

**INSTITUTIONAL POLICY AND PLANNING COMMITTEE**  
**MEETING MINUTES**  
**September 23, 2011**

PRESENT: President Phil Glotzbach, Chair; Denise Smith, Vice Chair; Susan Kress, Michael Casey, Michael West, Mary Lou Bates (via telephone for discussion of Item 2), Beau Breslin, Paul Calhoun, Joshua Ness, Cori Filson, Mark Huibregtse, Joe Stankovich, Justin Sipher, Adrienne Zuerner, Anne Petruzzelli, Gail Cummings-Danson, Erica Bastress-Dukehart, Jonathan Zeidan, Ethan Flum, and Barbara Krause (Secretary).

ABSENT: Rochelle Calhoun.

**1. Approval of Minutes**

The minutes of September 9, 2011 were approved with two corrections:

- Under item 3, the amount of money initially allocated to create a "science reserve fund" is \$1.5 million.
- A correction was noted to the spelling of one member's name.

**2. CTM 2.0 and Web Update**

Vice President for Advancement Michael Casey introduced Dan Forbush, Skidmore's Executive Director of Communications, and Chris Colbert, a principal in the Edwards + Co./Holland-Mark firms. Mr. Colbert was part of the original team that helped the College develop "Creative Thought Matters." The Edwards group was retained earlier this year to help Skidmore consider the next phase of CTM.

Mr. Colbert presented an overview of the research that has been undertaken in support of this work. The key question posed to various constituencies was as follows: How can we strengthen our Creative Thought Matters messaging so as to improve our ability to attract high quality (8, 9, and 10 AQR) students?

Mr. Colbert reviewed the methodology that was used to seek input from current students, faculty, alumni, and prospective students. The consistent theme emerging from all groups was that the next step would be to elevate the concept of "Matters". In other words, the College should continue its efforts to explain how and why a Skidmore education makes a difference both for our graduates and for the world.

In order to achieve that result, Mr. Colbert and his colleagues identified four "levers":

1. Connect CTM to consequences (jobs, careers, startups, cultural impact, and happiness) in math, science, and business particularly.

2. Make the website and the presence of CTM 2.0 the “mother child”.
3. Shift from static "copy" to dynamic content on the web through voices and stories of the students, alumni, and professors.
4. Turn up the volume on CTM from admissions through the year following graduation.

The proposed initiatives identified by the Edwards group are as follows:

1. Undertake a major redesign and restructuring of the College's website, to be launched in conjunction with the deployment of a more advanced and intuitive Content Management System.
2. Build a compelling Admissions micro-site – with its own domain name, navigation, and graphic approach – to engage prospective students and guide them smoothly through the admissions process.
3. Expand, improve, make more interactive, and consolidate in a single section of the website called *Creative Space*, a variety of features dedicated to spotlighting the creative endeavors of students, faculty, and alumni. Enlist more students in the production of content.
4. Consult with academic departments on ways to make creative thought manifest in each discipline.
5. Host “TED X” Skidmore events that explore topics of special relevance to the College.

In closing, Mr. Colbert suggested that further consultation will be undertaken to test these ideas and that execution of the proposed strategy is anticipated over the next three years.

President Glotzbach opened the floor for questions and comments, encouraging students, in particular, to respond.

- It was suggested that because most students continue to have a strong relationship with parents, the ideas related to CTM should be tested and discussed with parents.
- There was support for student opportunities to demonstrate their creativity on the web.
- In response to a question, Mr. Colbert clarified that because the low point of CTM awareness appears during students’ first two years at the College, use of students to develop content related to CTM probably would focus initially on juniors and seniors. It was noted, however, that inviting students to think earlier about creativity will elevate their connection to CTM.
- A member urged that the new web design must relate to content, not just appearance, and should create an opportunity for a digital presence.
- A member urged that the process should account for questions about why students choose Skidmore.
- In response to a question, Mr. Colbert clarified that prospective students who were interested in Ivies sometimes thought less of CTM not because of its content, but simply because they thought less of any college that needed to market itself.
- In response to a question, it was noted that the CTM message plays very similarly to audiences on the East and West Coasts. International audiences, on the other hand, require different recruitment strategies in general due to the more limited understanding of liberal arts education.

