

CEPP, April 27, 2004

Michael Arnush (scribe), Hugh Foley, Frank Gonzalez, Pat Oles, Paty Rubio, Ray Rodrigues, Linda Simon, Gordon Thompson (chair)

1. Minutes: minutes of 4/13 (Gonzalez) approved; minutes of 4/20 (Rubio) forthcoming
2. CRAP has nearly completed its work, having submitted a report on retention and related issues to Pres. Glotzbach; CEPP will receive report soon.
3. Articulation agreement between Skidmore and Schenectady County Community College; the "numbers" committee has supported this initiative, which strengthens Skidmore's relationship to the community and has the potential to attract strong students in the sciences. Skidmore hopes to offer up to three full scholarships to SCCC students. CEPP will discuss this at its May 4th meeting, and if it approves the agreement, the committee will inform the faculty about this development.
4. Discussion of special CEPP forum, April 23rd:
 - PR reported that the program directors expressed their hopes that the FYSs will count towards the ID programs' majors and/or minors. Will this privilege ID programs over departments? MA suggested that perhaps FYS courses could count towards any major or minor if the department chooses to count interdisciplinary courses. HF supported Terry Diggory's position that FYSs should remain separate from majors and minors. Program directors will support the FYS with enthusiasm if it can count towards the major or minor. How do we handle this - as a revision, or as an amendment on the floor? CJ anticipates that other amendments may emerge at the 4/30 meeting, and asked the committee whether it is politically advantageous to delay the vote until the fall, allowing CEPP to work out the most challenging questions over the summer. CJ, as dean, sees advantages to resolving these issues first. Members of the Expository Writing Committee (EWC) who had expressed support for the FYE proposal in a meeting with CEPP members in early April were reluctant to demonstrate full support on April 23rd until the relationship between the FYS and the EW requirement is resolved. LS thinks that this relationship, and the distinction between a FYS and the EW requirement, needs a full articulation before we move ahead - in particular, what the role of writing will be in the curriculum writ large, and what the future of the EW requirement is. HF noted that CEPP is not yet in a position to shape a sustained writing experience over students' four years. LS noted that CEPP (in conjunction with the EWC) could work next year (as some members of the EWC have suggested) to identify the role of writing in students' course work, particularly in the disciplines.
 - The political dimensions: does CEPP push ahead on Friday and let the FYE-EW issue play itself out on the floor, potentially diminishing overall support for the proposal, or does it delay the vote to avoid serious objections? PR is concerned about multiple challenges that could undermine the proposal: the writing component in the FYS and beyond,

the staffing issue, and the impact on the role of adjuncts in teaching 100- and 200-level courses in departments instead of the FYS. PO thinks that if we argue that the FYE is our most pressing need but we won't address it because of resources, then we undermine our credibility. CJ thinks that, though the staffing issue is important, it's not a pressing obstacle for the April 30th vote.

- Other issues that CEPP should address on the 30th: the need to replace LS1 (data will be shared with the faculty prior to Friday); mentoring (why can't courses open to first-year students serve as the locus for mentoring as well? Since those courses will include other, non-first-year students, the mentoring experience will not be the same, for the upperclass students will have different needs. Mentoring will include having the faculty serve as role models, complementing the course with co-curricular activities and forging relationships between the first-year students in the course and the mentor/instructor. Mentoring is part and parcel of teaching, can be assessed via teaching evaluations, and should reveal - and give credit to - faculty mentoring efforts. HF wondered if some might ask if could we link LS1 to mentoring; committee members noted that LS1 has not incorporated mentoring into the current first-semester course.).
- Are we ready to bring this to a vote? Is CEPP prepared to table the motion, work on the FYS over the summer, and bring it to a final vote early in the fall semester? The committee did not fully resolve this issue before adjournment.

Respectfully submitted,
Michael Arnush