.1%	\$151,941	4.1%
32	Excess Revenues Over Expenditures	\$ 473	\$ -		\$ (546)		\$ (1,032)		\$ (2,210)		\$ (3,107)	
33	Over Enrollment (# NFE Students)	173	120		85		85		85		85	
34	Regular Tuition	\$ 6,981	\$ 4,982		\$ 3,643		\$ 3,771		\$ 3,910		\$ 4,063	
35	Financial Aid	(2,381)	(1,744)		(1,275)		(1,320)		(1,369)		(1,422)	
36	Auxiliary Operations (Gross Margin)	1,693	1,208		890		960		994		1,030	
37	Other Costs	(456)	(250)		-		-		-		-	
38	Net Over Enrollment Revenues	\$ 5,837	\$ 4,196		\$ 3,258		\$ 3,411		\$ 3,535		\$ 3,671	
39	Total Revenues Over Expenditures	\$ 6,310	\$ 4,196		\$ 2,712		\$ 2,379		\$ 1,326		\$ 564	
40	Transfer-Residence Hall & Other	(5,339)	(4,196)		(2,712)		(2,379)		(1,326)		(564)	
41	Net Revenue Over Expense	\$ 971	\$ -		\$ -		\$ -		\$ -		\$ -	

SKIDMORE COLLEGE

AUDITED FINANCIAL STATEMENTS

Years ended May 31, 2010 and 2009

SKIDMORE COLLEGE

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INDEPENDENT AUDITOR'S REPORT

To the Board of Trustees of
Skidmore College

We have audited the accompanying statements of financial position of Skidmore College (the "College") as of May 31, 2010 and 2009, and the related statements of activities and cash flows for the years then ended. These financial statements are the responsibility of the College's management. Our responsibility is to express an opinion on these financial statements based on our audits.

We conducted our audits in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Skidmore College as of May 31, 2010 and 2009, and the changes in its net assets and its cash flows for the years then ended in conformity with accounting principles generally accepted in the United States of America.

UHY LLP

Albany, New York
August 10, 2010

SKIDMORE COLLEGE
STATEMENTS OF FINANCIAL POSITION
As of May 31, 2010 and 2009

	<u>2010</u>	<u>2009</u>
ASSETS		
Cash and cash equivalents	\$ 33,768,125	\$ 33,403,871
Accounts receivable, net	3,189,384	2,504,206
Inventories	673,470	688,152
Prepaid expenses	1,007,654	1,671,321
Contributions receivable, net	31,284,696	32,236,204
Student loans receivable, net	2,889,844	3,340,846
Investments	310,351,542	278,453,635
Investments under split interest agreements	6,339,701	6,392,882
Deposits with bond trustees	8,466,429	10,088,002
Debt issuance costs, net	1,866,738	1,953,981
Pension assets, net	67,087	205,426
Land, buildings and equipment, net	165,954,996	160,170,240
Total assets	<u>\$ 565,859,666</u>	<u>\$ 531,108,766</u>
LIABILITIES		
Accounts payable and accrued expenses	\$ 17,184,907	\$ 16,514,113
Student tuition deposits and deferred revenues	9,082,992	11,171,997
Liabilities to beneficiaries under split interest agreements	2,362,147	2,434,819
Accrued postretirement benefits	48,633,089	30,761,044
Refundable government loan funds	1,873,995	1,811,182
Asset retirement obligation	2,030,668	2,290,900
Long-term debt	61,516,175	68,403,593
Total liabilities	<u>142,683,973</u>	<u>133,387,648</u>
NET ASSETS		
Unrestricted	282,972,834	247,018,525
Temporarily restricted	37,406,573	53,246,763
Permanently restricted	102,796,286	97,455,830
Total net assets	<u>423,175,693</u>	<u>397,721,118</u>
Total liabilities and net assets	<u>\$ 565,859,666</u>	<u>\$ 531,108,766</u>

See notes to financial statements.

SKIDMORE COLLEGE
STATEMENT OF ACTIVITIES
For the Year Ended May 31, 2010

	<u>Unrestricted</u>	<u>Temporarily Restricted</u>	<u>Permanently Restricted</u>	<u>Total</u>
Operating revenue:				
Tuition and fees	\$ 109,079,235	\$ -	\$ -	\$ 109,079,235
Less: institutional aid	(30,585,699)	-	-	(30,585,699)
Net tuition and fees	78,493,536	-	-	78,493,536
Sales and services of auxiliary enterprises	26,950,054	-	-	26,950,054
Private gifts and grants	3,451,556	5,107,451	-	8,559,007
Government grants and appropriations	243,343	3,300,490	-	3,543,833
Dividends and interest	458,602	1,769,680	-	2,228,282
Realized gains used to support operations	5,676,840	6,292,935	-	11,969,775
Interest on student loans	114,219	-	-	114,219
Other	2,001,895	808,710	-	2,810,605
Total operating revenue	117,390,045	17,279,266	-	134,669,311
Net assets released from restrictions	44,424,901	(44,424,901)	-	-
Total operating revenue and net assets released from restrictions	161,814,946	(27,145,635)	-	134,669,311
Operating expenses:				
Instruction	50,451,151	-	-	50,451,151
Research	1,859,777	-	-	1,859,777
Academic support	15,223,801	-	-	15,223,801
Student services	14,530,854	-	-	14,530,854
Institutional support	24,484,000	-	-	24,484,000
Auxiliary enterprises	23,416,574	-	-	23,416,574
Total operating expenses	129,966,157	-	-	129,966,157
Non-operating:				
Dividends and interest	6,523	97,100	-	103,623
Net realized and unrealized gains	13,535,089	11,595,565	-	25,130,654
Change in value of split interest agreements	-	(908,070)	(12,265)	(920,335)
Capital gifts	5,633,656	520,850	5,352,721	11,507,227
Net loss on disposal of fixed assets	(75,539)	-	-	(75,539)
Other net revenue	556,889	-	-	556,889
Changes in net assets from non-operating activities	19,656,618	11,305,445	5,340,456	36,302,519
Increase (decrease) in net assets before pension and postretirement benefit related changes other than net periodic benefit cost	51,505,407	(15,840,190)	5,340,456	41,005,673
Pension and postretirement benefit related changes other than net periodic benefit cost	(15,551,098)	-	-	(15,551,098)
Increase (decrease) in net assets	35,954,309	(15,840,190)	5,340,456	25,454,575
Net assets at beginning of year	247,018,525	53,246,763	97,455,830	397,721,118
Net assets at end of year	<u>\$ 282,972,834</u>	<u>\$ 37,406,573</u>	<u>\$ 102,796,286</u>	<u>\$ 423,175,693</u>

See notes to financial statements.

SKIDMORE COLLEGE
STATEMENT OF ACTIVITIES
For the Year Ended May 31, 2009

	<u>Unrestricted</u>	<u>Temporarily Restricted</u>	<u>Permanently Restricted</u>	<u>Total</u>
Operating revenue:				
Tuition and fees	\$ 105,249,215	\$ -	\$ -	\$ 105,249,215
Less: institutional aid	(28,324,643)	-	-	(28,324,643)
Net tuition and fees	76,924,572	-	-	76,924,572
Sales and services of auxiliary enterprises	27,063,642	-	-	27,063,642
Private gifts and grants	22,994	5,936,396	-	5,959,390
Government grants and appropriations	256,409	2,254,405	-	2,510,814
Dividends and interest	797,609	2,558,306	-	3,355,915
Realized gains used to support operations	5,263,265	5,815,411	-	11,078,676
Interest on student loans	150,366	-	-	150,366
Other	1,108,226	238,781	-	1,347,007
Total operating revenue	111,587,083	16,803,299	-	128,390,382
Net assets released from restrictions	13,788,384	(12,525,370)	(1,263,014)	-
Total operating revenue and net assets released from restrictions	125,375,467	4,277,929	(1,263,014)	128,390,382
Operating expenses:				
Instruction	47,785,467	-	-	47,785,467
Research	1,907,554	-	-	1,907,554
Academic support	14,335,275	-	-	14,335,275
Student services	13,752,865	-	-	13,752,865
Institutional support	23,652,278	-	-	23,652,278
Auxiliary enterprises	23,301,575	-	-	23,301,575
Total operating expenses	124,735,014	-	-	124,735,014
Non-operating:				
Dividends and interest	120,192	163,564	-	283,756
Net realized and unrealized losses	(65,723,668)	(11,547,697)	-	(77,271,365)
Change in value of split interest agreements	-	(1,827,519)	(556,837)	(2,384,356)
Capital gifts	1,763,253	19,869,190	5,714,261	27,346,704
Net gain on disposal of fixed assets	621,790	-	-	621,790
Other net revenue (expense)	582,248	(470,054)	(21,580)	90,614
Changes in net assets from non-operating activities	(62,636,185)	6,187,484	5,135,844	(51,312,857)
(Decrease) increase in net assets before pension and postretirement benefit related changes other than net periodic benefit cost	(61,995,732)	10,465,413	3,872,830	(47,657,489)
Pension and postretirement benefit related changes other than net periodic benefit cost	(2,057,221)	-	-	(2,057,221)
(Decrease) increase in net assets	(64,052,953)	10,465,413	3,872,830	(49,714,710)
Net assets at beginning of year	311,071,478	42,781,350	93,583,000	447,435,828
Net assets at end of year	<u>\$ 247,018,525</u>	<u>\$ 53,246,763</u>	<u>\$ 97,455,830</u>	<u>\$ 397,721,118</u>

See notes to financial statements.

SKIDMORE COLLEGE
STATEMENTS OF CASH FLOWS
For the Years Ended May 31, 2010 and 2009

	<u>2010</u>	<u>2009</u>
CASH FLOWS FROM OPERATING ACTIVITIES		
Increase (decrease) in net assets	\$ 25,454,575	\$ (49,714,710)
Adjustments to reconcile increase in net assets to net cash provided by operating activities:		
Depreciation	12,008,028	11,294,564
Amortization of debt issuance costs	87,243	83,246
Increase in pledge discount	269,061	20,641
Loss (gain) on disposal of fixed assets	76,512	(621,790)
(Decrease) increase in allowance for uncollectable receivables	(269,797)	561,808
Net realized and unrealized (gains) losses on investments	(37,100,429)	66,192,689
Capital gifts	(11,507,227)	(27,346,702)
Gifts in kind	(996,470)	(719,946)
Pension and postretirement benefit related changes other than net periodic benefit cost	15,551,098	1,525,591
Changes in operating assets and liabilities:		
Accounts receivable	(495,891)	(756,363)
Inventories	14,682	117,202
Prepaid expenses	663,667	(319,942)
Pension assets	(7,619)	116,447
Accounts payable and accrued expenses	670,794	3,365,560
Liabilities to beneficiaries under split interest agreements	(72,672)	16,123
Student tuition deposits and deferred revenues	(2,089,005)	1,032,790
Accrued postretirement benefits	2,466,905	1,479,211
Asset retirement obligation	(260,232)	(270,475)
Net cash provided by operating activities	<u>4,463,223</u>	<u>6,055,944</u>
CASH FLOWS FROM INVESTING ACTIVITIES		
Proceeds from sale of investments	49,806,543	50,615,255
Purchases of investments	(44,550,840)	(56,050,655)
Student loan principal collected	775,826	775,429
Student loans originated	(261,901)	(293,658)
Proceeds from disposal of fixed assets	206,960	1,090,574
Purchases of land, buildings and equipment	(17,079,786)	(26,665,455)
Net cash used in investing activities	<u>(11,103,198)</u>	<u>(30,528,510)</u>
CASH FLOWS FROM FINANCING ACTIVITIES		
Capital gifts	11,507,227	27,346,702
Change in contributions receivable	700,034	(1,628,794)
Payments on long-term debt	(6,887,418)	(2,859,539)
Net change in deposits with bond trustees	1,621,573	(2,116,163)
Net change in refundable government loan funds	62,813	49,815
Net cash provided by financing activities	<u>7,004,229</u>	<u>20,792,021</u>
Net increase (decrease) in cash and cash equivalents	364,254	(3,680,545)
Cash and cash equivalents at beginning of year	<u>33,403,871</u>	<u>37,084,416</u>
Cash and cash equivalents at end of year	<u>\$ 33,768,125</u>	<u>\$ 33,403,871</u>
SUPPLEMENTAL DISCLOSURES		
Interest paid	<u>\$ 3,313,476</u>	<u>\$ 2,953,941</u>

See notes to financial statements.

SKIDMORE COLLEGE
NOTES TO FINANCIAL STATEMENTS
May 31, 2010 and 2009

NOTE 1 — ORGANIZATION AND NATURE OF ACTIVITIES

Skidmore College (the “College”) was founded in 1903 and is a predominantly residential, independent, nonsectarian, four-year coeducational liberal arts college. The College operates on an 850 acre campus located in Saratoga Springs, New York. The College serves approximately 2,400 undergraduate students.

NOTE 2 — SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Basis of Accounting

The accompanying financial statements have been prepared in conformity with accounting principles generally accepted in the United States of America using the accrual basis of accounting.

Basis of Presentation

The College’s net assets, revenues, expenses, gains and losses are classified based on the existence or absence of donor-imposed restrictions. Accordingly, net assets of the College are classified as follows:

Unrestricted – Net assets that are not subject to donor-imposed stipulations, but may be internally designated by the College.

Temporarily restricted – Net assets subject to donor-imposed stipulations that may or will be satisfied either by actions of the College and/or the passage of time.

Permanently restricted – Net assets subject to donor-imposed stipulations, requiring the principal to be invested in perpetuity. Generally, donors of these assets permit the College to use the income earned on related investments for general or specific purposes.

Income Taxes

The College is a not-for-profit organization as described in Section 501(c)(3) of the Internal Revenue Code and is exempt from Federal income taxes pursuant to Section 501(a) of the Code. However, income from certain activities not directly related to the College's tax-exempt purpose is subject to taxation as unrelated business income.

The primary income tax position taken by the College for any years open under the various statutes of limitations is that the College continues to be exempt from income taxes except for unrelated business income. The College believes that there are no uncertain tax positions that are material to the financial statements.

None of the College’s returns are currently under examination by the Internal Revenue Service (“IRS”) or state authorities. However, the College’s federal Exempt Organization Business Income Tax Returns (Form 990T) for fiscal years 2007 and later are subject to examination by the IRS, generally for three years after they were filed.

SKIDMORE COLLEGE
NOTES TO FINANCIAL STATEMENTS
May 31, 2010 and 2009

NOTE 2 — SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

Cash and Cash Equivalents

The College considers all highly liquid investments with maturities of three months or less, when purchased, to be cash equivalents. This does not include cash equivalents included in investment pools, which are included in investments in the accompanying statements of financial position.

The College has certain cash equivalents in money market mutual funds with several high quality financial institutions. These funds are not federally insured. The uninsured balance totaled approximately \$29,050,000 at May 31, 2010. Based on management's review of the strength of the financial institutions, management believes the risk of loss on these funds is minimal.

Investments and Investment Valuation

Investments are reported at fair value. Fair value is the price that would be received to sell an asset or paid to transfer a liability in an orderly transaction between market participants at the measurement date.

Realized and unrealized gains and losses include gains and losses from purchases and sales of investments as well as changes in value of assets held during the year and are recognized in the accompanying statements of activities. Gains or losses on investments are recognized as an increase or decrease in unrestricted net assets unless their use is temporarily or permanently restricted by explicit donor stipulations or by law.

Investment securities are exposed to various risks, such as interest rate, market and credit. Due to the level of risk associated with certain investment securities and the level of uncertainty related to changes in the value of investment securities, it is at least reasonably possible that changes in investments in the near term would materially affect the amounts reported in these financial statements.

SKIDMORE COLLEGE
NOTES TO FINANCIAL STATEMENTS
May 31, 2010 and 2009

NOTE 2 — SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Annuities and Deferred Giving Arrangements

The College's deferred giving arrangements consist primarily of gift annuities, pooled life income funds and charitable remainder trusts. For irrevocable deferred gifts where the assets are held by the College, contribution revenues are recognized at the date the deferred gift is established along with a corresponding liability for the present value of the estimated future payments to be made to the donors and/or beneficiaries. For irrevocable deferred gifts where the assets are not held by the College, contribution revenue and a related receivable are recorded at the date the college becomes aware of the deferred gift, based on the estimated fair value.

Contributions Receivable

Contributions receivable consists of unconditional promises to give and charitable remainder trusts. Unconditional promises to give are reported at fair value at the date of the pledge and subsequently measured at the present value of future cash flows. Charitable remainder trusts are measured at fair value. Such gifts are recorded as restricted revenue if the gifts are received with donor stipulations that limit the use of the donated assets. When a donor restriction expires, i.e. when a stipulated time restriction ends or the purpose of the restriction is satisfied, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the accompanying statements of activities as net assets released from restrictions. Gifts received without donor restrictions are recorded as unrestricted revenue.

Student Loans Receivable

Student loans receivable are reported net of an allowance for doubtful accounts. A reasonable estimate of the market value of student loans receivable under government loan programs cannot be made because the notes are not saleable and can only be assigned to the U.S. Government or its designees.

Financial Instruments

The carrying amount of cash and cash equivalents, contributions receivable, deposits held by bond trustees, and accounts payable and accrued expenses approximate fair value.

Inventories

Inventories are stated at the lower of cost or market, based upon the first-in, first-out ("FIFO") method. Inventories consist principally of items held for sale in the College bookstore and the Tang Museum Shop.

SKIDMORE COLLEGE
NOTES TO FINANCIAL STATEMENTS
May 31, 2010 and 2009

NOTE 2 — SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Land, Building and Equipment, net

Land, buildings and equipment are carried at cost, if purchased, or at fair market value at the date of receipt, if acquired by contribution, net of accumulated depreciation. Depreciation is calculated using the straight-line method over the estimated useful lives of the assets ranging from 3 to 45 years. Art collections are stated at cost, if purchased, or fair market value at the date of receipt, if acquired by contribution; however these items are not depreciated. All gifts of land, buildings and equipment are recorded as unrestricted non-operating resources, unless explicit donor stipulations specify how the donated assets must be used. Contributions of long-lived assets with explicit restrictions that specify how the assets are to be used and contributions of cash or other assets that must be used to acquire long-lived assets are reported as restricted non-operating resources. Absent donor restrictions on how long those long-lived assets must be maintained, the expiration of donor restrictions are reported as being released from restriction when the donated or acquired long-lived assets are placed in service.

Conditional Asset Retirement Obligations

The College recognizes a liability when a legal obligation exists to perform an asset retirement in which the timing or method of settlement is conditional on a future event that may or may not be under the control of the College. Asset retirement obligation (“ARO”) is recognized at its net present value with a corresponding increase in the carrying amount of the long-lived asset to which the ARO relates. The liability is accreted through periodic charges to accretion expense through the expected dates of the asset retirement. The capitalized asset cost is depreciated over the useful life of the related long lived asset.

Accrued Pension and Postretirement Benefits

The College accounts for pension and other postretirement benefits in accordance with the guidance issued by FASB. The guidance requires the recognition of a defined benefit postretirement plan’s funded status as either an asset or liability on the Statement of Financial Position.

Debt Issuance Costs

Debt issuance costs consist of legal, underwriting, and other fees for services rendered in connection with the issuance of long-term debt. Debt issuance costs are amortized using the effective interest rate method over the life of the related debt. The amortization expense approximated \$87,000 and \$83,000 for the years ended May 31, 2010 and 2009, respectively.

Deposits With Bond Trustees

All borrowing arrangements between the College and the Dormitory Authority of the State of New York require the establishment of various reserve funds (debt service and building and equipment reserves). Balances in these reserves, which are comprised primarily of U.S. government agency and treasury notes, are reflected in deposits with bond trustees in the accompanying statements of financial position.

SKIDMORE COLLEGE
NOTES TO FINANCIAL STATEMENTS
May 31, 2010 and 2009

NOTE 2 — SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Endowment Investment Policy

Endowment assets include those assets of donor-restricted funds that the organization must hold in perpetuity or for donor-specified period(s) as well as board-designated funds. Under this policy, as approved by the Board of Trustees, the endowment assets are invested in a manner that is intended to preserve the purchasing power of the corpus and insulate program spending from fluctuations in capital markets while assuming a moderate level of investment risk.

Endowment Investment Return Spending Policy

The College has an endowment and similar funds “total return” investment spending policy, which is applied to substantially all of the College’s endowment and similar funds investments. It is intended to preserve the purchasing power of the corpus and insulate program spending from fluctuations in capital markets. The amount of endowment and similar funds investment return (yield and appreciation) used annually to support operations is equivalent to 5% of the weighted average of these investments over the prior three years. Investment returns equal to the annual spending rate are reflected as operating support and investment returns in excess of the spending rate are reflected as non-operating support in the accompanying statements of activities. Spending in excess of investment return is reflected as a decrease in unrestricted net assets.

Capital Gift Revenue

Capital gift revenue (non-operating) includes endowed gifts, gifts of equipment or other property, life income funds and/or other gifts that are designated by the College’s Board of Trustees for non-operating purposes.

Program Expenses

Total program expenses for the years ended May 31, 2010 and 2009 were approximately \$105,482,000 and \$101,083,000, respectively. Program expenses include instruction, research, academic support, student services and auxiliary enterprises.

Subsequent Events

The College has evaluated subsequent events through August 10, 2010, the date the financial statements were available to be issued.

Reclassification

Certain reclassifications have been made to the financial statements for 2009 to conform to the presentation for 2010.

SKIDMORE COLLEGE
NOTES TO FINANCIAL STATEMENTS
May 31, 2010 and 2009

NOTE 3 — ACCOUNTS RECEIVABLE AND STUDENT LOANS RECEIVABLE, NET

Accounts receivable are recognized net of an allowance for uncollectible accounts of approximately \$117,000 and \$307,000 as of May 31, 2010 and 2009, respectively.

Student loans receivable are comprised primarily of College sponsored loans that were funded through the issuance of tax-exempt bonds and Federally sponsored student loans with U.S. government mandated interest rates and repayment terms. Student loans receivable are recognized net of an allowance for uncollectible accounts of approximately \$608,000 and \$671,000 as of May 31, 2010 and 2009, respectively.

NOTE 4 — CONTRIBUTIONS RECEIVABLE, NET

Contributions receivable consists of pledges and contributions, which are presented net of a present value discount and net of an allowance for uncollectible contributions.

Contributions receivable as of May 31, 2010 and 2009, were as follows:

	<u>2010</u>	<u>2009</u>
Gross amounts expected to be received within:		
One year	\$ 696,125	\$ 1,242,705
One to five years	25,089,905	29,516,230
More than five years	5,003,500	237,500
	<u>30,789,530</u>	<u>30,996,435</u>
Less: discount to present value (1.93% to 5.88%)	<u>(2,690,741)</u>	<u>(2,421,680)</u>
	28,098,789	28,574,755
Less: allowance for doubtful accounts	<u>(2,617,110)</u>	<u>(2,634,697)</u>
Contributions Receivable - Pledges	25,481,679	25,940,058
Contributions Receivable - Charitable Remainder Trusts	<u>5,803,017</u>	<u>6,296,146</u>
Total Contributions Receivable, net	<u>\$31,284,696</u>	<u>\$32,236,204</u>

As of May 31, 2010 and 2009, the College had also received notification of bequest intentions totaling approximately \$23,809,000 and \$18,094,000, respectively. These bequests, if received, would be used for general operations, program activities and new facilities. These amounts are not included in contribution receivable due to the conditional nature of the gifts.

The College supports institutional development through the activities of the offices of annual fund, foundations and corporate relations, planned giving, campaign, parent relations, and major gifts. The expenses incurred for these activities were approximately \$3,634,000 and \$3,836,000 for the years ended May 31, 2010 and 2009, respectively. The College also incurs additional institutional development costs through activities such as alumni relations, college events, communications, and various other administrative costs. The direct expenses for these activities were approximately \$3,267,000 and \$3,354,000 for the years ended May 31, 2010 and 2009, respectively. These expenses are reflected in institutional support in the accompanying statements of activities.

SKIDMORE COLLEGE
NOTES TO FINANCIAL STATEMENTS
May 31, 2010 and 2009

NOTE 5 — INVESTMENTS

The fair value and cost of investments, by type, including investments under split interest agreements, as of May 31, 2010 and 2009 were as follows:

	2010		2009	
	Fair Value	Cost	Fair Value	Cost
Cash equivalents	\$ 18,721,306	\$ 18,735,720	\$ 22,414,935	\$ 22,426,846
Fixed income and fixed income type investments	67,208,220	59,639,380	65,640,590	64,844,187
Equity and equity type investments	137,749,848	120,884,896	127,474,133	130,391,410
Limited partnerships and other	93,011,869	66,808,061	69,316,859	53,453,609
Total	\$316,691,243	\$266,068,057	\$284,846,517	\$271,116,052

Fixed income and fixed income type investments consist of fixed income securities and similar assets which are held in limited partnerships. Equity and equity type investments consist of common stocks, and similar assets that are held in limited partnerships. Limited partnerships consist of private equity investments, real estate partnerships and various other assets that are invested through a limited partner.