Vice President Casey closed by noting that there will be two open sessions at which community members will be able to respond to the initiatives proposed by the consultants. President Glotzbach emphasized that this is an opening conversation.

### **3. CIGU Statement Of Concerns Issued May 18, 2011**

President Glotzbach directed members' attention to a statement issued by the Committee on Intercultural and Global Understanding (CIGU) issued on May 18, 2011. The statement was issued on that date to IPPC and to the President's Cabinet with a list of recommendations. The same statement was distributed later that week to the College's "everyone-list". President Glotzbach expressed appreciation to CIGU for the courtesy of sending the recommendations first to the Cabinet and IPPC for their consideration. He then invited Cori Filson, co-chair of CIGU, to introduce the conversation.

Ms. Filson indicated that she, co-chair Michael Ennis-McMillan, and other members of CIGU remain concerned about the matters outlined in the document and look forward to a response from Cabinet and the IPPC. She indicated that a timeline for addressing the concerns would be welcomed by CIGU. She further stated that one of CIGU's primary concerns is whether there is a significant and stable cohort of faculty and staff on campus to do the work of advancing Goal II of the *Strategic Plan*.

President Glotzbach noted that while IPPC has seen a copy of the current draft Strategic Action Agenda for 2011-12, CIGU has not seen the document. Ms. Filson confirmed that and expressed appreciation for the focus on diversity and inclusion in that document.

A member asked if CIGU had any specific ideas about recruitment of faculty of color. Ms. Filson responded that Professor Winston Grady-Willis (now on leave from the College) had been involved in faculty recruitment and interviewing. Interim Dean of the Faculty Beau Breslin reported that Associate Dean of the Faculty Paty Rubio will take over those responsibilities this year and indicated that an inclusive hiring workshop had been held approximately 10 days ago for all departments who will be searching for faculty lines this year. Dean Breslin also reported that he will be involved in an effort to develop inclusive pools and to identify strong candidates who are also persons of color. In addition, he reported that Associate Dean Rubio has been asked to research best practices for faculty retention. He expressed agreement that we must do more to succeed with recruitment and retention of persons of color.

Vice President for Academic Affairs Susan Kress expressed support for Dean Breslin's work. She noted further that successful recruitment begins even before postings are publicized – i.e., how a job is defined often influences how diverse a pool of candidates might emerge. A faculty member expressed support for this, noting that departments must think creatively about how to define positions and develop pools. Dean Breslin affirmed that faculty lines belong to the College, not to the departments, and that he will encourage departments to be more flexible in how they develop position description for open faculty lines.

President Glotzbach then invited a review of CIGU's recommendations. Comments (still preliminary at this time) included the following:

1. **Review of the "diversity triad" structure and the supporting role of CIGU:** President Glotzbach noted that the notion of a "triad" as a group in and of itself has evolved from his original intention. He noted that the triad was intended simply to designate the three individuals holding the three different positions with responsibility for diversity and inclusion in their areas. He also saw CIGU as an advisory group. President Glotzbach met with the members of the triad prior to Professor Grady-Willis's departure, and there will be a review of the role of the triad (individually and collectively) as well as a review of CIGU to determine whether these structures are functioning as well as possible to advance Goal II.
2. **Support for institutionalization of the Intergroup Relations (IGR) program:** Vice President Kress reported that Professor Kristie Ford has been provided administrative support, that she will hold the director title and be a member of the Academic Staff, and that CEPP and the Curriculum Committee are in an ongoing discussion with Professor Ford regarding potential establishment of IGR as a program or as an academic minor. Vice President Kress also noted that the IGR program has two course releases and has received enhanced budgetary support.
3. **Institutionalization of other programs to move the College forward with diversity priorities:** Among the programs fitting this description are the *Everyday Leadership* program sponsored by Student Affairs (interrupting bias), the impending visit of Francie Kendall, also supported by the Bias Response Group and for the purpose of interrupting bias, and hiring workshops for faculty and staff. CIGU had recommended mandatory faculty training regarding diversity and inclusion. The challenges of requiring such training were discussed. Ms. Filson noted that CIGU would like to be a part of work on best practices in this area. It was further noted that the CIGU website now contains a link to resources for faculty and others. Finally, the broad and consistent dissemination of data could help faculty to see the need for pedagogical development in this area.
4. **Develop selected faculty lines dedicated to diversity related academic fields:** It was noted that this is a question of resources and is under ongoing consideration.
5. **Provide tenure line target of opportunity hires for individuals from underrepresented groups:** Similarly, a question of resources and something that is under ongoing consideration. It was noted that the College has made such hires in the past. One idea might be to consider as a dedicated pool of new-initiative funds each year to support such hires. It also was noted that such hires should be considered in staff as well as faculty positions.
6. **Reinstate the NYU Minority Dissertation Fellowship and Consortium for Faculty Diversity Initiatives:** These positions were frozen as part of budget cuts following the 2008 recession and would need to be brought back as new initiatives. Academic Affairs is considering whether to make such a proposal.

- 7. Include a full day diversity training as part of the FYE program for both students and Scribner Seminar faculty:** It was noted that peer mentors do receive diversity training, although not a full day. The *Everyday Leadership* program offered this fall was a response, in part, to the fact that more dedicated training could not be offered through the FYE program. It was further noted that *Everyday Leadership*, which focused on returning students in leadership positions from all classes, reached a broader audience and therefore has a potentially more significant impact.
  
- 8. Review support for international faculty members and provide an appropriate support structure that addresses issues of attraction and retention, including a presence on the Skidmore website:** It was noted that the College has hired an individual who will report in Student Affairs but whose responsibility also includes visa support for international faculty.

In closing this discussion, President Glotzbach indicated that the primary message he wished to convey to CIGU is that the Cabinet and IPPC have heard the concerns that have been expressed. There are many ways in which the concerns already have been or are being addressed, other efforts will continue, and the Cabinet will issue a formal response.

Ms. Filson expressed appreciation for the information and emphasized that she and Professor Ennis-McMillan hope to create a culture among CIGU members in which all members see it as their responsibility to communicate information into the areas where they work. She reiterated that CIGU would appreciate a written response including a sense of the timeframe for accomplishing the various initiatives.

Finally, Ms. Filson noted that she had distributed CIGU's 2010-11 Annual Report to IPPC members via e-mail in advance of today's meeting. She explained that FEC had requested CIGU's Annual Report and that the Annual Report, as currently drafted, would include the recommendations that CIGU had distributed, to this point, only to Cabinet and IPPC. Ms. Filson asked if there were any objections or reservations from IPPC about including the recommendation in the Annual Report. President Glotzbach and IPPC members expressed full support for including the recommendations in CIGU's Annual Report. Appreciation was expressed to CIGU, once again, for its decision to offer the recommendations first to Cabinet and IPPC to allow an opportunity for response.

#### **4. Shared Governance**

President Glotzbach noted that, given the time, a full discussion of shared governance issues would not be accomplished today. He did note, however, that he would meet later that afternoon with chairs of various governance committees (FEC, IPPC, CEPP, Curriculum, CAPT, and CAFR) and various administrators to begin discussing improvements in shared governance.

**5. Revised Draft Strategic Action Agenda 2011-12**

Support was expressed for the revisions made following IPPC's last discussion. President Glotzbach invited members to send any specific comments to Barbara Krause by Monday, September 26. He hopes to finalize the Strategic Action Agenda (subject to formal consideration by the Board of Trustees in October) at the next IPPC meeting.

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