

INSTITUTIONAL POLICY AND PLANNING COMMITTEE
MEETING MINUTES
May 2, 2008

PRESENT: President Philip Glotzbach, Chair; Professor Mark Huibregtse, Vice Chair; Mary Lou Bates, Deb Hall, Ann Henderson, Susan Kress, Pat Oles, Muriel Poston, Justin Sipher, Michael West; Mehmet Odekon, Sue Bender, Jonathan Brestoff, Rob Hill; Barbara Krause (Secretary).

Guest: Roy Rotheim.

ABSENT: Michael Casey, Jeff Segrave, Sue VanHook, Barbara McDonough and Mary Cogan.

President Glotzbach convened the final IPPC meeting of the year. He welcomed as a guest Professor Roy Rotheim, who has been elected as a faculty representative for a three-year term beginning next fall.

1. Approval of Minutes

Minutes from the meeting of April 18, 2008 were approved as distributed.

2. New Budget Initiatives

Vice President Mike West distributed a confidential document outlining new initiatives to be compared down from a list of requests totaling \$752,000 that was considered by the Cabinet. He noted that the list considered by Cabinet had been reduced from a list totaling over \$2 million from units across the College.

Following discussion and questions, and without objection, IPPC indicated its support for the recommended budget initiatives.

3. Citizenship Task Force

Dean Pat Oles began this discussion by noting that SGA had raised certain concerns about the earlier draft charge. He suggested that unless those issues could be resolved, it might be best to table all of Goal III, but only on the first major initiative.

IPPC then discussed the SGA concerns and suggested various ways to accommodate those concerns. Specific amendments to the draft charge were considered. Dean Oles will revise the language and circulate a clean draft to IPPC. Given the lateness of the semester, all agreed that the revised Goal III charge would be considered approved, absent objection. Once approved, the charge

will be distributed to FEC and others for administration of the willingness-to-serve process. It is understood that the charge language might be subject to further minor revisions in the fall.

Based on the foregoing, IPPC voted to approve the proposed Citizenship Task Force charge as revised orally at the meeting.

Secretary's note: The Citizenship Task Force charge as revised and approved subsequent to the meeting (via email) is attached to these minutes as Appendix A.

4. Retiree Health Care

Vice President Mike West reported on the open meetings and faculty meeting presentations (and related questions and answers) that have taken place since the last IPPC meeting. He also noted that there will be a meeting on May 12th for retirees to discuss their particular questions.

On May 12th, the Budget and Finance Subcommittee had met to discuss an issue that had surfaced regarding the 1% contribution for new employees. A concern was registered that,

Sabbatical support for faculty is critical. Significant progress has been made, but a greater degree of formalization as well as planning for sabbaticals is desirable.

Academic Planning (need for a structure to do this work; Academic Affairs has made some progress this year and will continue this work).

- o Y jcv ku vjg tgnvkvpujkr qh cecfg oke rncppkpi vq vjg Eqmng igøu *Strategic Plan*?
- o How do the current academic projects fit into the larger vision of Academic Affairs?
- o What is the process for developing new projects?

Time and priorities: What will we choose *not* to do?

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Diversity and Intercultural Global Understanding: Although progress has been made on Goal II, we must continue the conversation. The College must consider the impact of tuition increases on diversity.

Vjg fkvgtukv{ øc igpfcö o wuv dg gzrcpfgf vq kpenwfg c xqkeg hqt cmm hqt ou qh fkvgtukv{. including LBGT, lower socio-economic class, those with disabilities, etc.

The College still has not learned to discuss diversity without reinforcing notions of various sub-groups. We must get to the point where we discuss diversity while also referring to øUmkf o qtg uvw fgpvuøö

The Intergroup Relations project represents an effort at dialogue and could be a strategic priority.

It was suggested that IPPC might consider holding a retreat between fall and spring semesters to plan strategically, especially to consider the relationship of planning to budget preparation.

Optimization: Cabinet members believe that this work needs to be done and is developing a list of questions that might be answered. Cabinet has not yet developed a recommendation as to exactly who should do the work or what process should be followed to obtain the necessary data.

As Cabinet considers the Optimization work, it should consider the significant waiting lists for current classes, the number of foundation classes currently taught by adjuncts, and the amount of space per student allocated for studio work.

Facilities planning is a significant priority. President Glotzbach reported that he and Vice Chair Mark Huibregtse have received a memo from the Athletics Council describing

concerns related to the boathouse and stables. That work is continuing now and will continue through the summer and into next fall. President Glotzbach indicated that he sees it as a priority to address the boathouse and stables facilities; this is, perhaps, an issue where targeted fund raising is appropriate.