The College has committed to investing an additional \$16,383,000 in six private equity limited partnerships over the next four years and \$11,021,000 in four real estate limited partnerships over the next three years. These additional commitments are subject to call provisions included in the respective partnership agreements.

Investment management and custodial fees are netted against investment income or reflected as a reduction in net asset value of the investment, and were approximately \$4,726,000 and \$4,857,000 for the years ended May 31, 2010 and 2009, respectively.

The fair value and cost of investments by traditional fund classification as of May 31, 2010 and 2009 were as follows:

	2010		2009	
	Fair Value	Cost	Fair Value	Cost
Pooled Investments				
Endowment and similar funds	\$ 299,927,292	\$ 248,757,335	\$ 265,437,656	\$ 245,654,255
Non-pooled Investments				
Current funds	10,424,250	10,561,286	13,015,979	17,940,944
Life income funds	6,339,701	6,749,436	6,392,882	7,520,853
Total non-pooled	16,763,951	17,310,722	19,408,861	25,461,797
Total	\$ 316,691,243	\$ 266,068,057	\$ 284,846,517	\$ 271,116,052

SKIDMORE COLLEGE
NOTES TO FINANCIAL STATEMENTS
May 31, 2010 and 2009

NOTE 5 — INVESTMENTS (Continued)

Pooled endowment and similar funds are accounted for on a unit fair value basis. Funds are added to or withdrawn from the pool at the unit market value at the beginning of the month in which the transaction takes place. A summary of changes in the relationship between cost and market value of the pooled investments is as follows:

	2010			
	Pooled Investments		Net Gain	Fair Value Per Unit
	Fair Value	Cost		
End of year	\$ 299,927,292	\$ 248,757,335	\$ 51,169,957	\$ 7.61
Beginning of year	265,437,656	245,654,255	\$ 19,783,401	6.71
Net unrealized gain for year			31,386,556	
Net realized gain for year			4,734,094	
Net total gain for year			<u>\$ 36,120,650</u>	<u>\$ 0.90</u>

The average earnings per unit, exclusive of net unrealized and net realized gains and losses, amounted to \$.37 for the year ended May 31, 2010.

	2009			
	Pooled Investments		Net Gain(Loss)	Fair Value Per Unit
	Fair Value	Cost		
End of year	\$ 265,437,656	\$ 245,654,255	\$ 19,783,401	\$ 6.71
Beginning of year	328,617,557	254,002,149	\$ 74,615,408	8.34
Net unrealized loss for year			(54,832,007)	
Net realized loss for year			(9,229,075)	
Net total loss for year			<u>\$ (64,061,082)</u>	<u>\$ (1.63)</u>

The average earnings per unit, exclusive of net unrealized and net realized gains and losses, amounted to \$.07 for the year ended May 31, 2009.

NOTE 6 — FAIR VALUE MEASUREMENTS

FASB Accounting Standards Codification provides the framework for measuring fair value. That framework provides a fair value hierarchy that prioritizes the inputs to valuation techniques used to measure fair value. The hierarchy gives the highest priority to unadjusted quoted prices in active markets for identical assets or liabilities (level 1 measurements) and the lowest priority to unobservable inputs (level 3 measurements). The three levels of the fair value hierarchy are described as follows:

- Level 1 Inputs to the valuation methodology are unadjusted quoted prices for identical assets or liabilities in active markets that the College has the ability to access.

SKIDMORE COLLEGE
NOTES TO FINANCIAL STATEMENTS
May 31, 2010 and 2009

NOTE 6 — FAIR VALUE MEASUREMENTS (Continued)

- Level 2 Inputs to the valuation methodology include:
- quoted prices for similar assets or liabilities in active markets;
 - quoted prices for identical or similar assets or liabilities in inactive markets;
 - inputs other than quoted prices that are observable for the asset or liability;
 - inputs that are derived principally from or corroborated by observable market data by correlation or other means.

If the asset or liability has a specified (contractual) term, the level 2 input must be observable for substantially the full term of the asset or liability.

- Level 3 Inputs to the valuation methodology are unobservable and significant to the fair value measurement.

The asset or liability's fair value measurement level within the fair value hierarchy is based on the lowest level of any input that is significant to the fair value measurement. Valuation techniques used need to maximize the use of observable inputs and minimize the use of unobservable inputs.

Following is a description of the valuation methodologies used for assets measured at fair value. There have been no changes in the methodologies used at May 31, 2010 and 2009.

Cash equivalents: Valued at the closing price reported on the active market on which the individual securities are traded.

Fixed income and fixed income type investments: Fixed income investments are valued at the closing price reported on the active market on which the individual securities are traded. Fixed income type investments, which are held in limited partnerships, are valued at the net asset value (NAV) of shares held by the College at year end. Management has considered all other rights and obligations associated with the investment and has concluded there would be no significant adjustment required to the net asset value.

Equity and equity type investments: Common stocks, corporate bonds and U.S. government securities are valued at the closing price reported on the active market on which the individual securities are traded. Certain equity type investments, which are held in limited partnerships, are valued at the net asset value (NAV) of shares held by the College at year end. Other equity type investments are valued at net book value as an approximation of fair value. Management has considered all other rights and obligations associated with the investment and has concluded there would be no significant adjustment required to the net asset value or the net book value.

Limited Partnerships – NAV: Certain limited partnership investments are recorded at net asset value (NAV) of shares held by the College at year end. This category is for investments where the College receives audited financial statements under U.S. GAAP, tax returns and other financial data, including descriptions of underlying investments. The College determines the fair value based on the qualitative and quantitative information received.

Limited Partnerships – NBV: Certain limited partnership investments are recorded at net book value. This category is for investments where the College receives audited financial statements under U.S. tax basis, tax returns and other financial data including description of underlying investments. The College records these assets at net book value as an approximation of fair value.

SKIDMORE COLLEGE
NOTES TO FINANCIAL STATEMENTS
May 31, 2010 and 2009

NOTE 6 — FAIR VALUE MEASUREMENTS (Continued)

The preceding methods described may produce a fair value calculation that may not be indicative of net realizable value or reflective of future fair values. Furthermore, although the College believes its valuation methods are appropriate and consistent with other market participants, the use of different methodologies or assumptions to determine the fair value of certain financial instruments could result in a different fair value measurement at the reporting date.

The following presents the College's investments by fair value hierarchy and investment type at May 31, 2010:

Investments	Assets at Fair Value			Total
	Level 1	Level 2	Level 3	
Cash equivalents	\$ 18,636,055	\$ -	\$ -	\$ 18,636,055
Fixed income and fixed income type investments	44,569,632	-	18,611,010	63,180,642
Equity and equity type investments	24,261,592	61,298,265	50,088,120	135,647,977
Limited partnerships - NAV	-	-	85,481,723	85,481,723
Limited partnerships - NBV	-	-	7,405,145	7,405,145
Total Investments	\$ 87,467,279	\$ 61,298,265	\$ 161,585,998	\$ 310,351,542

Contributions Receivable - Charitable Remainder Trusts	Assets at Fair Value			Total
	Level 1	Level 2	Level 3	
Charitable remainder trusts	\$ -	\$ -	\$ 5,803,017	\$ 5,803,017
Total charitable remainder trusts	\$ -	\$ -	\$ 5,803,017	\$ 5,803,017

Investments under Split Interest Agreements	Assets at Fair Value			Total
	Level 1	Level 2	Level 3	
Cash equivalents	\$ 85,251	\$ -	\$ -	\$ 85,251
Fixed income investments	4,027,544	-	-	4,027,544
Equity investments	2,101,906	-	-	2,101,906
Other	-	-	125,000	125,000
Total investments under split interest agreements	\$ 6,214,701	\$ -	\$ 125,000	\$ 6,339,701

Deposits with Bond Trustees	Assets at Fair Value			Total
	Level 1	Level 2	Level 3	
Cash equivalents	\$ 3,200	\$ -	\$ -	\$ 3,200
Fixed income investments	6,687,037	-	-	6,687,037
Other	-	-	1,776,192	1,776,192
Total deposits with bond trustees	\$ 6,690,237	\$ -	\$ 1,776,192	\$ 8,466,429
Total assets at fair value	\$ 100,372,217	\$ 61,298,265	\$ 169,290,207	\$ 330,960,689

SKIDMORE COLLEGE
NOTES TO FINANCIAL STATEMENTS
May 31, 2010 and 2009

NOTE 6 — FAIR VALUE MEASUREMENTS (Continued)

The following presents the College's investments by fair value hierarchy and investment type at May 31, 2009:

Investments	Assets at Fair Value			
	Level 1	Level 2	Level 3	Total
Cash equivalents	\$ 22,328,441	\$ -	\$ -	\$ 22,328,441
Fixed income and fixed income type investments	35,395,836	26,327,510	-	61,723,346
Equity and equity type investments	27,025,770	90,000,709	8,183,510	125,209,989
Limited partnerships - NAV	-	10,021,443	51,939,911	61,961,354
Limited partnerships - NBV	-	-	7,230,505	7,230,505
Total Investments	\$ 84,750,047	\$ 126,349,662	\$ 67,353,926	\$ 278,453,635

Contributions Receivable
- Charitable Remainder Trusts

	Assets at Fair Value			
	Level 1	Level 2	Level 3	Total
Charitable remainder trusts	\$ -	\$ -	\$ 6,296,146	\$ 6,296,146
Total charitable remainder trusts	\$ -	\$ -	\$ 6,296,146	\$ 6,296,146

Investments under
Split Interest Agreements

	Assets at Fair Value			
	Level 1	Level 2	Level 3	Total
Cash equivalents	\$ 86,494	\$ -	\$ -	\$ 86,494
Fixed income investments	3,917,244	-	-	3,917,244
Equity investments	2,264,144	-	-	2,264,144
Other	-	-	125,000	125,000
Total investments under split interest agreements	\$ 6,267,882	\$ -	\$ 125,000	\$ 6,392,882

Deposits with Bond Trustees

	Assets at Fair Value			
	Level 1	Level 2	Level 3	Total
Cash equivalents	\$ 9,856,720	\$ -	\$ -	\$ 9,856,720
Other	-	-	231,282	231,282
Total deposits with bond trustees	\$ 9,856,720	\$ -	\$ 231,282	\$ 10,088,002
Total assets at fair value	\$ 100,874,649	\$ 126,349,662	\$ 74,006,354	\$ 301,230,665

SKIDMORE COLLEGE
NOTES TO FINANCIAL STATEMENTS
May 31, 2010 and 2009

NOTE 6 — FAIR VALUE MEASUREMENTS (Continued)

Level 3 Gains and Losses

The following table sets forth a summary of changes in the fair value of the College's level 3 assets for the year ended May 31, 2010.

Balance at June 1, 2009	\$ 74,006,354
Total gains or losses (realized and unrealized) included in non-operating gains	14,111,306
Purchases, sales, gifts, issuances and settlements	29,863,782
Transfers from Level 2 investments	51,308,765
Balance at May 31, 2010	<u>\$ 169,290,207</u>

The following table sets forth a summary of changes in the fair value of the College's level 3 assets for the year ended May 31, 2009.

Balance at June 1, 2008	\$ 94,769,129
Total gains or losses (realized and unrealized) included in non-operating losses	(22,078,924)
Purchases, sales, gifts, issuances and settlements	1,316,149
Balance at May 31, 2009	<u>\$ 74,006,354</u>

Nature and Risk of Certain Investments

The nature and risk of certain investments by major category are presented as follows:

	<u>Fair Value</u>	<u>Unfunded Commitments</u>	<u>Redemption Provisions</u>
Fixed income type investments (a)	\$ 18,611,010	\$ -	90 days notice with 33% maximum annually
Equity type investments (b)	102,500,410	-	varies from 100% monthly with 6 days notice to 25% quarterly with 90 days notice
Limited partnerships - NAV (c)	85,481,723	24,602,000	varies from 100% quarterly with 45 days notice to no redemption permitted
Limited partnerships - NBV (d)	7,405,145	2,802,000	no redemption permitted
	<u>\$ 213,998,288</u>	<u>\$ 27,404,000</u>	

(a) This category is invested in a limited partnership that bases the investment selection on long/short and other relative value strategies to earn the benchmarks selected by the College. As of May 31, 2010, the benchmarks used were a U.S. Treasury Bond Index and a U.S. Government Inflation-Linked Bond Index.

(b) This category includes investments with the objective to achieve long-term growth from a diversified portfolio of equity securities. To achieve this objective, the College has selected investment managers that focus on both U.S. and international markets, in various business sectors including, commodities, credit markets, healthcare, energy, information technology, utilities, telecommunications, and others.

SKIDMORE COLLEGE
NOTES TO FINANCIAL STATEMENTS
May 31, 2010 and 2009

NOTE 6 — FAIR VALUE MEASUREMENTS (Continued)

- (c) This category includes investments with the objective to achieve long-term growth from a diversified portfolio of limited partnerships. The objective is achieved primarily through direct and equity investments in the power industry, real estate, and distressed securities. Approximately \$28,820,000 of this category of investment does not permit redemption. Instead, the nature of the investments is that distributions are received through the liquidation of the underlying assets of the fund. If these investments were held, it is estimated that the underlying assets of the fund would be liquidated over 1 to 10 years.
- (d) This category includes investments with the objective to achieve long-term growth from a diversified portfolio of limited partnerships. The objective is achieved primarily through private equity investments in real estate and other companies located in the U.S. and Canada. Through the limited partnership agreements, these investments can never be redeemed with the funds. Instead, the nature of the investments in this category is that distributions are received through the liquidation of the underlying assets of the fund. If these investments were held, it is estimated that the underlying assets of the fund would be liquidated over 1 to 9 years.

NOTE 7 — ENDOWMENT

FASB Accounting Standards Codification provides guidance regarding Endowments of Not-for-Profit Organizations: Net Asset Classification of Funds Subject to an Enacted Version of the Uniform Prudent Management of Institutional Funds Act, and Enhanced Disclosures for All Endowment Funds. The guidance requires additional disclosures about an organization's endowment funds whether or not the organization is subject to UPMIFA.

In 1978, the State of New York enacted the Uniform Management of Institutional Funds Act (UMIFA). Under the Act, not-for-profit organizations were provided uniform rules relating to the investment of funds donated as "endowment" to these organizations. Among its many provisions, the Act initiated the concept of total return expenditure of endowment assets for charitable program purposes, expressly permitting the prudent expenditure of both appreciation and income, and replacing the prior law that only investment income (such as interest and dividends) could be expended from endowments. Under this concept, investment growth (or appreciation) and income could be utilized for program purposes, subject to the rule that an endowment fund could not be expended below "historical dollar value" (generally, the amount of the donor's original gift). In order to fulfill this requirement, in the event that market fluctuations cause the market value of a donated endowed fund to be less than historical dollar value, the College will temporarily fund from Unrestricted Net Assets to Permanently Restricted Net Assets the amount to fulfill this requirement. For the periods ended May 31, 2010 and 2009, approximately \$2,157,000 and \$3,834,000 was funded from Unrestricted Net Assets to Permanently Restricted Net Assets, respectively.

During the fiscal year ended May 31, 2009, the College reviewed the detailed components of the endowment as well as the designation of the funds. As a result of this review, approximately \$1,263,000 was transferred from permanently restricted net assets to unrestricted net assets to properly reflect the classification of the funds, which is presented as net assets released from restrictions in the statements of activities and changes in net assets. There are no such transfers during the fiscal year ended May 31, 2010.

SKIDMORE COLLEGE
NOTES TO FINANCIAL STATEMENTS
May 31, 2010 and 2009

NOTE 7 — ENDOWMENT (Continued)

Endowment net asset composition by type of fund as of May 31, 2010 is as follows:

	<u>Unrestricted</u>	<u>Temporarily Restricted</u>	<u>Permanently Restricted</u>	<u>Total</u>
Donor funds	\$ 58,664,482	\$ -	\$ 97,396,202	\$ 156,060,684
Board-designated funds	116,934,256	-	-	116,934,256
Total funds	<u>\$ 175,598,738</u>	<u>\$ -</u>	<u>\$ 97,396,202</u>	<u>\$ 272,994,940</u>

Endowment net asset composition by type of fund as of May 31, 2009 is as follows:

	<u>Unrestricted</u>	<u>Temporarily Restricted</u>	<u>Permanently Restricted</u>	<u>Total</u>
Donor funds	\$ 46,549,717	\$ -	\$ 91,664,438	\$ 138,214,155
Board-designated funds	102,357,718	-	-	102,357,718
Total funds	<u>\$ 148,907,435</u>	<u>\$ -</u>	<u>\$ 91,664,438</u>	<u>\$ 240,571,873</u>

Changes in endowment net assets for the fiscal year ended May 31, 2010 are as follows:

	<u>Unrestricted</u>	<u>Temporarily Restricted</u>	<u>Permanently Restricted</u>	<u>Total</u>
Endowment net assets, beginning of year	\$ 148,907,435	\$ -	\$ 91,664,438	\$ 240,571,873
Contributions	5,889,825	-	5,731,764	11,621,589
Investment income	1,765,893	-	-	1,765,893
Net appreciation	32,771,254	-	-	32,771,254
Amounts appropriated for expenditure	<u>(13,735,669)</u>	<u>-</u>	<u>-</u>	<u>(13,735,669)</u>
Endowment net assets, end of year	<u>\$ 175,598,738</u>	<u>\$ -</u>	<u>\$ 97,396,202</u>	<u>\$ 272,994,940</u>

SKIDMORE COLLEGE
NOTES TO FINANCIAL STATEMENTS
May 31, 2010 and 2009

NOTE 7 — ENDOWMENT (Continued)

Changes in endowment net assets for the fiscal year ended May 31, 2009 are as follows:

	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
Endowment net assets, beginning of year	\$ 210,877,782	\$ -	\$ 85,452,394	\$ 296,330,176
Net asset reclassification based on review	1,263,014	-	(1,263,014)	-
Endowment net assets after reclassification	212,140,796	-	84,189,380	296,330,176
Contributions	5,585,859	-	7,475,058	13,060,917
Investment income	2,533,639	-	-	2,533,639
Net depreciation	(57,740,544)	-	-	(57,740,544)
Amounts appropriated for expenditure	(13,612,315)	-	-	(13,612,315)
Endowment net assets, end of year	<u>\$ 148,907,435</u>	<u>\$ -</u>	<u>\$ 91,664,438</u>	<u>\$ 240,571,873</u>

NOTE 8 — LAND, BUILDINGS AND EQUIPMENT, NET

Land, buildings and equipment, net as of May 31, 2010 and 2009, consisted of the following:

	2010	2009
Land	\$ 1,640,536	\$ 1,640,536
Buildings and building improvements	221,671,554	184,570,764
Equipment and furnishings	66,359,064	62,292,011
Library holdings and art collections	25,591,750	24,244,993
Construction in progress	3,569,614	28,334,253
	<u>318,832,518</u>	<u>301,082,557</u>
Less: accumulated depreciation	<u>(152,877,522)</u>	<u>(140,912,317)</u>
Land, buildings, and equipment, net	<u>\$ 165,954,996</u>	<u>\$ 160,170,240</u>

Depreciation expense for the years ended May 31, 2010 and 2009 amounted to \$12,008,028 and \$11,294,564, respectively.

Contingencies Related To Land, Buildings, and Equipment

Asset Retirement Obligation (ARO)

In the normal course of operation, the College performs maintenance and repairs on its facilities and is also involved in ongoing construction projects. As part of these activities, the College has identified areas containing materials that legally require removal (asset retirement obligation) at some point in the future. The primary material identified was asbestos that was used in the initial construction of many of the buildings at the College.

SKIDMORE COLLEGE
NOTES TO FINANCIAL STATEMENTS
May 31, 2010 and 2009

NOTE 8 — LAND, BUILDINGS AND EQUIPMENT, NET (Continued)

The following table details the activity in the College's asset retirement obligation for 2010 and 2009:

	<u>2010</u>	<u>2009</u>
ARO, beginning of year	\$ 2,290,900	\$ 2,561,375
Add: Current year accretion	96,698	102,958
Less: Settled Obligations	<u>(356,930)</u>	<u>(373,433)</u>
ARO, end of year	<u>\$ 2,030,668</u>	<u>\$ 2,290,900</u>

NOTE 9 — LONG-TERM DEBT

The College classifies its long-term debt into two categories, plant debt and student loan debt. Plant debt was issued to finance facilities additions/renovations and major equipment purchases, and will be repaid from the general operations of the College. Student loan debt was issued to fund the College's student loan program and will be repaid from principal and interest collected from the underlying loan portfolio.

Long-term debt of the College (including the current portion) as of May 31, 2010 and 2009, is summarized as follows:

	<u>2010</u>	<u>2009</u>
<u>Plant Debt</u>		
Dormitory Authority of the State of New York Insured Revenue Bonds, Series '98; 4.77%; due 2028	\$ 9,170,000	\$ 12,625,000
Saratoga County Industrial Development Agency Insured Revenue Bonds, Series '03A; 4.09%; due 2023	20,220,000	22,030,000
Dormitory Authority of the State of New York Insured Revenue Bonds, Series '04; 4.59%; due 2033	<u>29,445,000</u>	<u>30,170,000</u>
Total plant debt	<u>58,835,000</u>	<u>64,825,000</u>
<u>Student Loan Debt</u>		
Dormitory Authority of the State of New York College & University Educational Loan Insured Revenue Bonds:		
Series '92; 6.39%; due 2013	165,290	240,034
Series '93; 5.05%; due 2013	575,048	1,000,048
Series '95; 5.75%; due 2016	<u>1,940,837</u>	<u>2,338,511</u>
Total student loan debt	<u>2,681,175</u>	<u>3,578,593</u>
Total long-term debt	<u>\$ 61,516,175</u>	<u>\$ 68,403,593</u>

SKIDMORE COLLEGE
NOTES TO FINANCIAL STATEMENTS
May 31, 2010 and 2009

NOTE 9 — LONG-TERM DEBT (Continued)

The Dormitory Authority of the State of New York (the "Authority") issues consist of serial bonds, term bonds and capital appreciation bonds in varying combinations. Maturities noted are the final year of maturity for the issue. Interest rates noted are annualized based on a weighted average for the entire issue. All of the Authority issues, as well as the Saratoga County Industrial Development Agency issue, are collateralized by municipal bond insurance as well as certain pledges of tuition and fees. As additional security for its plant-related debt, the College has granted mortgages on various campus properties.

A summary of long-term debt service payable for the next five years and thereafter is as follows:

	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2011	\$ 3,508,215	\$ 3,423,503	\$ 6,931,718
2012	3,562,147	3,255,303	6,817,450
2013	3,623,701	3,144,638	6,768,339
2014	2,685,072	3,103,596	5,788,668
2015	2,494,906	2,511,632	5,006,538
Thereafter	<u>45,642,134</u>	<u>20,014,138</u>	<u>65,656,272</u>
Total	<u>\$ 61,516,175</u>	<u>\$ 35,452,810</u>	<u>\$ 96,968,985</u>

The fair value of the College's financial debt instruments based on current borrowing rates for loans with similar terms and average maturities was estimated to be approximately \$66,348,000 and \$74,467,000 as of May 31, 2010 and 2009, respectively.

Interest expense for the years ended May 31, 2010 and 2009 totaled approximately \$3,049,000 and \$3,210,000, respectively.

NOTE 10 — NET ASSETS

Unrestricted net assets consisted of the following as of May 31, 2010 and 2009:

	<u>2010</u>	<u>2009</u>
Undesignated	\$ 42,617,957	\$ 59,823,069
Board designated for:		
Endowment	116,934,256	102,357,718
Facilities/equipment renewals and replacements	110,420,903	73,384,923
Academic programs and scholarships	<u>12,999,718</u>	<u>11,452,815</u>
	<u>\$ 282,972,834</u>	<u>\$ 247,018,525</u>

SKIDMORE COLLEGE
NOTES TO FINANCIAL STATEMENTS
May 31, 2010 and 2009

NOTE 10 — NET ASSETS (Continued)

Temporarily restricted net assets are subject to donor-imposed stipulations to support scholarships, program activities, and new construction. Such stipulations may be or will be satisfied by the actions of the College and/or the passage of time. Temporarily restricted net assets as of May 31, 2010 and 2009 were classified as follows:

	<u>2010</u>	<u>2009</u>
Student loans	\$ 48,604	\$ 48,604
Funds for academic programs and scholarships	3,249,929	2,813,254
Funds for capital improvements	4,170,016	19,947,658
Life income and annuity funds	8,656,121	9,076,007
Pledges receivable	21,281,903	21,361,240
	<u>\$ 37,406,573</u>	<u>\$ 53,246,763</u>

Permanently restricted net assets are subject to donor-imposed stipulations that require the principal to be invested in perpetuity. Investment returns are expendable to support scholarships and program activities. Permanently restricted net assets as of May 31, 2010 and 2009 consisted of the following:

	<u>2010</u>	<u>2009</u>
Endowment	\$ 97,396,202	\$ 91,664,438
Life income and annuity funds	1,200,309	1,212,574
Pledges receivable	4,199,775	4,578,818
	<u>\$ 102,796,286</u>	<u>\$ 97,455,830</u>

NOTE 11 — EMPLOYEE BENEFIT PLANS

Pension Plans

During 1990, the College determined that the early retirement option that had been offered to non-unionized employees and administered as a severance pay plan was deemed jurisdictional under Title 1 of ERISA as a defined benefit pension plan. Effective November 15, 1990, the College's Board of Trustees voted to freeze all benefits under the early retirement plan and close the plan to new employees. All non-unionized employees employed at the College on November 15, 1990 would be vested under the frozen plan after five years of service.

