**CEPP Minutes 12/17/14**

**Present**: William Lewis (Chair), April Bernard, Beau Breslin (Dean of Faculty and VPAA), Rochelle Calhoun (Dean of Students and VPSA), Amy Frappier (Scribe), Sarah Goodwin, Renée Schapiro (Student), Kelly Sheppard, Charles Tetelman (Student), Peter von Allmen

**Guests**: Erica Bastress-Dukehart (History), Samuel Harris (SGA), Crystal Moore (Social Work), Beth Post (Financial Aid), Patricia Rubio (Associate Dean of the Faculty for Personnel, Development, and Diversity), Joshua Woodfork (Executive Director and Coordinator of Strategic Initiatives)

1. Minutes from last week’s meeting were approved as amended.
2. In ongoing business:
   1. CEPP set plans for next semester’s meetings and agenda during the Winter Break, including the Chairs and Program Directors retreat (Jan. 14th) and Academic Summit (Jan. 16th). We plan to hold CEPP’s winter retreat on Monday, Jan. 19th from 9am – 3pm in the D-hall Test Kitchen.
   2. CEPP heartily thanked outgoing student representative Charles Tetelman for his contributions to the Committee over the past two years. CEPP welcomed our new student representative joining Renée Schapiro for Spring, Sam Harris ’15.
   3. At the end of the meeting, CEPP turned to in-depth discussion of our two curriculum drafts. CEPP envisions a long-term rollout over several years, with implementation (sub-) committees tasked with overseeing some details and troubleshooting issues that arise. Version A is designed to fix recognized problems with the current curriculum. It aims to address problems that are evident from assessment and related data and are mindful of economy. In Version A, some experiences can count in place of classes, and CEPP recognizes that a bureaucratic system would be needed to vet such requirements. Version B is more oriented towards a creative spaces curriculum, valuing creativity and personalization alongside a more streamlined Liberal Arts curriculum as the right fit for Skidmore students. It was pointed out that in Version B the holistic integrated moment is envisioned in the major. Version B needs more work on a brief preamble and rationale.
3. New business:
   1. CEPP’s major agenda item for the day was to invite the Middle States Working Groups (WGs) to share information with CEPP in order to best coordinate with CEPP’s work in areas of related and overlapping interest. A discussion was held about how to effectively and properly align Middle States WGs and CEPP on topics of common interest. Middle States recommendations must be revisited in five years, providing a potential platform for checking back on some of CEPP’s ongoing work on curricular reform. CEPP welcomes information from the WGs and commits to share back to the Middle States team about our work.

It is understood that the Middle States process will result in a reporting and visionary document that should help move the College forward in multiple strategic directions. Integrative Learning (IL) is the central lens for all the Working Groups. WGs will contribute to CEPP’s work to varying degrees. Sharing information can help widen the circle of people who are familiar with how the evidence suggests that we are succeeding as an institution and where we are falling short of our aspirations. WGs will soon have their detailed report outlines to share with CEPP along the lines of today’s discussion.

* + 1. Beau and Peter reported on the General Education Curriculum WG. The data that this WG is reviewing is familiar and available to CEPP. CCI and Information Literacy are new initiatives with implementation envisioned outside of new courses. This WG is also developing recommendations for revising the existing QR requirements in response to assessment results. The WG’s QR work is closely allied with CEPP’s work on the All-College Curriculum reform project. CEPP appreciates the WG’s work, and we hope to incorporate the WG’s recommendations into our All-College Curricular reform work, perhaps through a formal sub-committee.
    2. It was pointed out that IL remains unevenly understood across the Faculty. IL is not synonymous with interdisciplinary.
    3. Rochelle and Janet Casey are leading the Student Lifespan WG. Rochelle reported that they are considering IL by year in the domains of the Curriculum (i.e. majors, FYE), Co-curriculum, and Beyond (i.e. Alumni, MALS). The Co-Curriculum incorporates lessons and data from the Career Development Center (CDC), student examples, and personal experiences (e.g. student EMS, Fellowships, IT, etc…). This WG is also considering intersections among the domains and how well students integrate their learning across time and across domains.
    4. Erica Bastress-Dukehart represented the Physical and Digital Spaces WG. Their report is organized by considering spaces that represent Skidmore’s Past (Tisch Learning Center), Present (Scribner Library), and Future (CIS and digitally enhanced learning). In a clear example of how faculty vision for the curriculum can change the College’s physical spaces, she noted that the impetus for building Tisch was to implement the LS1 curriculum. Resources, then as now, are important to enable curricular reform. As the CIS project moves forward slowly, we continue to need additional spaces for teaching and group work, particularly small spaces for small groups. The roles of the Tang Museum and Zankel Music Center are also considered. Regarding “digital enhancement”, Erica cited Ball State’s “interactive classroom” <http://cms.bsu.edu/about/administrativeoffices/educationalexcellence/services/learningspacesinitiative>
    5. Paty Rubio discussed the work of the Diversity and Inclusion WG. This WG is relatively independent of CEPP’s interests, but the primary area of overlap relates to Study Abroad and the experiences of international and multilingual students. The WG is also considering IGR, the Tang, Pre-College Programs, and Travel Seminars. It was pointed out that Mary Lou Bates (Admissions) has been tracking the languages spoken by incoming students for many years. Beau will contact Mary Lou to request this data. *N.B.* This WG is not considering CCI, as that is the purview of the General Education WG, above.
    6. Crystal Moore and Beth Post reported on the WG on Civic Engagement (CE), Sustainability, Values and Ethics. They are relating the past, present, and future development on these fronts to the Strategic Plan and the GLSD. The WG points out that CEPP’s work has included the terms CE, values, and ethics. A Responsible Citizenship Task Force resulted in the IPPC’s Cubcommittee for Responsible Communications and the AVD Civic Fellows. 2/3 of students participate in these sorts of experiences through courses and co-curricular activities. An example: data shows that service learning in FYE helps boost perceptions of self-efficacy as learners. Assessment shows that interest among students and openness of faculty is growing. If CEPP includes this in curricular reform work, resources will be needed in addition to the van now available for CL-related travel.
  1. CEPP discussed the Academic Summit. We plan to share two curricular models and discuss IL, with the goal of moving the conversation about the curriculum from disciplinary concerns about siloed, separate courses towards guiding students towards making connections. Potential changes to Advising will be put off until we have a chance to meet with Kim Marsella (OAA) and get a more full sense of the Faculty’s responses to alternative Versions A and B at Academic Summit.

Respectfully submitted, 1/5/15

Amy Frappier