**CEPP minutes from meeting on February 5, 2015**

Present: Bill Lewis (chair), April Bernard, Beau Breslin,Rochelle Calhoun, Kelly Sheppard, Amy Frappier, Sarah Goodwin, Renee Schapiro, Charles Tetelman, Peter von Allmen (scribe).

1. Minutes of 1/29/15 and 19/15 approved with minor corrections.
2. The committee discussed the responses of David DeConno and Corey Freeman-Gallant on the potential change to the final exam make-up policy. Both strongly believed that the institution of a blanket rule for make-up exams was untenable. Among the more difficult issues are that it would require lengthening the final exam period, and would require administrative offices to proctor exams though they are not staffed to do so. Instead, the committee suggested that asking students to complete a simple form with a set due date might be more effective. More discussion would be needed if we were to pursue this course of action as the form would have to be drafted as well as a procedure for routing that form once completed. For now, the decision is to have Dave DeConno send a stand-alone email part-way through the semester alerting students to the need to resolve conflicts well before finals week.
3. Rochelle Calhoun indicated that CIGU had discussed the curricular reform proposal and wondered how they might have their views heard. This led to a broader discussion of the relationship between CIGU, the Middle States Working Group on diversity and CEPP.
4. Kim Marsella joined the committee for an extended discussion on advising at Skidmore. NSSE data indicate that about 55% of students feel that the current advising model works well. This is on a par or better with our peer institutions. This led to an extended and useful discussion on the difference between advising and mentoring. While it may be possible to mandate relatively objective portion of the advising role, the role of mentor typically evolves in more organic fashion and so is difficult to legislate. This led to a discussion of whether we should direct our focus on student development in a similar manner as faculty development.

Respectfully submitted,

Peter von Allmen