- o A faculty member suggested that as the administration considers athletic facilities, it also consider faculty office space.

President Glotzbach thanked all members of the IPPC for their dedication and hard work. He especially acknowledged departing members Vice Chair Mark Huibregtse, SGA President Jon Brestoff, and CEPP Chair Deb Hall.

At this time, Professor Roy Rotheim departed.

6. Election of IPPC Vice Chair

Mark Huibregtse reported that FEC and the faculty members of IPPC have nominated Roy Rotheim as Vice Chair.

Upon motion, IPPC voted unanimously to elect Roy Rotheim as Vice Chair.

7. Annual Report from the Campus Environment Committee

Sue Van Hook, Chair of the Campus Environment Committee, distributed via e-mail a copy of the

Minutes prepared by Barbara Krause, Secretary. Please notify of any changes.

APPENDIX A

Responsible Citizenship Task Force Charge

May 2008

The *Strategic Plan* states that "We will prepare every Skidmore student to make a national conversation about higher education and citizenship, our *Strategic Plan* necessitates thoughtful consideration of the goals of liberal learning and how Skidmore cultivates citizenship in its students. What, specifically, does it mean to prepare our students to be informed, responsible citizens? As we move forward with our *Strategic Plan*, what do we believe is necessary for our students to become civic-minded graduates? A Responsible Citizenship Task Force will consider these and other questions as it reviews our current practices and makes recommendations about how to best advance Goal III."

The overall purpose of the Responsible Citizenship Task Force is to advise the President and work with appropriate groups and individuals (e.g., department and program chairs, the Committee on Educational Policies and Planning, and other groups involved with aspects of Goal III) to refine objectives and develop initiatives that will enable us to realize the objectives of Goal III, support campus support campus

The Task Force will be co-chaired by the Associate Dean of Student Affairs/Director of Campus Life and the Associate Dean of the Faculty. It will be chartered for an initial period of two years beginning in September 2008. The Task Force will consult with the Institutional Policy and Planning Committee (IPPC) and other individuals and groups as appropriate to determine whether to extend the Task Force beyond its initial two-year charter. It will coordinate its deliberations and initiatives with the IPPC and with other groups and individuals as appropriate. To support its efforts, the Task Force will have access to resources provided by the President from

The Responsible Citizenship Task Force is charged by the President in conjunction with his pledge to participate in the AAC&U Core Commitments project.² This pledge states:

We, the college and university presidents who sign this call to action, pledge to provide new leadership to reestablish education for personal and social responsibility as a central goal of higher education.

¹ Skidmore College. 2007. *Engaged Liberal Learning: The Plan for Skidmore College, 2005-2015*.

<http://www.skidmore.edu/planning/index.htm>.

² See http://www.aacu.org/core_commitments/call_to_action.cfm

Commitments initiative, we pledge to give particular attention to the following dimensions of personal and social responsibility:

1. Striving for excellence
2. Cultivating personal and academic integrity
3. Contributing to a larger community
4. Taking seriously the perspectives of others
5. Developing competence in ethical and moral reasoning

In response to this pledge and with the intention of advancing Goal III, the Task Force will consider programs support citizenship development. In particular, the Task Force will examine civic learning in four domains:

1. *Civic Learning Courses*

Civic learning coursework introduces students to scholarly perspectives on citizenship. Such courses help students develop the skills and dispositions necessary to be effective participants in public life. These courses may provide philosophical or historical background for civic engagement, topical examinations of problems, or focus on developing specific skills used by engaged citizens. Such courses may appear in any discipline and particularly in interdisciplinary programs.

2. *Service Learning*

Service-learning coursework includes community service as an experiential learning technique to deepen student understanding of course content, to build their skills in the application of theory to practice, to increase their experiences with diversity, and to develop their interest in and commitment to social action and social problem solving. Service learning is focused on student development, but also provides volunteer and technical resources to communities and strengthens town-gown relations. The Office of Off-Campus Study and Exchanges identifies and forges relationships with programs that offer *off campus domestic and international service learning* opportunities. These unique offerings around the world typically advance intercultural understanding, academic knowledge, and public policy while students participate in service learning field experiences that are integrated with their academic studies. *Service learning internships* meet community needs while extending personal development, career awareness, and enhanced applied knowledge. These professional experiences may occur during the academic year or the summer.

