

Report to Faculty, Administrators, Trustees, Students  
of  
Skidmore College  
Saratoga Springs, New York 12866-1632

Prepared following analysis of the institution's  
Periodic Review Report

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## **Evaluation of the Periodic Review Report of Skidmore College**

### **I. Introduction**

Founded in 1903 and chartered in 1922 as a four-year, liberal arts college Skidmore today remains a highly selective independent liberal arts college with an enrollment of approximately 2,500 men and women. The college has student representing nearly all 50 states and approximately 50 countries. The student-faculty ratio is 9 to 1. The College employees 750 full-time and part-time faculty and staff, including 160 unionized service employees.

Skidmore emphasizes an interdisciplinary approach to study and “Creative Thought Matters” representing their educational philosophy that instills experimentation and creativity across disciplines.

### **II. Responses to Recommendation from the Previous Decennial Evaluation**

No recommendations were made in the Decennial Evaluation.

### **III. Major Challenges and/or Opportunities**

The PRR notes that 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*. Skidmore was able to reduce the 2010-2011 budget by approximately \$12 million from initial projections. Strength in the student applicant pool allowed for over-enrollment which produced additional revenue and permitted the necessary adjustments in spending.

The College has engaged in significant assessment initiatives: The Skidmore Learning Census: an alumni survey focused on the learning at Skidmore related to the goals for student learning and development; multiple national surveys: NSSE, CIRP, CHAS; writing assessment in the First-Year Experience with a subsequent decision to require each department to teach and assess writing in the major; assessment of service learning; assessment of curriculum-based dialogues on race; survey of scientific literacy; assessment of diversity and inclusion; survey of students’ health behaviors; and on-going assessment in the courses and majors to adjust curriculum and pedagogy.

Most noteworthy is the articulation of Goals for Student Learning and Development which were advanced through a highly participatory community process of faculty, students, alumni, parents, staff, and Board. In December 2009 the faculty unanimously endorsed the new Goals for Student Learning and Development.

A major change in institutional structure occurred which creates greater bridging between Student Affairs and Academic Affairs. The office of the Dean of Students was eliminated and two new offices were created, Student Academic Services (SAS in Student Affairs) and Office of Academic Advising (OAA, in Academic Affairs). Institutional data reflects that *approximately 40% of the students seeking support in the SAS finish the term with grade point averages of between 3.5 and 4.0*.

The separation of the Office of Institutional Research from the Office of the Registrar is a second institutional change. This change should result in increased capacity for institutional research.

Transition and Transformation, a new initiative which is an outgrowth of the strategic planning process, is designed *to prepare students more fully for the transition from college to life after graduation*. This initiative is just beginning; assessment of impact should be carefully designed.

In 2010 the Zankel Music Center opened housing a 600-seat concert hall, a 100-seat recital hall, rehearsal facilities and a state-of-the-art technology infrastructure. It is a resource for music and for many college-wide events.

The College should be commended for its efforts to cultivate faculty support, engagement and expertise for student engagement and learning. These efforts include: the New Faculty Learning Community which pairs senior faculty and new faculty, and the Faculty Interest Groups which have a faculty facilitator and dedicated space in the library for gathering around topics of interest, both pedagogical and scholarly.

Skidmore College choose to format their PRR with the continued reflection on the focused area of study identified in the previous decennial evaluation of student engagement as demonstrated specifically in the students' first year studies; the natural sciences; and domestic diversity, global awareness, and intercultural understanding. Progress made in each area, challenges which remain and demonstration of assessment in each area were addressed. The reviewers' comments align to this format.

## STUDENT ENGAGEMENT AND THE FIRST-YEAR EXPERIENCE

### Accomplishments

The NSSE data reports higher student engagement and general first-year student satisfaction (in 2007 and 2010 surveys). Skidmore's CIRP data indicates that 89% of entering students had performed volunteer work and 59% had performed community service in high school. The NSSE data shows notable increases (+17-19% points) for community service or volunteer work, research with faculty, and culminating senior experience. The data clearly supports Skidmore's wish to increase student engagement as evidence in NSSE multiple test items.

