Minutes for the CEPP Meeting of September 7, 2011

In Attendance: Logan Brenner (student representative), Rochelle Calhoun, Janet Casey, Mimi Hellman, Chris Kopec, Susan Kress, Josh Ness (Chair), Ruben Graciani, Thomas Rivera (student representation)

1. The Chair presented possible agenda items for CEPP to take under consideration this year. They included:

* + Revision of the Cultural Diversity requirement. This proposal is almost ready to be introduced to the faculty;
  + “Institutionalizing” Intergroup Relations (IGR). Kristy Ford met with CEPP at the spring retreat, and will meet with representatives from CEPP during the semester to address strategies to make that program more sustainable and accessible to students.
  + Creating a Minor. In light of the Arts Administration minor (under discussion on Sept 14) a broader conversation about how minors are created may be warranted. There is some question about the role CEPP can/should play in the AA minor. There is consensus that CEPP, CC and FEC should discuss protocols for the future.
  + A charge to create a CEPP working group focused on Transitions and Transformations will be discussed on Sept 14. The product of that working group will be a focus in the spring semester.
  + CEPP will charge a workgroup to focus on the theme of Science Literacy.
  + Amicable separation of CEPP and the Assessment Steering Committee. Sarah Goodwin is crafting a document to clarify this process and identify the next incarnation of ASC.
  + Rigor in the classroom. The group working on the revision of the Dean's Cards will meet again this year and a second pilot of the draft forms likely will occur this semester. Related topics include evaluation of the consequences of the Course Cap recommendations (from a 2009 workgroup that included members of CEPP, CC and the administration), links between class size and student evaluations, and changes in evaluations of students by faculty and in evaluations of faculty by students over time;
  + Civic Engagement. Although the “service learning” and “civic engagement” components of courses are increasingly being highlighted within some segments of the College curriculum, the pedagogical significance of those activities and the criteria used to identify those elements in the courses is unclear.
  + Breadth requirements. CEPP has been asked by CAS and the registrar’s office to explore whether the inconsistencies in the criteria used to identify courses that meet a particular breadth requirement warrant attention, consultation and/or remediation.
  + The educational network. Josh Ness discussed a nascent initiative to quantify the degree to which faculty within and across disciplines are linked by students they teach.

The meeting was adjourned at 9:40 am.

Respectfully submitted by Chris Kopec