

CEPP Minutes 2/23/05

Present: G. Thompson (Chair), M. Hockenos, C. Joseph, R. A. Levinson, P. Oles, R. Rodriguez, P. Rubio, L. Simon (Scribe), M. Fair, M. Appell

1. GT began with comments about our discussion of the Strategic Plan and our suggested revisions made to IPC. Our recommendation about lifelong faculty development was accepted by IPC; our request for specific language on implementing issues of diversity did not make it in.
2. GT also reported that Rob Linrothe questioned the financial impact on students regarding changes in approved international programs; and GT reported that David Karp would like to meet with us to discuss civic engagement.

CJ and PO reported on plans for the Dean of Student Affairs and Dean of Studies offices. The Dean of Studies office will be retained, focused on academic policy and advising. The Dean of Studies will work with the director of the FYS. A national search will ensue to fill this position, currently held by Grace Burton as Interim Dean of Studies.

The Dean of Student Affairs will expand its services to focus on retention, especially of international students, honors students, and athletes. The Center for Academic Achievement (current working title) will incorporate ESL and disabilities specialists and also HEOP.

Writing Proposal: We discussed options for proceeding: pulling the proposal at this time; submitting Michael Ennis-McMillan's amendment as a CEPP motion; or proceeding with the original motion. MH and PR felt that we should pull the proposal until we get feedback for a year of the FYS and engage in discussions about writing. RAL felt that the proposal should be pulled and resubmitted in a clearer form. Hugh Foley (not present) and LS felt that we should submit the Ennis-McMillan amendment and consider faculty's responses to it before making a decision. We agreed that GT would send the amendment to the faculty along with the Feedback document that LS submitted to CEPP last week.

Assessment: CJ said that the immediate goal is to work through the academic assessment plan to see how to implement it, then hand it over to a task force who would identify structures needed for ongoing assessment. This task force, charged with long-term oversight of assessment, would report to the VPAA and would consist of the following members:

1. faculty representative from Curriculum Committee
2. faculty representative from CEPP
3. faculty member at large from a discipline not represented by # 1 and 2.
4. VPAA
5. representative from the DOF office
6. representative from the committee involved in formulating the assessment plan
7. representative from the registrar's office
8. student representative.

The initial task force, meeting for the next few months, would involve RR. This task force is charged with coming back to CEPP with recommendations this semester.

We touched upon the possibility that assessment might inform a conversation about teaching and ways that the college can support teaching and build strengths, while still ensuring that the assessment project would not evaluate faculty as individuals.

Assessment Document: We began to read the assessment document and agreed to insert language regarding the task force.