SKIDMORE COLLEGE
NOTES TO FINANCIAL STATEMENTS
May 31, 2010 and 2009

NOTE 11 — EMPLOYEE BENEFIT PLANS (Continued)

Pension Plans (Continued)

The following table sets forth the plan's funded status and amounts recognized in the College's statements of financial position as of May 31, 2010 and 2009:

	<u>2010</u>	<u>2009</u>
Change in benefit obligation:		
Benefit obligation at beginning of year	\$ 1,479,791	\$ 1,562,914
Interest cost	110,571	92,349
Benefits paid	(220,621)	(131,735)
Actuarial loss (gain)	299,855	(43,737)
Increase due to settlement	21,282	-
Benefit obligation at end of year	<u>\$ 1,690,878</u>	<u>\$ 1,479,791</u>
Change in plan assets:		
Fair value of plan assets at beginning of year	\$ 1,685,217	\$ 1,884,787
Actual return on plan assets	(6,631)	(67,835)
Employer contribution	300,000	-
Benefits paid	(220,621)	(131,735)
Fair value of plan assets at end of year	<u>\$ 1,757,965</u>	<u>\$ 1,685,217</u>
Funded status at year end	<u>\$ 67,087</u>	<u>\$ 205,426</u>
Amounts recognized in unrestricted net assets:		
Unamortized net loss	<u>\$ 864,663</u>	<u>\$ 718,705</u>
Amounts recognized in the statement of financial position consist of:		
Pension assets	<u>\$ 67,087</u>	<u>\$ 205,426</u>
Unrestricted net assets	<u>\$ 864,663</u>	<u>\$ 718,705</u>
Components of net periodic pension cost:		
Interest cost on projected benefit obligation	\$ 110,571	\$ 92,349
Expected return on assets	(44,686)	(21,173)
Amortization of unrecognized net loss	140,186	69,922
Settlement loss	86,310	-
Net periodic pension cost	<u>\$ 292,381</u>	<u>\$ 141,098</u>
Change in unamortized items:		
Actuarial loss	\$ 351,172	\$ 45,271
Settlement loss	21,282	-
Amortization of:		
Actuarial (loss)	(140,186)	(69,922)
Settlement (loss)	(86,310)	-
Total changes in recognized unrestricted net assets	<u>\$ 145,958</u>	<u>\$ (24,651)</u>
Total recognized in net periodic pension cost and unrestricted net assets	<u>\$ 438,339</u>	<u>\$ 116,447</u>
Expected effect in the unrestricted net assets next fiscal year:	2011	
Net loss	<u>\$ 112,700</u>	

SKIDMORE COLLEGE
NOTES TO FINANCIAL STATEMENTS
May 31, 2010 and 2009

NOTE 11 — EMPLOYEE BENEFIT PLANS (Continued)

Pension Plans (Continued)

The College's funding policy is based upon and is in compliance with ERISA requirements. The College contributed \$300,000 to the plan for the year ended May 31, 2010 (none for 2009). Assumed discount rates of 5.75% and 6.7% were used in accounting for the benefit obligation as of May 31, 2010 and 2009, respectively. Assumed discount rates of 6.7% and 6.6% were used in accounting for the net periodic pension cost as of May 31, 2010 and 2009, respectively. Expected long-term rates of return on assets of 3.0% were used in accounting for the plan as of May 31, 2010 and 2009.

There is no expected contribution to the plan for the fiscal year ending May 31, 2011.

Estimated future benefit payments reflect expected future service for each fiscal year. Shown below are the expected payments for the next five years and thereafter:

2011	\$ 733,085
2012	\$ 172,509
2013	\$ 164,780
2014	\$ 86,060
2015	\$ 143,573
Years 2016-2020	\$ 461,239

Postretirement Health Benefits

The College pays for a portion of medical benefits for retired non-unionized employees with a start date prior to September 4, 2008 based upon years of service at retirement date. The College accrues the expected cost of postretirement benefits over the service life of active employees.

The following tables set forth the status of the plan, which is unfunded, as of May 31, 2010 and 2009:

	<u>2010</u>	<u>2009</u>
Change in benefit obligation:		
Benefit obligation at beginning of year	\$ 30,761,044	\$ 27,756,242
Service cost	1,082,166	741,594
Interest cost	2,317,815	1,852,503
Plan participant's contribution	11,105	14,883
Amendments/curtailments	169,874	-
Medicare Part D Subsidy	-	153,886
Actuarial loss	15,615,675	1,781,096
Benefits paid	<u>(1,324,590)</u>	<u>(1,539,160)</u>
Benefit obligation at end of year	<u>\$ 48,633,089</u>	<u>\$ 30,761,044</u>

SKIDMORE COLLEGE
NOTES TO FINANCIAL STATEMENTS
May 31, 2010 and 2009

NOTE 11 — EMPLOYEE BENEFIT PLANS (Continued)

Postretirement Health Benefits (Continued)

	<u>2010</u>	<u>2009</u>
Change in plan assets:		
Fair value of plan assets at beginning of year	\$ -	\$ -
Employer contribution	1,313,485	1,370,391
Plan participants' contributions	11,105	14,883
Medicare Part D Subsidy	-	153,886
Benefits paid	<u>(1,324,590)</u>	<u>(1,539,160)</u>
Fair value of plan assets at end of year	<u>\$ -</u>	<u>\$ -</u>
Funded status at end of year	<u>\$ (48,633,089)</u>	<u>\$ (30,761,044)</u>
Amounts recognized in unrestricted net assets:		
Unamortized prior service (credit)	\$ (8,797,429)	\$ (9,948,613)
Unamortized net loss	29,259,696	15,005,740
	<u>\$ 20,462,267</u>	<u>\$ 5,057,127</u>
Amounts recognized in the statement of financial position consist of:		
Accrued postretirement benefits (liability)	<u>\$ (48,633,089)</u>	<u>\$ (30,761,044)</u>
Unrestricted net assets	<u>\$ 20,462,267</u>	<u>\$ 5,057,127</u>
Components of net periodic benefit cost:		
Service cost	\$ 1,082,166	\$ 741,594
Interest cost	2,317,815	1,852,503
Amortization of gains and losses	1,361,719	856,552
Amortization of unrecognized prior service cost	(1,151,184)	(1,157,328)
Special termination benefit cost	169,874	-
Net periodic postretirement benefit cost	<u>\$ 3,780,390</u>	<u>\$ 2,293,321</u>
Change in unamortized items:		
Actuarial loss	\$ 15,615,675	\$ 1,781,096
Amortization of:		
Prior service credit	\$ 1,151,184	\$ 1,157,328
Actuarial (loss)	<u>\$ (1,361,719)</u>	<u>\$ (856,552)</u>
Total changes in recognized unrestricted net assets	<u>\$ 15,405,140</u>	<u>\$ 2,081,872</u>
Total recognized in net periodic pension cost and unrestricted net assets	<u>\$ 19,185,530</u>	<u>\$ 4,375,193</u>
Expected effect in the unrestricted net assets next fiscal year:	2011	
Prior service (credit)	\$ (1,066,999)	
Net loss	\$ 1,795,833	

SKIDMORE COLLEGE
NOTES TO FINANCIAL STATEMENTS
May 31, 2010 and 2009

NOTE 11 — EMPLOYEE BENEFIT PLANS (Continued)

Postretirement Health Benefits (Continued)

Actual net health care claims paid for retirees by the College for the years ended May 31, 2010 and 2009 totaled \$1,313,485 and \$1,370,391, respectively. The discount rates used in determining the accumulated postretirement benefit obligation were 5.75% and 6.7% as of May 31, 2010 and 2009, respectively. Assumed discount rates of 6.7% and 6.6% were used in accounting for the net periodic pension cost as of May 31, 2010 and 2009, respectively. The assumed trend rates for pre-65 medical, post-65 medical, and prescription drug costs are 10.0% for the next year, decreasing gradually in future years to 5% by fiscal 2017 and remaining at that level thereafter. Increasing the assumed health care cost trend rate by 1% in each year would increase the accumulated postretirement benefit obligation as of May 31, 2010 by \$7,907,790 and increase the aggregate of the service cost and interest cost by \$653,361. Decreasing the assumed health care cost trend rate by 1% in each year would decrease the accumulated postretirement benefit obligation as of May 31, 2010 by \$6,847,189 and decrease the aggregate of the service cost and interest cost by \$547,239.

Expected benefit payments reflect expected future service for each fiscal year. Shown below are the expected gross payments (including prescription drug benefits) for the next five years and thereafter:

	Gross Payments
2011	\$ 1,659,748
2012	2,066,867
2013	2,263,043
2014	2,356,024
2015	2,467,976
Years 2016-2020	14,398,677

Defined Contribution Plan

The College has a 403(b) defined contribution plan, which covers substantially all non union employees of the College. The College contributes an amount equal to 10% of base annual salary/wages if an eligible employee is less than age 50, or 11% if age 50 or over, into the plan. In addition, the College contributes an amount equal to 1% of base annual salary/wages of an eligible employee with a start date on or after September 4, 2008 who is a fully benefits eligible employee, but who is not eligible for the College's postretirement healthcare plan. For the years ended May 31, 2010 and 2009, the College's contribution was \$5,689,000 and \$4,229,000, respectively.

Other

In addition, the College contributes to pension funds administered by various unions with which the College has collective bargaining agreements. Total contributions by the College to these union funds for the years ended May 31, 2010 and 2009 were approximately \$622,000 and \$610,000, respectively.

SKIDMORE COLLEGE
NOTES TO FINANCIAL STATEMENTS
May 31, 2010 and 2009

NOTE 12 — EARLY RETIREMENT INCENTIVE PROGRAM

In 2010, the College offered a voluntary Early Retirement Incentive Program to eligible faculty and non-union staff. The Early Retirement Incentive Program was a one-time offer and was designed to enhance the financial feasibility of retirement for those eligible faculty and staff. For the year ended May 31, 2010, approximately \$3,300,000 was included in operating expenses in the statement of activities for 38 people that elected and were accepted into the Early Retirement Incentive Program.

NOTE 13 — CREDIT AGREEMENTS

The College has two \$10,000,000 lines of credit for working capital purposes with commercial banks. The rate of interest on one line is equivalent to the London Interbank Offered Rate ("LIBOR") plus 250 basis points. The rate of interest on the second line is equivalent to the J.P. Morgan Chase Bank prime lending rate. Outstanding balances on the lines are secured by interests in various College assets. There were no borrowings outstanding under the lines of credit as of May 31, 2010 and 2009.

NOTE 14 — OTHER AGREEMENT

The College has an agreement for a loan program with a local bank where loans are given to area businesses that meet certain criteria. The program is administered by the bank. At May 31, 2010, the College has \$799,000 receivable in loans outstanding and a \$1,263,549 investment that has not yet been loaned.

NOTE 15 — COMMITMENTS AND CONTINGENCIES

The College is subject to certain claims and legal proceedings arising in the ordinary course of business. In the opinion of management, the ultimate disposition with respect to these matters will not have a material adverse effect on the financial position of the College.

SKIDMORE COLLEGE

AUDITED FINANCIAL STATEMENTS

Years ended May 31, 2009 and 2008

SKIDMORE COLLEGE

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INDEPENDENT AUDITOR'S REPORT

To the Board of Trustees of
Skidmore College

We have audited the accompanying statements of financial position of Skidmore College (the "College") as of May 31, 2009 and 2008, and the related statements of activities and cash flows for the years then ended. These financial statements are the responsibility of the College's management. Our responsibility is to express an opinion on these financial statements based on our audits.

We conducted our audits in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Skidmore College as of May 31, 2009 and 2008, and the changes in its net assets and its cash flows for the years then ended in conformity with accounting principles generally accepted in the United States of America.

UHY LLP

Albany, New York
August 14, 2009

SKIDMORE COLLEGE
STATEMENTS OF FINANCIAL POSITION
As of May 31, 2009 and 2008

	<u>2009</u>	<u>2008</u>
ASSETS		
Cash and cash equivalents	\$ 33,403,871	\$ 37,084,416
Accounts receivable, net	2,504,206	1,750,666
Inventories	688,152	805,354
Prepaid expenses	1,671,321	1,351,379
Contributions receivable, net	32,236,204	31,196,963
Student loans receivable, net	3,340,846	3,812,690
Investments	278,453,635	338,145,574
Investments under split interest agreements	6,392,882	7,458,231
Deposits with bond trustees	10,088,002	7,971,841
Debt issuance costs, net	1,953,981	2,037,227
Pension assets	205,426	321,873
Land, buildings and equipment, net	160,170,240	144,548,186
Total assets	<u>\$ 531,108,766</u>	<u>\$ 576,484,400</u>
LIABILITIES		
Accounts payable and accrued expenses	\$ 16,514,113	\$ 13,148,553
Student tuition deposits and deferred revenues	11,171,997	10,139,207
Liabilities to beneficiaries under split interest agreements	2,434,819	2,418,696
Accrued postretirement benefits	30,761,044	27,756,242
Refundable government loan funds	1,811,182	1,761,367
Asset retirement obligation	2,290,900	2,561,375
Long-term debt	68,403,593	71,263,132
Total liabilities	<u>133,387,648</u>	<u>129,048,572</u>
NET ASSETS		
Unrestricted:		
Board designated	233,745,173	292,573,859
Undesignated	13,273,352	18,497,619
	<u>247,018,525</u>	<u>311,071,478</u>
Temporarily restricted	53,246,763	42,781,350
Permanently restricted	97,455,830	93,583,000
Total net assets	<u>397,721,118</u>	<u>447,435,828</u>
Total liabilities and net assets	<u>\$ 531,108,766</u>	<u>\$ 576,484,400</u>

See notes to financial statements.

SKIDMORE COLLEGE
STATEMENT OF ACTIVITIES
For the Year Ended May 31, 2009

	<u>Unrestricted</u>	<u>Temporarily Restricted</u>	<u>Permanently Restricted</u>	<u>Total</u>
Operating revenue:				
Tuition and fees	\$ 105,249,215	\$ -	\$ -	\$ 105,249,215
Less: institutional aid	(28,324,643)	-	-	(28,324,643)
Net tuition and fees	76,924,572	-	-	76,924,572
Sales and services of auxiliary enterprises	27,063,642	-	-	27,063,642
Private gifts and grants	22,994	5,936,396	-	5,959,390
Government grants and appropriations	256,409	2,254,405	-	2,510,814
Dividends and interest	797,609	2,558,306	-	3,355,915
Realized gains used to support operations	5,263,265	5,815,411	-	11,078,676
Interest on student loans	150,366	-	-	150,366
Other	1,108,226	238,781	-	1,347,007
Total operating revenue	111,587,083	16,803,299	-	128,390,382
Net assets released from restrictions	13,788,384	(12,525,370)	(1,263,014)	-
Total operating revenue and net assets released from restrictions	125,375,467	4,277,929	(1,263,014)	128,390,382
Operating expenses:				
Instruction	47,785,467	-	-	47,785,467
Research	1,907,554	-	-	1,907,554
Academic support	14,335,275	-	-	14,335,275
Student services	13,752,865	-	-	13,752,865
Institutional support	23,652,278	-	-	23,652,278
Auxiliary enterprises	23,301,575	-	-	23,301,575
Total operating expenses	124,735,014	-	-	124,735,014
Non-operating:				
Dividends and interest	120,192	163,564	-	283,756
Net realized and unrealized losses	(65,723,668)	(11,547,697)	-	(77,271,365)
Change in value of split interest agreements	-	(1,827,519)	(556,837)	(2,384,356)
Capital gifts	1,763,253	19,869,190	5,714,261	27,346,704
Net gain on disposal of fixed assets	621,790	-	-	621,790
Other net revenue (expense)	582,248	(470,054)	(21,580)	90,614
Changes in net assets from non-operating activities	(62,636,185)	6,187,484	5,135,844	(51,312,857)
(Decrease) increase in net assets before pension related changes other than net periodic pension cost	(61,995,732)	10,465,413	3,872,830	(47,657,489)
Pension related changes other than net periodic pension cost	(2,057,221)	-	-	(2,057,221)
(Decrease) increase in net assets	(64,052,953)	10,465,413	3,872,830	(49,714,710)
Net assets at beginning of year	311,071,478	42,781,350	93,583,000	447,435,828
Net assets at end of year	\$ 247,018,525	\$ 53,246,763	\$ 97,455,830	\$ 397,721,118

See notes to financial statements.

SKIDMORE COLLEGE
STATEMENT OF ACTIVITIES
For the Year Ended May 31, 2008

	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
Operating revenue:				
Tuition and fees	\$ 100,133,660	\$ -	\$ -	\$ 100,133,660
Less: institutional aid	(25,859,782)	-	-	(25,859,782)
Net tuition and fees	74,273,878	-	-	74,273,878
Sales and services of auxiliary enterprises	25,675,133	-	-	25,675,133
Private gifts and grants	1,453,528	5,882,641	-	7,336,169
Government grants and appropriations	284,816	1,592,741	-	1,877,557
Dividends and interest	4,855,094	1,241,281	-	6,096,375
Realized gains used to support operations	5,608,448	6,342,808	-	11,951,256
Interest on student loans	176,943	-	-	176,943
Other	1,390,784	811,775	-	2,202,559
Total operating revenue	113,718,624	15,871,246	-	129,589,870
Net assets released from restrictions	17,409,616	(17,409,616)	-	-
Total operating revenue and net assets released from restrictions	131,128,240	(1,538,370)	-	129,589,870
Operating expenses:				
Instruction	49,876,978	-	-	49,876,978
Research	1,115,732	-	-	1,115,732
Academic support	14,657,220	-	-	14,657,220
Student services	13,775,174	-	-	13,775,174
Institutional support	24,297,716	-	-	24,297,716
Auxiliary enterprises	23,004,361	-	-	23,004,361
Total operating expenses	126,727,181	-	-	126,727,181
Non-operating:				
Dividends and interest	551,679	272,948	-	824,627
Net realized and unrealized (losses) gains	(3,591,802)	230,262	-	(3,361,540)
Change in value of split interest agreements	-	(200,985)	-	(200,985)
Capital gifts	5,304,685	4,780,335	6,085,640	16,170,660
Net loss on disposal of fixed assets	(482,647)	-	-	(482,647)
Other net (expense) revenue	(1,035)	(75,695)	15,595	(61,135)
Changes in net assets from non-operating activities	1,780,880	5,006,865	6,101,235	12,888,980
Increase in net assets before pension related changes other than net periodic pension cost	6,181,939	3,468,495	6,101,235	15,751,669
Pension related changes other than net periodic pension cost	9,918,968	-	-	9,918,968
Increase in net assets	16,100,907	3,468,495	6,101,235	25,670,637
Net assets at beginning of year	294,970,571	39,312,855	87,481,765	421,765,191
Net assets at end of year	\$ 311,071,478	\$ 42,781,350	\$ 93,583,000	\$ 447,435,828

See notes to financial statements.

SKIDMORE COLLEGE
STATEMENTS OF CASH FLOWS
For the Years Ended May 31, 2009 and 2008

	<u>2009</u>	<u>2008</u>
CASH FLOWS FROM OPERATING ACTIVITIES		
(Decrease) increase in net assets	\$ (49,714,710)	\$ 25,670,637
Adjustments to reconcile increase in net assets to net cash provided by operating activities:		
Depreciation	11,294,564	10,916,138
Amortization of deferred financing costs	83,246	79,435
(Increase) decrease in pledge discount	20,641	573,754
(Gain) loss on disposal of fixed assets	(621,790)	482,647
Increase (decrease) in allowance for uncollectable receivables	561,808	(543,602)
Net realized and unrealized losses (gains) on investments	66,192,689	(8,589,716)
Capital gifts	(27,346,702)	(16,170,660)
Gifts in kind	(719,946)	(1,510,327)
Pension related changes other than net periodic pension cost	1,525,591	(9,918,968)
Changes in operating assets and liabilities:		
Accounts receivable	(756,363)	761,433
Inventories	117,202	(143,059)
Prepaid expenses	(319,942)	(39,405)
Pension assets	116,447	(107,244)
Accounts payable and accrued expenses	3,365,560	1,921,486
Liabilities to beneficiaries under split interest agreements	16,123	-
Student tuition deposits and deferred revenues	1,032,790	795,496
Accrued postretirement benefits	1,479,211	3,446,953
Asset retirement obligation	(270,475)	(155,877)
Net cash provided by operating activities	<u>6,055,944</u>	<u>7,469,121</u>
CASH FLOWS FROM INVESTING ACTIVITIES		
Proceeds from sale of investments	50,615,255	161,237,839
Purchases of investments	(56,050,655)	(165,455,666)
Student loan principal collected	775,429	811,299
Student loans originated	(293,658)	(611,113)
Proceeds from disposal of fixed assets	1,090,574	-
Purchases of land, buildings and equipment	(26,665,455)	(17,701,954)
Net cash used in investing activities	<u>(30,528,510)</u>	<u>(21,719,595)</u>
CASH FLOWS FROM FINANCING ACTIVITIES		
Capital gifts	27,346,702	16,170,660
Change in contributions receivable	(1,628,794)	1,693,510
Payments on long-term debt	(2,859,539)	(3,308,277)
Net increase in deposits with bond trustees	(2,116,163)	(61,811)
Net change in refundable government loan funds	49,815	14,236
Net cash provided by financing activities	<u>20,792,021</u>	<u>14,508,318</u>
Net (decrease) increase in cash and cash equivalents	(3,680,545)	257,844
Cash and cash equivalents at beginning of year	<u>37,084,416</u>	<u>36,826,572</u>
Cash and cash equivalents at end of year	<u>\$ 33,403,871</u>	<u>\$ 37,084,416</u>
SUPPLEMENTAL DISCLOSURES		
Interest paid	<u>\$ 2,953,941</u>	<u>\$ 3,005,659</u>

See notes to financial statements.

SKIDMORE COLLEGE
NOTES TO FINANCIAL STATEMENTS
May 31, 2009 and 2008

NOTE 1 — ORGANIZATION AND NATURE OF ACTIVITIES

Skidmore College (the “College”) was founded in 1903 and is a predominantly residential, independent, nonsectarian, four-year coeducational liberal arts college. The College operates on an 850 acre campus located in Saratoga Springs, New York. The College serves approximately 2,400 undergraduate students.

The College is a not-for-profit corporation as described in Section 501(c)(3) of the Internal Revenue Code and is exempt from Federal income taxes pursuant to Section 501(a) of the Code.

NOTE 2 — SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Basis of Accounting

The accompanying financial statements have been prepared in conformity with accounting principles generally accepted in the United States of America using the accrual basis of accounting.

Basis of Presentation

The College’s net assets, revenues, expenses, gains and losses are classified based on the existence or absence of donor-imposed restrictions. Accordingly, net assets of the College are classified as follows:

Unrestricted – Net assets that are not subject to donor-imposed stipulations, but may be internally designated by the College.

Temporarily restricted – Net assets subject to donor-imposed stipulations that may or will be satisfied either by actions of the College and/or the passage of time.

Permanently restricted – Net assets subject to donor-imposed stipulations, requiring the principal to be invested in perpetuity. Generally, donors of these assets permit the College to use the income earned on related investments for general or specific purposes.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

Cash and Cash Equivalents

Cash equivalents are comprised of investments with maturities of less than 90 days except for cash equivalents included in investment pools, which are included in investments in the accompanying statements of financial position.

SKIDMORE COLLEGE
NOTES TO FINANCIAL STATEMENTS
May 31, 2009 and 2008

NOTE 2 — SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Investments and Investment Valuation

Investments are reported at fair value. Fair value is the price that would be received to sell an asset or paid to transfer a liability in an orderly transaction between market participants at the measurement date.