Student participation in high-impact practices has increased. Collaborative research grew steadily from 15 in 2005 to 51 in 2010 and the numbers do not include summer collaborative research. Credit-bearing exploratory science research experiences moved from 49 in 2006 to 98 in 2010. Students' studying abroad was an impressive 48% in 2006 and increased to 59% in 2010. The one area of concern is a decrease in internship experiences from 156 in 2006 to 112 in 2010; the institution believes this area will be addressed through the Transitions program.

Student course evaluations of the first-year seminar are routinely high. Students report that seminars are stimulating, provocative, and, for the most part, challenge their assumptions about the world.

The retention levels of first-year students into second year increased from 91.1% to 93.5% since the inception of the FYE in 2005. Skidmore has been studying, with the help of a Teagle Foundation grant and in partnership with other colleges, the sophomore experience. This emphasis may be useful in continued efforts in engagement and retention.

### Challenges

Staffing of Scribner Seminars by tenure-line faculty was identified at the outset as a significant challenge and remains a burden for many departments, particularly smaller ones.

Embracing the role of mentor has been *turbulent at times*. Early assessment efforts indicated that students and faculty did not share a common conception of mentoring. Also faculty were confused about the role of advising and that of mentoring. Developing clear outcome measures for advising and the mentoring experience might be useful and serve to clarify this confusion.

Peer mentors have not always been used successfully. The College developed a new peer-mentoring program *to be delivered in the seminar structure by the peer mentors aimed at helping the first-year students successfully transition to college*. The new program was being piloted at the time of the PRR submission but early survey data indicated that first-year students were assisted in the successfully transition to college with improvement in social and academic outcomes. Efforts to expand the program to have peer mentors assist in guidance on a range of academic issues including academic integrity are anticipated.

The living-learning component of the FYE has been slow to develop. In year three of the program, theme floors were eliminated which created more flexibility to house Scribner Seminars in closer proximity and to potentially house seminars with similar themes in the same residence hall. Programming in the residence halls remains a challenge. Cocurricular opportunities are utilized by faculty to engage students but a comprehensive program is not in place. The readers encourage faculty and staff to review the goals of the living-learning component to determine its overall benefit to the FYE.

The Decennial Team noted a concern about the role of FYE in the spring semester. ID 151, Scribner Colloquium, an interdisciplinary one-credit course which services as an extension of the fall seminar has been well received. Unfortunately, due to cost, the program was suspended since it represented approximately 30% of the FYE's annual budget. However, a piloted program, ID 151 IGR dialogues for race, will be sustained. The faculty and administration also sustained a yearlong focus through summer reading themes. Despite successful efforts maintaining a highly engaging spring program for the FYE may not be routinely sustainable.

#### Assessments

The College has engaged in significant assessment projects which include: assessment of writing in the seminars which resulted in the writing in the majors program; perception of mentoring in the FYE; staffing; embedded service-learning which showed that students engaged in service learning courses reported high commitments to positive intellectual values than those not engaged in service learning courses; and a study of how first-year students demonstrated meta-cognitive thinking, the results of which indicated some deterioration in these skills from the start of the semester to the end. A longitudinal analysis of meta-cognitive thinking by using the same students as they progress through their college careers is planned.

The FYE has proven to be overall successful in increasing student engagement despite the challenges that remain. Skidmore addressed the decennial evaluation teams' concerns about the impact on the HEOP/AOP programs by maintaining SP 100, Human Dilemmas, with 8-12 sections of the Scribner Seminars sharing a similar set of core readings and taught by a team of experienced faculty each year. And, as noted earlier, there has been a strengthening of the collaboration between academic and student affairs. This is most noteworthy in the student orientation program.

## ADVANCING STUDENT ENGAGEMENT IN THE PHYSICAL AND LIFE SCIENCES

Skidmore has identified strengthening student engagement in the physical and life sciences as a major goal for the College. The physical and life sciences, in the Decennial review referred to as the “natural sciences” refers to study in biology, chemistry, computer science, environmental studies, geosciences, health and exercise sciences, mathematics, neuroscience, physics and psychology.

