

CEPP Minutes, November 21, 2003

Present: Michael Arnush, Megan Fair, Hugh Foley, Frank Gonzalez (scribe), Chuck Joseph, Pat Oles, David Peterson, Paty Rubio, Gordon Thompson

1. Gordon passed out copies of John Ramsey's "Some Discussion Points Regarding Academic Honors and Prizes" for future discussion. MA asked what CEPP's role is with regard to this document. It was agreed that any proposal emerging from this document would have to be brought by CEPP itself to the floor of the faculty meeting.
2. The Open Forum of November 14 was reviewed. PR identified as one important issue emerging from the discussion the "gap" between the first-year experience and the capstone experience. DP suggested that this "gap" must be addressed by individual departments. Some discussion ensued of the role of departments in working with student writing. The lack of interest in the QR2 requirement evident in the Forum suggested that more has to be done to involve the sciences in the dialogue. Different views were expressed on why the sciences have not been more involved, including the suggestion that they are happy with the Vision Statement as it stands. CJ offered to talk with senior members of the sciences and advise them to encourage their junior faculty to participate more in the forum discussions and in the process as a whole. The discussion then returned to writing with the suggestion that we need expository writing courses at the upper level and within departments. FG proposed that one fairly simple way to do this would be to allow 300 level courses that meet three hours a week to count as four credits when they work intensively with student writing. Finally, note was made of the suggestion during the forum that junior faculty are made to support the burden of LS1.
3. Subcommittee on First- Year Experience. HF plans to ask the committee the following two questions:
 - a. Should there be a single first-year course rather than the combination of LS1 and LS2? HF anticipates the answer to be yes, but also drew attention to the following problem: what will students take instead of LS2? 200-level courses in departments are already fully subscribed.
 - b. Should the first-year course be linked to advising/mentoring? HF again anticipates that the majority will support this.

HF sent a proposal to CEPP members as an e-mail attachment, but since most were unable to open it, discussion of this proposal will be postponed.

PO again drew our attention to the need to deal with aspects of the first-year experience beyond courses and advising.

4. Study Abroad and Diversity Subcommittee. MA reported the following five items:

- a. Cori Filson's "Proposal for the Growth of International Programs" has been endorsed by the subcommittee with the proviso that the money earned be directed towards faculty development.
- b. With regard to the integration of student experience abroad, there is less support in the subcommittee for a pre-departure experience than there is for a post-study-abroad experience. What is being considered here is an opportunity rather than something mandatory. The problem is logistics.
- c. The creation of the position of Director of Intercultural Studies is being considered as a way of strengthening intercultural studies across the curriculum.
- d. Also under consideration is the formation of the position of Director of International Education. This item provoked some discussion of the relation of such a position to currently existing structures.
- e. Also on the agenda is the proposal of forming an advisory body of faculty with relevant experience to assess and recommend study abroad programs

Respectfully submitted,

Francisco J. Gonzalez