Realized and unrealized gains and losses include gains and losses from purchases and sales of investments as well as changes in value of assets held during the year and are recognized in the accompanying statements of activities. Gains or losses on investments are recognized as an increase or decrease in unrestricted net assets unless their use is temporarily or permanently restricted by explicit donor stipulations or by law.

Investment securities are exposed to various risks, such as interest rate, market and credit. Due to the level of risk associated with certain investment securities and the level of uncertainty related to changes in the value of investment securities, it is at least reasonably possible that changes in investments in the near term would materially affect the amounts reported in these financial statements.

Annuities and Deferred Giving Arrangements

The College's deferred giving arrangements consist primarily of gift annuities, pooled life income funds and charitable remainder trusts. For irrevocable deferred gifts where the assets are held by the College, contribution revenues are recognized at the date the deferred gift is established along with a corresponding liability for the present value of the estimated future payments to be made to the donors and/or beneficiaries. For irrevocable deferred gifts where the assets are not held by the College, contribution revenue and a related receivable are recorded at the date the college becomes aware of the deferred gift, based on the estimated fair value.

Contributions Receivable

Contributions receivable consists of unconditional promises to give and charitable remainder trusts. Unconditional promises to give are reported at fair value at the date of the pledge and subsequently measured at the present value of future cash flows. Charitable remainder trusts are measured at fair value. Such gifts are recorded as restricted revenue if the gifts are received with donor stipulations that limit the use of the donated assets. When a donor restriction expires, i.e. when a stipulated time restriction ends or the purpose of the restriction is satisfied, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the accompanying statements of activities as net assets released from restrictions. Gifts received without donor restrictions are recorded as unrestricted revenue.

Student Loans Receivable

Student loans receivable are reported net of an allowance for doubtful accounts. A reasonable estimate of the market value of student loans receivable under government loan programs could not be made because the notes are not saleable and can only be assigned to the U.S. Government or its designees.

Financial Instruments

The carrying amount of cash and cash equivalents, contributions receivable, deposits held by bond trustees, and accounts payable and accrued expenses approximate fair value.

SKIDMORE COLLEGE
NOTES TO FINANCIAL STATEMENTS
May 31, 2009 and 2008

NOTE 2 — SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Inventories

Inventories are stated at the lower of cost or market, based upon the first-in, first-out (“FIFO”) method. Inventories consist principally of items held for sale in the College bookstore and the Tang Museum Shop.

Land, Buildings and Equipment, net

Land, buildings and equipment are carried at cost, if purchased, or at fair market value at the date of receipt, if acquired by contribution, net of accumulated depreciation. Depreciation is calculated using the straight-line method over the estimated useful lives of the assets ranging from 3 to 45 years. Art collections are stated at cost, if purchased, or fair market value at the date of receipt, if acquired by contribution; however these items are not depreciated. All gifts of land, buildings and equipment are recorded as unrestricted non-operating resources, unless explicit donor stipulations specify how the donated assets must be used. Contributions of long-lived assets with explicit restrictions that specify how the assets are to be used and contributions of cash or other assets that must be used to acquire long-lived assets are reported as restricted non-operating resources. Absent donor restrictions on how long those long-lived assets must be maintained, the expiration of donor restrictions are reported as being released from restriction when the donated or acquired long-lived assets are placed in service.

Conditional Asset Retirement Obligations

The College recognizes a liability when a legal obligation exists to perform an asset retirement in which the timing or method of settlement is conditional on a future event that may or may not be under the control of the College. Asset retirement obligation (“ARO”) is recognized at its net present value with a corresponding increase in the carrying amount of the long-lived asset to which the ARO relates. The liability is accreted through periodic charges to accretion expense through the expected dates of the asset retirement. The capitalized asset cost is depreciated over the useful life of the related long lived asset.

Accrued Pension and Postretirement Benefits

The College accounts for pension and other postretirement benefits in accordance with Financial Accounting Standards Board Statement of Financial Accounting Standards No. 158, *Employers’ Accounting for Defined Benefit Pensions and Other Postretirement Plans* (SFAS No. 158). SFAS No. 158 requires the recognition of a defined benefit postretirement plan’s funded status as either an asset or liability on the Statement of Financial Position.

Debt Issuance Costs

Debt issuance costs consist of legal, underwriting, and other fees for services rendered in connection with the issuance of long-term debt. Debt issuance costs are amortized using the effective interest rate method over the life of the related debt. The amortization expense approximated \$83,000 and \$79,000 for the years ended May 31, 2009 and 2008, respectively.

SKIDMORE COLLEGE
NOTES TO FINANCIAL STATEMENTS
May 31, 2009 and 2008

NOTE 2 — SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Deposits With Bond Trustees

All borrowing arrangements between the College and the Dormitory Authority of the State of New York require the establishment of various reserve funds (debt service and building and equipment reserves). Balances in these reserves, which are comprised primarily of U.S. government agency and treasury notes, are reflected in deposits with bond trustees in the accompanying statements of financial position. Deposits with bond trustees also includes unexpended proceeds from prior bond issuances that are earmarked for future capital expenditures.

Endowment Investment Policy

Endowment assets include those assets of donor-restricted funds that the organization must hold in perpetuity or for a donor-specified period(s) as well as board-designated funds. Under this policy, as approved by the Board of Trustees, the endowment assets are invested in a manner that is intended to preserve the purchasing power of the corpus and insulate program spending from fluctuations in capital markets while assuming a moderate level of investment risk.

Endowment Investment Return Spending Policy

The College has an endowment and similar funds "total return" investment spending policy, which is applied to substantially all of the College's endowment and similar funds investments. It is intended to preserve the purchasing power of the corpus and insulate program spending from fluctuations in capital markets. The amount of endowment and similar funds investment return (yield and appreciation) used annually to support operations is equivalent to 5% of the weighted average of these investments over the prior three years. Investment returns equal to the annual spending rate are reflected as operating support and investment returns in excess of the spending rate are reflected as non-operating support in the accompanying statements of activities. Spending in excess of investment return is reflected as a decrease in unrestricted net assets.

Capital Gift Revenue

Capital gift revenue (non-operating) includes endowed gifts, gifts of equipment or other property, life income funds and/or other gifts that are designated by the College's Board of Trustees for non-operating purposes.

Program Expenses

Total program expenses for the years ended May 31, 2009 and 2008 were approximately \$101,482,000 and \$102,429,000, respectively. Program expenses include instruction, research, academic support, student services and auxiliary enterprises.

Reclassification

Certain items for the year ended May 31, 2008 have been reclassified to conform to the presentation for the year ended May 31, 2009.

SKIDMORE COLLEGE
NOTES TO FINANCIAL STATEMENTS
May 31, 2009 and 2008

NOTE 3 — ACCOUNTS RECEIVABLE AND STUDENT LOANS RECEIVABLE, NET

Accounts receivable are recognized net of an allowance for uncollectible accounts of approximately \$307,000 and \$304,000 as of May 31, 2009 and 2008, respectively.

Student loans receivable are comprised primarily of College sponsored loans that were funded through the issuance of tax-exempt bonds and Federally sponsored student loans with U.S. government mandated interest rates and repayment terms. Student loans receivable are recognized net of an allowance for uncollectible accounts of approximately \$671,000 and \$680,000 as of May 31, 2009 and 2008, respectively.

NOTE 4 — CONTRIBUTIONS RECEIVABLE, NET

Contributions receivable consist of pledges and contributions, which are presented net of a present value discount and net of an allowance for uncollectible contributions.

Contributions receivable as of May 31, 2009 and 2008, were as follows:

	<u>2009</u>	<u>2008</u>
Gross amounts expected to be received within:		
One year	\$ 1,242,705	\$ 995,244
One to five years	29,516,230	23,675,135
More than five years	<u>237,500</u>	<u>2,047,000</u>
	30,996,435	26,717,379
Less: discount to present value (1.93% to 5.88%)	<u>(2,421,680)</u>	<u>(2,401,039)</u>
	28,574,755	24,316,340
Less: allowance for doubtful accounts	<u>(2,634,697)</u>	<u>(2,066,889)</u>
Contributions Receivable - Pledges	25,940,058	22,249,451
Contributions Receivable - Charitable Remainder Trusts	<u>6,296,146</u>	<u>8,947,512</u>
Total Contributions Receivable, net	<u>\$ 32,236,204</u>	<u>\$ 31,196,963</u>

As of May 31, 2009 and 2008, the College had also received notification of bequest intentions totaling approximately \$18,094,000 and \$10,716,000, respectively. These bequests, if received, would be used for general operations, program activities and new facilities. These amounts are not included in contribution receivable due to the conditional nature of the gifts.

The College supports institutional development through the activities of the offices of annual fund, foundations and corporate relations, planned giving, campaign, parent relations, and major gifts. The expenses incurred for these activities were approximately \$3,836,000 and \$4,026,000 for the years ended May 31, 2009 and 2008, respectively. The College also incurs additional institutional development costs through activities such as alumni relations, college events, communications, and various other administrative costs. The direct expenses for these activities were approximately \$3,354,000 and \$3,215,000 for the years ended May 31, 2009 and 2008, respectively. These expenses are reflected in institutional support in the accompanying statements of activities.

SKIDMORE COLLEGE
NOTES TO FINANCIAL STATEMENTS
May 31, 2009 and 2008

NOTE 5 — INVESTMENTS

The fair value and cost of investments, by type, including investments under split interest agreements, as of May 31, 2009 and 2008 were as follows:

	2009		2008	
	Fair Value	Cost	Fair Value	Cost
Cash equivalents	\$ 2,458,078	\$ 2,469,989	\$ 20,615,261	\$ 20,616,826
Fixed income and fixed income type investments	85,597,447	84,801,044	62,259,491	57,774,749
Equity and equity type investments	127,474,133	130,391,410	180,418,772	145,939,321
Limited partnerships and other	69,316,859	53,453,609	82,310,281	46,737,868
Total	\$ 284,846,517	\$ 271,116,052	\$ 345,603,805	\$ 271,068,764

Fixed income and fixed income type investments consist of fixed income securities, and similar assets which are held in limited partnerships. Equity and equity type investments consist of common stocks, and similar assets that are held in limited partnerships. Limited partnerships consist of private equity investments, real estate partnerships and various other assets that are invested through a limited partner.

The College has committed to investing an additional \$13,510,000 in five private equity limited partnerships over the next four years and \$12,447,000 in four real estate limited partnerships over the next three years. These additional commitments are subject to call provisions included in the respective partnership agreements.

Investment management and custodial fees are netted against investment income or reflected as a reduction in net asset value of the investment, and were approximately \$4,857,000 and \$6,562,000 for the years ended May 31, 2009 and 2008, respectively.

The fair value and cost of investments by traditional fund classification as of May 31, 2009 and 2008 were as follows:

	2009		2008	
	Fair Value	Cost	Fair Value	Cost
Pooled Investments				
Endowment and similar funds	\$ 265,437,656	\$ 245,654,256	\$ 328,617,557	\$ 254,002,149
Non-pooled Investments				
Current funds	13,015,979	17,940,943	9,528,017	9,477,430
Life income funds	6,392,882	7,520,853	7,458,231	7,589,185
Total non-pooled	19,408,861	25,461,796	16,986,248	17,066,615
Total	\$ 284,846,517	\$ 271,116,052	\$ 345,603,805	\$ 271,068,764

SKIDMORE COLLEGE
NOTES TO FINANCIAL STATEMENTS
May 31, 2009 and 2008

NOTE 5 — INVESTMENTS (Continued)

Pooled endowment and similar funds are accounted for on a unit fair value basis. Funds are added to or withdrawn from the pool at the unit market value at the beginning of the month in which the transaction takes place. A summary of changes in the relationship between cost and market value of the pooled investments is as follows:

	2009			
	Pooled Investments		Net Gain (Loss)	Fair Value Per Unit
	Fair Value	Cost		
End of year	\$ 265,437,657	\$ 245,654,256	\$ 19,783,401	\$ 6.71
Beginning of year	328,617,557	254,002,149	74,615,408	8.34
Net unrealized loss for year			(54,832,007)	
Net realized loss for year			(9,229,075)	
Net total loss for year			<u>\$ (64,061,082)</u>	<u>\$ (1.63)</u>

The average earnings per unit, exclusive of net unrealized and net realized gains and losses, amounted to \$.07 for the year ended May 31, 2009.

	2008			
	Pooled Investments		Net Gain (Loss)	Fair Value Per Unit
	Fair Value	Cost		
End of year	\$ 328,617,557	\$ 254,002,149	\$ 74,615,408	\$ 8.34
Beginning of year	318,409,517	236,203,171	82,206,346	8.07
Net unrealized loss for year			(7,590,938)	
Net realized gain for year			18,438,026	
Net total gain for year			<u>\$ 10,847,088</u>	<u>\$ 0.27</u>

The average earnings per unit, exclusive of net unrealized and net realized gains and losses, amounted to \$.08 for the year ended May 31, 2008.

NOTE 6 — FAIR VALUE MEASUREMENTS

Effective June 1, 2008, the College adopted FASB Statement No. 157, Fair Value Measurements, which establishes a framework for measuring fair value. That framework provides a fair value hierarchy that prioritizes the inputs to valuation techniques used to measure fair value. The hierarchy gives the highest priority to unadjusted quoted prices in active markets for identical assets or liabilities (level 1 measurements) and the lowest priority to unobservable inputs (level 3 measurements). The three levels of the fair value hierarchy under FASB Statement No. 157 are described as follows:

- Level 1 Inputs to the valuation methodology are unadjusted quoted prices for identical assets or liabilities in active markets that the College has the ability to access.

SKIDMORE COLLEGE
NOTES TO FINANCIAL STATEMENTS
May 31, 2009 and 2008

NOTE 6 — FAIR VALUE MEASUREMENTS (Continued)

- Level 2 Inputs to the valuation methodology include:
- quoted prices for similar assets or liabilities in active markets;
 - quoted prices for identical or similar assets or liabilities in inactive markets;
 - inputs other than quoted prices that are observable for the asset or liability;
 - inputs that are derived principally from or corroborated by observable market data by correlation or other means.

If the asset or liability has a specified (contractual) term, the level 2 input must be observable for substantially the full term of the asset or liability.

- Level 3 Inputs to the valuation methodology are unobservable and significant to the fair value measurement.

The asset or liability's fair value measurement level within the fair value hierarchy is based on the lowest level of any input that is significant to the fair value measurement. Valuation techniques used need to maximize the use of observable inputs and minimize the use of unobservable inputs.

Following is a description of the valuation methodologies used for assets measured at fair value. There have been no changes in the methodologies used at May 31, 2009 and 2008.

Cash equivalents: Valued at the closing price reported on the active market on which the individual securities are traded.

Fixed income and fixed income type investments: Fixed income investments are valued at the closing price reported on the active market on which the individual securities are traded. Fixed income type investments, which are held in limited partnerships, are valued at the net asset value (NAV) of shares held by the College at year end. Management has considered all other rights and obligations associated with the investment and has concluded there would be no significant adjustment required to the net asset value.

Equity and equity type investments: Common stocks, corporate bonds and U.S. government securities are valued at the closing price reported on the active market on which the individual securities are traded. Certain equity type investments, which are held in limited partnerships, are valued at the net asset value (NAV) of shares held by the College at year end. Other equity type investments are valued at the net book value as an approximation of fair value. Management has considered all other rights and obligations associated with the investment and has concluded there would be no significant adjustment required to the net asset value or the net book value.

Limited Partnerships – FMV: Certain limited partnership investments are recorded at fair market value under U.S. GAAP. This category is for investments where the College receives audited financial statements under U.S. GAAP, tax returns and other financial data, including descriptions of underlying investments. The College determines the fair value based on the qualitative and quantitative information received.

Limited Partnerships – NBV: Certain limited partnership investments are recorded at net book value. This category is for investments where the College receives audited financial statements under U.S. tax basis, tax returns and other financial data including description of underlying investments. The College records these assets at net book value as an approximation of fair value.

SKIDMORE COLLEGE
NOTES TO FINANCIAL STATEMENTS
May 31, 2009 and 2008

NOTE 6 — FAIR VALUE MEASUREMENTS (Continued)

The preceding methods described may produce a fair value calculation that may not be indicative of net realizable value or reflective of future fair values. Furthermore, although the College believes its valuation methods are appropriate and consistent with other market participants, the use of different methodologies or assumptions to determine the fair value of certain financial instruments could result in a different fair value measurement at the reporting date.

The following presents the Colleges investments by fair value hierarchy and investment type at May 31, 2009:

Investments	Assets at Fair Value			Total
	Level 1	Level 2	Level 3	
Cash equivalents	\$ 2,371,584	\$ -	\$ -	\$ 2,371,584
Fixed income and fixed income type investments	55,352,693	26,327,510		81,680,203
Equity and equity type investments	27,025,770	90,000,709	8,183,510	125,209,989
Limited partnerships - FMV		10,021,443	51,939,911	61,961,354
Limited partnerships - NBV			7,230,505	7,230,505
Total investments	\$ 84,750,047	\$ 126,349,662	\$ 67,353,926	\$ 278,453,635

Contributions Receivable
- Charitable Remainder Trusts

	Assets at Fair Value			Total
	Level 1	Level 2	Level 3	
Charitable remainder trusts	\$ -	\$ -	\$ 6,296,146	\$ 6,296,146
Total charitable remainder trusts	\$ -	\$ -	\$ 6,296,146	\$ 6,296,146

Split Interest Agreements

	Assets at Fair Value			Total
	Level 1	Level 2	Level 3	
Cash equivalents	\$ 86,494	\$ -	\$ -	\$ 86,494
Fixed income investments	3,917,244			3,917,244
Equity investments	2,264,144			2,264,144
Other			125,000	125,000
Total split interest agreements	\$ 6,267,882	\$ -	\$ 125,000	\$ 6,392,882

Deposits with Bond Trustees

	Assets at Fair Value			Total
	Level 1	Level 2	Level 3	
Cash equivalents	\$ 9,856,720	\$ -	\$ -	\$ 9,856,720
Other	-	-	231,282	231,282
Total deposits with bond trustees	\$ 9,856,720	\$ -	\$ 231,282	\$ 10,088,002
Total assets at fair value	\$ 100,874,649	\$ 126,349,662	\$ 74,006,354	\$ 301,230,665

SKIDMORE COLLEGE
NOTES TO FINANCIAL STATEMENTS
May 31, 2009 and 2008

NOTE 6 — FAIR VALUE MEASUREMENTS (Continued)

Level 3 Gains and Losses

The following table sets forth a summary of changes in the fair value of the College's level 3 assets for the year ended May 31, 2009.

Balance at June 1, 2008	\$ 94,769,129
Total gains or losses (realized and unrealized) included in non-operating losses	(22,078,924)
Purchases, sales, gifts, issuances and settlements	<u>1,316,149</u>
Balance at May 31, 2009	<u><u>\$ 74,006,354</u></u>

NOTE 7 — ENDOWMENT

In August 2008, the Financial Accounting Standards Board (FASB) issued FASB Staff Position No. FAS 117-1, *Endowments of Not-for-Profit Organizations: Net Asset Classification of Funds Subject to an Enacted Version of the Uniform Prudent Management of Institutional Funds Act, and Enhanced Disclosures for All Endowment Funds* (FSP FAS 117-1). FSP FAS 117-1 requires additional disclosures about an organization's endowment funds whether or not the organization is subject to UPMIFA.

In 1978, the State of New York enacted the Uniform Management of Institutional Funds Act (UMIFA). Under the Act, not-for-profit organizations were provided uniform rules relating to the investment of funds donated as "endowment" to these organizations. Among its many provisions, the Act initiated the concept of total return expenditure of endowment assets for charitable program purposes, expressly permitting the prudent expenditure of both appreciation and income, and replacing the prior law that only investment income (such as interest and dividends) could be expensed from endowments. Under this concept, investment growth (or appreciation) and income could be utilized for program purposes, subject to the rule that an endowment fund could not be expended below "historical dollar value" (generally, the amount of the donor's original gift). In order to fulfill this requirement, in the event that market fluctuations cause the market value of a donated endowed fund to be less than historical dollar value, the College will temporarily transfer from Unrestricted Net Assets to Permanently Restricted Net Assets the amount to fulfill this requirement. For the year ended May 31, 2009 approximately \$3,834,000 was transferred from Unrestricted Net Assets to Permanently Restricted Net Assets.

During the fiscal year ended May 31, 2009, the College reviewed the detailed components of the endowment as well as the designation of the funds. As a result of this review, approximately \$1,263,000 was transferred from permanently restricted net assets to unrestricted net assets to properly reflect the classification of the funds, which is presented as net assets released from restrictions in the statements of activities and changes in net assets.

The College follows the UMIFA, and has adopted FSP FAS 117-1 for the fiscal year ended May 31, 2009.

SKIDMORE COLLEGE
NOTES TO FINANCIAL STATEMENTS
May 31, 2009 and 2008

NOTE 7 — ENDOWMENT (Continued)

Endowment net asset composition by type of fund as of May 31, 2009 is as follows:

	<u>Unrestricted</u>	<u>Temporarily Restricted</u>	<u>Permanently Restricted</u>	<u>Total</u>
Donor-restricted funds	\$ 46,549,717	\$ -	\$ 91,664,438	\$ 138,214,155
Board-designated funds	102,357,718			102,357,718
Total funds	<u>\$ 148,907,435</u>	<u>\$ -</u>	<u>\$ 91,664,438</u>	<u>\$ 240,571,873</u>

Changes in endowment net assets for the fiscal year ended May 31, 2009 are as follows:

	<u>Unrestricted</u>	<u>Temporarily Restricted</u>	<u>Permanently Restricted</u>	<u>Total</u>
Endowment net assets, beginning of year	\$ 210,877,782	\$ -	\$ 85,452,394	\$ 296,330,176
Net asset reclassification based on review	1,263,014	-	(1,263,014)	-
Endowment net assets after reclassification	212,140,796	-	84,189,380	296,330,176
Contributions	5,585,859	-	7,475,058	13,060,917
Investment income	2,533,639	-	-	2,533,639
Net appreciation (depreciation)	(57,740,544)	-	-	(57,740,544)
Amounts appropriated for expenditure	(13,612,315)	-	-	(13,612,315)
Endowment net assets, end of year	<u>\$ 148,907,435</u>	<u>\$ -</u>	<u>\$ 91,664,438</u>	<u>\$ 240,571,873</u>

NOTE 8 — LAND, BUILDINGS AND EQUIPMENT, NET

Land, buildings and equipment, net as of May 31, 2009 and 2008, consisted of the following:

	<u>2009</u>	<u>2008</u>
Land	\$ 1,640,536	\$ 1,698,656
Buildings and building improvements	184,570,764	182,049,011
Equipment and furnishings	62,292,011	59,354,353
Library holdings and art collections	24,244,993	22,548,453
Construction in progress	28,334,253	10,451,890
	<u>301,082,557</u>	<u>276,102,363</u>
Less: accumulated depreciation	<u>(140,912,317)</u>	<u>(131,554,177)</u>
Land, buildings, and equipment, net	<u>\$ 160,170,240</u>	<u>\$ 144,548,186</u>

Depreciation expense for the years ended May 31, 2009 and 2008 amounted to \$11,294,564 and \$10,916,138, respectively.

SKIDMORE COLLEGE
NOTES TO FINANCIAL STATEMENTS
May 31, 2009 and 2008

NOTE 8 — LAND, BUILDINGS AND EQUIPMENT, NET (Continued)

Contingencies Related To Land, Buildings, and Equipment

Asset Retirement Obligation (ARO)

In the normal course of operation, the College performs maintenance and repairs on its facilities and is also involved in ongoing construction projects. As part of these activities, the College has identified areas containing materials that legally require removal (asset retirement obligation) at some point in the future. The primary material identified was asbestos that was used in the initial construction of many of the buildings at the College. The following table details the activity in the College's asset retirement obligation for 2009 and 2008:

	<u>2009</u>	<u>2008</u>
ARO, beginning of year	\$ 2,561,375	\$ 2,717,252
Add: Current year accretion	102,958	127,124
Less: Settled Obligations	<u>(373,433)</u>	<u>(283,001)</u>
ARO, end of year	<u>\$ 2,290,900</u>	<u>\$ 2,561,375</u>

NOTE 9 — LONG-TERM DEBT

The College classifies its long-term debt into two categories, plant debt and student loan debt. Plant debt was issued to finance facilities additions/renovations and major equipment purchases, and will be repaid from the general operations of the College. Student loan debt was issued to fund the College's student loan program and will be repaid from principal and interest collected from the underlying loan portfolio.