### Accomplishments

- There has been increased participation in collaborative research: 15 in summer of 2005 to 62 in summer of 2010.
- The number of science majors or students with an interest in science-related careers has increased. The benchmark goal set in the decennial self-study was to increase by 50-75% the number of science majors over the decade. There has been remarkable progress: 51% more students in the class of 2010 majoring in the natural sciences than in 2005; 66% more declared majors in the class of 2012 than in 2005; and more than a 100% increase from 2006 to 2010 in the number of students registering with the Health Professions Advisory Committee.
- Skidmore has made impressive efforts to increase the number of students of color studying in the sciences. At the 2010 Discovery Tour weekend for accepted multicultural students, the academic forum with the highest attendance was the one on science and math. Skidmore received a \$550,000 grant from the National Science Foundation to support the Skidmore Scholars in Science and Mathematics (S<sup>3</sup>M). This program provides financial and academic support to 28 students from populations traditionally underrepresented in the sciences. Generally the S<sup>3</sup>M scholars have performed above their peers at Skidmore: for class of 2013 the average GPA of S<sup>3</sup>M scholars are 3.357, while it is 3.278 for the entire class. As a result of the Biology assessment it was determined that while S<sup>3</sup>M scholars performed at comparable level to non S<sup>3</sup>M students, 95% of Opportunity Program students earned a grade of C+ or lower on the first exam in BI 105. Through focused mentoring provided by an academic counselor who audited the class as well as study groups for at-risk- students, the performance gap was removed by the second exam. This also resulted in Opportunity Students continuing studies in BI 106 at the same rate as other students. Student Academic Services offers study groups to support the sciences with many focused on STEM courses.
- In 2007 a sponsored research officer was hired. External funding in the sciences has increased from \$672,681 in 2005 to \$2,500,208 in 2010. Grant examples include: NSF grant to recruit and retain women faculty in the STEM disciplines, an NSF grant to develop “Discovery Chemistry” curriculum and pedagogy, and a NSF major research instrumentation grant.
- Two tenure-track faculty have been hired; three technical support positions have been added in Biology and Chemistry; and three additional teaching associate positions have been added in the natural sciences. Skidmore has benefited from a Mellon grant that provided bridge funding to hire a new faculty member in computer science in anticipation

of a faculty retirement and provides faculty development support to new and mid-career faculty.

- The faculty are committed to expanding engaging pedagogies. Examples include the collaborative work done with the Tang Teaching Museum and Art Gallery and the grant which will support the Discovery Chemistry approach which is laboratory based learning, guided inquiry, data pooling, and cooperative learning.
- The science faculty are focused on addressing the College-wide goal of “communicating effectively” by assessing how well science students communicate in written form, orally, and visually.

### The Science Vision

As a result of an impressive planning process attended by 90% of the natural science faculty, the college developed a science-planning document entitled Science Vision. The following three goals with accompanying learning outcomes were endorsed by the faculty in 2009: to provide each student with a solid understanding of science, its accomplishments, and its relevance to his/her life; science must have a strong disciplinary programs at its core from which it can support robust, creative, and flexible interdisciplinary programs; and a distinctive integration of sciences with the arts, humanities, and social sciences will be achieved.

### Challenges

While two faculty have been hired, the enrollment growth in the sciences increases the need for additional faculty. This is particularly important if science faculty are to participate in the FYE and infuse an interest and understanding of the sciences into non-science majors studying at Skidmore. Further hiring is necessary to reach overall goals in this area.

The planning process that produced the Science Vision document has been helpful in clearly articulating goals in the sciences and providing a basis for discussion with colleagues outside of the sciences. Due to the substantial resources required for the initiative, some continued efforts to garner support are necessary for full community buy in for the initiative.

Skidmore wisely contracted with an academic planning firm to determine additional resources needed in terms of faculty, laboratory, and the technical personnel necessary to implement Science Vision. The firm is helping define facility and space needs for the sciences and developing a funding estimate to implement the strategies in Science Vision.

The results of two assessments (Middle States 2006 student survey which questioned if “understanding the natural science is essential for an engaged citizen” and Science Literacy Survey which tested two basic components of science literacy – knowledge of basic concepts and ability to extract information from popular press report of a scientific study) *indicate that Skidmore students have a reasonable baseline of scientific knowledge but do not appreciate the relevance of science and are weak in analytic skills.* NSSE data support these findings in 2007 and 2010 and the 2010 Alumni Learning Census reinforces these findings. As a result of these findings the Science Working Group proposed that all students be required to take a course focused on developing the ability to critique scientific information and foster an understanding and appreciation of the relevance of science in the human experience.

