

CEPP Minutes 6 April 2005

G. Thompson (Chair), M. Hokenos, H. Foley, P. Rubio, R. Rodriguez, P. Oles, L. Simon (scribe), M. Appel, M. Fair.

Visitor: David Karp

CEPP did not approve minutes from past meetings.

Chair's announcements:

CFG will look for the runner-up for Lisa Aronson as a new CEPP member, so that 2 members are not from the same department.

GT is meeting with Denise Smith this morning to discuss steps toward proposing a department of Exercise Science.

Middle States: Sarah Goodwin has contacted GT to notify CEPP that we need to be ready to look over the Middle States report.

Service Learning:

DK came to get CEPP's feedback about what Skidmore should be doing to fulfill the civic engagement goal in the Strategic Plan. He pointed out that we need to catch up with other schools, especially in self-presentation (web site, visibility to applicants and students), offering more service learning courses, offering opportunities for community-based research (partnerships with local agencies), and a service learning center to serve as a network and base for these activities.

Asked about a connection between service learning and engagement, RR responded that there is a clear link. DK added that students engaged in service learning like their classes more, feel more engaged in their studies, are more likely to go to graduate school, and more likely to volunteer in the community after college.

Among examples of current service-learning connections, DK mentioned Mary Lynn's FYS on food, which may be connected to organizations dealing with such issues as obesity or eating disorders, or with food banks. PR mentioned a partnership currently being formed to provide the community's "invisible" Spanish population with language support. PR also asked about study abroad opportunities in service learning.

CEPP agreed that service learning met the pedagogical goals put forth in the Strategic Plan, and in endorsing the Plan, CEPP therefore endorsed service learning. DK would like to propose creating a center for civic learning with a director and administrative support. MF suggested a one-credit course that could be taken in conjunction with a three credit course, initiated by the student who identified connections between a course and a service learning opportunity.

DK's first challenge is how to get more service learning into the traditional disciplines, and GT and others suggested that the best way to approach this challenge is for DK to present his ideas at academic staff and, as PR suggested, build small but incrementally

before proposing a civic center. MH said that one concern shared by many faculty is what students get credit for.

Writing:

CEPP was disappointed by the quality of comments at the faculty meeting, since faculty unhappy with the proposal did not offer constructive suggestions for changing it. MH felt that the faculty have rejected the most flexible proposal in front of them. GT felt that the rejection was based on resentment about faculty lines and workload and not about writing issues. PR suggested that faculty really don't want to work on writing. PO said the outcome calls for more conversation: that is, the appointment of a task force. CEPP will discuss the task force again at our next meeting; we agreed that we would not bring to the faculty a revised motion as submitted to CEPP by Lary Opitz.

MH said that faculty want information on caps and a more explicit definition of WE courses and what will be involved in teaching these courses.