



Scripps College in the Next Decade: Leading with Excellence

March 2007



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THE MISSION OF SCRIPPS COLLEGE

The paramount obligation of a college is to develop in its students the ability to think clearly and independently, and the ability to live confidently, courageously, and hopefully.

Ellen Browning Scripps

Our founder's words direct the College to develop students' intellectual and moral capacities. In pursuit of this mission, the College values a diverse community of distinguished scholars and extraordinary students from around the world. The College prepares its graduates to apply their intellects, talents, and principles in public and private lives of integrity, service, leadership, and creativity. Entrusted with work that vitally affects the lives of its students and community, Scripps College trustees, administrators, faculty, and staff conduct the College's affairs in accordance with these standards.

Scripps is committed to academic excellence through a distinctive and challenging core curriculum based on interdisciplinary studies combined with rigorous training in the liberal arts. This course of study teaches students to think clearly in defining questions from a variety of perspectives and to develop critical approaches for the pursuit of knowledge. By requiring a senior thesis based on research in the major, the College stimulates independent thought and a lifelong commitment to original inquiry.

Our mission speaks explicitly to issues of character and personal virtue; therefore, the College teaches within and outside the classroom in ways likely to produce graduates who live the qualities embodied by Ellen Browning Scripps.

The College actively engages women in academic life and expects them to be rigorous in pursuit of their goals. Insisting upon integrity in all aspects of community life, the College also provides opportunities for students to excel in athletics; student governance, publications, and businesses; community engagement; political and social discourse; and other aspects of a residential college. In these ways, Scripps students gain confidence in their judgments, abilities, and principles.

Scripps women learn by testing their principles and knowledge through action and reflection and by participating in a community that values ethical leadership, mutual respect, and vigorous debate. As a result, students develop the courage of their convictions to take risks and to live up to their full potential.

As the premier women's college in the western United States, Scripps College is ideally positioned to educate women leaders for the 21st century. The College community, a steward of the legacy of Ellen Browning Scripps, owes special duties to the Claremont University Consortium. Our legacy also mandates that the College provide educational leadership locally, nationally, and internationally.

In today's global society, opportunities for women to demonstrate leadership have never been more promising, and the challenges have never been more daunting. Scripps students prepare to embrace opportunities and challenges through studying cultures and values that reflect the broad range of human experience over time. Scripps promotes awareness of women's roles and responsibilities for human rights and the sustainability of life on this planet. Scripps College students pursue their dreams with confidence, courage, and hope.

PROLOGUE

Honoring our traditions, leading in the future.

Ellen Browning Scripps' mission for Scripps College was to provide an exceptional education for talented women that would equip them intellectually and morally for satisfying professional and personal lives. For 80 years, Scripps College has remained committed to that visionary goal.

Today, Scripps College is in a position of strength, with both the resources and ambition to build on its successes to reach a position of greater influence in the world of education. As the result of two strategic plan initiatives over the past 12 years and the *Campaign for the Scripps Woman*, Scripps is prepared to assume a significantly more prominent role in educating women. The document that follows – “Scripps College in the Next Decade: Leading with Excellence” – flows directly from the successes of the first two plans and campaign.

Unveiled in 1995, Scripps' first strategic plan focused on enhancing our community. The 1995 plan centered on a revitalized and rigorous new core curriculum that all entering first-year students would begin in their first semester, moving from a single shared course in the first semester to more specialized courses in the next two semesters. This Interdisciplinary Core Program in the Humanities (the Core) built on the College's historic strength in the humanities. From the College's beginning, an interdisciplinary humanities core has been the signature academic offering of the College. While the Core has changed over the decades, adapting to new social and intellectual concerns and the disciplines of the faculty who teach in it, the central tradition of a shared interdisciplinary core curriculum remains vital for current Scripps women.

Within five years of the 1995 plan, we opened the Malott Commons, a facility that transformed community life by bringing students, faculty, and staff together for meals, conversation, group discussions, and larger events both academic and social. The commons has become the heart and center of the Scripps community – the place, for example, for lunch discussions after Core lectures, for foreign language discussion tables, and for student presentations on summer research projects. As provided by the 1995 plan, we expanded our student body from 600 to 750, allowing the College to offer more opportunities in both academics and co-curricular activities.

The 1999 Strategic Plan built on the accomplishments of the first plan primarily by adding new faculty positions to accommodate the College's growth, broadening the curriculum, endowing scholastic support, and building essential new facilities. As a result of the \$85 million *Campaign for the Scripps Woman* (which eventually raised \$101 million, with 85% alumnae participation), the College endowed eight new professorships and significant student scholarships, built the Gabrielle Jungels-Winkler Residence Hall, renovated Garrison Theater, created the Performing Arts Center, and added a new swimming pool as phase one of planned new athletic and recreation facilities (with the Sallie Tiernan Field House soon to follow). We also reduced deferred maintenance to almost zero. During the same period, through gifts and remarkable investment performance, we substantially increased Scripps' endowment.

In addition to these accomplishments, we created initiatives to support diversity in all areas of campus life. In 2001, the College adopted Principles of Diversity and turned its attention to diversifying the faculty, student body, and staff. The College provided funds to develop a new curriculum that considers cultural difference as a subject of academic inquiry. The College also undertook programs to support disadvantaged students who are the first in their family to attend college. It established a Scripps College Summer Academy, which provides a two-week residential program taught by full-time faculty members for academically motivated 9th and 10th grade girls from underserved regional high schools. The College also strengthened training across all segments of the community to address cultural difference.

Now, in 2007, Scripps College is poised to advance its mission through new strategies. As a small women's college that has set ambitious goals for itself – and achieved them – we are in a decidedly different position than we were in the early 1990s. We have learned that we can grow and change and become even more the college envisioned by Ellen Browning Scripps.

“Leading with Excellence” addresses how we will assume the responsibilities of our ambitions, take advantage of the opportunities we now have for leadership for both the College and our students, and face the challenges of a dynamic world. We know that the century will be marked by increasing interdependence of states and economies and by increasing interaction, and possibly friction, between different nations, races, ethnicities, cultures, religions, technologies, and ideologies. These will significantly challenge our graduates, who will lead their personal and professional lives under new conditions we are just beginning to imagine. While Scripps' mission remains unchanged, we need to ensure that Scripps' curriculum and other programs prepare women for lives and careers that will consist of change.

The College's short- and long-term plans turn on two key issues: critical mass and leadership. With academic excellence at its heart, "Leading With Excellence" seeks to answer questions these interconnected issues raise. Chief among them is the question of size. At its current size, does Scripps have the critical mass of students, faculty, and alumnae to truly "lead with excellence"? Can we offer the range and quality of academic subjects required to educate the most talented, ambitious, and creative students to be effective, responsible, and compassionate leaders in whatever field they choose? Could growth enable Scripps to play a more significant role in the world of women's education and higher education? How will Scripps exert its leadership to influence higher education, locally and nationally? How do we balance size against the individual attention that is the essence of Scripps and is essential in a leading liberal arts institution? Can the College maintain financial equilibrium with growth of the student body, faculty, staff, and curricular offerings? Can the College continue to attract and retain a superb faculty of teacher-scholars without growing? How do we best use our campus resources to be a premier institution? The answers to these questions will define our role as a leader in women's education for the next decade.

The Scripps community has researched, studied, and debated these far-reaching questions for the past two years. The answers – a vision for Scripps in the decade ahead – are contained in the following strategic plan, which has these six strategies:

- 1 Academic Excellence**
- 2 Globalization**
- 3 National Leadership**
- 4 Diversity**
- 5 The Claremont Consortium**
- 6 Stewardship**

The vision is bold, straightforward, and achievable: It asks for nothing less than excellence on all levels.

Overview

Strategies and Initiatives

STRATEGY ONE: ACADEMIC EXCELLENCE

Provide a liberal arts education that is academically distinctive, intellectually challenging, and morally engaging.