Significant progress has been made in enhancing the physical and life sciences since 2006. Major challenges remain in further garnering support for the initiative and in financing necessary changes in infrastructure and personnel. In addition, the faculty need to work, and

the overall faculty need professional development support, to clarify how what learning experiences (particularly interdisciplinary experiences) will result in the scientific literacy hoped for.

#### ENGAGEMENT IN INTERCULTURAL AND GLOBAL UNDERSTANDING

President's Glotzbach's leadership in framing and supporting efforts in intercultural and global understanding is critical to success in this initiative. The framing of the work in his 2007 essay "Intercultural Literacy" outlines the breadth and depth of the challenge to Skidmore, *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 thinking.* The President supported his thinking by utilizing discretionary funds to support diversity-related programming.

#### Accomplishments

The Goals for Student Learning and Development specifically address this initiative – "understand social and cultural diversity in national and global contexts," "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." As such engagement in intercultural and global understanding is rooted in the College-wide learning objectives.

Skidmore has provided opportunities for college-wide discussions on campus climate convened by the administration and the Student Government Association. These activities have felt at times uncomfortable and indicate tensions among various groups; however, they are important to truly achieving the goal of creating a diverse and inclusive community.

A new administrative structure with positions for diversity related initiatives and oversight was created (further detail was not provided). The Administration also appointed three key members of the community to take leadership in this initiative: 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 (staff and students). This group worked with the Committee for Intercultural and Global Understanding (CIGU) and the Bias Response Group (BRG) on issues of diversity and inclusion regarding curriculum, workplace and student climate. The CIGU has become a standing subcommittee of the Institutional Policy and Planning Committee.

"Assessing Diversity and Inclusion at Skidmore College" is the guiding instrument of assessing progress towards this goal. Further work is needed to assess not only racial and ethnic diversity but other diversity related areas such as sexual orientation, socioeconomic status, religious preference, disabilities, as well as global diversity. The document has defined objectives; the next task is to identify quantitative, measurable items for assessment where possible or develop a strategy for qualitative assessment. Aligning the objectives and assessments of this initiative with the Goals for Student Learning and Development is critical.

The Bias Response Group (BRG) was responsible for revising the Bias Response Protocol which was approved by the Institutional Policy and Planning Committee in 2009 and has been in use since that time. The BRG launched "Speech Matters," a bias education

campaign to discuss the distinction between academic freedom and free speech and insensitivity and targeted hate speech. It also began providing incident alerts to the College community in 2009 with uneven impact.

Three developments, as well as increased recruitment efforts, assisted in broadening student diversity at Skidmore: increasing the number of students admitted to the Opportunity Program from 25 to 40 students annually; securing the S<sup>3</sup>M grant from the NSF which provides significant financial and academic support to underrepresented students in the sciences, and maximizing the United World College efforts to attract international students. The percentage of students of color (including international students) has grown from an entering class of 17.3% in 2006, 20% in 2009 to 23.7% in 2010.

More than 59% of 2010 graduates studied off campus, with a particular increase in the number of science majors – 40% in the class of 2006 and 51% in class of 2010 (although the trajectory has not been steady); Skidmore ranked sixth among the top baccalaureate institutions for study studying abroad for a semester or more in 2008-09 according to the IIE Open Doors Survey. This increase in study away and an increase in students' choice of sites other than traditional European countries met goals articulated for this initiative in the 2006 self-study. This increase is credited to: the impressive work of the Office of Off-Campus Study and Exchange (OCSE); a structure which allows departments and academic programs to choose which programs their students attend based on academic fit; and the development of more opportunities abroad in the sciences. Travel Seminars, short-term faculty-led study has also increased. Domestic off campus study has also expanded through service learning, community engagement, fieldwork, and internships. Skidmore participates in the National Student Exchange which allows students access to more than 200 colleges and universities in the US, US territories, and Canada. Global Skidmore, a web portal was introduced in 2008 which serves as an entry point to access information on all things international and multicultural at the College.

InterGroup Relations (IGR) a nationally recognized social justice academic program was implemented in 2008 in a four-course sequence; Race and Power, Racial Identity Theory and Praxis, Practicum for Peer-Facilitated Race Dialogues, and Peer Facilitated Race Dialogues. In spring 2009 the College piloted four peer facilitated dialogues: People of Color/White People Dialogue for First Years; People of Color/White People Dialogue for Sophomores; People of Color/Multiracial Identity Dialogue; and White Racial Identity Dialogue. In Spring 2010 three dialogues were offered and four in Spring 2011. Assessments of the dialogues indicate that progress was made towards achieving the outcomes identified in the Goals for Student Learning and Development. While the College continues to support the IGR, sustainability is an issue due to the intensive time commitment of faculty and staff and financial resources.