Long-term debt of the College (including the current portion) as of May 31, 2009 and 2008, is summarized as follows:

	<u>2009</u>	<u>2008</u>
<u>Plant Debt</u>		
Dormitory Authority of the State of New York Insured Revenue Bonds, Series '98; 4.77%; due 2028	\$ 12,625,000	\$ 12,910,000
Saratoga County Industrial Development Agency Insured Revenue Bonds, Series '03A; 4.09%; due 2023	22,030,000	23,790,000
Dormitory Authority of the State of New York Insured Revenue Bonds, Series '04; 4.59%; due 2033	<u>30,170,000</u>	<u>30,875,000</u>
Total plant debt	<u>64,825,000</u>	<u>67,575,000</u>
<u>Student Loan Debt</u>		
Dormitory Authority of the State of New York College & University Educational Loan Insured Revenue Bonds:		
Series '92; 6.39%; due 2013	240,034	279,030
Series '93; 5.05%; due 2013	1,000,048	1,000,048
Series '95; 5.75%; due 2016	<u>2,338,511</u>	<u>2,409,054</u>
Total student loan debt	<u>3,578,593</u>	<u>3,688,132</u>
Total long-term debt	<u>\$ 68,403,593</u>	<u>\$ 71,263,132</u>

SKIDMORE COLLEGE
NOTES TO FINANCIAL STATEMENTS
May 31, 2009 and 2008

NOTE 9 — LONG-TERM DEBT (Continued)

The Dormitory Authority of the State of New York (the "Authority") issues consist of serial bonds, term bonds and capital appreciation bonds in varying combinations. Maturities noted are the final year of maturity for the issue. Interest rates noted are annualized based on a weighted average for the entire issue. All of the Authority issues, as well as the Saratoga County Industrial Development Agency issue, are collateralized by municipal bond insurance as well as certain pledges of tuition and fees. As additional security for its plant-related debt, the College has granted mortgages on various campus properties.

A summary of long-term debt service payable for the next five years and thereafter is as follows:

	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2010	\$ 6,835,842	\$ 3,499,002	\$ 10,334,844
2011	3,559,791	3,436,017	6,995,808
2012	3,562,147	3,254,526	6,816,673
2013	3,623,701	3,168,952	6,792,653
2014	2,685,072	2,851,179	5,536,251
Thereafter	<u>48,137,040</u>	<u>22,323,223</u>	<u>70,460,263</u>
Total	<u>\$ 68,403,593</u>	<u>\$ 38,532,899</u>	<u>\$ 106,936,492</u>

The fair market value of the College's financial debt instruments based on current borrowing rates for loans with similar terms and average maturities was estimated to be approximately \$74,467,000 and \$77,991,000 as of May 31, 2009 and 2008, respectively.

Interest expense for the years ended May 31, 2009 and 2008 totaled approximately \$3,210,000 and \$3,430,000, respectively.

NOTE 10 — NET ASSETS

Unrestricted net assets consisted of the following as of May 31, 2009 and 2008:

	<u>2009</u>	<u>2008</u>
Undesignated	\$ 13,273,352	\$ 18,497,619
Board designated for:		
Endowment	148,907,435	210,877,782
Facilities/equipment renewals and replacements	73,384,923	70,792,284
Academic programs and scholarships	<u>11,452,815</u>	<u>10,903,793</u>
	<u>\$ 247,018,525</u>	<u>\$ 311,071,478</u>

Temporarily restricted net assets are subject to donor-imposed stipulations to support scholarships, program activities, and new construction. Such stipulations may or will be satisfied by the actions of the College and/or the passage of time. Temporarily restricted net assets as of May 31, 2009 and 2008 were classified as follows:

SKIDMORE COLLEGE
NOTES TO FINANCIAL STATEMENTS
May 31, 2009 and 2008

NOTE 10 — NET ASSETS (Continued)

	<u>2009</u>	<u>2008</u>
Student loans	\$ 48,604	\$ 48,604
Funds for academic programs and scholarships	2,813,254	2,725,948
Funds for capital improvements	19,947,658	11,864,234
Life income and annuity funds	9,076,007	12,252,728
Pledges receivable	21,361,240	15,889,836
	<u>\$ 53,246,763</u>	<u>\$ 42,781,350</u>

Permanently restricted net assets are subject to donor-imposed stipulations that require the principal to be invested in perpetuity. Investment returns are expendable to support scholarships and program activities. Permanently restricted net assets as of May 31, 2009 and 2008 consisted of the following:

	<u>2009</u>	<u>2008</u>
Endowment	\$ 91,664,438	\$ 85,452,394
Life income and annuity funds	1,212,574	1,770,991
Pledges receivable	4,578,818	6,359,615
	<u>\$ 97,455,830</u>	<u>\$ 93,583,000</u>

NOTE 11 — EMPLOYEE BENEFIT PLANS

Pension Plans

Academic and certain other salaried employees of the College are participants in the Skidmore College Retirement Plan, a non-contributory defined contribution pension plan. Total contributions by the College for this plan for the years ended May 31, 2009 and 2008 were approximately \$4,229,000 and \$4,101,000, respectively. In addition, the College contributes to pension funds administered by various unions with which the College has collective bargaining agreements. Total contributions by the College to these union funds for the years ended May 31, 2009 and 2008 were approximately \$610,000 and \$607,000, respectively.

During 1990, the College determined that the early retirement option that had been offered to non-unionized employees and administered as a severance pay plan was deemed jurisdictional under Title 1 of ERISA as a defined benefit pension plan. Effective November 15, 1990, the College's Board of Trustees voted to freeze all benefits under the early retirement plan and close the plan to new employees. All non-unionized employees employed at the College on November 15, 1990 would be vested under the frozen plan after five years of service. The following table sets forth the plan's funded status and amounts recognized in the College's statements of financial position as of May 31, 2009 and 2008:

SKIDMORE COLLEGE
NOTES TO FINANCIAL STATEMENTS
May 31, 2009 and 2008

NOTE 11 — EMPLOYEE BENEFIT PLANS (Continued)

Pension Plans (Continued)

	<u>2009</u>	<u>2008</u>
Change in benefit obligation:		
Benefit obligation at beginning of year	\$ 1,562,914	\$ 1,844,579
Interest cost	92,349	97,155
Benefits paid	(131,735)	(350,308)
Actuarial (gain) loss	(43,737)	(179,492)
Increase due to settlement	-	150,980
Benefit obligation at end of year	<u>\$ 1,479,791</u>	<u>\$ 1,562,914</u>
Change in plan assets:		
Fair value of plan assets at beginning of year	\$ 1,884,787	\$ 2,059,208
Actual return on plan assets	(67,835)	25,887
Employer contribution	-	150,000
Benefits paid	(131,735)	(350,308)
Fair value of plan assets at end of year	<u>\$ 1,685,217</u>	<u>\$ 1,884,787</u>
Funded status at end of year	<u>\$ 205,426</u>	<u>\$ 321,873</u>
Amounts recognized in unrestricted net assets:		
Unamortized net loss	<u>\$ 718,705</u>	<u>\$ 743,356</u>
Amounts recognized in the statement of financial position consist of:		
Pension assets	<u>\$ 205,426</u>	<u>\$ 321,873</u>
Unrestricted net assets	<u>\$ 718,705</u>	<u>\$ 743,356</u>
Components of net periodic pension cost:		
Interest cost on projected benefit obligation	\$ 92,349	\$ 97,155
Expected return on assets	(21,173)	(53,548)
Amortization of unrecognized net loss	69,922	98,147
Settlement loss	-	135,897
Net periodic pension cost	<u>\$ 141,098</u>	<u>\$ 277,651</u>
Change in unamortized items:		
Actuarial loss (gain)	\$ 45,271	\$ (151,831)
Settlement loss	-	150,980
Amortization of:		
Actuarial (loss)	(69,922)	(98,147)
Settlement (cost)	-	(135,897)
Total changes in recognized unrestricted net assets	<u>\$ (24,651)</u>	<u>\$ (234,895)</u>
Total recognized in net periodic pension cost and unrestricted net assets	<u>\$ 116,447</u>	<u>\$ 42,756</u>
	Fiscal Year	
	2010	
Expected effect in the unrestricted net assets next fiscal year:		
Net loss	<u>\$ 74,209</u>	

SKIDMORE COLLEGE
NOTES TO FINANCIAL STATEMENTS
May 31, 2009 and 2008

NOTE 11 — EMPLOYEE BENEFIT PLANS (Continued)

Pension Plans (Continued)

The College's funding policy is based upon and is in compliance with ERISA requirements. The College contributed \$150,000 to the plan for the year ended May 31, 2008 (none for 2009). Assumed discount rates of 6.7% and 6.6% were used in accounting for the benefit obligation as of May 31, 2009 and 2008, respectively. Assumed discount rates of 6.6% and 6.0% were used in accounting for the net periodic pension cost as of May 31, 2009 and 2008, respectively. Expected long-term rates of return on assets of 3.0% were used in accounting for the plan as of May 31, 2009 and 2008.

There is no expected contribution to the plan for the fiscal year ended May 31, 2010.

Estimated future benefit payments reflect expected future service for each fiscal year. Shown below are the expected payments for the next five years and thereafter:

2010	\$ 401,842
2011	\$ 190,549
2012	\$ 209,807
2013	\$ 141,415
2014	\$ 105,192
Years 2015 - 2019	\$ 534,582

Postretirement Health Benefits

The College pays for a portion of medical benefits for retired non-unionized employees based upon years of service at retirement date. The College accrues the expected cost of postretirement benefits over the service life of active employees.

Effective May 31, 2008, the College amended its Post Retirement Health Benefits. The College has adopted a Medicare Preferred Drug Plan for those employees eligible and hired prior to September 3, 2008. For employees hired on or after September 3, 2008, the College has committed to a 1% increase in the defined contribution plan of the employee. There is a phase in period for eligible employees retiring prior to January 1, 2014. The amended plan adopts the catastrophic coverage terms as mandated by Medicare, and changes certain deductibles and co-pay requirements. The total effect of these plan amendments on the benefit obligation was a decrease of \$9,707,293 as of May 31, 2008. This change is reflected as an amendment in the change in benefit obligation.

The following tables set forth the status of the plan, which is unfunded, as of May 31, 2009 and 2008:

SKIDMORE COLLEGE
NOTES TO FINANCIAL STATEMENTS
May 31, 2009 and 2008

NOTE 11 — EMPLOYEE BENEFIT PLANS (Continued)

Postretirement Health Benefits (Continued)

	<u>2009</u>	<u>2008</u>
Change in benefit obligation:		
Benefit obligation at beginning of year	\$ 27,756,242	\$ 34,228,257
Service cost	741,594	1,398,382
Interest cost	1,852,503	2,269,055
Plan participant's contribution	14,883	24,692
Amendments/curtailments	-	(9,707,293)
Medicare Part D Subsidy	153,886	101,725
Actuarial loss (gain)	1,781,096	775,551
Benefits paid	<u>(1,539,160)</u>	<u>(1,334,127)</u>
Benefit obligation at end of year	<u>\$ 30,761,044</u>	<u>\$ 27,756,242</u>
Change in benefit obligation:		
Fair value of plan assets at beginning of year	\$ -	\$ -
Employer contribution	1,370,391	1,207,710
Plan participants' contributions	14,883	24,692
Medicare Part D Subsidy	153,886	101,725
Benefits paid	<u>(1,539,160)</u>	<u>(1,334,127)</u>
Fair value of plan assets at end of year	<u>\$ -</u>	<u>\$ -</u>
Funded status at end of year	<u>\$ (30,761,044)</u>	<u>\$ (27,756,242)</u>
Amounts recognized in unrestricted net assets:		
Unamortized prior service (credit)	<u>\$ (9,948,613)</u>	<u>\$ (11,105,941)</u>
Unamortized net loss	<u>\$ 15,005,740</u>	<u>\$ 14,081,196</u>
Amounts recognized in the statement of financial position consist of:		
Accrued postretirement benefits (liability)	<u>\$ (30,761,044)</u>	<u>\$ (27,756,242)</u>
Unrestricted net assets	<u>\$ 5,057,127</u>	<u>\$ 2,975,255</u>
Components of net periodic benefit cost:		
Service cost	\$ 741,594	\$ 1,398,382
Interest cost	1,852,503	2,269,055
Amortization of gains and losses	856,552	1,031,695
Amortization of unrecognized prior service cost	<u>(1,157,328)</u>	<u>(279,364)</u>
Net periodic postretirement benefit cost	<u>\$ 2,293,321</u>	<u>\$ 4,419,768</u>
Change in unamortized items:		
Prior service (credit)	\$ -	\$ (9,707,293)
Actuarial loss	1,781,096	775,551
Amortization of:		
Prior service credit	1,157,328	279,364
Actuarial (loss)	<u>(856,552)</u>	<u>(1,031,695)</u>
Total changes in recognized unrestricted net assets	<u>\$ 2,081,872</u>	<u>\$ (9,684,073)</u>
Total recognized in net periodic pension cost and unrestricted net assets	<u>\$ 4,375,193</u>	<u>\$ (5,264,305)</u>
	Fiscal Year	
	2010	
Expected effect in the unrestricted net assets next fiscal year:		
Prior service (credit)	\$ (1,151,184)	
Net loss	\$ 842,512	

SKIDMORE COLLEGE
NOTES TO FINANCIAL STATEMENTS
May 31, 2009 and 2008

NOTE 11 — EMPLOYEE BENEFIT PLANS (Continued)

Postretirement Health Benefits (Continued)

Actual net health care claims paid for retirees by the College for the years ended May 31, 2009 and 2008 totaled \$1,370,391 and \$1,207,710, respectively. The discount rates used in determining the accumulated postretirement benefit obligation were 6.7% and 6.6% as of May 31, 2009 and 2008, respectively. Assumed discount rates of 6.6% and 6.0% were used in accounting for the net periodic pension cost as of May 31, 2009 and 2008, respectively. The assumed pre-65 medical trend rate is 8.5% for the next year, decreasing gradually in future years to 5% by fiscal 2017 and remaining at that level thereafter. The assumed post-65 medical cost trend rate is 7.0% for the next year, decreasing gradually in future years to 5% by fiscal 2017 and remaining at that level thereafter. The assumed prescription drug cost trend rate is 11.0% for the next year, decreasing gradually in future years to 5% by fiscal 2017 and remaining at that level thereafter. Increasing the assumed health care cost trend rate by 1% in each year would increase the accumulated postretirement benefit obligation as of May 31, 2009 by \$4,467,155 and increase the aggregate of the service cost and interest cost by \$445,753. Decreasing the assumed health care cost trend rate by 1% in each year would decrease the accumulated postretirement benefit obligation as of May 31, 2009 by \$3,899,145 and decrease the aggregate of the service cost and interest cost by \$379,055.

Expected benefit payments reflect expected future service for each fiscal year. Shown below are the expected gross payments (including prescription drug benefits) for the next five years and thereafter:

	Gross Payments
2010	\$ 1,317,369
2011	1,520,284
2012	1,634,086
2013	1,711,968
2014	1,773,010
Years 2015-2019	10,441,576

NOTE 12 — CREDIT AGREEMENTS

The College has two \$10,000,000 lines of credit for working capital purposes with commercial banks. The rate of interest on one line is equivalent to the London Interbank Offered Rate ("LIBOR") plus 250 basis points. The rate of interest on the second line is equivalent to the J.P. Morgan Chase Bank prime lending rate. Outstanding balances on the lines are secured by interests in various College assets. There were no borrowings outstanding under the lines of credit as of May 31, 2009 and 2008.

SKIDMORE COLLEGE
NOTES TO FINANCIAL STATEMENTS
May 31, 2009 and 2008

NOTE 13 — OTHER AGREEMENT

The College has an agreement for a loan program with a local bank where loans are given to area businesses that meet certain criteria. The program is administered by the bank. The College has a \$377,000 receivable in loans outstanding and a \$1,668,911 investment that has not yet been loaned.

NOTE 14 — COMMITMENTS AND CONTINGENCIES

The College is subject to certain claims and legal proceedings arising in the ordinary course of business. In the opinion of management, the ultimate disposition with respect to these matters will not have a material adverse effect on the financial position of the College.

SKIDMORE COLLEGE

AUDITED FINANCIAL STATEMENTS

Years ended May 31, 2008 and 2007

SKIDMORE COLLEGE

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INDEPENDENT AUDITOR'S REPORT

To the Board of Trustees of
Skidmore College

We have audited the accompanying statements of financial position of Skidmore College (the "College") as of May 31, 2008 and 2007, and the related statements of activities and cash flows for the years then ended. These financial statements are the responsibility of the College's management. Our responsibility is to express an opinion on these financial statements based on our audits.

We conducted our audits in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Skidmore College as of May 31, 2008 and 2007, and the changes in its net assets and its cash flows for the years then ended in conformity with accounting principles generally accepted in the United States of America.

UHY LLP

Albany, New York
September 12, 2008

SKIDMORE COLLEGE
STATEMENTS OF FINANCIAL POSITION
As of May 31, 2008 and 2007

	<u>2008</u>	<u>2007</u>
ASSETS		
Cash and cash equivalents	\$ 37,084,416	\$ 36,826,572
Accounts receivable, net	1,750,666	2,569,223
Inventories	805,354	662,295
Prepaid expenses	1,351,379	1,311,974
Contributions receivable, net	31,196,963	32,883,289
Student loans receivable, net	3,812,690	3,993,088
Investments, at fair value	345,603,805	332,796,261
Deposits with bond trustees	7,971,841	7,910,030
Debt issuance costs	2,037,227	2,116,663
Prepaid benefit costs	321,873	214,629
Land, buildings and equipment, net	<u>144,548,186</u>	<u>136,734,690</u>
Total assets	<u><u>\$ 576,484,400</u></u>	<u><u>\$ 558,018,714</u></u>
LIABILITIES		
Accounts payable and accrued expenses	\$ 14,955,859	\$ 13,034,373
Student tuition deposits and deferred revenues	10,750,597	9,955,101
Accrued pension and postretirement benefits	27,756,242	34,228,257
Refundable government loan funds	1,761,367	1,747,131
Asset retirement obligation	2,561,375	2,717,252
Long-term debt	<u>71,263,132</u>	<u>74,571,409</u>
Total liabilities	<u>129,048,572</u>	<u>136,253,523</u>
NET ASSETS		
Unrestricted:		
Board designated	292,573,859	285,969,387
Undesignated	<u>18,497,619</u>	<u>9,001,184</u>
	311,071,478	294,970,571
Temporarily restricted	42,781,350	39,312,855
Permanently restricted	<u>93,583,000</u>	<u>87,481,765</u>
Total net assets	<u>447,435,828</u>	<u>421,765,191</u>
Total liabilities and net assets	<u><u>\$ 576,484,400</u></u>	<u><u>\$ 558,018,714</u></u>

See notes to financial statements.

SKIDMORE COLLEGE
STATEMENT OF ACTIVITIES
For the Year Ended May 31, 2008

	<u>Unrestricted</u>	<u>Temporarily Restricted</u>	<u>Permanently Restricted</u>	<u>Total</u>
Operating revenue:				
Tuition and fees	\$ 100,133,660	\$ -	\$ -	\$ 100,133,660
Less: institutional aid	(25,859,782)	-	-	(25,859,782)
Net tuition and fees	74,273,878	-	-	74,273,878
Sales and services of auxiliary enterprises	25,675,133	-	-	25,675,133
Private gifts and grants	1,453,528	5,882,641	-	7,336,169
Government grants and appropriations	284,816	1,592,741	-	1,877,557
Investment return:				
Dividends and interest	4,855,094	1,241,281	-	6,096,375
Realized gains used to support operations	5,608,448	6,342,808	-	11,951,256
Interest on student loans	176,943	-	-	176,943
Other	1,390,784	811,775	-	2,202,559
Total operating revenue	113,718,624	15,871,246	-	129,589,870
Net assets released from restrictions	17,409,616	(17,409,616)	-	-
Total operating revenue and net assets released from restrictions	131,128,240	(1,538,370)	-	129,589,870
Operating expenses:				
Instruction	49,876,978	-	-	49,876,978
Research	1,115,732	-	-	1,115,732
Academic support	14,657,220	-	-	14,657,220
Student services	13,775,174	-	-	13,775,174
Institutional support	24,297,716	-	-	24,297,716
Auxiliary enterprises	23,004,361	-	-	23,004,361
Total operating expenses	126,727,181	-	-	126,727,181
Non-operating:				
Dividends and interest	551,679	272,948	-	824,627
Realized and unrealized gains (losses), net of amounts used to support operations	(3,591,802)	230,262	-	(3,361,540)
Capital gifts	5,304,685	4,780,335	6,085,640	16,170,660
Net loss on disposal of fixed assets	(482,647)	-	-	(482,647)
Other net (expense) revenue	(1,035)	(276,680)	15,595	(262,120)
Changes in net assets from non-operating activities	1,780,880	5,006,865	6,101,235	12,888,980
Increase in net assets before pension related changes other than net periodic pension cost	6,181,939	3,468,495	6,101,235	15,751,669
Pension related changes other than net periodic pension cost	9,918,968	-	-	9,918,968
Increase in net assets	16,100,907	3,468,495	6,101,235	25,670,637
Net assets at beginning of year	294,970,571	39,312,855	87,481,765	421,765,191
Net assets at end of year	<u>\$ 311,071,478</u>	<u>\$ 42,781,350</u>	<u>\$ 93,583,000</u>	<u>\$ 447,435,828</u>

See notes to financial statements.

SKIDMORE COLLEGE
STATEMENT OF ACTIVITIES
For the Year Ended May 31, 2007

	<u>Unrestricted</u>	<u>Temporarily Restricted</u>	<u>Permanently Restricted</u>	<u>Total</u>
Operating revenue:				
Tuition and fees	\$ 92,837,135	\$ -	\$ -	\$ 92,837,135
Less: institutional aid	(22,514,606)	-	-	(22,514,606)
Net tuition and fees	70,322,529	-	-	70,322,529
Sales and services of auxiliary enterprises	24,221,428	-	-	24,221,428
Private gifts and grants	4,314,662	3,858,377	-	8,173,039
Government grants and appropriations	280,998	1,750,261	-	2,031,259
Investment return:				
Dividends and interest	5,050,472	1,620,863	-	6,671,335
Realized gains used to support operations	4,277,158	4,886,968	-	9,164,126
Interest on student loans	222,117	-	-	222,117
Other	1,415,163	183,176	-	1,598,339
Total operating revenue	110,104,527	12,299,645	-	122,404,172
Net assets released from restrictions	28,663,180	(28,663,180)	-	-
Total operating revenue and net assets released from restrictions	138,767,707	(16,363,535)	-	122,404,172
Operating expenses:				
Instruction	45,650,727	-	-	45,650,727
Research	910,019	-	-	910,019
Academic support	13,633,437	-	-	13,633,437
Student services	12,155,915	-	-	12,155,915
Institutional support	22,621,932	-	-	22,621,932
Auxiliary enterprises	21,457,693	-	-	21,457,693
Total operating expenses	116,429,723	-	-	116,429,723
Non-operating:				
Dividends and interest	173,963	1,312,810	-	1,486,773
Realized and unrealized gains, net of amounts used to support operations	18,194,504	17,388,496	-	35,583,000
Capital gifts	39,696,700	5,621,329	4,495,502	49,813,531
Net loss on disposal of fixed assets	(459,135)	-	-	(459,135)
Other net (expense) revenue	391,024	95,396	61,593	548,013
Net assets released from restrictions	1,199,689	(1,199,689)	-	-
Changes in net assets from non-operating activities	59,196,745	23,218,342	4,557,095	86,972,182
Increase in net assets before effect of adoption of FASB Statement No. 158	81,534,729	6,854,807	4,557,095	92,946,631
Effect of adoption of recognition and measurement date provisions of FASB Statement No. 158	(13,637,579)	-	-	(13,637,579)
Increase in net assets	67,897,150	6,854,807	4,557,095	79,309,052
Net assets at beginning of year	227,073,421	32,458,048	82,924,670	342,456,139
Net assets at end of year	<u>\$ 294,970,571</u>	<u>\$ 39,312,855</u>	<u>\$ 87,481,765</u>	<u>\$ 421,765,191</u>

See notes to financial statements.