1. Increase the student body to 1,000 students within the decade, if and only if growth takes place consistent with the priorities of this strategic plan – including academic excellence and other measures of quality: 10:1 student-faculty ratio, average class size, increased faculty salaries, endowment growth, and constant or increasing student quality. This increase will support an expanded curriculum and faculty, and the College will command greater influence in women's education and higher education generally.
2. Undertake a holistic curriculum review of the Interdisciplinary Core Program in the Humanities and general education and distribution requirements. The review will consider fields relevant to globalization and communication skills, written and oral.
3. Increase student retention and four-year graduation rates to 90% within five years.
4. Develop and expand offerings in the sciences so that Scripps becomes nationally recognized as a leading women's college for educating scientists, particularly those preparing for medical careers and graduate studies, while maintaining Scripps' interdisciplinary approach.
5. Make strategic additions to the faculty to achieve and maintain a 10:1 student-faculty ratio and to address imbalances in disciplines with enrollments that have increased at faster rates than overall enrollment.
6. Bring all faculty salaries within the top one-third of comparative colleges as soon as practicable, and no later than within 10 years.
7. Hire a limited number of full-time term appointments as leave replacements to ensure continuity in the curriculum, to alleviate faculty committee and advising workloads, and to provide the flexibility necessary to maintain the full range of courses.
8. Develop an effective faculty governance structure that is more efficient and more equitable.

STRATEGY TWO: GLOBALIZATION

Prepare students to think and lead globally, and to understand the challenges of an increasingly interdependent world economy, polity, and biosphere.

1. Strengthen, broaden, and revitalize the Scripps humanities curriculum to enhance the study of cultures and societies that are becoming more prominent in our lives.
 2. Establish a globalization course development fund to allow faculty to create interdisciplinary courses on globalization or to revise existing courses to include globalization issues.
 3. To add greater global research and experience among our faculty, foster faculty study and exchanges abroad, and determine whether to emphasize hiring qualified faculty with global experience and expertise.
 4. Within the context of The Claremont Colleges, study the possibility of adding additional non-European languages to the foreign language curriculum.
 5. Include global women's issues and internships abroad as part of the mission of the proposed center for research on women and women's leadership.
 6. Determine whether and how an experience abroad should be made available to all qualified Scripps students. These programs should allow students to experience fully a culture very different from their own and to learn a foreign language.
 7. Study whether to set a particular goal for enrolling students from abroad.
 8. Study whether to establish additional partnerships and exchanges with colleges and universities around the world.
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STRATEGY THREE: NATIONAL LEADERSHIP

Strengthen Scripps' role as a national leader in women's education.

1. Establish a premier center for research on women and women's leadership. The two emphases will connect scholarly research with practical experience, set the Scripps center apart from others, and further the College's mission as a women's college.
 2. Develop programs and scholarships within the center that are nationally and internationally recognized for their excellence and service.
 3. Undertake a review of the College's marketing and public relations program with the goal of gaining greater national and international recognition as a premier liberal arts college.
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STRATEGY FOUR: DIVERSITY

Strengthen the integration of the full range of human experience and backgrounds into Scripps' academic, co-curricular, and residential communities.

1. Reach traditionally underrepresented students through additional scholarship support, possible partnerships with additional two-year colleges, and expanded support for the Scripps College Summer Academy.
2. Continue to work with The Claremont Colleges to review the feasibility of the establishment of a Five-College Asian American Resource Center.
3. Attract a more diverse pool of candidates for faculty positions. Support initiatives that will achieve a stronger minority presence among the faculty. Consider joining the Consortium for a Strong Minority Presence (CSMP) for post-doctoral hiring.
4. Provide salaries, benefits, staff training, and development programs and other forms of support to attract and retain a diverse and superior staff to carry out the mission of the College.
5. Extend diversity training to all staff members at Scripps beyond the current programs.

STRATEGY FIVE: THE CLAREMONT CONSORTIUM

Collaborate with The Claremont Colleges and Claremont University Consortium to achieve operating efficiencies, encourage technological innovation, and offer broader curricular options.

1. Support the continuing relevance of “The Claremont Plan” as a solution to inherent challenges in the operation and financing of liberal arts higher education.
2. Determine where the consortial approach best meets Scripps’ needs; where Scripps should take the lead and/or participate fully in consortial initiatives; and where Scripps should focus on its independence and identity.
3. Aspiring to be a leading women’s college for the education of scientists, Scripps must assure robust support for first-rate academic facilities and faculty in the Joint Science Department and establish partnerships with Harvey Mudd College and Keck Graduate Institute to expand opportunities for students.
4. Continue to improve the Intercollegiate Women’s Studies Program and assume a more central role in the field with the establishment of a center for research on women and women’s leadership.
5. Consider new strategic initiatives, such as area studies, non-European languages, and new academic programs and faculty appointments, with other members of The Claremont Colleges, as the faculty review of the Core and curriculum may recommend.
6. Support the consortial vision for The Libraries of The Claremont Colleges to be at the forefront of rethinking the 21st century library; transform The Libraries into an intellectual commons for students and faculty across the seven institutions; and determine Denison Library’s future role at Scripps and within the consortium.
7. With other members of The Claremont Colleges, explore methods by which the College can assist faculty and staff in obtaining satisfactory housing in the Claremont area, while also continuing the College’s current faculty-housing rental program.
8. Urge the consortium to perfect and promote the trademark “The Claremont Colleges” as a means to reinforce the reputations of each member institution.

STRATEGY SIX: STEWARDSHIP

Ensure a financially viable and sustainable College for the long term.

1. Increase the financial strength of the College through vigorous fund raising, careful management of our operations, and wise investment strategy.
2. If the College decides to increase the size of its student body, determine a rate of growth using established standards to measure excellence, including student-faculty ratio, average class size, and other indicia of academic quality.
3. Make better use of the campus during the long periods when the College is not in session, particularly in the summer.
4. Continue to develop policies that sustain the physical plant and limit negative environmental impacts.
5. Identify academic and administrative areas of highest priority for collaboration with other members of The Claremont Colleges and Claremont University Consortium.
6. Refine a recovery plan for managing emergencies that might threaten the health and safety of our community and the functioning of the College.

Strategies and Initiatives

STRATEGY ONE: ACADEMIC EXCELLENCE

Provide a liberal arts education that is academically distinctive, intellectually challenging, and morally engaging.

Scripps College is distinctive among all liberal arts colleges for four principal reasons: It is a women's college; it has a superb interdisciplinary core curriculum; it is small in size; and it is a member of The Claremont Colleges. The College will leverage these unique characteristics, geographic location, and consortial opportunities to provide a distinctive academic experience for women that emphasizes excellence, rigor, and engagement with issues most likely to be relevant throughout their lives. Because Scripps women will become leaders, they must also learn to question and resolve issues of values and ethics. To ensure the quality of the education Scripps offers, the College will review its curriculum, enhance the resources devoted to faculty, and participate actively in designing and building a library for the 21st century.

Rationale

Academic excellence lies at the heart of this plan. It depends upon the excellence of the faculty, the quality of the students, and the interaction between them. Such interaction is the foundation for a curriculum that is truly distinctive: a curriculum that addresses the most ambitious students' needs for intellectual rigor and achievement and that imparts a special status both in Claremont and among liberal arts colleges. To define the best curriculum for women in the 21st century requires considerations of the full range of disciplines, modes of inquiry, anticipated political, social, economic, and cultural challenges, and student interests.

The Interdisciplinary Core Program in the Humanities (the Core) is the signature program of the Scripps interdisciplinary approach. Current Core classes contribute to the increased academic excellence that Scripps has achieved since the

program's adoption in 1995 and its successful review in 2001.

The senior thesis is another important component of the Scripps curriculum. It engages students in the process of becoming independent learners and researchers while further emphasizing the critical role of student-faculty interaction. Joint consortial programs uniquely extend the breadth and depth of the Scripps curriculum.

While much of Scripps' curriculum is built on an expectation of close faculty-student interaction, available faculty resources have become strained due to the growth of the student body over the past decade. A review of data shows that while student enrollments have increased by 28% since 1995-96, the number of faculty members has increased by only 22%. This growth has even more impact on faculty time because Scripps requires each senior to complete an independent research thesis in her major. Ever-increasing

academic and intellectual accomplishments of our students create an even greater demand for interaction with and mentoring and advising by our talented faculty. In addition, recent student enrollment patterns show that certain disciplines are increasing faster than general enrollment growth. Many disciplines have unmet student need with waiting lists for courses. This trend is particularly noticeable in the sciences. Since its expansion and relocation to the W.M. Keck Science Center in 1992, the Joint Science Department of The Claremont Colleges has grown considerably in the number of students enrolling in science classes. In comparison to the course enrollment trends of students at our two partnering colleges – Claremont McKenna (CMC) and Pitzer – the demand for science education has grown most significantly among students at Scripps College¹.

