

**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at the non-western/cultural diversity requirement – specifically, whether language describing that requirement is outdated.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 searches progress. Related issues include the willingness of departments to offer breadth vs. depth and to think in terms of broad institutional needs; it was also noted that in certain circumstances, departments would be very pleased to look for synergies.

- 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.

4. Update on Budget

Vice President for Finance and Administration Michael West reported that for the Fiscal Year '11 budget, his staff is modeling various options related to the comprehensive fee increase. Previous budget planning had set the comprehensive fee increase for FY '11 at 3.5%. Mr. West's office is analyzing what the impact of a lesser increase might be, both in terms of reduced revenues for the College and in terms of Skidmore's place on the list of most expensive colleges and universities.

Mr. West reported that the Early Retirement Incentive Program has been well received. The paperwork for 15 participants is now finalized; another 4 participants have submitted the paperwork and are in the revocation period. In response to a question, Mr. West reported that the number of faculty members electing to participate in the ERIP was close to the projected range. The staff numbers, adjusted for a projected "melt" (individuals who apply but ultimately decide not to take early retirement), also are running approximately as planned.

Planning materials for the FY '11 Operating Budget will be distributed in late November. Mr. West reminded IPPC members that all units will be required to reduce their Services and Supplies budgets by 3%. The timeframe for budget planning has been extended to better allow departments and divisions to understand the impact of ERIP and Reduction in Force planning.

Mr. West then distributed a current copy of the College's "dashboard" illustrating key numeric indicators. This document is provided regularly to IPPC and to the Board of Trustees and should be considered a confidential document. Areas of concern indicated on the document include several Admissions metrics (acceptance rate, spring yield, and number of Early Decision applicants), the comprehensive fee and financial aid discount percentage, as well as alumni participation and the Annual Fund results. The endowment market value remains a concern;

although it has recovered from a low of \$220 million and now stands (as of September 2009) at approximately \$260 million, that figure remains significantly below the high point of its value at nearly \$300 million in December 2007 and is considerably below prior projections for this point in time.

Dean of Admissions and Financial Aid Mary Lou Bates reported that the Early Decision Round One applications did show an increase of 17% (approximately 19 applications) this year. Regular decision applications, however, are running behind. This may indicate that prospective students are awaiting Early Decision results before applying to other colleges.

Finally, Mr. West distributed again a preliminary report (dated March 31, 2009) indicating the change in number of employees between FY 2000 and FY 2009. This document, which was distributed at the IPPC meeting on November 6th, remains confidential pending further discussion within IPPC and President's Cabinet. Overall, the number of FTE's at the College increased by approximately 135 (17.9%) over that time. Mr. West reminded IPPC members, again, that the document without context could be very misleading. Among the important pieces of context for this information are the following:

- The document shows the growth of employees over that ten-year period both in raw terms and adjusted for the increase in the number of students at the College. Other factors contributing to that growth include the increased number of donors available for solicitation, the increase in number of computers supported, additions to the physical plant, and increased number of applications received by Admissions.
- The numbers reported for each division are "net" numbers – i.e., in almost all cases, positions were added and other positions were deleted. The document also reflects instances where offices have been reassigned from one division to another.

Mr. West noted that the President plans to present this information and appropriate contextual materials at the Faculty Meeting on December 4. At that time, the information will be available to share within the Skidmore community. Until that time, Mr. West reminded IPPC members that they should treat the material as confidential.

6. Update on Town Hall Meetings

Barbara Krause reported that the six campus Town Hall Meetings that were open to faculty, staff, and students have been concluded. A total of 207 individuals attended the meetings as participants or as facilitators: 61 members of the faculty, 133 members of the staff, 12 students, and 1 retiree. An additional Town Hall Meeting will be held on December 10 with officers of the Student Government Association and their guests.

Vice President for Academic Affairs Susan Kress, who served as a moderator for three of the meetings, reported that the sessions were lively and produced a number of interesting ideas. Those in attendance were engaged and have expressed appreciation for the opportunity to talk with other members of the community – especially individuals with whom they do not usually

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 Century.

--Skidmore Strategic Plan for 2005-2015

Introduction

During the 2007-2008 academic year the Intercultural and Global Understanding Task Force (IGUTF) discussed certain diversity-related objectives that Skidmore might wish to measure. IGUTF members reviewed materials, two components of which became central: the Middle States Accreditation documents (2006) and *Engaged Liberal Learning: The Plan for Skidmore College: 2005-2015*. Focusing primarily on specific language from the Strategic Plan and Middle States documents, Susan Layden, Associate Dean of Student Affairs, prepared an exhaustive draft rubric for assessing diversity at Skidmore, and led a fruitful initial discussion among IGUTF members.

Subsequently, the IGUTF members who comprised the recently assembled diversity triad – Herb Crossman, Assistant Director for EEO and Workforce Diversity, Mariel Martin, Director of the Office of Student Diversity Programs, and Winston Grady-Willis, Director of Intercultural Studies – began meeting to further discuss the draft rubric with the aim of prioritizing the various objectives. They also met (either individually or as a group) with Susan Layden and with faculty members Pushkala Prasad and Patricia Rubio to further consider key objectives that Skidmore might seek to measure over time. The academic year ended (as did the charter of the IGUTF) before full consideration could be given to the rubric; however, the group did identify

five broad areas around which to continue further discussions: institutional markers, curricular items, co-curricular items, faculty issues, and student learning outcomes.

