

## **Committee on Educational Policies and Planning (CEPP),**

### **Annual Report for AY 2014-15**

#### Membership:

- 2015 Bill Lewis, Philosophy and Religion, tenured, Chair
- 2015 Peter von Allmen, Economics, tenured
- 2016 Amy Frappier, Geosciences, untenured
- 2016 Ruben Graciani, Dance, tenured (1-yr LV 2014-15)  
Sarah Goodwin, English (1-yr 14-15 replacement for Graciani)
- 2017 Kelly Sheppard, Chemistry, untenured
- 2017 April Bernard, English, tenured  
Beau Breslin, Dean of Faculty and Vice President for Academic Affairs  
Rochelle Calhoun, Dean of Students and Vice President for Student Affairs
- 2015 Charles Tetelman '16, SGA VP for Academic Affairs, student rep (fall only)
- 2015 Renee Schapiro '15, student rep
- 2015 Samuel Harris '15 student rep (spring only)

The committee met 26 times during the academic year, including two extended retreats. The CEPP working group on the curriculum met 16 times. Additionally, CEPP held eight meetings with faculty and administrators to discuss the General Education Curriculum and conducted one committee of the whole. The year began with an ambitious agenda, which included the following items:

#### **In process agenda items**

- Need to revise CEPP operating code to reflect changes in faculty membership from 6 to 5 when it is reviewed next fall.
- General education curriculum reform

#### **Completed agenda items**

- Work on General Education Curricular Reform
  - Compiled list of supporting documents on CEPP website
  - Met with Middle-States Working Group and Strategic Planning committee Chairs to share information and to discuss overlap and collaboration on curricular work.
  - See attached progress report\*
- Reviewed CEPP Operating Code, minor revisions made.
- Decision made to operate with one fewer faculty member so long as representation from each division is ensured. FEC introduced this proposal to the Faculty and it was endorsed in the spring. From now on, CEPP will have five faculty members serving on the committee.

- Calendar
  - “Fall Study Day” name changed to “Study Break.”
  - Spring revisions made to Fall 2015 calendars
- Adopted policy on new department and program honors awards
- Endorsed OCSE proposal that OCSE provide each study abroad alumnus with a small iron-on patch of their host country’s flag.
- Received and took action on CEPP Sub-committee on the MALS program recommendations.
  - Submitted resolution that MALS program be closed to faculty. Faculty endorsed resolution at April 27<sup>th</sup> meeting
  - Submitted resolution thanking MALS associated staff and faculty for their service. Faculty endorsed resolution at May meeting

Respectfully submitted,  
William Lewis, CEPP Chair 2014-2015

April 16, 2015

**\*CEPP Curricular Work Progress Report, Spring Semester 2015**

After three years spent critically examining the existing general education curriculum, consulting with the faculty, and researching and brainstorming possibilities for a reconstructed curriculum, CEPP is close to presenting a bolder and more innovative general education curriculum, one that will serve our students well for at least a generation. Suppler than its predecessor and more coherent, this new schema also has the virtues of being distinctive, integrative, and transparent about how its requirements serve our goals for student learning.

Though the proposed curriculum will have all of these virtues, it cannot promise to develop every capacity that that we wish our students to possess; some of these will be advanced in majors and many will be furthered by co-curricular experiences. Instead, a general education curriculum is intended to advance just some of the goals that we as a faculty deem crucial for student success in and beyond the classroom. Inevitably, and with any new program, there will be trade-offs: initiatives, subjects, skills, and resources dear to each of us cannot all be equally represented or retained. This does not mean that these goods will not figure prominently in other parts of the curriculum and co-curriculum or that they cannot be renewed and refreshed by our reconstructed schema. Likewise, though some requirements will look similar to existing ones, if we want an exciting, effective, and distinctive curriculum, it will mean refinements of the existing criteria and it will demand that we explore innovative ways for students to fulfill these curricular goals.

As Skidmore faculty we have a choice, we can stay with an antiquated and demonstrably flawed general education curriculum, or we can together embrace the scary task of refining and implementing a new general education curriculum. After three years of collaborative work, CEPP thinks it is nearly ready to present you with such a program. That which we present next fall should be interrogated and refined and we should be cognizant that its implementation will be as challenging as its formulation. We should also know that the reward for this work is a general education program that is distinctive and coherent, and that will better help our students to develop the capacities which we know are important for them to be effective global and local citizens in a challenging twenty-first century.

## **Timeline**

Fall 2012-Spring 2013

- CEPP prepares for a curricular reform by reviewing the data on the existing general education curriculum.

Fall 2013-Spring 2014

- CEPP examines present curriculum, gathers information about curricula at other universities and colleges, consults relevant literature.
- CEPP begins brainstorming how to construct a Skidmore curriculum that is forward thinking and conducive to the realization of the college's learning goals. CEPP presents research and ideas in numerous forums and seeks feedback from various constituencies about a renewed curriculum.

May 2014

- CEPP presents curricular sketches to the faculty and seeks feedback.

Fall-Winter 2014

- Curricular sketches from the spring are combined into one model. In response to faculty desire, another more "radical, distinctive, and exciting" model is developed. This new model and the existing "hybrid" proposal are discussed at the January Chairs and Program Directors Retreat and at the January Academic Summit. The more innovative model is clearly favored over the hybrid model.

Spring 2014

- The innovative model is widely distributed and discussed at the 01-27-15 Faculty meeting. Seven subsequent meetings are held between CEPP and various faculty and administrative subgroups to discuss the model. Simultaneously, CEPP works to respond to the suggestions and ideas garnered and to refine the model.

Fall 2015

- CEPP presents a refined version of the innovative curriculum to the faculty for approval early in the Fall.

Fall 2015 and beyond.

- CEPP works with faculty and the administration on the timeline for implementation as well as on its details.