

**CEPP Subcommittee on the First Year Experience
Minutes for November 20, 2003**

Present: Terry Diggory, Hugh Foley (chair), Kate Leavitt (scribe), Ruth Andrea Levinson, Tina Levith, William Lewis, Michael Marx, Anita Steigerwald, Gordon Thompson

1. The committee will meet from 2:00 – 3:30 on Friday November 21, from 2:00 to 3:30 in the Intercultural Lounge.
2. Announcements
Hugh reported on the timetable:
By December 19th this committee will put together some fairly concrete proposals that he will work on over the winter break. Committee members are invited to share in this developing document before CEPP meets the week before spring semester begins. He is hoping to have consensus on the larger issues before the fall semester ends. He also reported that Michael Arnush has proposed a first year course and this committee will have an opportunity to look at that soon.
3. Advising/Mentoring linked to a first year course
The committee discussed the advantages and possible problems of faculty mentoring being coupled with the FYE.
 - Small class size recommended
 - How will this system rotate through the entire faculty?
 - Do all the faculty have the disposition for this role?
 - Successful mentors may be overloaded
 - Those rotating out of first year mentoring may not have upper class advisees
 - How to insure departmental connections as well as course connections?
 - All departments need to contribute
 - Advising for majors may take place separately, handled by departments for major requirement discussions
 - Define the role of mentoring – articulate the difference between mentoring and traditional advising, mentoring as a bridge between student life and academic life
 - Create living environments in which there is a conscious dialogue with the mentor/ peer advisor discussing academic life, leadership and establishing a place in the community – group work tied to the first year course
 - First year mentor helping the student to transition into college life and academic expectations – Terry's Rap
 - Do we see the mentor as a safe person that the student always returns to for guidance?
 - A more rigorous mentoring role to include challenging the student as an intellectual
 - Blurring the boundaries between teacher/professor/advisor
 - Building in a structure for upperclassmen as peer advisors/ working in partnership with faculty advisors – similar to tutors role.

- How would Student Affairs and the Dean of Studies office support a mentoring system?
 - What about the students who are not comfortable with faculty, perhaps those students who have substance or psychiatric problems?
 - Faculty time/ additional credit for advising/ can this work in all departments
4. Shifting from 2 courses, LS 1 and LS 2, to a single first year course:
- LS 2 in its present form is not exclusively a freshman experience
 - If LS 2 were eliminated this puts more pressure on 200 level courses across the disciplines, if a single course were proposed this might not alleviate the need for more faculty – an innovative new approach to the first year course might create a reason for embedding more faculty lines in a campaign
 - LS 2 courses effectively reinforce the interdisciplinary approach to learning
 - Has Skidmore effectively embedded interdisciplinarity in the all the disciplines omitting the need for 2 Liberal Studies classes?
 - LS 2 replaced with a sophomore project tied to their interests – this creates building blocks, 1 credit experience
 - What are the learning outcomes?
 - Create an Interdisciplinary Center with faculty involvement to work with students collaboratively perhaps for _ credit – faculty as leaders, collaborators working on research.
 - Create a Liberal Studies Initiative project where an issue effecting the students would be part of the community/research
 - Team taught LS 2 courses – 4 credit – 2 credits per faculty