

It also ties directly to our long heritage of educating “both mind and hand” – combining theory and practice. For “*Creative Thought Matters*” declares not only that creative thought is important but also that ideas, if they are to “count,” must be made material: they must take

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to emulate. To do so, we truly must deploy the best resources of our collective creative imagination to prove that we can be better than we are at present and certainly better than what we still too frequently see in in our nation or the world.

Commitment

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

Our vision here is two fold. First, we intend that our graduates carry with them the understanding of the role that creativity needs to play throughout their lives and the capacity to deploy their creative imagination in ways that advantage both them and the world. Second, we will challenge ourselves to incorporate creativity more deeply and pervasively into both the primary educational work of the College and the many functions that support that educational mission.

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Accordingly, we affirm our intention to build a stronger *creative and inclusive community of excellence* – to be a truly distinctive residential college that enables our students to realize the promise €

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to integrate knowledge and experience, to help them make the connections between what they

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We will create multiple opportunities on campus for our students to learn and practice these healthy habits and responsible behaviors. We will make strategic links between their academic and co curricular well being, resiliency, and balance – challenging them to grow and transform across multiple individual, academic and interpersonal dimensions in their four years on campus. We will consciously and consistently open our eyes to the ways in which our campus is not yet fully inclusive or welcoming to all members, and we will acknowledge the ways in which our student’s lives are negatively affected by alcohol and substance abuse, mental health issues, and by sexual and gender based misconduct. We are committed to taking an inclusive, public health based approach to these issues so that all of our students consistently

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resources, but we embrace the more comprehensive definition of sustainability that speaks to the interconnected spheres of the environment, the economy, and society.

We envision a Skidmore that truly embraces the principles of sustainability in all of its institutional decision making and this means that every purchase, project, and, when appropriate, policy should be viewed, in part, through the lens of sustainability. Positioning sustainability more prominently in our decision making will continue to transform our physical campus into one that immerses all of our students, staff, and faculty members in a living and learning environment characterized by practices that embody institutional values. In order to fully realize this vision, we must be even more intentional about making visible the work we are doing around sustainability in our operations at Skidmore. This includes not only enhancing the communications about the outcomes of our work but also making more transparent various decision making processes themselves. Visibly modeling how to make such institutional decisions via the r o F hi~
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PRIORITY INITIATIVES in support of GOAL IV

¾ Develop, effectively manage, and steward the financial resources necessary to maintain ongoing College operations and achieve the objectives incorporated in this Plan.

- x Through effective portfolio management and fundraising, increase College endowment to \$500M by 2020.
- x Develop and implement a long term cost containment program tied to projections of key budget parameters (comprehensive fee discount rate, net tuition revenue, and financial aid).
- x Complete fundraising and construct new Admissions and Financial Aid building on the main campus.
- x Complete fundraising and construct new Boathouse for Crew program.
- x Complete fundraising and implement Phase I of *Athletic Facilities Plan*.
- x Complete the current comprehensive \$220 - \$240 million fundraising campaign, Creating Our Future – The Campaign for Skidmore by 2019.
- x Explore the desirability and evaluate the feasibility of decreasing the reliance on *short term and part*

APPENDIX ISkidmore College
Goals for Student Learning and Development

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

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

I. Knowledge

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

II. Intellectual Skills

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

III. Personal and Social Values

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

IV. Transformation

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

¹ AAC&U definition. See also “Interrogating Integrative Learning” *Peer Review* vol. 16, no. 4 (Fall 2014-Winter 2015).

² See, for example, Martha Craven Nussbaum, *Cultivating Humanity: A Classical Defense of Reform in Liberal Education* (Cambridge: Harvard University Press, 1997) and *Not For Profit: Why Democracy Needs the Humanities* (Princeton: Princeton University Press, 2010).

³ Needs citation. Note that the first two sentences are from President Glotzbach, 22 Jan 2015 homepage report.

⁴ Chronicle of Higher Education (22 May 2015)

⁵ In the period from FY 2008 through FY 2014, as Skidmore comprehensive fee increased from approximately \$46,000 to \$60,000, the average net cost to first-year students receiving institutional aid remained relatively flat.

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