

Committee on Educational Policies and Planning

1 September 2004, 8:30 AM to 3:15 PM, Intercultural Lounge

Participants: Arnush (chair), Foley, Hockenos, Joseph, Levinson, Logan (afternoon), Oles, Rodrigues, Rubio, Thompson (scribe).

Arnush: Welcome and introductions, description of CEPP-List, review of committee charge and agenda.

Minutes: 4 May 2004 and 11 May 2004 approved

- 1) Dance proposal
 - a) Changes in the Physical Education, Exercise Science, and Dance. Consequences: Exercise Science may also ask to be a separate department, resulting in three departments. CEPP discussed whether we should wait to consider all of these proposals as a package or if we should discuss the Dance proposal first. CEPP concluded that we are obliged to consider the Dance proposal while recognizing that other proposals may follow.
- 2) Earth and Environmental Science proposal. Faculty in Environmental Studies and Geosciences have been cooperating. CEPP will bring this to the faculty late in the semester so that J Halstead can participate (returning from sabbatical). Issues include (a) the placement of faculty in a program and how the tenure-promotion process applies, (b) the evaluation of faculty in programs, and (c) the allocation of resources to a program comparable to that of a department.
- 3) Out reports
 - a) IPPC: already meeting to discuss PG's revised Strategic Plan. Who is Skidmore, who were we, who do we want to be? What is the relationship between finances and vision? Can CEPP see this document? (MA will ask PG is the timing is appropriate.) What is the role of academics in the Strategic Plan?
 - b) Academic Staff: sharing the CEPP agenda
 - c) Curriculum Committee: MA will request a meeting with Michael Ennis-McMillan to discuss the relationship between CEPP and CC? How will CC react to our 1st-year experience proposal? MEM has indicated that CC will be unwilling to grand-parent LS2 courses automatically. What will be the guidelines? MA will invite MEM (September 15?) for a discussion of the FYS.
 - d) Expository Writing Committee. What is the status of this committee? Should we deal with the chair of the English Department or the chair of this committee? Should the EWC be a subcommittee of CEPP? Should this committee have an official status? What is the role of assessment in this discussion? Are students writing better or well?
- 4) Middle States (Sarah Goodwin)
 - a) Focus statement: student engagement. First-year experience, Sciences, Diversity. (Distribution of list of 14 standards for consideration divided into "Institutional Context" and "Educational Effectiveness.")
 - b) Overview of what we have been developing and what we hope to accomplish. What have we accomplished in terms of assessment?
 - c) Steering committee: Goodwin (chair), Arnush (CEPP and first-year), DiSieno (sciences), Rubio (diversity and internationalization); Henderson (Registrar), Rodriguez (assessment), Leyden (HEOP), Bates (Admissions), King (Tang), Copans (Library), Dupont (CITS), Burton (DoS), and 2 students.
 - d) MA asked members of CEPP to assist in the composition of a group to write a report on the first year. PO has agreed to participate.
- 5) Institutional Assessment

- a) What can we assess? Independent thinking and learning, Intellectual engagement, and Communication. What is the role of Citizenship? Are we using the results of our assessment in our planning?
 - b) Proposal: faculty discussion, electronic portfolio. Doing good assessment is time-consuming. Is this a faculty prerogative or an institutional imperative? Do the faculty vote on an assessment plan? Will the work of faculty in assessment become part of the calculation of faculty performance in terms of tenure and promotion? This is a CAPT issue.
 - i) RR will pursue his assessment plan and bring it to CEPP for endorsement.
 - ii) If CEPP endorses the AP, we will forward same to DoF/VPAA.
 - iii) CEPP will inform faculty.
- 6) International Programs. In the 2003-04 academic year, Cori Filson presented a proposal to apply student aid to students who wish to study abroad. She wishes CEPP to form an advisory committee to IP to appraise study abroad programs. What is the relationship of this subcommittee to the work of the Curriculum Committee? Do on-line courses come under this rubric?
- a) CF recommended a list of people who have self-identified as knowledgeable about study abroad programs. John Anzalone (humanities), Susan Bender (social sciences), Jim Kennelly (pre-professional programs), Monica Raveret-Richter (sciences), and Peter Stake (arts). MA will chair the subcommittee and prepare the charge.
 - b) CF and the subcommittee will establish a set of criteria by which programs will be assessed, aiming towards a manageable number of programs of sufficient rigor to merit Skidmore student participation. The subcommittee will report to CEPP at the end of two years, providing CEPP the opportunity—in conjunction with CFG (FEC)—to review the existence of the subcommittee.
- 7) Orientation (Gordon Thompson)
- a) Partial consequence of the work of last year's CRAP on the importance of a student's first minutes, hours, and days at Skidmore.
 - b) "What are you doing tonight?" Pat Oles is directing this group who are meeting with freshmen to discuss with them what they plan to do about their education at Skidmore.
 - c) "Engaging ideas." John Brueggemann is directing this group who will meet with freshmen to share their research interests in order to engage students in their intellectual life.
- 8) Dean of Studies Study Group (Ruth Andrea Levinson)
- a) Assessment of the position. Comparison with other schools. What are the primary functions of this position? How do other schools structure their advising and educational planning? Can we restructure our educational support for students to be more effective? What is the role of CEPP's SADS report?
- 9) Chair's Retreat (Chuck Joseph)
- a) What is the role of the President in the faculty's discussions about the curriculum? What can he say about faculty lines? Will these be linked to participation in the first-year seminar?
 - b) What is the role of CITS? How does CITS interact with academics?
 - c) What is the role of Special Programs? How can we better mesh with what SP has developed?
 - d) How can we improve the salaries of part-time employees?
- 10) First-year Experience.
- a) First-year experience. Have we articulated why are we not retaining LS1 as the common experience? How have the changes that occurred last year affected changed attitudes about the course? How much explanation do we need to give as to why LS1 is no longer viable? Changes include fewer common readings and the beginnings of links between advising and enrollment in a

common section. Is our schedule for the 1st-year experience sound? CEPP will focus on the strengths of the FYS.

- b) What, if any, changes do we want to make to the proposal? Do we allow interdisciplinary programs to count any of these seminars towards their majors/minors? What would prevent interdisciplinary programs from deciding to apply to have a FyS count? Could programs and departments choose to count these courses as 100-level courses? We will insert the language from the summer retreat (that the FYS should not count towards any programmatic requirements) and allow discussion on the faculty floor to consider any amendments.
- c) Are the goals of the FyS consistent within the document? With our existing LS2? How do we retroactively count LS2 courses towards the FyS and stay consistent with the new goals? Combine language on LS and goals of the FyS. These courses need to be vetted by the CC. Some courses may be lost, and others will be modified to include the RAP and other goals. What is the role of mentoring? How do we build this component into classes? Can we factor routine meetings into the class between faculty and students and between faculty and faculty? GT (with MA and RAL) will rewrite the pertinent section and share next week.
- d) Spring colloquium. Remove this section from the proposal, but leave it on CEPP's agenda for later discussion.