INSTITUTIONAL POLICY AND PLANNING COMMITTEE MEETING MINUTES November 20, 2009

PRESENT: Chair; Professor Adrienne Zuerner, Vice Chair; Mary Lou Bates, Winston Grady-Willis, Ann Henderson, Susan Kress, Kim Marsella, Erica Bastress-Dukehart, Muriel Poston, Jeff Segrave, Justin Sipher, Michael West, Mary Cogan, Raina Bretan, James Welsh, Hugh Foley, Anne Petruzzelli, and Barbara Krause (Secretary).

ABSENT: President Philip Glotzbach, Rochelle Calhoun, Michael Casey, and Tim Harper.

1. Approval of Minutes

Minutes of the November 6, 2009 meeting were approved as distributed.

2. CIGU Diversity Assessment

Professor Winston Grady-Willis reported that he and President Glotzbach had spoken following the previous discussion of the Diversity Assessment documents distributed at the IPPC meeting on October 2, 2009. Professor Grady-Willis noted that the grid distributed at that time was an effort to represent the various conversations that will take place as an aid to CIGU's work. President Glotzbach and Professor Grady-Willis agree that the prose document, distributed in revised form for today's meeting, is the appropriate focus for IPPC. Professor Grady-Willis noted that the revised document, which reflects the earlier work of the Middle States Accreditation Study and the *Strategic Plan*, indicates in bold text items that already have been completed. A copy of the revised text is attached to these minutes as Appendix A. Discussion of the document included the following comments:

- A suggestion was made that the document articulate explicitly a goal (pp. 4-5) of attracting a faculty person with expertise and willingness to teach Queer Theory.
- Despite ongoing efforts at recruitment and retention, the number of persons of color in the faculty, staff, and administrator ranks remains quite small.
- A suggestion was made that the document look explicitly at the non-western/cultural diversity requirement – specifically, whether language describing that requirement is outdated.
- One member expressed concern that it will be important to look at where various faculty positions would be located, suggesting that there is some tension between the autonomy of departmental hiring and a request to keep various curricular needs in mind as sear.01 Tm0 Tm3p618u4

It was suggested that while the document is comprehensive and impressive in capturing a
broad perspective, the difficult economic times will require the College to ask CIGU for
its recommendation as to what items are possible without the commitment of additional
financial resources, what items require time and effort, and what, in the end, CIGU would
view as the highest priorities.

Following discussion, IPPC voted unanimously to endorse the CIGU Diversity Assessment document as an aspirational document that provides a general framework to continue the work of assessing the College's progress on diversity.

3. Update on Assessment: Goals for Student Learning and Development

Professor Erica Bastress-Dukehart reported that following the November 6th faculty meeting and after receiving further feedback, CEPP and the Assessment Steering Group made a number of revisions to the Assessment document. The revised document was distributed to the faculty on November 19; it will be discussed and voted upon at the faculty meeting on December 4th

interact. She will be reviewing some of the raw data with the VPAA Senior Staff at its retreat on December 11.

Ms. Krause noted that the notes and other raw data should be available for IPPC and the Cabinet shortly after Thanksgiving. Because the Cabinet will begin budget planning for FY '11 in early December, any ideas that offer immediate substantial savings will be available for consideration.

Vice Chair Zuerner noted that Dean of the Faculty Muriel Poston has been added to IPPC's "synthesis group." The members of the committee previously identified are Mary Cogan, Rochelle Calhoun, Justin Sipher, and Adrienne Zuerner. The "convener" of the group has yet to be determined. The group will produce a preliminary report in early February. Following an opportunity for additional feedback, the group will present a final report by early May 2010.

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

APPENDIX A

The following document was endorsed by IPPC on November 20, 2009 as an aspirational document that provides a general framework to continue the work of assessing the College's progress on diversity.

Assessing Diversity and Inclusion at Skidmore College

Our wish for our students is to learn about and advocate for social justice in the context of both American culture and the larger world Fostering global awareness throughout the Skidmore community

--Middle States Self-Study (2006)

Goal II - Intercultural and Global Understanding

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

- Continue to expand, stabilize and enhance our successful HEOP/AOP programs, which were expanded by 40% in 2004, ensuring that they will continue regardless of the vicissitudes of external funding.
- Aim for 20% of the students to be students of color by 2015, and provide the necessary support to retain those students and ensure their success
- Our long-term objectives must include not only a more diverse student population drawn from across the United States, but also, a substantial increase in the number of international students attending Skidmore
- Begin with existing contacts and target our admissions efforts to recruit additional international students who can afford to study at Skidmore and who—through their presence here—have the potential to attract additional students from their homelands
- Take advantage of existing relationships with known feeder schools in the United States, and work to extend those relationships to new schools

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- Strengthen programs that enhance campus climate and promote understanding among cultures, racial groups, religions, and individuals, such as the Intercultural Center
- Establish and sustain an effective relationship between Academic and Student Affairs . . .
- Develop new ways to engage our students beyond the classroom, through collaborative research, service learning, internships and volunteer activities
- Cultivate effective partnerships between the FYE program, advisors, and Student Affairs professionals
- Begin gathering information systematically about student clubs and organizations and how their activities relate to matters of race, ethnicity, socioeconomic differences, gender and sexualities, especially given that these organizations comprise such an important part of College life
- Develop new ways to engage our students beyond the classroom, through collaborative research, service learning, internships, and volunteer activities

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Hiring and Retaining Faculty, Staff and Administration

- Expand the recruitment sources presently used in order to recruit faculty members, administrators, and staff members who represent excellence in their field and who also will increase the diversity of our employee population
 - Review all applications to insure lists contain diverse candidates.
 - Provide support to new faculty, staff and administrators who add diversity to the employee population in order to retain these individuals long term
- Recruit faculty of color in tenure track lines and in more flexible positions, taking advantage of developing further possibilities for a variety of positions
 - Where feasible, we will use flexible interdisciplinary faculty positions to increase the diversity of our application pool
- Send clear signals that we are seeking faculty interested and experienced in working with previously under-served student populations
- Complete the search for the Director of Intercultural Studies, a high-level administrator with faculty status responsible for overseeing curriculum and hiring that promotes the Strategic initiative outlined.
- Complete the search for a Director of Student Diversity Programs who will collaborate with the Director of Intercultural Studies to coordinate efforts in the curriculum and co-curriculum.

Assessment of Student Learning Outcomes

• We seek to engage our students more fully in learning about cultural diversities, both domestic and global, understanding that no one's worldview is universal, that other people may have profoundly different perspectives and values

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- Develop skills to identify and analyze complex international problems in their historical, technological, and ethical contexts, understanding the dynamics international conflict, collaboration, and negotiation
 - Differentiation between phenomena that are area-specific and transnational
 - Recognition that world systems are interdependent, and that local choices have global impact
- Encountering and engaging students, faculty, and staff from backgrounds that are both different from and similar to their own