

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at the non-western/cultural diversity requirement – specifically, whether language describing that requirement is outdated.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

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
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- Establish and sustain an effective relationship between Academic and Student Affairs . . .

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- Cultivate effective partnerships between the FYE program, advisors, and Student Affairs professionals

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Hiring and Retaining Faculty, Staff and Administration

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- - 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

- - global, understanding that no one's worldview is universal,
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