SKIDMORE COLLEGE
STATEMENTS OF CASH FLOWS
For the Years Ended May 31, 2008 and 2007

	<u>2008</u>	<u>2007</u>
CASH FLOWS FROM OPERATING ACTIVITIES		
Increase in net assets	\$ 25,670,637	\$ 79,309,052
Adjustments to reconcile increase in net assets to net cash provided by operating activities:		
Depreciation	10,916,138	9,609,238
Amortization of deferred financing costs	79,435	75,804
Decrease in pledge discount	573,754	581,624
Loss on disposal of fixed assets	482,647	459,135
Increase (decrease) in allowance for uncollectable receivables	(543,602)	711,088
Realized and unrealized gains on investments	(8,589,716)	(44,747,126)
Capital gifts	(16,170,660)	(50,280,359)
Gifts in kind	(1,510,327)	(645,513)
Effect of adoption of FASB Statement No. 158	-	13,637,579
Pension related changes other than net periodic pension cost	(9,918,968)	-
Changes in operating assets and liabilities:		
Accounts receivable	761,433	(394,797)
Inventories	(143,059)	201,675
Prepaid expenses	(39,405)	83,183
Prepaid pension costs	(107,244)	(135,384)
Accounts payable and accrued expenses	1,921,486	(2,027,833)
Student tuition deposits and deferred income	795,496	694,761
Accrued postretirement benefits	3,446,953	1,987,389
Asset retirement obligation	(155,877)	(501,435)
Net cash provided by operating activities	<u>7,469,121</u>	<u>8,618,081</u>
CASH FLOWS FROM INVESTING ACTIVITIES		
Proceeds from sale of investments	161,237,839	112,970,516
Purchases of investments	(165,455,666)	(151,215,550)
Student loan principal collected	811,299	1,215,261
Student loans originated	(611,113)	(403,866)
Purchases of land, buildings and equipment	(17,701,954)	(24,425,845)
Net cash used in investing activities	<u>(21,719,595)</u>	<u>(61,859,484)</u>
CASH FLOWS FROM FINANCING ACTIVITIES		
Capital gifts	16,170,660	50,280,359
Change in pledges, contributions, and bequests receivable	1,693,510	(1,031,065)
Payments on long-term debt	(3,308,277)	(2,665,000)
(Increase) decrease in deposits with trustee	(61,811)	12,228,049
Change in refundable government loan funds	14,236	28,439
Net cash provided by financing activities	<u>14,508,318</u>	<u>58,840,782</u>
Net increase in cash and cash equivalents	257,844	5,599,379
Cash and cash equivalents at beginning of year	<u>36,826,572</u>	<u>31,227,193</u>
Cash and cash equivalents at end of year	<u>\$ 37,084,416</u>	<u>\$ 36,826,572</u>
SUPPLEMENTAL DISCLOSURES		
Interest paid	<u>\$ 3,005,659</u>	<u>\$ 3,049,476</u>

See notes to financial statements.

SKIDMORE COLLEGE
NOTES TO FINANCIAL STATEMENTS
May 31, 2008 and 2007

NOTE 1 — ORGANIZATION AND NATURE OF ACTIVITIES

Skidmore College (the “College”) was founded in 1903 and is a predominantly residential, independent, nonsectarian, four-year coeducational liberal arts college. The College operates on a 900 acre campus located in Saratoga Springs, New York. The College serves approximately 2,400 undergraduate students.

The College is a not-for-profit corporation as described in Section 501(c)(3) of the Internal Revenue Code and is exempt from Federal income taxes pursuant to Section 501(a) of the Code.

NOTE 2 — SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Basis of Accounting

The accompanying financial statements have been prepared in conformity with accounting principles generally accepted in the United States of America using the accrual basis of accounting.

Basis of Presentation

The College’s net assets, revenues, expenses, gains and losses are classified based on the existence or absence of donor-imposed restrictions. Accordingly, net assets of the College are classified as follows:

Unrestricted – Net assets that are not subject to donor-imposed stipulations, but may be internally designated by the College.

Temporarily restricted – Net assets subject to donor-imposed stipulations that may or will be satisfied either by actions of the College and/or the passage of time.

Permanently restricted – Net assets subject to donor-imposed stipulations, requiring the principal to be invested in perpetuity. Generally, donors of these assets permit the College to use the income earned on related investments for general or specific purposes.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

Cash and Cash Equivalents

Cash equivalents (current operating assets) are comprised of investments with maturities of less than 90 days except for cash equivalents included in investment pools, which are included in investments in the accompanying statements of financial position.

SKIDMORE COLLEGE
NOTES TO FINANCIAL STATEMENTS
May 31, 2008 and 2007

NOTE 2 — SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Investments

All investments with readily determinable market values have been reported in the accompanying financial statements at fair value. Certain limited partnerships and other investments totaling approximately \$6,397,000 and \$10,934,000 as of May 31, 2008 and 2007, respectively, whose fair values are not readily determinable have been reported at cost. Realized and unrealized gains and losses are recognized in the accompanying statements of activities. Gains or losses on investments reported at fair value are recognized as an increase or decrease in unrestricted net assets unless their use is temporarily or permanently restricted by explicit donor stipulations or by law.

Investments in fixed income and equity securities are recorded at fair value based upon values provided by the College's external money managers or quoted market prices. Limited partnership interest valuations, other than those reported at cost, are recorded at fair value as determined by the general partners based upon various factors including market judgments and recent transactions.

Investment securities are exposed to various risks, such as interest rate, market and credit. Due to the level of risk associated with certain investment securities and the level of uncertainty related to changes in the value of investment securities, it is at least reasonably possible that changes in investments in the near term would materially affect the amounts reported in these financial statements.

Annuities and Deferred Giving Arrangements

The College's deferred giving arrangements consist primarily of gift annuities, pooled life income funds and charitable remainder trusts. For irrevocable deferred gifts where the assets are held by the College, contribution revenues are recognized at the date the deferred gift is established along with a corresponding liability for the present value of the estimated future payments to be made to the donors and/or beneficiaries. For irrevocable deferred gifts where the assets are not held by the College, contribution revenue and a related receivable are recorded at the date the college becomes aware of the deferred gift, based on the estimated present value of the deferred at that time. The College amortizes the discount related to these types of deferred gifts over a period equivalent to the beneficiary's remaining life expectancy when the deferred gift is initially recognized. Assets related to deferred giving arrangements are included in investments in the statements of financial position and approximated \$7,458,000 and \$7,388,000 at May 31, 2008 and 2007, respectively. Liabilities related to deferred giving arrangements are included in accounts payable and accrued expenses in the statements of financial position and approximated \$1,607,000 and \$1,807,000 at May 31, 2008 and 2007, respectively.

Student Loans Receivable

Student loans receivable are reported net of an allowance for doubtful accounts. A reasonable estimate of the market value of student loans receivable under government loan programs could not be made because the notes are not saleable and can only be assigned to the U.S. Government or its designees.

Fair Value of Financial Instruments

The carrying amount of cash and cash equivalents, contributions receivable, deposits held by bond trustees, and accounts payable and accrued expenses approximate fair value.

SKIDMORE COLLEGE
NOTES TO FINANCIAL STATEMENTS
May 31, 2008 and 2007

NOTE 2 — SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Inventories

Inventories are stated at the lower of cost or market, based upon the first-in, first-out ("FIFO") method. Inventories consist principally of items held for sale in the College bookstore and the Tang Museum Shop.

Land, Building and Equipment, net

Land, buildings and equipment are carried at cost, if purchased, or at fair market value at the date of receipt, if acquired by contribution, net of accumulated depreciation. Depreciation is calculated using the straight-line method over the estimated useful lives of the assets ranging from 3 to 45 years. Art collections are stated at cost, if purchased, or fair market value at the date of receipt, if acquired by contribution; however these items are not depreciated. All gifts of land, buildings and equipment are recorded as unrestricted non-operating resources, unless explicit donor stipulations specify how the donated assets must be used. Contributions of long-lived assets with explicit restrictions that specify how the assets are to be used and contributions of cash or other assets that must be used to acquire long-lived assets are reported as restricted non-operating resources. Absent donor restrictions on how long those long-lived assets must be maintained, the expiration of donor restrictions are reported as being released from restriction when the donated or acquired long-lived assets are placed in service.

Conditional Asset Retirement Obligations

The College recognizes a liability when a legal obligation exists to perform an asset retirement in which the timing or method of settlement is conditional on a future event that may or may not be under the control of the College. Further, this liability (asset retirement obligation - ARO) is recognized at its net present value with a corresponding increase in the carrying amount of the long-lived asset to which the ARO relates. The liability is accreted through periodic charges to accretion expense through the expected dates of the asset retirement. The capitalized asset cost is depreciated over the useful life of the related long lived asset.

Accrued Pension and Postretirement Benefits

The College accounts for pension and other postretirement benefits in accordance with Financial Accounting Standards Board issued SFAS No. 158, *Employers' Accounting for Defined Benefit Pensions and Other Postretirement Plans* (SFAS No. 158). SFAS No. 158 requires the recognition of a defined benefit pension or postretirement plan's funded status as either an asset or liability on the Statement of Financial Position. SFAS No. 158 also requires the immediate recognition of the unrecognized actuarial gains and losses and prior service costs and credits that arise during the period. The College adopted SFAS No. 158 for the year ended May 31, 2007.

Debt Issuance Costs

Debt issuance costs consist of legal, underwriting, and other fees for services rendered in connection with the issuance of long-term debt. Debt issuance costs are amortized using the effective interest rate method over the life of the related debt.

SKIDMORE COLLEGE
NOTES TO FINANCIAL STATEMENTS
May 31, 2008 and 2007

NOTE 2 — SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Deposits With Bond Trustees

All borrowing arrangements between the College and the Dormitory Authority of the State of New York (see Note 7) require the establishment of various reserve funds (debt service and building and equipment reserves). Balances in these reserves, which are comprised primarily of U.S. government agency and treasury notes, are reflected in deposits with bond trustees in the accompanying statements of financial position. Deposits with bond trustees also includes unexpended proceeds from prior bond issuances that are earmarked for future capital expenditures.

Contributions Receivable

Unconditional promises to give (pledges), and gifts of cash and other non-capital assets are reported at fair value. Such gifts are recorded as restricted revenue if the gifts are received with donor stipulations that limit the use of the donated assets. When a donor restriction expires, i.e. when a stipulated time restriction ends or the purpose of the restriction is satisfied, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the accompanying statements of activities as net assets released from restrictions. Gifts received without donor restrictions are recorded as unrestricted revenue.

Endowment Investment Return Spending Policy

The College has an endowment and similar funds "total return" investment spending policy, which is applied to substantially all of the College's endowment and similar funds investments. It is intended to preserve the purchasing power of the corpus and insulate program spending from fluctuations in capital markets. The amount of endowment and similar funds investment return (yield and appreciation) used annually to support operations is equivalent to 5% of the weighted average of these investments over the prior three years. Investment returns equal to the annual spending rate are reflected as operating support and investment returns in excess of the spending rate are reflected as nonoperating support in the accompanying statements of activities. Spending in excess of investment return is reflected as a decrease in unrestricted net assets.

Capital Gift Revenue

Capital gift revenue (non-operating) includes endowed gifts, gifts of equipment or other property, life income funds and/or other gifts that are designated by the College's Board of Trustees for non-operating purposes.

Program Expenses

Total program expenses for the years ended May 31, 2008 and 2007 were approximately \$102,429,000 and \$93,808,000, respectively. Program expenses include instruction, research, academic support, student services and auxiliary enterprises.

SKIDMORE COLLEGE
NOTES TO FINANCIAL STATEMENTS
May 31, 2008 and 2007

NOTE 3 — ACCOUNTS RECEIVABLE AND STUDENT LOANS RECEIVABLE, NET

Accounts receivable and student loans receivable are recognized net of allowances for uncollectible accounts of approximately \$304,000 and \$680,000, respectively, as of May 31, 2008 and approximately \$247,000 and \$700,000, respectively, as of May 31, 2007.

Student loans receivable are comprised primarily of College sponsored loans that were funded through the issuance of tax-exempt bonds as discussed in Note 7 and Federally sponsored student loans with U.S. government mandated interest rates and repayment terms.

NOTE 4 — CONTRIBUTIONS RECEIVABLE, NET

Contributions receivable consists of pledges, contributions, and bequests. The College recognizes contributions receivable at their estimated fair value. Fair value is determined by calculating the present value of the estimated future cash flows, net of an allowance for uncollectible contributions. Discount rates ranged from 1.93% to 5.88% for fiscal years 2008 and 2007.

Contributions receivable as of May 31, 2008 and 2007, were due as follows:

	<u>2008</u>	<u>2007</u>
Gross amounts due in:		
One year	\$ 995,244	\$ 2,660,089
One to five years	28,513,570	27,853,557
More than five years	6,156,077	8,124,434
	<u>35,664,891</u>	<u>38,638,080</u>
Less: discount to present value (1.93% to 5.88%)	<u>(2,401,039)</u>	<u>(3,106,963)</u>
	33,263,852	35,531,117
Less: allowance for doubtful accounts	<u>(2,066,889)</u>	<u>(2,647,828)</u>
Total	<u>\$ 31,196,963</u>	<u>\$ 32,883,289</u>

As of May 31, 2008 and 2007, the College had also received notification of bequest intentions totaling approximately \$10,716,000 and \$11,481,000, respectively. These bequests, if received, would be used for general operations, program activities and new facilities. These amounts are not included in contribution receivable due to the conditional nature of the gifts.

The College supports institutional development through the activities of the offices of annual fund, foundations and corporate relations, planned giving, campaign, parent relations, and major gifts. The expenses incurred for these activities were approximately \$4,026,000 and \$4,050,000 for the years ended May 31, 2008 and 2007, respectively. The College also incurs additional institutional development costs through activities such as alumni relations, college events, communications, and various other administrative costs. The direct expenses for these activities were approximately \$3,215,000 and \$2,886,000 for the years ended May 31, 2008 and 2007, respectively. These expenses are reflected in institutional support in the accompanying statements of activities.

SKIDMORE COLLEGE
NOTES TO FINANCIAL STATEMENTS
May 31, 2008 and 2007

NOTE 5 — INVESTMENTS

The fair value and cost of investments, by type, as of May 31, 2008 and 2007 were as follows:

	<u>2008</u>		<u>2007</u>	
	<u>Fair Value</u>	<u>Cost</u>	<u>Fair Value</u>	<u>Cost</u>
Cash equivalents	\$ 20,615,261	\$ 20,616,826	\$ 31,383,181	\$ 31,379,903
Fixed income securities	62,259,491	57,774,749	55,368,467	55,592,829
Equity securities	180,418,772	145,939,321	178,132,261	127,263,507
Limited partnerships	80,164,037	44,590,877	67,785,548	35,558,893
Other	2,146,244	2,146,991	126,804	126,332
Total	<u>\$ 345,603,805</u>	<u>\$ 271,068,764</u>	<u>\$ 332,796,261</u>	<u>\$ 249,921,464</u>

The College has committed to investing an additional \$18,200,000 in four private equity limited partnerships over the next six years and \$13,875,000 in four real estate limited partnerships over the next three years. These additional commitments are subject to call provisions included in the respective partnership agreements.

Investment management and custodial fees are netted against investment income and approximated \$1,296,000 and \$992,000 for the years ended May 31, 2008 and 2007, respectively.

The fair value and cost of investments by traditional fund classification as of May 31, 2008 and 2007 were as follows:

	<u>2008</u>		<u>2007</u>	
	<u>Fair Value</u>	<u>Cost</u>	<u>Fair Value</u>	<u>Cost</u>
Pooled Investments				
Endowment and similar funds	<u>\$ 328,617,557</u>	<u>\$ 254,002,149</u>	<u>\$ 318,409,517</u>	<u>\$ 236,203,171</u>
Non-pooled Investments				
Current funds	9,528,016	9,477,430	6,998,890	6,677,183
Life income funds	7,458,232	7,589,185	7,387,854	7,041,110
Total non-pooled	<u>16,986,248</u>	<u>17,066,615</u>	<u>14,386,744</u>	<u>13,718,293</u>
Total	<u>\$ 345,603,805</u>	<u>\$ 271,068,764</u>	<u>\$ 332,796,261</u>	<u>\$ 249,921,464</u>

SKIDMORE COLLEGE
NOTES TO FINANCIAL STATEMENTS
May 31, 2008 and 2007

NOTE 5 — INVESTMENTS (Continued)

Pooled endowment and similar funds are accounted for on a unit market value basis. Funds are added to or withdrawn from the pool at the unit market value at the beginning of the month in which the transaction takes place. A summary of changes in the relationship between cost and market value of the pooled investments is as follows:

	2008			Market Value Per Unit
	Pooled Investments		Net Gain	
	Market	Cost		
End of year	\$ 328,617,557	\$ 254,002,149	\$ 74,615,408	\$ 8.34
Beginning of year	318,409,517	236,203,171	82,206,346	8.07
Unrealized net loss for year			(7,590,938)	
Net realized gain for year			18,438,026	
Net total gain for year			<u>\$ 10,847,088</u>	<u>\$ 0.27</u>

The average earnings per unit, exclusive of net unrealized and net realized gains and losses, amounted to \$.08 for the year ended May 31, 2008.

	2007			Market Value Per Unit
	Pooled Investments		Net Gain	
	Market	Cost		
End of year	\$ 318,409,517	\$ 236,203,171	\$ 82,206,346	\$ 8.07
Beginning of year	235,850,881	184,139,689	51,711,192	6.90
Unrealized net gain for year			30,495,154	
Net realized gain for year			15,266,580	
Net total gain for year			<u>\$ 45,761,734</u>	<u>\$ 1.17</u>

The average earnings per unit, exclusive of net unrealized and net realized gains and losses, amounted to \$.11 for the year ended May 31, 2007.

NOTE 6 — LAND, BUILDINGS AND EQUIPMENT, NET

Land, buildings and equipment, net as of May 31, 2008 and 2007, consisted of the following:

	2008	2007
Land	\$ 1,698,656	\$ 1,198,656
Buildings and building improvements	182,049,011	177,828,754
Equipment and furnishings	59,354,353	54,887,576
Library holdings and art collections	22,548,453	21,129,414
Construction in progress	10,451,890	2,611,476
	<u>276,102,363</u>	<u>257,655,876</u>
Less: accumulated depreciation	<u>(131,554,177)</u>	<u>(120,921,186)</u>
Land, buildings, and equipment, net	<u>\$ 144,548,186</u>	<u>\$ 136,734,690</u>

Depreciation expense for the years ended May 31, 2008 and 2007 amounted to \$10,916,138 and \$9,609,238, respectively.

SKIDMORE COLLEGE
NOTES TO FINANCIAL STATEMENTS
May 31, 2008 and 2007

NOTE 6 — LAND, BUILDINGS AND EQUIPMENT, NET (Continued)

Contingencies Related To Land, Buildings, and Equipment

Asset Retirement Obligation (ARO)

In the normal course of operation, the College performs maintenance and repairs on its facilities and is also involved in ongoing construction projects. As part of these activities, the College has identified areas containing materials that legally require removal (asset retirement obligation) at some point in the future. The primary material identified was asbestos that was used in the initial construction of many of the buildings at the College. The following table details the activity in the College's asset retirement obligation for 2008 and 2007:

	<u>2008</u>	<u>2007</u>
ARO, beginning of year	\$ 2,717,252	\$ 3,218,687
Add: Current year accretion	127,124	121,071
Less: Settled obligations	<u>(283,001)</u>	<u>(622,506)</u>
ARO, end of year	<u>\$ 2,561,375</u>	<u>\$ 2,717,252</u>

Sale of Moore Hall

At May 31, 2008, the College had an agreement in effect with a third party for the sale of a residence hall located off the main campus in Saratoga Springs, NY. The College expects this transaction to close by October 2008.

NOTE 7 — LONG-TERM DEBT

The College classifies its long-term debt into two categories, plant debt and student loan debt. Plant debt was issued to finance facilities additions/renovations and major equipment purchases, and will be repaid from the general operations of the College. Student loan debt was issued to fund the College's student loan program and will be repaid from principal and interest collected from the underlying loan portfolio.

SKIDMORE COLLEGE
NOTES TO FINANCIAL STATEMENTS
May 31, 2008 and 2007

NOTE 7 — LONG-TERM DEBT (Continued)

Long-term debt of the College (including the current portion) as of May 31, 2008 and 2007, is summarized as follows:

	<u>2008</u>	<u>2007</u>
<u>Plant Debt</u>		
Dormitory Authority of the State of New York Insured Revenue Bonds, Series '98; 4.77%; due 2028	\$ 12,910,000	\$ 13,185,000
Saratoga County Industrial Development Agency Insured Revenue Bonds, Series '03A; 4.09%; due 2023	23,790,000	25,515,000
Dormitory Authority of the State of New York Insured Revenue Bonds, Series '04; 4.59%; due 2033	<u>30,875,000</u>	<u>31,565,000</u>
Total plant debt	<u>67,575,000</u>	<u>70,265,000</u>
<u>Student Loan Debt</u>		
Dormitory Authority of the State of New York College & University Educational Loan Insured Revenue Bonds:		
Series '92; 6.39%; due 2013	279,030	297,307
Series '93; 5.05%; due 2013	1,000,048	1,200,048
Series '95; 5.75%; due 2016	<u>2,409,054</u>	<u>2,809,054</u>
Total student loan debt	<u>3,688,132</u>	<u>4,306,409</u>
Total long-term debt	<u>\$ 71,263,132</u>	<u>\$ 74,571,409</u>

The Dormitory Authority of the State of New York (the "Authority") issues consist of serial bonds, term bonds and capital appreciation bonds in varying combinations. Maturities noted are the final year of maturity for the issue. Interest rates noted are annualized based on a weighted average for the entire issue. All of the Authority issues, as well as the Saratoga County Industrial Development Agency issue, are collateralized by municipal bond insurance as well as certain pledges of tuition and fees. As additional security for its plant-related debt, the College has granted mortgages on various campus properties.

A summary of long-term debt service payable for the next five years and thereafter is as follows:

	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2009	\$ 2,787,406	\$ 3,263,657	\$ 6,051,063
2010	6,907,975	3,545,436	10,453,411
2011	3,559,791	3,436,017	6,995,808
2012	3,562,147	3,254,526	6,816,673
2013	3,623,701	3,168,952	6,792,653
Thereafter	<u>50,822,112</u>	<u>25,174,402</u>	<u>75,996,514</u>
Total	<u>\$ 71,263,132</u>	<u>\$ 41,842,990</u>	<u>\$ 113,106,122</u>

The fair market value of the College's financial debt instruments based on current borrowing rates for loans with similar terms and average maturities was estimated to be approximately \$77,991,000 and \$83,181,000 as of May 31, 2008 and 2007, respectively.

Interest expense for the years ended May 31, 2008 and 2007 totaled approximately \$3,006,000 and \$3,049,000, respectively.

SKIDMORE COLLEGE
NOTES TO FINANCIAL STATEMENTS
May 31, 2008 and 2007

NOTE 8 — NET ASSETS

Unrestricted net assets consisted of the following as of May 31, 2008 and 2007:

	<u>2008</u>	<u>2007</u>
Undesignated	\$ 18,497,619	\$ 9,001,184
Board designated for:		
Endowment	210,877,782	207,691,494
Facilities/equipment renewals and replacements	70,792,284	68,867,726
Academic programs and scholarships	<u>10,903,793</u>	<u>9,410,167</u>
	<u>\$ 311,071,478</u>	<u>\$ 294,970,571</u>

Temporarily restricted net assets are subject to donor-imposed stipulations to support scholarships, program activities, and new construction. Such stipulations may or will be satisfied by the actions of the College and/or the passage of time. Temporarily restricted net assets as of May 31, 2008 and 2007 were classified as follows:

	<u>2008</u>	<u>2007</u>
Student loans	\$ 48,604	\$ 48,604
Funds for academic programs and scholarships	2,725,948	2,352,542
Funds for capital improvements	11,864,234	7,817,604
Life income and annuity funds	12,252,728	12,286,770
Pledges receivable	<u>15,889,836</u>	<u>16,807,335</u>
	<u>\$ 42,781,350</u>	<u>\$ 39,312,855</u>

Permanently restricted net assets are subject to donor-imposed stipulations that require the principal to be invested in perpetuity. Investment returns are expendable to support scholarships and program activities. Permanently restricted net assets as of May 31, 2008 and 2007 consisted of the following:

	<u>2008</u>	<u>2007</u>
Endowment	\$ 85,452,394	\$ 79,627,148
Life income and annuity funds	1,770,991	1,768,658
Pledges receivable	<u>6,359,615</u>	<u>6,085,959</u>
	<u>\$ 93,583,000</u>	<u>\$ 87,481,765</u>

NOTE 9 — EMPLOYEE BENEFIT PLANS

Pension Plans

Academic and certain other salaried employees of the College are participants in the Skidmore College Retirement Plan, a non-contributory defined contribution pension plan. Total contributions by the College for this plan for the years ended May 31, 2008 and 2007 were approximately \$4,101,000 and \$3,755,000, respectively. In addition, the College contributes to pension funds administered by various unions with which the College has collective bargaining agreements. Total contributions by the College to these union funds for the years ended May 31, 2008 and 2007 were approximately \$607,000 and \$555,000, respectively.

SKIDMORE COLLEGE
NOTES TO FINANCIAL STATEMENTS
May 31, 2008 and 2007

NOTE 9 — EMPLOYEE BENEFIT PLANS (Continued)

Pension Plans (Continued)

During 1990, the College determined that the early retirement option that had been offered to non-unionized employees and administered as a severance pay plan was deemed jurisdictional under Title 1 of ERISA as a defined benefit pension plan. Effective November 15, 1990, the College's Board of Trustees voted to freeze all benefits under the early retirement plan and close the plan to new employees. All non-unionized employees employed at the College on November 15, 1990 would be vested under the frozen plan after five years of service.