The College has made efforts to broaden awareness of the problem of sexual harassment and assault on college campuses. All employees attend anti-harassment training as required by law at point of hire and attend online refresher training every two years. In Spring 2010 the college offered education workshops for faculty on sexual harassment. The Faculty Handbook was revised in 2007 to include language addressing the sexual harassment policy and the College's procedure for resolving complaints in this area. In response to students, in 2010 a new Sexual Misconduct Policy was implemented which emphasizes the important of "effective consent," the act of giving consent for sexual activity in a manner free of any pressure.



## Assessment

CIRP data shows that because students identify themselves as somewhat cosmopolitan, they may not see themselves as needing further education in this area nor do they think they need to promote racial understanding. NSSE data from 2003 to 2010 suggests that the College is making progress in some areas and is stagnant in others. The Consortium on High Achievement and Success (CHAS) data corroborate and expand upon the NSSE results. CHAS data indicate that neither white and ALANA students were satisfied with items associated with the amount of diversity, respect and community found on campus; they also indicated that they were not satisfied with the climate for minority students and 30% of ALANA students report experiencing racial insensitivity, and 38% of white students and 51% of ALANA students report witnessing racial/ethnic insensitivity.

Summary data from the CIRP, NSSE and CHAS indicates that the College is making some progress on the benchmarks identified for this initiative with the realization that there remains much to be addressed. The CIGU also suggests that the quantitative data can only provide so much information and further qualitative assessment is needed. In Spring 2010 CIGU conducted exit interviews with students of color which provided a wide range of information, but of particular note the students expressed the desire to have more faculty and staff of color and more LGBTQ faculty and staff. They expressed strong support for the IGR program, which many of them had participated in. The Alumni Learning Census data reflect the data collected on current students.

Skidmore is to be commended for the extent of their assessment in this area, particularly for the plans to expand qualitative efforts. While the data reflects many challenges to be faced, it also provides a roadmap for strategies to be developed in order to achieve the goals of this initiative.

## Challenges

In order to sustain the momentum and make further changes a commitment of resources is necessary. Examples of where resources are necessary include budgeting for sustaining the IGR program, hiring of additional faculty and staff of color, supporting further faculty development for addressing diversity and global concerns. Recruitment and retention of faculty and staff of color should remain a priority; with 25 faculty positions authorized for hire over the next several years a significant opportunity exists to change the Skidmore faculty profile.

With the considerable success in numbers of students studying off-campus, faculty and staff need to consider how on-campus curriculum and cocurricular experiences support students' readiness for study off-campus and help them successfully integrate intercultural issues into their study when they return. Further effort to develop programs in Africa, Middle East, and Southeast Asia should be continued with subsequent inclusion of curriculum targeted in courses offered on-campus.

Further work on curriculum in cultural diversity and non-Western studies should occur to ensure that the courses are helping students meet the Goals for Student Learning and Development.

Lastly, the work on campus climate must continue if engagement in intercultural and global understanding is to be accomplished. This is challenging work to execute but the

College has made impressive efforts and should continue in its commitment to address diversity and inclusion consistently as a community.

#### **IV. Enrollment and Finance Trends and Projections**

Skidmore was directly impacted by the economic downturn experienced during this period through endowment losses and reductions in giving and, indirectly, by how these disruptions were experienced by families of current and potential students. Skidmore used the negative financial climate to increase the community's understanding of *strategic literacy: shared understanding that every decision to deploy precious resources – time, energy, or financial assets – represents a strategic investment and must be evaluated as such*. During this period the College reduced current and future budget commitments by nearly \$12 million annually. These reductions were possible due to larger than projected enrollment, strategic hiring freezes, a voluntary early retirement program, and completing the Creative Thought-Bold Promise campaign with a total of \$216.5 million, well above the \$200 million goal.