During summer 2008 members of the triad continued their effort to formulate a rubric for assessing diversity, now joined by Rochelle Calhoun, incoming Dean of Student Affairs. Now a quartet, this group has further revised the initial rubric, brought the document before the Committee on Intercultural and Global Understanding (the IGUTF's permanent successor group), and held subsequent meetings with Susan Layden and Professor Sarah Goodwin, Faculty Assessment Coordinator. What follows is the most recent draft of a document that seeks to gauge diversity and inclusion at Skidmore College. It is now organized under seven broad headings: access for all students; success for all students; support to faculty, staff and administration; changes to curriculum; campus climate and co-curricular engagement; hiring and retaining faculty, staff and administration; and student learning outcomes. We feel that it would be inappropriate to rank or prioritize these broader headings. Within each of the headings, however, an attempt has been made to prioritize the objectives. One final note: targeted items that have been implemented or that are well on their way to being implemented appear in **boldface**.

Access for All Students

- In attending to diversity, we need to think inclusively, considering factors such as: socioeconomic background, geographical distribution and national origin, as well as race, gender, ethnicity, cultural heritage, sexual orientation, religious background, etc.
 - Increase our endowed scholarship funds for students with economic need – paying special attention to students who will contribute most to the goals of educational excellence, rigor and diversity
 - Target new scholarships toward students with strong interest in the science and mathematics
- Provide a welcoming environment for members of underrepresented groups and international students, a place where their intellectual lives prosper and their personal interests are supported and nourished as well as challenged
- Be clear about our objectives with regard to increases in specific populations, such as students of color and international students

- **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
- Identify high schools with significant populations of first-generation American and immigrant students who can bring to Skidmore perspectives shaped by first-hand international experience
- Make selective use of existing contacts with individuals and school in other counties and programs such as United World College where, with their help, our recruiting efforts can be most efficient and effective
- **Increase our efforts through mentoring and programmatic changes to enable a higher percentage of our students to study abroad for at least one semester, with an initial goal of 60% of Skidmore graduates having such an experience**
 - Reduce the obstacles to students going abroad from certain disciplines (e.g., the natural sciences)

- Develop additional resources to support faculty efforts to create opportunities to take our students abroad for experiences that foster global awareness

Success for All Students (progression, retention, etc.)

- Continue efforts to understand why performance on certain student populations fails to meet our expectations and, based on that enhanced understanding, we will increase our efforts to meet their needs more successfully
- **Improve retention and achievement among traditionally underrepresented student groups by improving academic support where it is needed**
 - Apply successful HEOP/AOP models for programming, mentoring and curriculum to other areas of the College
- Given the psychological and academic toll that co-curricular work can take on committed and persistent student leaders, provide greater day-to-day, evening-time, and weekend support from the College's Student Affairs staff

Support to Faculty, Staff and Administration

- Engage in a vigorous conversation within our faculty and across our community to clarify our understanding of what our students need to know about Goal II
- Consistently include programs to enhance the skills that relate to Goal II in the professional development of our faculty, staff and administration
- Provide incentives to faculty for course development, including workshops and stipends for intercultural literacy or intercultural and global understanding curriculum
- Using Fulbright and other international grants, bring accomplished international scholars to Skidmore to teach as visiting faculty members, in short residencies, etc
- Encourage and support attendance at conferences that focus on diversity and global understanding

- **Launch into full activity the Presidential task force on intercultural and global understanding, as called for in the Strategic Plan, to a) prioritize the College's goals so that resources are appropriately allocated and b) develop a strategy for effective assessment of our achievements in implementing Goals II and III of the Strategic Plan.**

Changes to Curriculum

- **Students must study at least one foreign culture and language.**
- Introduce intercultural learning early and often in the student experience.
- Create more courses and programs that examine both global and domestic cultural differences as defined by race, ethnicity, socioeconomic class, gender, and sexualities.
- Provide additional resources to faculty members to meet the pedagogical needs of an increasingly diverse student population and take advantage of the opportunities represented by a more multicultural classroom environment.
- Departments and programs take the lead in enhancing curricula to advance both intercultural literacy and global understanding.
- Provide additional encouragement and assistance to faculty whose research and teaching have an international *or transnational* focus.
- Support programs (e.g., the International Affairs major), curricula, courses, lectureships, and symposia that enhance global awareness on campus
- Allow all majors to offer study abroad as an option.
- Make the most of the interconnections by coordinating international and global studies events

Campus Climate & Co-Curricular Engagement

- Help *all* of our students develop the interpersonal skills required to interact successfully within an increasingly diverse College population

- 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
- These concerns also need to be reflected in the shared conversations prompted by visiting speakers, symposia, performances and other such public events
- Take advantage of resources represented by students returning from study abroad to enrich the campus community
- It is essential that international and global studies events be coordinated with events planned around race, ethnicities, and cultural differences in the U.S., both to avoid conflicts and to make the most of their interconnection
- **Increase the number of residence halls programs that focus on race and ethnicity**
- Support initiatives to increase diversity through improved collaboration between the relevant OSDP programs and Admissions, HEOP/AOP, and relevant departmental programs
- Increase institutional capacity to take advantage of returning study abroad students (including London Program first-year students) by developing new ways for these students to share their study abroad experiences with others (e.g., via Web logs, Academic Festival, etc.)

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
- Provided with ample contexts to learn about race, ethnicity, and other kinds of differences in their coursework and in the curriculum, as well as in home-stays, internships and fieldwork, our wish is for our students' education to lead them to greater intercultural understanding, analytic insight, and capacities for communication

- Develop skills to identify and analyze complex international problems in their historical, technological, and ethical contexts, understanding the dynamics of *both domestic and* 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