With its current composition, the Scripps faculty may have become too small to accommodate the College's standards of curricular and teaching excellence and faculty governance. One solution to these tensions may be growth in the student body that would support an expanded faculty. Whether the College grows or not, careful focus is needed to achieve continued academic excellence. Scripps can grow and build on its excellence in the coming years by refining the curriculum's characteristics, identifying academic areas in need of additional resources, and recruiting, developing, and retaining a highly qualified faculty of teacher-scholars who will contribute to interdisciplinary learning and bring additional strengths to the disciplines.

Challenges

- Scripps women face expectations for professional success and for meeting family obligations. They also come from various cultural backgrounds and will be working in different cultural contexts, not all of which support women's ambitions or full participation. How will their Scripps education enable them to resolve these varied issues and tensions to lead balanced, productive, and satisfying lives?
- With many academic fields requiring increasingly sophisticated levels of specialization, how does the Scripps curriculum ensure a balanced liberal arts education for every student?
- The type of personal instruction that is the hallmark of a Scripps education is time and quality intensive; there is no way to increase the "productivity" of faculty members who are teaching in classes of 10–20 students except to increase the size of the class. Current Scripps enrollments argue against further increases in class size. Such attentive,

interactive, imaginative instruction requires that faculty members balance preparation time, classroom time, advising and interactive time, service and governance commitments, and scholarly time. The College must recognize and support faculty members adequately in all of these functions.

- The nature and quality of advising that is both expected and necessary involves difficult, and sometimes very delicate, interactions with students with often very different needs for counseling, cross-cultural understanding, and experience.
- While the senior thesis requirement remains a valued aspect of a Scripps education, the weight of thesis advising needs to be fully accounted for and fairly distributed among faculty members.
- The demand for, and expectations of, high quality laboratory facilities both for instruction and for independent research are growing at a faster rate than the Joint Science Department has been able to accommodate for some time. Anticipating future needs and disciplinary directions poses enormous – and expensive – issues for all three participating institutions.
- Increasingly, information technology is viewed as a necessary part of instruction and learning, with no sign that the rate of growth for these costs, including the expense of continuous training and technical support for all users, is fully understood.
- The principle of shared governance of academic functions among administration and faculty has led to the sometimes overwhelming pressure of committee work and other non-scholarly, non-teaching work on faculty members.
- Rapid changes in the means of conducting scholarly research and publication require that we reconsider the nature and function of library resources needed to support the faculty, students, and curriculum.

Initiatives

1. The College will increase its student body to 1,000 within the decade, if and only if growth takes place consistent with the priorities of this strategic plan – including academic excellence and other measures of quality: 10:1 student-faculty ratio, average class size, higher faculty salaries, endowment growth, and constant or improved student quality. This increase will support an expanded curriculum and faculty, and the College will command greater influence in women's education and higher education generally.

¹ The enrollment of Scripps students in biology, physics, and chemistry classes has increased annually since 1992 by 6%, 7%, and 11%, respectively, far exceeding annual enrollment increases seen by partnering Joint Science colleges.

2. The faculty will undertake an intensive, holistic review of the full curriculum with these goals: a) a comprehensive review of the Core to begin in spring of 2007; b) a review of the general curriculum with special emphasis on basic skills in communication (written and oral) both in English and foreign languages; and c) a review of the distribution requirements, with particular concern for fields relevant to globalization.
3. Scripps College will raise its student retention and four-year graduation rate to 90% within five years.
4. Scripps College will commit resources to the development and expansion of the sciences so that Scripps becomes nationally recognized as a leading women's college for educating scientists, particularly those preparing for medical careers and graduate studies in the sciences.
5. The College will make strategic additions to the faculty. Consideration will be given to disciplines in which enrollment has increased at a rate faster than overall enrollment, as well as how to allocate resources when student interest has not increased. Expansion of the faculty will achieve and maintain a student-faculty ratio of 10:1 as soon as practicable, and in any case no later than within 10 years.

Expansion of the faculty is a first step in relieving the current faculty overload. Upon completion of the expansion, the College will study closely whether this has made a significant difference in addressing faculty overload.

6. The College will bring all faculty salaries within the top one-third of our comparative colleges, based on annual data provided by the American Association of University Professors (AAUP). The College will close the gap needed to achieve this goal as soon as practicable, and, in any case, no later than within 10 years.
7. The College is committed to hiring a limited number of full-time term appointments as leave replacements to ensure continuity in the curriculum, to alleviate faculty committee and advising workloads, and to provide the flexibility necessary to maintain the full range of courses.
8. The College will develop an effective faculty governance structure that is both more efficient and more equitable. The Faculty Executive Committee and the Appointment, Promotions, and Tenure Committee will review faculty governance loads.

STRATEGY TWO: GLOBALIZATION

Prepare students to think and lead globally, and to understand the challenges of an increasingly interdependent world economy, polity, and biosphere.

Scripps College will prepare Scripps women to understand globalization as a complex and multidimensional phenomenon entailing both opportunities and risks for all the inhabitants of our planet, and it will provide its students with the conceptual tools, adaptive skills, and experiences abroad necessary for fulfilling lives in an interconnected world characterized by rapid transformation and uncertainty.

Rationale

Since the 1960s, when the word “globalization” first appeared, much has been written about the ways it is rapidly transforming our world. Yet this process by which national and regional economies are fast integrating into one global economy is not yet fully understood. This is in part because the process of globalization is ongoing, and its widespread social, political, and other implications are not yet fully comprehended. While the liberalization of markets has created rapid economic growth in large parts of the world, including India and China, inequalities between the industrialized world and other developing countries have remained constant or even increased. How will these economic asymmetries affect the form globalization will take? Will the current world economic system eventually lead to a more unified global social and political agenda? We do not know, and we do not yet know how to predict the answers. Increasingly, this is an area of critical relevance for our

students: For them, globalization is a process that they will need to adapt to, but more important, learn to manage and shape.

While the 18th century ushered in a world in which newly discovered scientific, economic, philosophical, and political models were viewed as “universal,” the 20th century saw increasing interactions, particularly among industrialized nations through trade, immigration, and war. The 21st century will see a world in which challenges and opportunities will increasingly be planetary in scope. The problems that beset humanity today – poverty, disease, global warming, global environmental deterioration, global conflicts – increasingly cannot be solved by the adoption of one economic model or by one nation alone. They will necessitate global cooperation and resources and multidimensional thinking and solutions. This will require not only analytical skills and specific knowledge, but also normative principles to guide policy and individual action.

Challenges

What this 21st-century model of education will look like is still very much in process. While we may not fully understand today what globalization will mean in the future, we already know some things that should inform our current thinking about how best to prepare our students:

- We should study globalization in all its complexity. Interdisciplinarity, which has been the hallmark of a Scripps education, is, more than ever, vitally important to understanding global problems. While today's disciplines provide a solid foundation for our knowledge of the world, new disciplines and new combinations of disciplines are fast emerging. These new approaches need to be encouraged and understood at Scripps.
- Interconnectedness and interdependence are characteristics of our global society and of the ways in which we study it. New questions and objects of inquiry require new ways of thinking. Fields like biophysics, neuroscience, econometrics, and environmental sciences do not simply combine what is already known in several disciplines; rather, they look at interconnections among the problems they are trying to solve.
- Globalization has meant a worldwide acceleration in the pace of change. Some of what our students learn will be obsolete by the time they take their first job. Our students will need solid basic skills that only a liberal arts education can provide, including the ability to learn new skills, new technologies, new approaches, and new ways of thinking throughout their lives.
- Our students will need to live with uncertainty. Paradoxically, it is in the humanities, those most ancient and enduring of our disciplines, that students will be able to find their moorings using the examples and wisdoms of the past. But the humanities will have to adapt beyond our national culture or our Western world. We need to broaden the scope of humanistic studies to include parts of the world that we do not currently include. Our students will need to master at least one foreign language; to experience at least one other culture in some depth; to interpret cultural differences; and to give meaning to the changes they will experience throughout the rest of their lives.
- Our students will have to find new ways of making a positive difference as global citizens. The College has a moral obligation to prepare them for the challenges and opportunities ahead. The advancement of women – economically, socially, and politically – is one of the most visible effects of development and one of its most effective

tools. As students at a women's college, Scripps students have the opportunity to study globalization from the perspective of women around the globe. Scripps graduates will need to forge alliances with other women across cultures, religions, and beliefs in order to ensure women's greater participation in the shaping of the future. It is therefore essential that Scripps develop and strengthen its women's studies curriculum and strive to be a leader on global women's issues.