3. *Community-Based Research*

Community-based research is scholarship, particularly collaborative research (including collaborations between faculty, students, and community partners), that is directed toward investigating and solving behavioral, social, educational, and environmental problems. In a widely tgefg guuc{. Gtpguv Dq{gt ecnngf hqt c ðuejqmctujkr qh gpícigo gpv í eqppgevkpi vjg tlej tguqwtegu qh the university to our most pressing social, civic, and ethical problems, to our children, to our schools, to our teachetu. cpf vq qwt ekvkguö³

³ Boyer, Ernest L. 2003. "The Scholarship of Engagement." Pp. 245-251 in *Introduction to Service-Learning Toolkit: Readings and Resources for Faculty*. Providence, RI: Campus Compact.

4. *Co-Curricular Programs*

Although not formally tied to the curriculum, *co-curricular programming* is a place where students often apply what they learn in the classroom, express the values and commitments central to their civic identity, and develop the core skills and dispositions of civic engagement. Through participation in student government, on faculty and all college committees, in orientation programs, residential life, student clubs and organizations, retreats, trainings, and volunteer work, students enact the role of a citizen in both the campus and local community. The skills they acquire include leadership, strategic planning, collaboration and cooperation with people of different perspectives and backgrounds, ethical decision-making, and personal efficacy and commitment ó all skills that form the perfect complement to the knowledge and skills developed in civic learning courses, service learning experiences, and community based research.

Specifically, the Responsible Citizenship Task Force will accomplish the following tasks:

Drawing on extensive conversation with faculty, students, and staff, produce a white paper to be completed by the end of Fall 2008 that:

- o Fghkpgu y jcv yg o gcp d{ cp ðkphqt o gf. t gurqpukdng ekvk|gpö ó what best describes our learning outcomes for a civic-minded graduate at the institutional level as well as for individual departments and programs.
- o Summarizes current activities that exemplify the Core Commitments and Goal III dimensions.
- o Outlines stepu vqyctf cuuguu o gpv qh v jg Eqmngi gøu rtqi tguu vqyctf I qcn KKKO
- o Recommends next steps toward fuller realization of Goal III.

Develop a campus-wide small grants program to advance Goal III. The Task Force would evaluate and fund projects by faculty, staff, and students that advance Goal III.

- o Project proposals will be due in the spring of 2009 for implementation in the fall of 2009.
- o Project proposals will be due in the fall of 2009 for implementation in the spring of 2010.
- o Funds of \$50,000 will be made available for use during the 2009-2010 academic year.
- o In addition, the Task Force will advise SGA about the administration of its Civic Engagement Grants Program.

Provide oversight for civic engagement collaborations between Student Affairs and Academic Affairs.

Provide workshops and individual consultation for faculty and departments to develop civic learning opportunities in the curriculum.

Inform Skidmore and the local community about the work of the Task Force and related initiatives through periodic communications.

APPDENDIX B

Memorandum

To: IPPC
From: Campus Environment Committee
Date: May 1, 2008
RE: Annual Report to IPPC

The Campus Environment C

January 30, Skidmore invited community members to view the FTN national webcast. There was a great turnout, but alas the bandwidth was too narrow to accommodate the demand. Sue Van Hook and Kim Marsella led a discussion instead. January 31, Skidmore participated in FTN with keynote speaker, Jeff Goodell, author of *Big Coal*, who wowed the audience with his message and interactive graphics to end our dependence on coal. The film of this event will be available on the

TRANSPORTATION

CEC promoted the new CDTA bus system available for free to Skidmore community members

Robert Jones worked with Assistant GIS Director, Alex Chaucer to produce a Carpool Hot Zone map and

corresponding list serves. CEC will periodically remind the community that this map is available to

locate other employees for ride sharing.

RECOMMENDATIONS:

Three of the four recommendations made to IPPC in May, 2007 have been moved forward or completed in 2007-2008. The following recommendations will include:

1. Paper Reduction ó explore ways to minimize the consumption of paper and promote its reuse and recycling through new posting and mail distribution policies, continued double siding and increasing use of the electronic media available.
2. Energy - the take home message from our Focus the Nation keynote speaker this year is to concentrate efforts on reducing our reliance on coal based electricity and fossil fuel heating and cooling. The Sustainability Coordinator in conjunction with Facilities Services will explore new ways to reduce our energy consumption.
3. Recycling ó work with Sustainability Coordinator to engage more of the Skidmore community in regular recycling practices.
4. Publicity ó continue to update the CEC website and link it to the new Sustainability website.
5. FEC will distribute a Willingness to Serve to replace faculty member, Sue Van Hook. IPPC or the President will need to appoint a new chair for 2008-09.

Continued membership will include:

Robert Jones, Economics
Kim Marsella, Environmental Studies
John Sanders, IT
Adele Einhorn, Advancement
Carol Schnitzer, Purchasing
Mike Hall, Finance and Budgeting