The following table sets forth the plan's funded status and amounts recognized in the College's statements of financial position as of May 31, 2008 and 2007:

	<u>2008</u>	<u>2007</u>
Change in benefit obligation:		
Benefit obligation at beginning of year	\$ 1,844,579	\$ 2,105,064
Interest cost	97,155	107,304
Benefits paid	(350,308)	(447,677)
Actuarial (gain) loss	(179,492)	79,888
Increase/(decrease) due to settlement	150,980	-
	<u>\$ 1,562,914</u>	<u>\$ 1,844,579</u>
Change in plan assets:		
Fair value of plan assets at beginning of year	\$ 2,059,208	\$ 2,129,349
Actual return on plan assets	25,887	107,365
Employer contribution	150,000	270,171
Benefits paid	(350,308)	(447,677)
	<u>\$ 1,884,787</u>	<u>\$ 2,059,208</u>
Components of pension asset (liability):		
Funded status	<u>\$ 321,873</u>	<u>\$ 214,629</u>
Pension asset (liability)	<u>\$ 321,873</u>	<u>\$ 214,629</u>
Components of net periodic pension cost:		
Interest cost on projected benefit obligation	\$ 97,155	\$ 107,304
Expected return on assets	(53,548)	(69,876)
Amortization of unrecognized net loss	98,147	97,359
Settlement loss	135,897	-
	<u>\$ 277,651</u>	<u>\$ 134,787</u>

The College's funding policy is based upon and is in compliance with ERISA requirements. The College contributed \$150,000 and \$270,000 to the plan for the years ended May 31, 2008 and 2007, respectively. Assumed discount rates of 6.6% and 6.0% were used in accounting for the plan as of May 31, 2008 and 2007, respectively. Expected long-term rates of return on assets of 3.0% and 5.0% were used in accounting for the plan as of May 31, 2008 and 2007, respectively.

SKIDMORE COLLEGE
NOTES TO FINANCIAL STATEMENTS
May 31, 2008 and 2007

NOTE 9 — EMPLOYEE BENEFIT PLANS (Continued)

Postretirement Health Benefits

The College pays for a portion of medical benefits for retired non-unionized employees based upon years of service at retirement date. The College accrues the expected cost of postretirement benefits over the service life of active employees.

Effective May 31, 2008, the College amended its post retirement health benefits. The College has adopted a Medicare Preferred Drug Plan for those employees eligible and hired prior to September 3, 2008. For employees hired on or after September 3, 2008, the College has committed to a 1% increase in the defined contribution plan of the employee. There is a phase in period for eligible employees retiring prior to January 1, 2014. The amended plan adopts the catastrophic coverage terms as mandated by Medicare, and changes certain deductibles and co-pay requirements. The total effect of these plan amendments on the benefit obligation was a decrease of \$9,707,293 as of May 31, 2008. This change is reflected as an amendment in the change in benefit obligation.

The following tables set forth the status of the plan, which is unfunded, as of May 31, 2008 and 2007:

	<u>2008</u>	<u>2007</u>
Change in benefit obligation:		
Benefit obligation at beginning of year	\$ 34,228,257	\$ 29,652,935
Service cost	1,398,382	1,031,084
Interest cost	2,269,055	1,736,569
Plan participants' contribution	24,692	21,386
Amendments/curtailments	(9,707,293)	-
Medicare Part D Subsidy	101,725	82,135
Actuarial loss (gain)	775,551	2,937,603
Benefits paid	<u>(1,334,127)</u>	<u>(1,233,455)</u>
Benefit obligation at end of year	<u>\$ 27,756,242</u>	<u>\$ 34,228,257</u>
Change in benefit obligation:		
Fair value of plan assets at beginning of year	\$ -	\$ -
Employer contribution	1,207,710	1,129,934
Plan participants' contributions	24,692	21,386
Medicare Part D Subsidy	101,725	82,135
Benefits paid	<u>(1,334,127)</u>	<u>(1,233,455)</u>
Fair value of plan assets at end of year	<u>\$ -</u>	<u>\$ -</u>
Funded status and net amount recognized		
End of year	<u>\$ (27,756,242)</u>	<u>\$ (34,228,257)</u>

SKIDMORE COLLEGE
NOTES TO FINANCIAL STATEMENTS
May 31, 2008 and 2007

NOTE 9 — EMPLOYEE BENEFIT PLANS (Continued)

Postretirement Health Benefits (Continued)

Net periodic postretirement benefit cost for the years ended May 31, 2008 and 2007 includes the following components, and is included in the various functional classifications in the accompanying statements of activities:

	<u>2008</u>	<u>2007</u>
Components of net periodic benefit cost:		
Service cost	\$ 1,398,382	\$ 1,031,084
Interest cost	2,269,055	1,736,569
Amortization of gains and losses	1,031,695	629,034
Amortization of unrecognized prior service cost	<u>(279,364)</u>	<u>(279,364)</u>
Net periodic postretirement benefit cost	<u>\$ 4,419,768</u>	<u>\$ 3,117,323</u>

Actual net health care claims paid for retirees by the College for the years ended May 31, 2008 and 2007 totaled \$1,207,710 and \$1,129,934, respectively. The discount rates used in determining the accumulated postretirement benefit obligation were 6.6% and 6.0% as of May 31, 2008 and 2007, respectively. The assumed pre-65 medical trend rate is 9.5% for the next year, decreasing gradually in future years to 5% by fiscal 2015 and remaining at that level thereafter. The assumed post-65 medical cost trend rate is 7.5% for the next year, decreasing gradually in future years to 5% by fiscal 2015 and remaining at that level thereafter. The assumed prescription drug cost trend rate is 12.5% for the next year, decreasing gradually in future years to 5% by fiscal 2015 and remaining at that level thereafter. Increasing the assumed health care cost trend rate by 1% in each year would increase the accumulated postretirement benefit obligation as of May 31, 2008 by \$4,181,874 and increase the aggregate of the service cost and interest cost by \$776,521. Decreasing the assumed health care cost trend rate by 1% in each year would decrease the accumulated postretirement benefit obligation as of May 31, 2008 by \$3,642,330 and decrease the aggregate of the service cost and interest cost by \$640,073.

Expected benefit payments reflect expected future service for each fiscal year. Shown below are the expected gross payments (including prescription drug benefits) for the next five years and thereafter:

	<u>Gross</u> <u>Payments</u>
2009	\$ 1,079,763
2010	1,204,185
2011	1,373,697
2012	1,496,031
2013	1,599,292
Years 2014-2018	9,105,253

SKIDMORE COLLEGE
NOTES TO FINANCIAL STATEMENTS
May 31, 2008 and 2007

NOTE 10 — CREDIT AGREEMENT

The College has a \$10,000,000 line of credit for working capital purposes with a commercial bank. The rate of interest on the line is equivalent to the London Interbank Offered Rate ("LIBOR") plus 40 basis points. Outstanding balances on the line are secured by an interest in Board designated funds functioning as endowment funds. There were no borrowings outstanding under the line of credit as of May 31, 2008 and 2007.

September 12, 2008

Members of the Audit Committee
Skidmore College
815 North Broadway
Saratoga Springs, New York 12866

Dear Members of the Audit Committee:

In planning and performing our audit of the financial statements of Skidmore College (the "College") as of and for the year ended May 31, 2008, in accordance with auditing standards generally accepted in the United States of America, we considered the College's internal control over financial reporting (internal control) as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the College's internal control. Accordingly, we do not express an opinion on the effectiveness of the College's internal control.

A control deficiency exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect misstatements on a timely basis. A significant deficiency is a control deficiency, or a combination of control deficiencies, that adversely affects the entity's ability to initiate, authorize, record, process, or report financial data reliably in accordance with generally accepted accounting principles such that there is more than a remote likelihood that a misstatement of the entity's financial statements that is more than inconsequential will not be prevented or detected by the entity's internal control.

A material weakness is a significant deficiency, or a combination of significant deficiencies, that results in more than a remote likelihood that a material misstatement of the financial statements will not be prevented or detected by the entity's internal control.

Our consideration of internal control was for the limited purpose described in the first paragraph and would not necessarily identify all deficiencies in internal control that might be significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control that we consider to be significant deficiencies or material weaknesses, as defined above.

However, during our audit we became aware of a matter that is an opportunity for strengthening internal controls and operating efficiency. This matter and our recommendation is as follows:

Formal Documentation of Investment Due Diligence, Monitoring and Valuation Processes

The College's investment portfolio comprises approximately 60% of total College assets as of May 31, 2008. The investment portfolio consists principally of cash, fixed income and equity securities and limited partnership investments. The College's investing activities are directed by the investment committee of the board of trustees, with support and assistance provided by members of the College's financial management team. The College's controls over investing activities include three basic processes: (1) performance of due diligence steps prior to the

Members of the Audit Committee
Skidmore College
September 12, 2008
Page 2 of 2

investment of College funds, (2) ongoing monitoring of investment performance and asset allocation, and (3) investment valuation for periodic, including year-end, financial reporting.

For each of the three aforementioned processes related to investing activities, the College follows established policies and procedures. The College's due diligence process includes, among other things, meeting with prospective fund managers, review of historical fund/manager performance, selected site visits to and reference checks of prospective fund managers and evaluation of appropriateness of investment fit and asset allocations. The College's ongoing monitoring process includes, among other things, attendance (in person or telephonically) at selected quarterly and annual meetings conducted by fund managers, review of quarterly communications and monthly statements from fund managers, review of fund annual audited financial statements and K-1 tax forms and review of SAS 70 reports if available. The College's valuation process includes, among other things, review of recent fund investment activity, review of monthly statements from fund managers, and review of fund annual audited financial statements and K-1 tax forms as of December 31 with roll-forward to May 31.

While in practice the College appropriately follows these established control processes related to its investing activities, the processes are not currently fully documented in written form. We recommend, based on the significance of (1) investments to total College assets and (2) investment earnings and gains to total College revenue, that the College formally document its practiced controls relative to investing activities (due diligence, monitoring and valuation).

* * * * *

We will be pleased to discuss this comment in further detail at your convenience, perform any additional study of the matter noted and assist you in implementing the recommendation. We would like to express our thanks to Skidmore College personnel for the courtesy and cooperation extended to us during the audit. This letter is intended solely for the information and use of the audit committee, the board of trustees and management of the College, and is not intended to be and should not be used by anyone other than these specified parties.

Very truly yours,

UHY LLP

Finance 2009-10

Institution: Skidmore College (195526)

User ID: P91955261

Finance - Private not-for-profit institutions and Public institutions using FASB standards**Form Version****FASB-Reporting Institutions**

The survey for FASB has been realigned to improve commonality and comparability of the finance data, however reporting in the new format is **OPTIONAL** for Fiscal Year 2008-09. Please indicate in which version you will report finance data:

- FASB (Financial Accounting Standard Board)
- Aligned FASB (OPTIONAL in Fiscal Year 2008-09)

Please consult your business officer for the correct response before saving this screen. Your response to this question will determine the forms you will receive for reporting finance data.

Institution: Skidmore College (195526)

User ID: P91955261

Finance - Private not-for-profit institutions and Public institutions using FASB standards**FASB-Reporting Institutions****General Information - Fiscal Year and Audit**

To the extent possible, the finance data requested in this report should be provided from your institution's audited General Purpose Financial Statements (GPFS). Please refer to the instructions specific to each screen of the survey for details and references.

1. Fiscal Year Calendar

This report covers financial activities for the 12-month fiscal year: (The fiscal year reported should be the most recent fiscal year ending before October 1, 2009.)

Beginning: month/year (MMYYYY)

Month: Year:

And ending: month/year (MMYYYY)

Month: Year: **2. Audit Opinion**

Did your institution receive an unqualified opinion on its General Purpose Financial Statements from your auditor for the fiscal year noted above? (If your institution is audited only in combination with another entity, answer this question based on the audit of that entity.)

- Unqualified Qualified (Explain in box below) Don't know (Explain in box below)

3. Does this institution or any of its foundations or other affiliated organizations own endowment assets ?

- Yes (report endowment assets)
 No

4. Intercollegiate Athletics

If your institution participates in intercollegiate athletics, are the expenses accounted for as auxiliary enterprises or treated as student services?

- Auxiliary enterprises
 Student services
 Does not participate in intercollegiate athletics
 Other (specify in box below)

5. Does your institution account for Pell grants as pass through transactions (a simple payment on the student's account) or as federal grant revenues to the institution?

- Pass through (agency) Federal grants Does not award Pell grants

You may use the space below to provide context for the data you've reported above.

Institution: Skidmore College (195526)

User ID: P91955261

Part A - Statement of Financial Position, Page 1

Fiscal Year 2009

Line No.	Assets, Liabilities, and Net Assets	Current year amount	Prior year amount
<u>Assets</u>			
01	<u>Long-term investments</u>	284,847,000	345,604,000
02	Total assets	531,109,000	576,484,000
<u>Liabilities</u>			
03	Total liabilities	133,388,000	129,048,000
<u>Net assets</u>			
04	Total <u>unrestricted net assets</u>	247,018,000	311,072,000
05	Total <u>restricted net assets</u>	150,703,000	136,364,000
	05a <u>Permanently restricted</u> net assets included in line 05	97,456,000	93,583,000
06	Total net assets	397,721,000	447,436,000

You may use the space below to provide context for the data you've reported above.

Institution: Skidmore College (195526)

User ID: P91955261

Part A - Statement of Financial Position, Page 2

Line No.	Plant, Property and Equipment	Ending balance	Prior year Ending balance
11	<u>Land and land improvements</u>	1,641,000	1,698,000
12	<u>Buildings</u>	184,571,000	182,049,000
13	Equipment, including art and <u>library</u> collections	86,537,000	81,903,000
14	Property obtained under capital leases (if not included in equipment)	0	0

You may use the space below to provide context for the data you've reported above.

Institution: Skidmore College (195526)

User ID: P91955261

Part B - Summary of Changes in Net Assets

Fiscal Year 2009			
Line No.	Revenues, Expenses, Gains and Losses	Current year amount	Prior year amount
01	Total <u>revenues</u> and <u>investment return</u>	78,840,000	143,224,000
02	Total <u>expenses</u>	124,735,000	127,472,000
03	<u>Other specific changes in net assets</u> CV=[B04-(B01-B02)]	-3,820,000	9,919,000
04	Change in <u>net assets</u>	-49,715,000	25,671,000
05	Net assets, beginning of year	447,436,000	421,765,000
06	Adjustments to beginning of year net assets CV=[B07-(B04+B05)]	0	0
07	Net assets, end of year (from A06)	397,721,000	447,436,000

You may use the space below to provide context for the data you've reported above.

Institution: Skidmore College (195526)

User ID: P91955261

Part C - Scholarships and Fellowships

Fiscal Year 2009

Line No.	Scholarships and Fellowships	Current year amount	Prior year amount
01	<u>Pell grants (federal)</u>	1,354,000	1,227,000
02	Other <u>federal grants</u>	538,000	515,000
03	<u>State grants</u>	288,000	298,000
04	<u>Local grants</u> (government)	0	0
05	<u>Institutional grants (funded)</u>	5,554,000	5,195,000
06	<u>Institutional grants (unfunded)</u>	21,945,000	19,852,000
07	Total scholarships and fellowships CV=[C01+...+C06]	29,679,000	27,087,000
08	<u>Allowances</u> (scholarships) applied to <u>tuition and fees</u>	28,325,000	25,860,000
09	<u>Allowances</u> (scholarships) applied to <u>auxiliary enterprise revenues</u>	0	0

You may use the space below to provide context for the data you've reported above.

Institution: Skidmore College (195526)

User ID: P91955261

Part D - Revenues and Investment Return

Fiscal Year 2009

Line No.	Source of Funds	Total Amount	Prior Year Total Amount
01	<u>Tuition and fees</u> (net of allowance reported in Part C, line 08)	76,925,000	74,274,000
<u>Government Appropriations</u>			
02	Federal appropriations	0	0
03	State appropriations	256,000	285,000
04	Local appropriations	0	0
<u>Government Grants and Contracts</u>			
05	Federal grants and contracts	1,673,000	1,097,000
06	State grants and contracts	581,000	496,000
07	Local government grants and contracts	0	0
<u>Private Gifts, Grants and Contracts</u>			
08	Private gifts, grants and contracts	33,306,000	23,507,000
09	<u>Contributions from affiliated entities</u>	0	0
<u>Other Revenue</u>			
10	<u>Investment return</u>	-62,403,000	15,688,000
11	<u>Sales and services of educational activities</u>	0	0
12	Sales and services of <u>auxiliary enterprises</u> (net of allowance reported in Part C, line 09)	27,064,000	25,675,000
13	<u>Hospital revenue</u> If this institution is primarily a hospital, please click here	0	0
14	<u>Independent operations revenue</u>	0	0
15	Other revenue CV=[D16-(D01+...+D14)]	1,438,000	2,202,000
16	Total revenues and investment return (from B01)	78,840,000	143,224,000

You may use the space below to provide context for the data you've reported above.

Institution: Skidmore College (195526)

User ID: P91955261

Part E - Expenses by Functional and Natural Classification

Fiscal Year 2009								
Line No.	Expenses by Functional Classification	(1) Total amount	(2) <u>Salaries and wages</u>	(3) <u>Benefits</u>	(4) Operation and maintenance of plant	(5) <u>Depreciation</u>	(6) <u>Interest</u>	(7) All other
01	<u>Instruction</u>	47,785,000	23,707,000	8,355,000	1,824,000	2,292,000	447,000	11,160,000
02	<u>Research</u>	1,908,000	822,000	142,000	0	72,000	0	872,000
03	<u>Public service</u>	0	0	0	0	0	0	0
04	<u>Academic support</u>	14,335,000	5,355,000	1,998,000	586,000	2,691,000	539,000	3,166,000
05	<u>Student services</u>	13,753,000	5,663,000	2,150,000	782,000	887,000	350,000	3,921,000
06	<u>Institutional support</u>	23,652,000	10,418,000	5,012,000	195,000	1,308,000	508,000	6,211,000
07	<u>Auxiliary enterprises</u>	23,302,000	4,049,000	1,623,000	3,127,000	3,304,000	1,468,000	9,731,000
08	<u>Net grant aid to students</u> (net of tuition and fee allowances)							
09	<u>Hospital services</u> If this institution is primarily a hospital, please click here							0
10	<u>Independent operations</u>							0
11	<u>Operation and maintenance of plant</u> (see instructions)	0	3,933,000	1,836,000	-6,514,000	740,000	5,000	0
12	Other expenses CV=[E13-(E01+...+E11)]	0	0	0	0	0	0	0
13	Total expenses	124,735,000	53,947,000	21,116,000	0	11,294,000	3,317,000	35,061,000
	Prior year total expenses	127,472,000	53,491,000	22,675,000		10,916,000	3,447,000	36,943,000

You may use the space below to provide context for the data you've reported above.

Institution: Skidmore College (195526)

User ID: P91955261

Part H - Value of Endowment Assets

Fiscal Year 2009

Line No.	Value of <u>Endowment Assets</u>	<u>Market Value</u>	Prior Year Amounts
	Include not only endowment assets held by the institution, but any assets held by private foundations affiliated with the institution.		
01	Value of <u>endowment assets</u> at the beginning of the fiscal year	296,330,000	287,319,000
02	Value of <u>endowment assets</u> at the end of the fiscal year	240,572,000	296,330,000

Institution: Skidmore College (195526)

User ID: P91955261

Explanation Report

Number	Source	Location	Description	Severity	Accepted
Screen: Revenues and investment return					
1	Row 17 Column 3	Screen Entry	This number should be greater than zero. Please explain.	Explanation	Yes
Reason: Any miscellaneous sales are included in auxiliary sales.					

Finance 2008-09

Institution: Skidmore College (195526)

User ID: P81955261

Finance - Private not-for-profit institutions and Public institutions using FASB standards**Form Version****Finance - FASB Institutions**

The survey for FASB has been realigned to improve commonality and comparability of the finance data, however reporting in the new format is **OPTIONAL** for Fiscal Year 2007-08. Please indicate in which version you will report finance data:

- FASB (Financial Accounting Standard Board)
- Aligned FASB (OPTIONAL in Fiscal Year 2007-08)

Please consult your business officer for the correct response before saving this screen. Your response to this question will determine the forms you will receive for reporting finance data.

Institution: Skidmore College (195526)

User ID: P81955261

Finance - Private not-for-profit institutions and Public institutions using FASB standards**General Information****Finance - FASB Institutions**

To the extent possible, the finance data requested in this report should be provided from your institution's audited General Purpose Financial Statement (GPFS). Please refer to the instructions specific to each page of the survey for detailed instruction and references.

1. Fiscal Year calendar

This report covers financial activities for the 12-month fiscal year: (The fiscal year reported should be the most recent fiscal year ending before October 1, 2008.)

Beginning: month/year (MMYYYY)

Month: Year:

And ending: month/year (MMYYYY)

Month: Year: **2. Audit Opinion**

Did your institution receive an unqualified opinion on its General Purpose Financial Statements from your auditor for the fiscal year noted above? (If your institution is audited only in combination with another entity, answer this question based on the audit of that entity.)

- Unqualified Qualified (Explain in box below) Don't know (Explain in box below)

3. Does this institution or any of its foundations or other affiliated organizations own endowment assets ?

- Yes (report endowment assets)
 No

4. If your institution participates in intercollegiate athletics, are the expenses accounted for as auxiliary enterprises or treated as student services?

- Auxiliary enterprises
 Student services
 Does not participate in intercollegiate athletics
 Other (specify in box below)

5. Does your institution account for Pell grants as pass through transactions (a simple payment on the student's account) or as federal grant revenues to the institution?

- Pass through (agency) Federal grants Does not award Pell grants

You may use the space below to provide context for the data you've reported above.

Institution: Skidmore College (195526)

User ID: P81955261

Part A - Statement of Financial Position, Page 1**Fiscal Year 2008****Report in whole dollars only**

Line No.	Assets, Liabilities, and Net Assets	Total Amount	Prior Year Amounts
Assets			
01	Long-term investments	345,604,000	332,796,000
02	Total assets	576,484,000	558,019,000
Liabilities			
03	Total liabilities	129,048,000	136,254,000
Net assets			
04	Total <u>unrestricted net assets</u>	311,072,000	294,970,000
05	Total <u>restricted net assets</u>	136,364,000	126,795,000
	05a <u>Permanently restricted</u> net assets included in line 05	93,583,000	
06	Total net assets	447,436,000	421,765,000

Institution: Skidmore College (195526)

User ID: P81955261

Part A - Statement of Financial Position, Page 2

Line No.	Plant, Property and Equipment	Total Amount End of Year	Prior Year Amounts
11	Land and land improvements	1,698,000	1,199,000
12	Buildings	182,049,000	177,829,000
13	Equipment, including art and library collections	81,903,000	76,017,000
14	Property obtained under capital leases (if not included in equipment)	0	0

Institution: Skidmore College (195526)

User ID: P81955261

Part B - Summary of Changes in Net Assets

(Please complete Part A before providing data for Part B)

Fiscal Year 2008

Report in whole dollars only

Line No.	Revenues, Expenses, Gains and Losses	Total Amount	Prior Year Amounts
01	Total <u>revenues</u> and <u>investment return</u>	143,224,000	209,835,000
02	Total <u>expenses</u> (enter a positive number)	127,472,000	116,889,000
03	Other specific changes in net assets (CV) CV=[B04-(B01-B02)]	9,919,000	
04	Change in <u>net assets</u>	25,671,000	79,309,000
05	Net assets, beginning of year	421,765,000	342,456,000
06	Adjustments to beginning of year net assets (CV) CV=[B07-(B04+B05)]	0	0
07	Net assets, end of year (from A06)	447,436,000	421,765,000

You may use the space below to provide context for the data you've reported above.