Initiatives

1. Scripps will strengthen, broaden, and revitalize the humanities curriculum to enhance the study of cultures and societies that are becoming more prominent in our lives.
2. Scripps will establish a globalization course development fund to allow faculty to create interdisciplinary courses on globalization or to revise existing departmental courses to include globalization issues.
3. The faculty will determine whether it should make an effort to hire qualified faculty whose international experience – educational, research, teaching or other – will benefit the College. Scripps will foster faculty experiences abroad, including faculty exchanges and research with foreign counterparts.
4. Within the context of The Claremont Colleges, Scripps will study the possibility of adding additional non-European languages to the foreign language curriculum.
5. The future center for research on women will include global women's issues as part of its mission. Scripps will try to establish internships abroad as part of the internships offered by the women's leadership center.
6. Scripps will determine whether an experience abroad should be made available to all qualified Scripps students. These programs should allow students to experience fully a culture very different from their own and learn a foreign language.
7. The College will study whether to set a particular goal for enrolling students from abroad. In considering such a goal, the College will be mindful of the difficulties of recruiting, supporting, and retaining foreign students, particularly in today's difficult environment for obtaining student visas.
8. The College will consider whether it should increase the number of foreign colleges and universities with which it will collaborate on such matters as student and faculty exchanges, as well as academic programs and research.

STRATEGY THREE: NATIONAL LEADERSHIP

Strengthen Scripps' role as a national leader in women's education.

Scripps College will establish programs to promote research on women's issues and prepare graduates for reflective, responsible, and compassionate leadership.

Rationale

As the leading women's college in the West, Scripps has a unique opportunity to promote women's education in Los Angeles, Southern California, and along the Pacific Rim. Scripps has consistently focused on ensuring that the gifted women who study here reach their full potential. Scripps was the first college to endow a professorship in women's studies, and took the lead in establishing Intercollegiate Women's Studies at The Claremont Colleges. Now, the College advances that agenda. We seek to build on this history, on our talented faculty, students, staff, and alumnae, and on our libraries and other collections to advance scholarly research on women's issues and lives. This effort will include the study of women leaders and women's leadership, with the goal of providing intellectual understanding and practical examples. We can better prepare our women for the challenges of the 21st century by establishing more formal programs and offering additional support to attract external collaborators, scholars, and researchers.

In addition to establishing the center for research on women, Scripps will create a program for leadership training for Scripps students. This program will respond to our students' desire for training of demonstrable value, authenticity, and immediacy to prepare them for the challenges that lie ahead. While there are many existing programs in leadership for undergraduates, Scripps will offer something unique. Scripps has decades of experience in benefiting from, and training, women leaders. From its founder through its trustees, alumnae, and faculty, Scripps provides diverse role models of women's ways of leading. Many Scripps women study abroad and in other ways bring diverse perspectives to campus; they are well prepared to undertake a program that will require new points of view to solve complex social, political, and intellectual problems. Intellectually, our unique history of interdisciplinary humanities training provides a sound basis for reflecting on the responsibilities and difficulties of leadership. Our location at the edge of a diverse metropolitan area, our vibrant community, and our tradition of active volunteer engagement beyond the campus will foster a rich environment for analysis, collaboration, and communication.

Challenges

The College faces several challenges in planning for a more visible role as a leader in women's education:

Public opinion does not recognize the positive role of women's colleges. This is in part because coeducation is increasingly seen

as "the norm" for higher education, and women's advances in the public sphere are perceived as minimizing the need for women's education and women's institutions.

Many large universities, public and private, as well as other women's colleges, have centers, institutions, and other programs focused on women's issues. A center at Scripps must be sufficiently distinctive to justify its cost in terms of both physical and human resources.

Leadership preparation and studies have been the source of a great deal of debate on academic principles, effectiveness, and relevance. To date, the literature and learning on programs for women are not settled; therefore careful planning will be required to make the program academically rigorous and compelling.

Initiatives

1. Scripps will establish a center for research on women and women's leadership and thereby will be seen as a national leader on women's issues and on training women leaders. By housing two programs in one center, the College will emphasize the connection between scholarly research and practical experience. Many colleges do one or the other; Scripps believes that doing both is essential to its mission.
 - a. The center's scholarly mission will be to:
 - Foster research on women and on women's leadership by leading thinkers who have a variety of disciplinary and interdisciplinary perspectives. These scholars will come from Scripps, The Claremont Colleges, and from national and international institutions.
 - Host post-doctoral students to serve as visiting fellows for one or two semesters.
 - Host national scholars for brief periods, during which they will interact with Claremont faculty and with students through workshops, lectures, and public events.
 - Provide research funds or release time to Claremont faculty for study conducted at the center and for participation in workshops with visiting scholars.
 - Involve students in research projects with faculty at the center; the center will provide financial support for these collaborative projects.
 - Make available the resources of Scripps' special collections in Denison Library and in the Williamson Gallery, as well as the Ellen Browning Scripps archives, to participating scholars.

- b. The center will launch a formal leadership preparation program for Scripps women that will:
 - Explore existing resources and programs at Scripps to facilitate cooperative development of the leadership studies program.
 - Encourage faculty to devise ways to integrate leadership into existing academic courses and selection of course materials.
 - Identify courses that are necessary to comprise a leadership studies program.
 - Create and support internship and mentoring programs.
 - Expand the Scripps College Alumnae Life Connections program to create a network of women leaders from corporate, non-profit, and government sectors to serve as a supportive community for Scripps students and graduates.
 - Sponsor events, such as lectures and symposia, that provide leadership opportunities for students and encourage the exchange of ideas on a variety of related issues, including women's leadership.
 - Explore new and different ways to engage alumnae in training students and new graduates in leadership.
2. The College will develop programs and scholarships within the center that are nationally and internationally recognized for their excellence and service.
 3. Through a review of the College's marketing and public relations efforts, Scripps will promote academic, co-curricular, and residential programs so as to gain national and international recognition as a premier liberal arts college.

STRATEGY FOUR: DIVERSITY

Strengthen the integration of the full range of human experience and backgrounds into Scripps' academic, co-curricular, and residential communities.

Scripps College will continue to develop and implement strategies that draw upon the broad range of human experience, cultures, and viewpoints, and it will enhance the recruitment and retention of students, staff, and faculty from all racial, ethnic, religious, and socioeconomic communities. Scripps College will continue to honor diversity as a key component of the academic, co-curricular, and residential life of the College.

Rationale

Diversity at Scripps College advances academic excellence. Our ability to teach well depends on the composition of the faculty and the student body, which directly affects the teaching and learning climate in the classroom. Cross-cultural competencies and complex thinking within academic and co-curricular programming will prepare Scripps students to be productive citizens in a global society. These initiatives are particularly essential and opportune given our site in Southern California, the United States, and along the Pacific Rim.

This plan builds on a commitment to academic, co-curricular, and residential openness at Scripps College. In the 1999 Strategic Plan, Scripps proclaimed its commitment to diversity as a key priority:

As the world becomes more closely connected across geographical and political divisions, differences become more apparent. We must develop Scripps women capable of bridging those differences through experiences that prepare them to teach and learn across all types of differences, and to create at the College a unified, vibrant community. The faculty, staff, and Board of Trustees of the College should reflect the types of diversity found in the student body and larger society.... Through the Principles of Community, the College encourages the fullest expression of opinion, and requires mutual respect and civility as a means to reach this goal.

Scripps has made progress in diversifying its faculty, student body, staff, and Board of Trustees in the last decade. It has established a Scripps College Summer Academy to serve underrepresented students in the area. The College has underwritten course development to enhance our understanding of cultural differences, and it has adopted a program of training in cultural awareness for all members of the community. But proud as we are of these accomplishments, our progress is not viewed as sufficient by any constituency. Now, Scripps must build on the current foundation to integrate a new level of commitment to economic, ethnic, religious, political, and cultural diversity within its academic, residential, and co-curricular communities.

