

CEPP Minutes, February 16, 2005

Present: M. Appel, M. Fair, H. Foley, M. Hockenos, C. Joseph, R. A. Levinson, P. Oles, R. Rodrigues, L. Simon, P. Rubio (scribe), G. Thompson (chair)

Minutes of December 8, February 2 and 9 were approved.

Old Business:

Gordon and Matthew will continue to work on the Affiliations document by e-mail.

Writing Enriched Requirement

CEPP discussed the reception of the proposal by Academic Staff, and the faculty forum. At the forum, colleagues expressed concern about the need to teach grammar and syntax. However, if the FYS fulfills their writing goals, they will address many mechanical aspects of writing. The most positive aspect of both discussions is that the faculty is engaged in a healthy conversation about what we want students to achieve as writers. CEPP feels, however, that faculty support for the proposal could be stronger. Michael Ennis-McMillan's proposed amendments may yield a more positive response from the faculty, as it calls for keeping one WI, and adding two additional WE courses.

CEPP needs to do this right, and not rush. We need to fold our colleagues into the conversation, particularly those who have been most vocal about the issue. We may stand to gain by proceeding much like we did with the FYS proposal. Our students' education stands to lose much if the proposal were defeated by the faculty.

New Business

Assessment.

The College needs a structure to implement and oversee assessment after Ray's appointment expires at the end of the present academic year. CEPP will recommend the formation of a task force including the Vice President for Academic Affairs, the Registrar, the chairs of CEPP and CC, one faculty at large with experience and interest in assessment, and one student. CEPP will discuss the charge to the taskforce at its next meeting.

Strategic Plan:

Phil requested that CEPP suggest specific language in areas in need of further development.

Courtesy of Gordon, here is the wording that he submitted to IPC:

Goal I - Student Engagement and Academic Achievement

CEPP recommends the inclusion of an additional arrow after the first arrow in the Executive Summary: "Enhance research and scholarship throughout faculty careers." This would appear on page 14 of the longer document where it would capture the bullet on sabbatical funding and research funding (page 15). We recommend that in the following bullet on opportunities for research funding, the phrase "that will provide new opportunities for student internships." be changed to "that may provide new

opportunities." We have not had time enough to contemplate the other ways in which the scholarly life of the faculty might be enhanced and did not want to overburden the document with specific language that might run counter to the spirit of a broad planning document; however, we do believe that the intellectual life of the faculty has both direct and indirect benefits for the students they teach.

Goal II -Intercultural and Global Understanding

Given the importance that this goal plays in the "Plan for Skidmore," CEPP wonders why the document makes no mention of who will make this happen. At the moment, Skidmore has a "Director of Institutional Diversity" who has played an important role in promoting conversations about how our faculty, staff, and students can promote intercultural and global understanding. Last year, a CEPP subcommittee studied issues related to study abroad and diversity on campus and recommended that Skidmore appoint (a) Director of Intercultural Studies and (b) Director of the Center for International Education.

We have no specific language to recommend, but we are concerned that without specifying who will promote this agenda, we create an empty promise. If no one has responsibility for the ideas laid forth under Goal II (and, by extension, Goal III), the promise has little credence.

CEPP also suggested that the Plan should recognize the positions of Director of Intercultural Studies and International Studies.