Institution: Skidmore College (195526)

User ID: P81955261

Part C - Scholarships and Fellowships

Fiscal Year 2008
Report in whole dollars only

Line No.	Scholarships and Fellowships	Total Amount	Prior Year Amounts
01	Pell grants	0	970,000
02	Other federal grants	515,000	1,250,000
03	State grants	298,000	496,000
04	Local grants	0	0
05	Institutional grants (funded)	5,195,000	5,438,000
06	Institutional grants (unfunded)	19,852,000	17,077,000
07	Total scholarships and fellowships (CV) CV=[C01+...+C06]	25,860,000	25,231,000
08	Allowances (scholarships) applied to tuition and fees	25,860,000	22,515,000
09	Allowances (scholarships) applied to auxiliary enterprise revenues		0

Institution: Skidmore College (195526)

User ID: P81955261

Part D - Revenues and Investment Return

(Please complete Parts B and C before providing data for Part D)

Fiscal Year 2008

Report in whole dollars only

Line No.	Source of Funds	Total Amount	Prior Year Amounts
01	<u>Tuition and fees</u> (net of allowance reported in Part C, line 08)	74,274,000	70,323,000
	<u>Government Appropriations</u>		
02	Federal appropriations	0	0
03	State appropriations	285,000	281,000
04	Local appropriations	0	0
	<u>Government Grants and Contracts</u>		
05	Federal grants and contracts	1,097,000	1,250,000
06	State grants and contracts	496,000	500,000
07	Local grants and contracts		0
	<u>Private Gifts, Grants and Contracts</u>		
08	Private gifts, grants and contracts	23,507,000	57,987,000
09	<u>Contributions from affiliated entities</u>	0	0
	<u>Other Revenue</u>		
10	<u>Investment return</u>	15,688,000	53,127,000
11	<u>Sales and services of educational activities</u>	0	0
12	Sales and services of <u>auxiliary enterprises</u> (net of allowance reported in Part C, line 09)	25,675,000	24,221,000
13	<u>Hospital revenue</u> If this institution is primarily a hospital, please click here	0	0
14	<u>Independent operations revenue</u>	0	0
15	Other revenue (CV) CV=[D16-(D01+...+D14)]	2,202,000	
16	Total revenues and investment return (from B01)	143,224,000	209,835,000

Institution: Skidmore College (195526)

User ID: P81955261

Part E - Expenses by Functional and Natural Classification

(Please complete Part B before providing data for Part E)

Fiscal Year 2008

Report in whole dollars only

Line No.	Expenses by Functional Classification	Total amount (1)	Salaries and wages (2)	Benefits (3)	Operation and maintenance of plant (4)	Depreciation (5)	Interest (6)	All other (7)
01	Instruction	49,877,000	23,782,000	9,287,000	2,124,000	2,404,000	463,000	11,817,000
02	Research	1,116,000	566,000	89,000	0	0	0	461,000
03	Public service	0	0	0	0	0	0	0
04	Academic support	14,657,000	5,220,000	2,150,000	708,000	2,664,000	560,000	3,355,000
05	Student service	13,775,000	5,540,000	2,270,000	708,000	801,000	360,000	4,096,000
06	Institutional support	24,298,000	10,242,000	5,232,000	354,000	1,181,000	567,000	6,722,000
07	Auxiliary enterprises	23,004,000	4,013,000	1,708,000	3,186,000	2,858,000	1,492,000	9,747,000
08	Net grant aid to students (net of tuition and fee allowances) (do not include work study here)							
09	Hospital services If this institution is primarily a hospital, please click here							0
10	Independent operations							0
11	Operation and maintenance of plant (see instructions)	0	4,128,000	1,939,000	-7,080,000	1,008,000	5,000	0
12	Other expenses (CV) CV=[E13-(E01+...+E11)]	745,000	0	0	0	0	0	745,000
13	Total expenses	127,472,000	53,491,000	22,675,000	0	10,916,000	3,447,000	36,943,000
	Prior year total expenses	116,889,000	49,539,000	19,397,000		9,609,000	3,452,000	

Institution: Skidmore College (195526)

User ID: P81955261

Part H - Value of Endowment Assets**Fiscal Year 2008**
Report in whole dollars only

Line No.	Value of Endowment Assets	Market Value	Prior Year Amounts
	Include not only endowment assets held by the institution, but any assets held by private foundations affiliated with the institution.		
01	Value of <u>endowment assets</u> at the beginning of the fiscal year	287,319,000	222,050,000
02	Value of <u>endowment assets</u> at the end of the fiscal year	296,330,000	287,319,000

Institution: Skidmore College (195526)

User ID: P81955261

Explanation Report					
Number	Source	Location	Description	Severity	Accepted
Screen: Scholarships & Fellowships					
1	Row 3 Column 3	Screen Entry	Most institutions are expected to award Pell grants. If your institution did not award Pell grants please explain below.	Explanation	Yes
Reason: Pell is reported as a pass through.					

Finance 2007-08

Institution: Skidmore College (195526)

User ID: P71955261

Finance - Private not-for-profit institutions and Public institutions using FASB standards**General Information****Finance - FASB Institutions**

To the extent possible, the finance data requested in this report should be provided from your institution's audited General Purpose Financial Statement (GPFS). Please refer to the instructions specific to each page of the survey for detailed instruction and references.

1. Fiscal Year calendar

This report covers financial activities for the 12-month fiscal year: (The fiscal year reported should be the most recent fiscal year ending before October 1, 2007.)

Beginning: month/year (MMYYYY)

Month: Year:

And ending: month/year (MMYYYY)

Month: Year: **2. Audit Opinion**

Did your institution receive an unqualified opinion on its General Purpose Financial Statements from your auditor for the fiscal year noted above? (If your institution is audited only in combination with another entity, answer this question based on the audit of that entity.)

 Unqualified Qualified (Explain in Caveats below) Don't know (Explain in Caveats below)**3. Does this institution or any of its foundations or other affiliated organizations own endowment assets ?** Yes (report endowment assets) No**4. If your institution participates in intercollegiate athletics, are the expenses accounted for as auxiliary enterprises or treated as student services?** Auxiliary enterprises Student services Does not participate in intercollegiate athletics Other (specify in caveats box below)**5. Does your institution account for Pell grants as pass through transactions (a simple payment on the student's account) or as federal grant revenues to the institution?** Pass through (agency) Federal grants Does not award Pell grants

Caveats:

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Institution: Skidmore College (195526)

User ID: P71955261

Part A - Statement of Financial Position, Page 1

Fiscal Year 2007

Report in whole dollars only

Line No.	Assets, Liabilities, and Net Assets	Total Amount	Prior Year Amounts
<u>Assets</u>			
01	Long-term investments	332,796,000	249,804,000
02	Total assets	558,019,000	468,534,000
<u>Liabilities</u>			
03	Total liabilities	136,254,000	126,078,000
<u>Net assets</u>			
04	Total <u>unrestricted net assets</u>	294,970,000	227,073,000
05	Total <u>restricted net assets</u>	126,795,000	115,383,000
05a	<u>Permanently restricted</u> net assets included in line 05	87,482,000	
06	Total net assets	421,765,000	342,456,000

Institution: Skidmore College (195526)

User ID: P71955261

Part A - Statement of Financial Position, Page 2**Fiscal Year 2007****Report in whole dollars only**

Line No.	Plant, Property and Equipment	Total Amount End of Year	Prior Year Amounts
11	<u>Land and land improvements</u>	1,199,000	1,199,000
12	<u>Buildings</u>	177,829,000	138,540,000
13	Equipment, including art and <u>library</u> collections	76,017,000	68,622,000
14	Property obtained under capital leases (if not included in equipment)	0	0

Institution: Skidmore College (195526)

User ID: P71955261

Part B - Summary of Changes in Net Assets

(Please complete Part A before providing data for Part B)

Fiscal Year 2007

Report in whole dollars only

Line No.	Revenues, Expenses, Gains and Losses	Total Amount	Prior Year Amounts
01	Total <u>revenues</u> and <u>investment return</u>	209,835,000	141,004,000
02	Total <u>expenses</u> (enter a positive number)	116,889,000	105,361,000
03	Other specific changes in net assets (CV) CV=[B04-(B01-B02)]	-13,637,000	
04	Change in <u>net assets</u>	79,309,000	32,511,000
05	Net assets, beginning of year	342,456,000	309,945,000
06	Adjustments to beginning of year net assets (CV) CV=[B07-(B04+B05)]	0	0
07	Net assets, end of year (from A06)	421,765,000	342,456,000

Institution: Skidmore College (195526)

User ID: P71955261

Part C - Student Grants

Fiscal Year 2007
Report in whole dollars only

Line No.	Student Grants	Total Amount	Prior Year Amounts
01	<u>Pell grants</u>	970,000	945,000
02	Other <u>federal grants</u>	1,250,000	668,000
03	<u>State grants</u>	496,000	1,157,181
04	<u>Local grants</u>	0	0
05	<u>Institutional grants (funded)</u>	5,438,000	3,479,000
06	<u>Institutional grants (unfunded)</u>	17,077,000	16,901,905
07	Total student grants (CV) CV=[C01+...+C06]	25,231,000	23,151,086
08	<u>Allowances (scholarships) applied to tuition and fees</u>	22,515,000	20,956,000
09	<u>Allowances (scholarships) applied to auxiliary enterprise revenues</u>		0

Institution: Skidmore College (195526)

User ID: P71955261

Part D - Revenues and Investment Return

(Please complete Parts B and C before providing data for Part D)

Fiscal Year 2007

Report in whole dollars only

Line No.	Source of Funds	Total Amount	Prior Year Amounts
01	<u>Tuition and fees</u> (net of allowance reported in Part C, line 08)	70,323,000	65,909,000
	<u>Government Appropriations</u>		
02	Federal appropriations	0	0
03	State appropriations	281,000	237,000
04	Local appropriations	0	0
	<u>Government Grants and Contracts</u>		
05	Federal grants and contracts	1,250,000	1,174,000
06	State grants and contracts	500,000	404,000
07	Local grants and contracts	0	0
	<u>Private Gifts, Grants and Contracts</u>		
08	Private gifts, grants and contracts	57,987,000	18,172,000
09	<u>Contributions from affiliated entities</u>	0	0
	<u>Other Revenue</u>		
10	<u>Investment return</u>	53,127,000	31,995,000
11	<u>Sales and services of educational activities</u>	0	0
12	Sales and services of <u>auxiliary enterprises</u> (net of allowance reported in Part C, line 09)	24,221,000	21,294,000
13	<u>Hospital revenue</u> If this institution is primarily a hospital, please click here	0	0
14	<u>Independent operations revenue</u>	0	0
15	Other revenue (CV) CV=[D16-(D01+...+D14)]	2,146,000	
16	Total revenues and investment return (from B01)	209,835,000	141,004,000

Institution: Skidmore College (195526)

User ID: P71955261

Part E - Expenses by Functional and Natural Classification

(Please complete Part B before providing data for Part E)

Fiscal Year 2007

Report in whole dollars only

Line No.	Expenses by Functional Classification	Total amount (1)	Salaries and wages (2)	Benefits (3)	Operation and maintenance of plant (4)	Depreciation (5)	Interest (6)	All other (7)
01	Instruction	45,651,000	22,228,000	8,064,000	1,881,000	2,155,000	478,000	10,845,000
02	Research	910,000	437,000	52,000	0	0	0	421,000
03	Public service							0
04	Academic support	13,633,000	4,855,000	1,817,000	627,000	2,360,000	578,000	3,396,000
05	Student service	12,156,000	5,025,000	1,900,000	627,000	719,000	369,000	3,516,000
06	Institutional support	22,622,000	9,423,000	4,414,000	313,000	946,000	511,000	7,015,000
07	Auxiliary enterprises	21,458,000	3,766,000	1,506,000	2,822,000	2,613,000	1,511,000	9,240,000
08	Net grant aid to students (net of tuition and fee allowances) (do not include work study here)							
09	Hospital services If this institution is primarily a hospital, please click here							0
10	Independent operations							0
11	Operation and maintenance of plant (see instructions)	0	3,805,000	1,644,000	-6,270,000	816,000	5,000	0
12	Other expenses (CV) CV=[E13-(E01+...+E11)]	459,000	0	0	0	0	0	459,000
13	Total expenses	116,889,000	49,539,000	19,397,000	0	9,609,000	3,452,000	34,892,000
	Prior year total expenses	105,361,000	46,182,000	17,212,000		9,517,000	2,518,000	

Institution: Skidmore College (195526)

User ID: P71955261

Part H - Value of Endowment Assets**Fiscal Year 2007**
Report in whole dollars only

Line No.	Value of Endowment Assets	Market Value	Prior Year Amounts
	Include not only endowment assets held by the institution, but any assets held by private foundations affiliated with the institution.		
01	Value of <u>endowment assets</u> at the beginning of the fiscal year	222,050,000	196,614,000
02	Value of <u>endowment assets</u> at the end of the fiscal year	287,319,000	222,050,000

Institution: Skidmore College (195526)

User ID: P71955261

Explanation Report

There are no explanations for selected survey and institution

[Print Form\(s\)](#) [GoBack](#)

Enrollment Projections

Skidmore College																
Enrollment and Projections																
Fall 2011 Projection																
2/15/2011		Based on Three Year Weighted Average Retention Figures														
3 Yr Wtd Retention	Class	F02	F03	F04	F05	F06	F07	F08	F09	F10	F11	F12	F13	F14	3 Yr Wtd Avg Retention	
		ACT	ACT	ACT	ACT	ACT	ACT	ACT	ACT	ACT	PROJ	PROJ	PROJ	PROJ		
JR to SR	97.5%	Seniors	564	572	548	593	618	626	652	641	665	637	624	731	618	FY to SO 93.8% So to JR 95.9% JR to SR 97.5%
		Readmits (New)	0	2	2	1	0	0	0	3	0	2	2	2		
		Transfers (New)	0	1	0	0	0	0	0	0	0	0	0	0		
		Reclass									5	5	5	5		
SO to JR	95.9%	Juniors	579	554	591	618	636	643	673	685	642	627	737	621	621	
		Readmits (New)	3	5	2	0	2	1	0	2	1	3	3	3	3	
		Transfers (New)	9	10	16	10	11	10	3	19	10	10	10	10	10	
FY to SO	93.8%	Sophs	549	574	613	623	644	645	638	616	632	732	611	611	625	
		Readmits (New)	0	0	1	3	0	0	1	0	0	1	1	1	1	
		Transfers (New)	20	26	30	19	17	23	29	29	19	25	25	25	25	
		Total Return	1724	1744	1803	1867	1928	1948	1996	1995	1969	2042	2018	2008	1909	
		Study Away	111	142	126	165	169	203	141	153	141	225	225	225	225	
		Leaves						51	72	48						
		Upperclass On Campus	1613	1602	1677	1702	1759	1745	1804	1770	1780	1817	1793	1783	1684	
		First Yr	599	609	638	663	640	646	619	631	728	615	615	630	640	
		Transfers/Readmits (New)	1	1	1	0	1	3	1	1	3					
		London	36	35	38	34	35	38	33	33	40	36	36	36	36	
		Leaves			1	2	1	3	0	1	9					
		Jan Frosh	4	1	0	3	0	0	0	0	0	0	0	0	0	
		Jan Transfers	5	19	3	16	11	8	7	10	3	10	10	10	10	
			7													
		TOTAL ON CAMPUS ENR	2213	2212	2316	2363	2400	2394	2424	2402	2511	2432	2408	2413	2324	
		PT (included above)	21	6	16	20	8	8	15	12	16	16	16	16	16	
		ONCAMPUS FTE	2199	2208	2305	2350	2395	2389	2414	2394	2500	2421	2397	2402	2314	
		NET FISCAL ENROLLMENT	2125	2133	2220	2292	2328	2322	2351	2330	2436	2359	2335	2341	2254	
		= preliminary figure, confirm with spring 2011 census when available														

Institutional Assessment Plan 2011 – 2016ⁱ

Introduction

The Assessment Plan for Skidmore College 2010-2016 has been designed to determine how well we are meeting our goals as outlined in the *Strategic Plan*; the document *Strategic Renewal: Reframing our Priorities at the Midpoint of the Strategic Plan*; and the College's Goals for Student Learning and Development (included below).

Assessment provides evidence of the knowledge, skills, and values that our students have achieved, and of the transformation that their Skidmore education brings about. When we have evidence that our students are not achieving all that we hope, we are committed to making evidence-based changes to curricula, pedagogies, academic requirements, facilities, and co-curricular programs that will improve their learning.

Our assessment plan has been designed to meet the standards for accreditation by the Middle States Commission on Higher Education. It is also in accord with the College's commitment to the New Leadership Accountability Alliance for Learning and Accountability.

The Relation of Academic Assessment to Governance, Administration, Strategic Planning and Budgeting

The Roles of Administration, Governance, and Faculty

The President oversees all institutional assessments and ensures that appropriate processes are in place to set goals, assess outcomes, and make improvements on the basis of evidence in every division of the College.

The Vice President for Academic Affairs (VPAA) is responsible for guiding academic assessment activities and will be the responsible spokesperson for assessment at Skidmore College. The VPAA monitors assessment plans and annual assessment reports to ensure that assessments are taking place regularly and systematically and that the College, through its departments, interdisciplinary programs, and College-wide structures, is responding to the findings of its assessments. The VPAA provides appropriate budget support for academic assessment efforts. The VPAA may delegate specific responsibilities for various assessment activities to appropriate administrators.

Each Vice President is responsible for reporting the results of their units' assessments to the President and for providing appropriate resources for their implementation and effective use of their results.

The Committee on Educational Policies and Planning (CEPP) is responsible for reviewing, revising, and approving the five-year Academic Assessment Plan for Skidmore College.

The VPAA has appointed the Assessment Steering Committee (ASC), to monitor academic assessment planning at the College level and to make recommendations to the VPAA regarding annual institutional and program-level assessment plans, processes, and reports. The ASC also conveys assessment results to CEPP bi-annually for consideration and follow-up.

The Faculty Assessment Coordinator serves as Chair of the ASC and, working closely with CEPP and the VPAA, coordinates academic assessment activities across the college.

The Director of Institutional Research sits on the Assessment Steering Committee and consults regularly with CEPP.

The Assessment Facilitator works closely with the Faculty Assessment Coordinator and the staff of Institutional Research on all aspects of assessment: faculty development, communications, planning and execution, reports, and follow-up.

Department chairs and program directors have responsibility for guiding their academic programs' assessment planning, guiding the implementation of assessment activities, and, in their departments' annual assessment reports, reporting both results and how those results are being or will be used, as well as any follow-up on the effectiveness of changes made

The faculty is responsible for developing assessment plans within their academic programs and for participating in and following up on academic assessments. As part of this work, faculty develop student learning goals for their courses—stated on their syllabi—that coordinate with departmental and College-wide goals for student learning and development.

The Curriculum Committee is responsible for reviewing and approving syllabi for new courses and new or substantially revised academic program plans to assure that student learning objectives are clearly specified in both syllabi and department- and program-level documents.

Areas within Academic Affairs, such as the Library, the Writing Center, the Tang Teaching Museum and Art Gallery, and Special Programs, are responsible for assessing the effectiveness of their efforts to support the student learning and development.

Offices in other areas of the college that support student learning, such as Information Technology and Athletics, are responsible for assessing the effectiveness of those aspects of their programs that support student learning and development. Student Affairs collaborates with faculty in support of student learning and is responsible for assessing all activities within Student Affairs that support the academic mission of the College and student learning and development.

Alumni Affairs collaborates on assessment projects that engage alumni and provide useful information about learning outcomes.

Strategic Planning and Budgeting

Our strategic planning and budgeting processes use the results of our assessment activities to maintain, improve, and strengthen Skidmore College and its ability to educate our students. Planning and budgeting effectively requires the systematic gathering, analysis, and use of a variety of information about our efforts, all in support of our academic mission. Budgets provide appropriate resources for assessment activities.

Academic Assessment of the Overall Learning of Skidmore Students (General Education)

The Goals for Student Learning and Development

During the academic year 2008/09 the ASC developed a list of characteristics that we hope all of our students will achieve by the time they graduate: the Goals for Student Learning and Development (GSLD). This list of goals was endorsed unanimously by the Skidmore faculty in December 2010. The GSLD reflect the transformative vision of Skidmore within the *Strategic Plan*.

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.ⁱⁱ

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

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

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

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

Our plan for assessing the Goals for Student Learning and Development (GSLD) is two-fold: we are mapping existing and ongoing assessments onto the Goals; and we are creating new assessments that address Goals that are not yet being assessed. We will continue to update our plan for assessing the GSLD as new programmatic assessments emerge in College-wide contexts (for example, in the First-Year Experience, in CEPP's consideration of changes to the Culture-Centered Inquiry requirement, and in our research on high-impact practices at Skidmore).

The overall assessment of the GSLD over the next five years has begun in 2010-11 with the goal "Communicate effectively," and with the goals associated with intercultural learning and understanding. As part of our ongoing direct assessments of student writing, all departments are developing and implementing plans for the teaching and assessment of writing. In addition, we are planning further assessments at the college level of visual and oral communication.

As we understand effective communication, it includes awareness of audience and context, and thus relates directly to the remaining goals of focus: "Understand social and cultural diversity in national and global contexts," "Interact effectively and collaboratively with individuals and across social identities," and "Interrogate one's own values in relation to those of others, across social and cultural differences."

Academic Assessment within Academic Departments/Programs

All academic departments and interdisciplinary programs leading to a degree assess student learning within their programs regularly and systematically. Each academic program leading to a degree has an assessment plan that:

- Specifies the learning goals and outcomes that all students within the program are to achieve
- Specifies the methods that faculty will use including direct assessments of student work
- Plans a systematic approach to assessment that may be spread over a timeline of up to five years
- Explains how and when the assessment results will be reviewed and by whom
- Follows up on previous assessments and any changes made, to ensure that results are put to practical use.

Each academic department or interdisciplinary program's assessment plan may be modified as experience is gained with it and is to be included within the department or program annual report to the Assessment Coordinator and VPAA.

Each department/program is expected to conduct an annual project within the cycle of the assessment of student learning. The assessment can be small and should be useful to the department. In its annual assessment report, the department/program demonstrates how the assessment results will be (or have been) used to improve student learning. Each department and program ensures that all courses within the program have goals that are clearly related to the overall goals of that program. Program goals should, in turn, relate to the College-wide Goals for Student Learning and Development.

Co-Curricular and Other Academic Support of Student Learning at Skidmore

Learning occurs not only within our classrooms, but also across the campus in a variety of experiences available to our students. Non-academic programs responsible for supporting student learning at Skidmore have assessment plans that:

- Specify the goals of the program;
- Indicate how the goals will be assessed and who will be involved in that assessment;
- Indicate how the results will be or have been discussed and for what purposes, with follow-up on any changes made.

Each program that supports student learning and development conducts ongoing, systematic assessments and submits its plan and the results of its assessments to the appropriate vice president for review, approval, and support.

Creating a Culture of Assessment

Our strategic planning and academic planning efforts take into account the results of our assessment efforts, as demonstrated in our Periodic Review Report, 2011. We are continuing to foster and grow a culture of assessment at the College, with particular emphasis on consistently using evidence gained by assessments to improve student learning.

Faculty participating in the assessment of overall learning at Skidmore are paid an appropriate stipend. Such compensation is part of the academic budget for the College, included in a line designated for assessment purposes. In addition, as we cultivate broader engagement in assessment efforts, faculty and staff who participate in assessment activities are recognized publicly for their efforts and contributions. Assessment efforts may count toward tenure and promotion decisions, but the results of academic assessments are not used to evaluate faculty. Outstanding efforts, not solely of individuals, but also of departments and support units, are commended in Faculty Meetings, Board Meetings, and other appropriate opportunities. Our public relations efforts note such efforts and help our various audiences realize that Skidmore is a leader among our peers in meaningfully assessing our students' learning.

Methodologies to Assess the Overall Learning of Skidmore Students

Departments and programs use a variety of assessment methods to measure student learning, including some direct assessment. All departments have plans for assessing student writing in the major, and most assess capstone-level work. Most supplement that information with indirect means, such as focus groups, interviews, surveys, and alumni surveys. Some larger departments will participate in the alumni Learning Census with focused questions for their department. *College-wide* assessments include a number of national surveys (NSSE, CIRP, CHAS, and others); locally developed surveys and mechanisms for gathering evidence; and direct assessments of student learning and development, both embedded in course work and created to assess specific competencies.

Consideration of outcomes

It is the task of the ASC, in consultation with CEPP, to ensure that appropriate constituencies are made aware of the evidence of outcomes that is gathered in assessment processes so that they can make use of that evidence to improve student learning and development. This includes College-wide, departmental, programmatic, and co-curricular assessment results. The ASC also ensures that those results are communicated publicly as appropriate, and do indeed result in changes to improve student learning and development. Assessments cannot be worthwhile if their results are not put to use; the ASC, CEPP, and the academic leadership share responsibility for ensuring that the results lead to effective changes.

ⁱPlease note that the structure and make-up of the Assessment Steering Committee are under discussion as of May, 2011, and are slated to change over the coming months.

ⁱⁱThese documents were fundamental sources for the Goals:

- i. Skidmore College Mission Statement
- ii. Intersections of Paradigms, 2008 [including key phrases from the *Strategic Plan*, 2005]
- iii. Skidmore College Core Abilities, 1997-8
- iv. Skidmore College Academic Vision Statement, 2003-04
- v. Liberal Education and America's Promise (LEAP) Essential Learning Outcomes
- vi. Wabash National Study of Liberal Arts Colleges: Liberal Arts Outcomes
- vii. Council for the Advancement of Standards: Learning and Development Outcomes