Challenges

- In the West, the vast increase in high school graduates from underrepresented groups and a substantial increase in high school graduates from families of the lowest income categories (\$0-\$20,000) by 2013 will challenge all of higher education.

- In attracting and retaining students, faculty, staff, and trustees from all backgrounds, including cultural, religious, and ethnic, Scripps will face greater competition as other top colleges and universities are becoming more aggressive in their recruiting and retention efforts.²
- Scripps faces a “Catch-22” in the recruitment of currently underrepresented student populations: Students who are among the first in their family to attend college and students from other underrepresented groups look to faculty as role models. In turn, recruiting students from all racial, ethnic, religious, and socioeconomic cohorts makes Scripps more attractive to highly qualified faculty from various backgrounds. Faculty recruitment and retention therefore affects student recruitment and retention.
- While located on the edge of a vibrant, multicultural metropolitan area, Scripps is in a small city that may not appeal to the widest variety of prospective employees or students who may feel more comfortable in a true urban environment.
- The College must abide by a maze of federal and state laws that limit the ways in which we may market it to hire employees and recruit students. These laws also limit our ability to collect and analyze data in aid of our mission, particularly data about race, ethnicity, national origin, religion, and citizenship status.
- It is especially challenging to recruit underrepresented student populations to a small women’s college. For such students, coeducation is the norm, the value of liberal arts education is less well known, and the pressures to acquire practical preparation for work or to attend a school with a well-known brand name are substantial.
- Particularly in California, cultural and other identities are rapidly developing and complex, so we must be more flexible in forming approaches to groups, particularly underrepresented groups.
- One reason underrepresented groups continue to remain underrepresented is that they have far fewer resources to access higher education, both from the point of information and affordability. Most underrepresented students attend public schools where private higher education is not understood or promoted, in part because of the lack of knowledge by over-worked high school counselors.

Initiatives

1. Scripps College will provide additional scholarship support for financially disadvantaged and first-generation students. As one way of accomplishing this goal, the College will continue its cooperation and partnership with the QuestBridge program.
2. Scripps College will explore proposed partnership opportunities with selected two-year colleges with significant populations of traditionally underrepresented students, particularly those in California. Currently, Scripps has articulation agreements with Santa Monica College, American River College, and Cosumnes River College; these agreements include priority consideration for admission at the junior level for women completing the respective honors programs.
3. The College will expand its support for the Scripps College Summer Academy, beginning with an augmented follow-up program in 2006–2007.
4. Scripps College will continue to work with The Claremont Colleges to review the feasibility of the establishment of a Five-College Asian American Resource Center. The College will reconsider this recommendation when the results of the review of the Asian-American Advisory Board are made available. The College will continue to support the Asian-American Student Union (AASU) at Scripps College and the Five-College Asian-American Advisory Board.
5. Scripps College will work to attract a more diverse pool of candidates for faculty positions. The College will support initiatives that will achieve a stronger minority presence among the faculty. The College will consider joining the Consortium for a Strong Minority Presence (CSMP) for post-doctoral hiring.
6. The College will provide salaries, benefits, training and development programs, and other forms of support to attract and retain a diverse and superior staff needed to carry out the mission of the College.
7. The College will extend diversity training to all staff members at Scripps beyond the current programs.
8. The College will study how diversity-related issues and initiatives can best be coordinated within the College’s administrative and academic structure.

² Symond, William, “The Thinking at Harvard, West Point, and Smith,” *Business Week*, Special Report/Online Extra, February 27, 2006

STRATEGY FIVE: THE CLAREMONT CONSORTIUM

Collaborate with The Claremont Colleges and Claremont University Consortium to achieve operating efficiencies, encourage technological innovation, and offer broader curricular options.

Scripps College will enhance its academic distinction through its participation in the Claremont University Consortium and The Claremont Colleges, while maintaining the academic, co-curricular, and administrative functions that the College exercises independently.

Rationale

Scripps College is distinctive among all the liberal arts colleges in the United States for four principal reasons: It is a women's college; it has a distinctive core curriculum and requires a senior thesis; it is small in size; and it is a member of The Claremont Colleges. The first three characteristics are within the sole control of Scripps as an institution; the last is only partially so. It is clear from a review of survey responses of entering students and from the success we have in joint admission recruiting with three of The Claremont Colleges that the "consortium" factor is very important to our success. However, the interrelations among and between the five undergraduate colleges and the two graduate institutions are complex, overlapping, variable, and sometimes indeterminate.

In the 1920s, President James A. Blaisdell of Pomona College and Ellen Browning Scripps envisioned a set of outstanding small residential colleges modeled after the Oxford Colleges that would provide a similarly superior education. Having benefited from this intimate proximity, today each of The Claremont Colleges and the Claremont University Consortium now have the potential to be the strongest institutions of their kind in this country. To achieve this, Scripps College believes it is time for the consortium to explore new joint initiatives, endeavors, and programs designed to make better use of our common resources for our joint and individual advantage. The College should assert its independence and leadership in academic, co-curricular, and administrative arenas particular to Scripps.

Challenges

There are several key challenges that arise from the system of shared academic and administrative governance in Claremont. These include, but are not limited to:

- Cross-registration imbalances have been an issue in Claremont for many years. Currently, the flow of students in cross-registration does not correlate with the fiscal responsibilities and agreements among the Colleges. Enrollment data for the past five academic years suggest that Scripps sees more net enrollment imports from Pitzer, HMC, and, more recently CMC, but greater number of Scripps enrollment exports to Pomona. Historically, Scripps has been a beneficiary of exporting more students than it imported, but now appears to be becoming a benefactor that will import more students than it will export.
- In order to attract, recruit, and hire academicians who are recognized as teacher-scholars in their respective disciplines, we must see that affordable housing is available. The high cost of housing in the greater Los Angeles region is a major disincentive for faculty considering employment at Scripps. While it is emerging as an issue for each of the colleges, it may be effectively addressed by consortium cooperation, collaboration of as few as two colleges, or Scripps' own initiative.
- The range of cooperative, joint, and/or intercollegiate programs within The Claremont Colleges is extraordinarily broad and complex, providing Scripps with few easy options on how to decide whether our academic programs would be strengthened with greater independence from or with enhanced cooperation with other campuses. This issue particularly affects two of Scripps' most visible intercollegiate partnerships: the Joint Science Department and Intercollegiate Women's Studies.
- The CUC Board of Overseers is charged with consorial land planning and the evolution of The Claremont Colleges through the addition of new institutions. Scripps College is one of the three founding institutions of the consortium. Ellen Browning Scripps, who financed the early acquisition of the land upon which most of the college campuses were built, purchased in 1926 most of the CUC land holdings north of Foothill Boulevard and placed them in a trust for the beneficial interest of the Scripps College endowment. Through an extraordinary act of generosity, the Scripps Board of Trustees voted in 1977 to terminate the Scripps Trust and to transfer in excess of 140 acres of undeveloped land to CUC for the modest sum of \$400,000. As the building density increases in Los Angeles County, the use of this land for educational purposes assumes new and critical importance – not only what is built but how it is built. The Scripps College Board of Trustees, through a formal statement, has made clear its commitment that the land originally given by Ellen Browning Scripps for future institutions should be used for that purpose, and that purpose alone.