Administration will need to continue to achieve donor support in order to achieve institutional goals. Monitoring of the costs of financial aid should continue. And given aging buildings and infrastructure the reviewer's support that consideration should be given to increasing funding for capital projects from the operating budget as well as planning for modest surpluses.

The January 2011 Moody's A1 rating *affirms Skidmore's stable outlook based upon the College's strong market position, ample liquidity, balance sheet flexibility, and cash flow generation*.

Enrollment has increased at Skidmore from 2,191 FTE in 2001 to 2,500 in 2010, a 14% increase. The class of 2014 which entered in fall 2010 was 74 students greater than projected and over the past four year period, retention has increased from 93% to 94.6%. The plan is to return to enrolling an entering class at the pre-2010 level. It's Enrollment Committee guides Skidmore's enrollment plans.

#### **V. Assessment Processes and Plans**

Skidmore College demonstrates a culture of assessment with effective and systematic use of data. It supports an Office of Institutional Research and has a Faculty Assessment Coordinator, both of whom have budgets and personnel supports. The Faculty Assessment Coordinator and two additional faculty are Teagle Assessment Scholars which affords them access to resources and national discussions regarding best practices.

The College has articulated institutional and unit-level goals, strategies identified to achieve these goals, defined assessments to determine accomplishment of goals and is using assessments to inform budget and planning.

With the approval of the Goals for Student Learning and Development, the College-wide learning objectives for students, attention to alignment is necessary to assure integration with the engagement initiatives in FYE, the sciences, and intercultural and global understanding. The readers suspect such alignment will also need to be attended to with major and academic program objectives. We recommend that action steps and a timeline for completion of this alignment occur.

#### **VI. Linked Institutional Planning and Budgeting Processes**

*Engaged Liberal Learning: The Plan for Skidmore College 2005-2015* has served well to guide Skidmore College throughout the review period. The plan is reviewed annually by the Cabinet with the development of annual Strategic Action Agendas. At the five-year mark in the plan, collective accomplishments-to-date were reviewed and those not yet begun noted. After a series of on- and off-campus town hall meetings to discuss how to enhance the already considerable value of a Skidmore degree, President Glotzbach presented *Strategic Renewal: Reframing our Priorities at the Midpoint in the Strategic Plan* which will guide the second half of the strategic plan.

A clearly defined budgeting process guides the College with proposals for funding for new initiatives and capital expenditures linked to the strategic plan. Capital requests and funding follows the operational budget process. A new initiatives fund exists to address identified goals in the strategic plan

While suspecting it is taking place, the readers were unclear on how assessment data is influencing resource allocation specifically. The administration may want to make the link between assessment and resources more transparent to the Skidmore community.

## **VII. Conclusion**

Skidmore College is to be commended for a comprehensive, forthright, and thoughtful periodic review report. It is apparent that College personnel focused on analysis of data in asserting work accomplished and challenges that remain in the three focused areas of engagement.

Administration, faculty, staff and students should celebrate the work that has been accomplished to date. Continued effort is needed to assure overall success in the identified initiatives. As such the College may want to consider the following suggestions:

1. Continue to examine staffing of the FYE in light of faculty numbers and program initiatives. Efforts to support faculty who teach in the FYE should be considered.
2. Identification of outcomes measures for faculty mentors and peer mentors would strengthen the performance in each area. It would also clarify the unique responsibilities for faculty as advisor and mentor. Articulation of learning opportunities and support for peer mentors might enhance interest and commitment to this role.
3. A review of the goals to be achieved in the living-learning community and for the spring cocurricular activities might help the College understand if a commitment of the necessary resources to achieve the stated outcomes.
4. Further work on “science literacy” is needed to achieve the goals of the engagement in the sciences. Skidmore has the opportunity to fully invest in study in the sciences with appropriate foundational scientific knowledge and through an interdisciplinary lense. This requires investment in faculty development and facilitated dialogue among the College-wide faculty. The readers also suggest that College bring in alumni and leaders from the broader community to help articulate the definition of “science literacy” and to further support this skill set as a fundamental element of a learned citizen.
5. Continued work on diversity and inclusion in the Skidmore community and engagement in intercultural and global understanding will require a sustained commitment of resources - human capital, programmatic, and professional development opportunities for faculty and staff. Continue faculty development activities related to the designated courses.

The readers are privileged to have participated in this peer review process and hope that Skidmore's administration, faculty and staff find our insights useful.