- Scripps College is home to the Ella Strong Denison Library, the oldest of the four libraries of The Libraries of The Claremont Colleges. We are strengthened as a college by the academic and administrative leadership provided by our library staff; Scripps' Sally Preston Swan Librarian is also the assistant director of The Libraries of the Claremont Colleges. With new technologies revolutionizing information resources, it is now critical to analyze the future role that The Libraries of The Claremont Colleges will serve for faculty and students.
 - Students come to Scripps College looking to develop a college life both at Scripps and within the consortium. This leads us to consider how, and to what extent, Scripps students are being provided with opportunities to interact with other students across the five undergraduate colleges in their co-curricular lives and whether current support services are adequate. Beyond those services, Scripps College is committed to working with its sister institutions to envision and make The Claremont Colleges a vibrant shared community for all of its students, faculty, and staff in ways that have not yet been considered.
3. Scripps aspires to be a leading women's college for the education of scientists. With significantly increased enrollments and majors in the sciences, Scripps must ensure robust support for first-rate academic facilities and faculty in the Joint Science Department. Scripps College will establish partnerships with Harvey Mudd College and Keck Graduate Institute to expand opportunities for its students.
 4. Scripps will continue to improve the Intercollegiate Women's Studies Program and assume a more central role in the field with the establishment of its center for research on women and women's leadership.
 5. The College will consider strategic initiatives, such as area studies, non-European languages, and new academic programs and faculty appointments with other members of The Claremont Colleges, as our review of the Core and curriculum may recommend.
 6. Scripps supports the vision statement for The Libraries of The Claremont Colleges, which emphasizes two points: the desire to be at the forefront of rethinking the nature of the 21st century library, and the intent to transform The Libraries into an intellectual commons for students and faculty across the seven institutions and as a portal for providing access to information and to computing and technology functions. Scripps will consider attributes of Denison Library that are important specifically to the Scripps community and how the College can preserve them within the collaborative environment critical to exemplary library services for the consortium.
 7. With other members of The Claremont Colleges, Scripps College will explore methods by which the College can assist faculty and staff in obtaining satisfactory housing in the Claremont area, while also continuing the College's current faculty-housing rental program.
 8. Scripps will urge the consortium to perfect and promote the trademark "The Claremont Colleges," as a means to reinforce reputations of each member institution.

Initiatives

1. Scripps supports the continuing relevance of "The Claremont Plan" as a solution to the issue of the high cost of maintaining a broad curriculum for a small student body and many of the other problems inherent in the operation and financing of liberal arts higher education. Scripps will work to promote the appropriate funding and capitalization of CUC to achieve operating efficiencies, expand technological innovation, and achieve financial stability, and to use consortial relations among The Claremont Colleges to broaden curricular options and programs.
2. Scripps College will determine where the consortial approach best meets Scripps' needs; where Scripps should take the lead in and/or participate fully in consortial initiatives; and where Scripps should focus on its independence and identity.

STRATEGY SIX: STEWARDSHIP

Ensure a financially viable and sustainable College for the long term.

Scripps College will provide careful financial stewardship to ensure sustainability of its physical and fiscal resources for current and future generations.

Rationale

Thanks to its ambitious trustees, generous and farsighted donors, distinguished faculty, supportive alumnae, and a location in what has become the economic engine called California, Scripps is positioned for greatness. Today, the College's advantages include an endowment of over \$225 million, a campus on the National Register of Historic Places, high academic rankings on national surveys, membership in a unique and much admired consortium, and a Southern California climate.

But there are clouds over this sunny landscape. Liberal arts education is a labor-intensive activity, and there are high maintenance costs for high-design buildings and grounds like those at Scripps College. Government regulation, litigation, and a public interest in accountability provoke spending on non-mission-related programs. Fast-moving technology and high energy costs add to our financial concerns. We find that success not only breeds success, but also an increasingly bright and demanding population of faculty and students, with no shortage of good ideas for unfunded proposals, from curricular innovations to increased student services to higher levels of financial aid. Our financial strength enables us to do almost anything we want, but not everything we want.

The College must find ways to balance competing demands on the physical and financial resources of the College. The Board of Trustees has established a goal of budgeting operations based on a financial equilibrium model. For us, this translates as revenues exceeding expenses by \$500,000 after giving effect to depreciation expense. Scripps has not been able to meet this goal consistently in the past decade, even with rising enrollments, remarkable endowment growth, and increased tuition income. Indeed, important budget goals, such as increased faculty salaries, have gone unmet. One path to more robust financial health – and less constrained operating budgets – would be a substantial growth in the endowment. However, with a spending rule of roughly 5% of market value, the endowment must increase by a ratio of 20 to one unit of additional expenditure. We have done remarkably well, growing our endowment by generous gifts and wise investment; we will need to continue that success to ensure our mission in the future.

As stewards of the founder's vision, the trustees and administration must manage the College's finances, not only for the benefit of our current students but for our future students and our alumnae. Our financial plan includes the goal to fund depreciation so that the campus can avoid deferred maintenance, allowing gifts and debt financing only

for new and enhanced facilities. As with our students and our endowment investment strategy, the campus must be forever young.

Challenges

We must focus on several criteria and issues when considering how best to provide the financial stewardship that will ensure the sustainability of the College's physical and fiscal resources for years to come. These include, but are not limited to:

- The mission of the College is realized through the instrument of the operating budget. When operating revenues cover operating expenses with a modest safety margin, the budget is considered balanced. Because Scripps treats depreciation as an operating expense in its calculation of financial equilibrium, this non-cash item provides the necessary funds to pay for the renewal and replacement program necessary to maintain the buildings and grounds of the campus. New revenues can then support new spending initiatives. The principle on which the College operates can be summarized as “no margin, no mission” – if the College fails to balance its operating expenditure, it cannot fulfill its mission to educate women for the long term.
- The campus of Scripps College is a landscape and architectural treasure. The Board of Trustees has taken responsibility for the condition of the campus to be preserved and enhanced for future generations. The development of the campus will support the mission of the College and be consistent with the campus master plan. This plan identifies zones of activity: residential, administrative-academic, and athletic. New structures should respect the Mediterranean architectural style and the historic landscape and architectural blueprint. They should be adequately budgeted to harmonize with the current high standard of design and materials, as well as the cost of maintenance. This high standard is not an institutional conceit, but a commitment to the founder's belief that a college's physical environment is integral to its educational mission; the campus' simplicity and beauty would develop in its students a standard of taste and judgment.
- In operating both buildings and landscape, we must also be attuned to the environmental sustainability of our physical plant. Over the past decades, we have ensured wise water usage with recirculating fountains and computerized watering systems, emphasized safety and health concerns in the use of chemicals in the landscape and in cleaning

products, paid increasing attention to energy conservation and recycling – particularly in existing buildings – and to other environmentally aware principles in the design and operation of our built and planted environment. This plan calls for a thorough study of possible uses for the physical plant in the summer. Over the long term, the College cannot afford to leave vacant its buildings and grounds for one third of the year (a month at the winter holidays and three months over the summer).

- The College has a complex risk management program that includes insurance, environmental health and safety programs, and disaster planning. For insurance, The Claremont Colleges purchase policies for the entire consortium and share the premiums based upon relative risk. In addition to the regular liability and property insurance, there are special insurance policies for pollution, fine arts, electronic data processing, fiduciary, and educator legal liability.
- A comprehensive disaster preparedness plan guides College operations in the event of an extraordinary situation such as an earthquake. The priorities of the plan are: a) ensure the safety and well-being of all persons on the Scripps campus; b) secure and protect property; and c) help the College return to normal operations as soon as possible. To this end, Scripps conducts ongoing emergency response training, maintains emergency supplies and equipment, and coordinates disaster planning with the other Claremont Colleges, the City of Claremont, and other first-response providers such as fire and police departments. A financial contingency plan guides decisions in any prolonged financial emergency, such as a global financial depression, and certain investments provide for that eventuality as well.

Initiatives

1. Increase the financial strength of the College through vigorous fund raising, careful management of our operations, and wise investment strategy.
2. The College will determine the rate of growth, if any, in the student body, using the following metrics:
 - Faculty salaries: Average faculty salaries in the top third of our comparison colleges group
 - Student-faculty ratio: Not more than 11.3:1 and not less than 10:1
 - Average class size
 - Student quality: standardized test scores, grade point averages, and similar measures.
 - Endowment per student: Not less than \$196,000 (75% of the June 30, 2006, endowment; per student ratio of \$261,000 allows for a 25% market correction)
 - Student housing: House 90% of Scripps students on-campus.
 - Financial aid: Provide sufficient grant and loan funds to attract a superbly qualified and diverse student body.
3. Scripps will make better use its campus during the long periods when the College is not in session, particularly in the summer.
4. The College will continue to develop policies that sustain the physical plan and limit negative environmental impacts.
5. The College will identify academic and administrative areas of highest priority for collaboration with other members of The Claremont Colleges and the Claremont University Consortium.
6. Scripps will refine its recovery plan for managing emergencies that might threaten the health and safety of its community and the functioning of the College.

Appendices

APPENDIX A: TENETS OF STRATEGIC PLANNING DISCUSSIONS

In committee meetings and smaller groups, members of the Strategic Planning Steering Committee discussed and debated the six strategies outlined above to determine how the College can best address the two key issues that provide the framework for Scripps' short- and long-term planning: critical mass and leadership. The steering committee benefited greatly from the professional guidance and insight provided by many higher education researchers and practitioners external to Scripps College. At steering committee meetings, these colleagues helped the committee identify comprehensive global issues that affect higher education in the 21st century and specifically Scripps. The issues that permeated discussions of all planning themes include the following:

Academic Excellence: The quality of an educational institution as demonstrated by the intellectual standards and expectations of faculty and students, and supported by knowledgeable staff.

Growth: There are four fundamental impact areas when considering growth: faculty, student experience, consortial relationships, and financial resources. A primary benefit to collegiate growth is increased academic reach – the opportunity to expand both the range and quality of academic subjects offered at the College, as well as to increase available faculty and resources. In addition, growth can make the College more visible, add critical mass to the alumnae body, and strengthen the College's voice and ability to command attention in the world of women's education and higher education. Growth, however, does not come without cost. Before making a decision to grow, the College must fully

understand both the costs and the benefits of growth. As student enrollments expand, we must address: the impact of student growth on the student-faculty ratio; the need for more residential living spaces on campus; the need to recruit a larger entering class while maintaining student quality; additional office and instructional space for faculty; additional staff to serve an expanding student and faculty population; the stewardship of a growing alumnae base; and the effect on Claremont University Consortium programs and services.

Leadership: Educating women for leadership should become a priority for all of higher education in the 21st century. Many of the future's most pressing problems will arise from issues of particular importance to women across the world: biomedical advances that affect childbearing and raising; environmental issues; and cultural and religious barriers to

women's participation in work and civic life. As well-educated women in a society advancing toward full equality, Scripps graduates will provide leadership on these issues. Scripps students already assume a variety of leadership roles and develop strong leadership skills through the activities in which they are engaged; they do not necessarily set themselves apart or view their roles in a hierarchical way. Developing students' understanding and skills in leadership is one focus of this plan, with the goal of preparing them for leadership in personal, professional, and civic life.

Diversity: An understanding and appreciation of diverse peoples, cultures, and perspectives are central to intellectual life at Scripps. Mutual respect among members of the community is a prerequisite to achieving institutional excellence. Scripps strives to create an environment in which acknowledging and engaging issues of race, ethnicity, religion, belief, opinion, economic class, age, gender, sexuality, and physical ableness are inextricably part of the experience of the campus community.

Globalization: Technology and instant communication have made the world a smaller place. The College exists in a region that has greater ties—of migration, trade, culture, and influence—to all corners of the world than any other region in the United States. We must prepare our students to lead in a world that appears ever more interdependent.

Sustainability/Stewardship: Scripps College will manage its human and capital resources so that critical processes and values are maintained for the long term. Planning for the future will necessarily include the wise use of land and water, careful attention to energy usage, increased recycling, and environmentally sensitive landscape and building design. Scripps will also need to pay attention to the long-term renewal and training of its human resources, including faculty and staff.

Fiscal responsibility: Scripps College's financial stability in the last decades is largely due to the careful fiscal and budgetary stewardship by College leaders and trustee oversight. We are a liberal arts college in the company of very few other institutions that benefit from both significant endowments and discretionary resources. Like our peer colleges, however, Scripps is heavily pressured by a number of economic factors over which we have little, if any, control: 1) the high costs inherent in a labor- and capital-intense liberal arts education that require colleges to have in place either the financial resources needed to keep the price of tuition competitive and to offer high quality goods and services, or assertive tuition price discount policies that create aggressive tuition price competition; 2) substantial vulnerability to economic factors that could provoke a rapid rise in interest rates, a decline in asset values, and major inflation; 3) the diseconomies of scope and scale that require Scripps to leverage collaborative cost-sharing opportunities within the Claremont Consortium and which can, in turn, assist the College in both short- and long-term financial planning and accountability.

Visibility: To promote itself as a leader among liberal arts colleges, Scripps first must obtain and develop the necessary resources. Scripps will be perceived as a leading academic institution and a leader in women's education when our faculty members are recognized as teacher-scholars in their academic fields, when our entering student profiles are recognized among the top tier of liberal arts colleges, and when our alumnae are recognized as leaders in their professional lives and in their communities. The College, therefore, must consider how best to leverage and showcase the accomplishments of its students, faculty, staff, trustees, and alumnae in venues that will garner the national and international acclaim they deserve.

APPENDIX B: PLANNING BACKGROUND

Scripps College is in an enviable position following the success of the College's two initial strategic planning efforts in 1995 and 1999 – along with the successful *Campaign for the Scripps Woman* (which raised \$101 million with 85% participation from alumnae), and the rise in Scripps' stature and visibility. We are stronger in national admissions, in curriculum, in faculty, and in finances; the College is ready to move forward to give our students an education that is academically distinctive, intellectually challenging, and morally engaged.

To that end, the Scripps College Board of Trustees initiated a new strategic planning initiative in the spring of 2005. Following interviews and widespread consensus among the Scripps community, a strategic planning process was designed that allowed for guidance by and consultation throughout the community, led by a highly engaged steering committee. This committee, co-chaired by the chair of the Board of Trustees and the president of the College, was composed of trustees, faculty, alumnae, students, staff, and other key College constituents, and was assisted directly by a working group comprising faculty, staff, and trustees. Together, the members of the steering committee identified five key themes that captured the essence of the priorities and ambitions for Scripps College in the coming years:

Academic Excellence: Academic excellence is the overarching priority for Scripps. From a strategic perspective, there are a wide variety of opinions as to what constitutes academic excellence; e.g., what are the expectations for faculty in terms of teaching and scholarship? What measures are appropriate for student learning and other issues?

Leadership: Women's Education and Image: As Scripps' recent achievements become more widely recognized, we are increasingly being seen as one of the nation's leading women's colleges. Looking five or more years into the future, in what aspects of liberal arts education will Scripps be setting the new standards to which other colleges aspire? How does Scripps position itself nationally and internationally to achieve its goals? How will Scripps graduates distinguish themselves as future leaders?

Demographics and Diversity: Scripps has increased diversity within the student body, faculty, staff, and trustees. Yet as we look further into the changing demographics in California and beyond, significant challenges remain. Given the changing demographics of U.S. K-12 education, and the increasing levels of trans-border migration, how will future first-year classes be comprised? What are the implications for our curriculum, staffing, and operations?

Independence and Consortium: The outside world identifies Scripps closely with The Claremont Colleges, and, indeed, we benefit in many ways from participating in the consortium. The give-and-take of these relationships affects not only our "balance of trade" in terms of cross-registration of students among the colleges, but also almost every aspect of our college community. How do we assure continued flexibility and synergy? In light of competing demands for real estate, how do we plan future development of the core campus? What do we view as priorities for consortium land planning? One of the most important considerations is determining areas where Scripps is advantaged by "going it alone" versus areas where collaboration and cooperation are better.

Mission, Goals, and Size: Residential liberal arts colleges fulfill a specific traditional and contemporary niche in higher education in which Scripps is distinguished by the strength of its inquiry-led curriculum in close contact with professors, its beautiful and historic campus, and its stimulating community, among other characteristics. In 1926, Scripps was among few institutions educating women for professional careers as well as personal growth. What will Scripps educate women for in the future?

APPENDIX C: GLOSSARY

American Association of University Professors (AAUP): The American Association of University Professors (AAUP) is an organization whose purpose is to advance academic freedom and shared governance, to define fundamental professional values and standards for higher education, and to ensure higher education's contribution to the common good. Founded in 1915, the AAUP has helped to shape American higher education by developing the standards and procedures that maintain quality in education and academic freedom in this country's colleges and universities.

Claremont University Consortium: Claremont University Consortium (CUC) is the central coordinating and support organization for The Claremont Colleges. Originally established in 1925 as part of Claremont University Center, CUC is now incorporated as a freestanding tax-exempt organization with a chief executive officer, Board of Overseers, and 350 full-time employees. CUC is a nationally recognized educational model for academic support, student support, and institutional support services to meet the needs of 6,300 students and 2,300 faculty and staff.

Comparison Colleges: Sixteen highly selective colleges whose enrollments, academic programs, faculty size, and endowment strengths closely mirror those of Scripps College. For comparative purposes, Scripps closely monitors the colleges' admission rates, student academic achievement, enrollment patterns, endowment, fund raising, and other trends. The 16 colleges included in this cohort are: Agnes Scott College, Barnard College, Bryn Mawr College, Carleton College, Claremont McKenna College, Colorado College, Connecticut College, Harvey Mudd College, Middlebury College, Mount Holyoke College, Occidental College, Pitzer College, Pomona College, Smith College, Wellesley College, and Whitman College.

Consortium for a Strong Minority Presence: An association of national liberal arts colleges committed to strengthening the ethnic diversity of students and of faculty members at liberal arts colleges. The goals of the consortium include encouraging U.S. citizens who are members of under-represented minority groups to complete their graduate programs and to consider faculty employment in liberal arts colleges. The consortium invites applications for dissertation fellowships and post-doctoral fellowships from aspiring academics who will contribute to increasing the diversity of member colleges, maximizing the educational benefits of diversity, and increasing the number of professors who can and will use diversity as a resource for enriching the education of students.

Core program: Building on Scripps' tradition of interdisciplinary humanities, the Core program is a sequence of three

courses with the common theme of "Culture, Knowledge, and Representation." It is designed to teach students how to critically and unexamined assumptions. Core I is a broad-based foundational course in which students are introduced to some of the major debates and concepts that have shaped the intellectual life of our modern world. Core II courses provide an opportunity for more focused and intensive study of a topic introduced in Core I. Core III seminars are designed to foster innovation and collaboration among students. The seminar culminates in a significant self-designed project under the supervision of a single faculty member.

Distinctiveness: The elements of the academic, residential, and co-curricular programs that distinguish Scripps College from other liberal arts colleges and women's colleges.

Diversity: Scripps College is a community of scholars in which the full range of human experience – including race, ethnicity, religion, culture, color, beliefs, physical condition, socioeconomic background, sexual orientation, and age – is integrated into the academic, co-curricular, and residential life of the institution.

Faculty Workload: The academic, co-curricular, and governance responsibilities assumed by faculty members during an academic term. A faculty member's "workload" is composed of the number of courses the individual teaches each year, as well as: the number of his/her committee (faculty and board) assignments, the number of his/her student advisees, and the number of theses committees he/she serves on.

Globalization: A complex series of economic, social, technological, cultural, and political changes seen as increasing, integration, and interaction between people and companies in disparate locations.

Growth: The purposeful expansion of the number of students enrolled at Scripps College and at The Claremont Colleges, as well as the expansion of the faculty cadre needed to serve this student population.

Intercollegiate programs: The academic disciplines at The Claremont Colleges that are cooperatively taught and governed by two or more campuses within the Claremont University Consortium.

Integrated Postsecondary Education Data System (IPEDS): Overseen by the U.S. Department of Education, IPEDS is a single comprehensive system designed to encompass all institutions and educational organizations whose primary purpose is to provide postsecondary education. The IPEDS system is built around a series of interrelated surveys that collect institution-level data in such areas as enrollments, program completions, faculty, staff, and finances.

Interdisciplinary: A curriculum organization that cuts across subject-matter lines to focus upon comprehensive life problems or broad-based areas of study that bring together the various segments of the curriculum into meaningful association.

Joint Science Department: Scripps College participates with Claremont McKenna and Pitzer Colleges in a joint science program that allows students to fulfill the college requirements in science and to pursue advanced studies as majors or as supplementary studies to related fields. Because of the significant role of science and technology today, knowledge of the methods and concepts of science is considered an essential part of a Scripps College education. The Joint Science curriculum, taught by a broadly trained science faculty, offers general and advanced courses and the opportunity for individual research projects. The Joint Science Department is housed in the W.M. Keck Science Center adjacent to the Scripps campus.

Leadership: As embodied in the Scripps woman, an instinct for leadership originates from a selfless compassion for others that coexists with conviction in her ability to effect positive change. As cultivated by her education both inside and outside the classroom, the Scripps woman hones her unique vision and develops the skills necessary to effectively accomplish her goals and realize her leadership potential.

Liberal Arts Education: A particular instructional type – often small, often residential – that facilitates close interaction between faculty and students, while grounding its curriculum in the liberal arts disciplines, including the humanities, social sciences, and sciences.

Measurable Outcomes: Statements that articulate – in measurable or quantifiable terms – the expected future knowledge, skills, or attitudes of targeted constituencies.

Mission: The mission of Scripps College is guided and summarized by the words of our founder, Ellen Browning Scripps: “The paramount obligation of a college is to develop in its students the ability to think clearly and independently, and the ability to live confidently, courageously, and hopefully.”

National Center for Education Statistics (NCES): The National Center for Education Statistics (NCES), located within the U.S. Department of Education and the Institute of Education Sciences, is the primary federal entity for collecting and analyzing data related to education.

QuestBridge: An initiative of the Quest Scholars Program, QuestBridge serves as an intermediary between the nation’s brightest, under-served youth and leading institutions of higher education. The program provides a single Internet-based meeting point that links exceptional students with the colleges, scholarship providers, employers, and organizations seeking students who have excelled despite obstacles. The program’s goal is to increase the percentage of talented low-income students attending the nation’s best universities.

Strategic Objectives: Articulated and measurable goals that address intended changes, improvements, and challenges to be addressed within a given period of time. The objectives stated in this strategic plan are those that must be realized in order for Scripps College to remain competitive in a complex and ever-changing educational environment, and to ensure the College’s short- and long-term academic, organizational, and financial sustainability.

Student quality: Evaluated with a variety of objectively measurable variables, including grade point average, rigor of high school curriculum (AP, International Baccalaureate, and Honors courses), college credits earned, rank in class, standardized test scores, and national recognition (National Merit, National Hispanic Scholars, National Achievement Scholars). Additional evidence of achievement is assessed using less objective measures, prime among them include a commitment to co-curricular activities and demonstration of finely developed personal qualities.

Sustainability: Sustainability seeks to provide the best outcomes for the human and natural environments both now and into the indefinite future.

APPENDIX D: COMMITTEES

Strategic Planning Ad Hoc Committee

Nancy Neiman Auerbach (faculty)
Nancy Y. Bekavac (president)
Stephanie Barron (trustee)
Diana L. Ho '71 (trustee)
Roxanne Wilson '76 (trustee)

Consultant – Nicholas Ulanov
Staff to Committee – Janel Henriksen Hastings '91

Strategic Planning Steering Committee

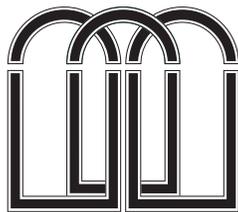
David Andrews (faculty)
Abigail Armstrong '07
Stephanie Barron (trustee)
Nancy Y. Bekavac (president)
Barbara Bice (trustee)
Ashlee Boothby (student)
Lynne Oshita Brickner '74 (trustee)
Brenda Ching '93
Bonnie Clemens (CUC)
Newton Copp (faculty)
Patricia Dillon (faculty)
Patricia Goldsmith (staff)
Melissa Hernandez '06
Diana L. Ho '71 (trustee)
YouYoung Kang (faculty)
Juliet Koss (faculty)
Martha Keates (staff)
Lara Kincanon (student)
Michael Lamkin (staff)
Kate Lindsay '06
Michelle Maltais '94
James Manifold (staff)
Kerry Odell (faculty)
Nathalie Rachlin (faculty)
Hugh Ralston (trustee)
Linda Scott (staff)
Jean Smith '59 (trustee)
Linda Davis Taylor (trustee)
Christopher Towse (faculty)
Roxanne Wilson '76 (trustee)
Debra Carlson Wood (staff)

Consultant – Nicholas Ulanov
Staff to Committee – Janel Henriksen Hastings '91

Strategic Planning Working Group

Nancy Neiman Auerbach (faculty)
Mary Bartlett (staff)
Peggyann Book (staff)
Ana Collisson (staff)
Carol Entler (staff)
Jim Floyd (staff)
Diana L. Ho '71 (trustee)
DeEttra Mulay (staff)
Sean Smith (staff)
Sheila Walker (faculty)
Mary Fraser Weis '66 (staff)

Consultant – Nicholas Ulanov
Staff to Committee – Janel Henriksen Hastings '91



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