

Minutes for the CEPP Meeting October 31, 2012

In attendance: Michael Arnush (chair), Beau Breslin, Hope Casto, Rochelle Calhoun, Chris Kopec, Josh Ness, Peter von Allmen, and Emily Kowal ('13). Guest: Corey Freeman-Gallant (Associate Dean of the Faculty)

I. Minutes from Oct 24 meeting were not available, and will be reviewed at a subsequent meeting. Chair Arnush reminded CEPP that it will meet in Ladd 207 next week.

II. Chair Arnush discussed next steps following his participation (with at-large faculty member Rubén Graciani and DOF-VPAA Beau Breslin) in the *Integrated Liberal Learning Workshop*. Participation by Skidmore is partially supported by recent Teagle Grant. One expected outcome is a series of collaborative workshops involving Skidmore and peer institutions in the region. These could begin as early as January 2013, and may necessitate identifying a new date for the CEPP retreat.

III. The upcoming Committee of the Whole session at the November 2 Faculty meeting was discussed. The goal of the session is to seek feedback on the revision to the Dean's Form developed by a joint subcommittee of CEPP and CAPT.

IV. Chair Arnush described recently articulated concerns regarding the pending proposal to revise the Culture Centered Inquiry Requirement. Vigorous discussion ensued; keywords included watered-down, whack-a-mole, and faculty responsibility. Based on her discussions with peers, Emily Kowal ('13) believes that most students would welcome the proposed change to the requirement, and that an additional required course would not be as popular. Those present unanimously agreed that, in this instance, CEPP should only seek a faculty vote on the proposal if an endorsement of the proposal by a majority of the faculty was expected. As a result, CEPP agreed to not formally introduce the proposal at the Nov 2 faculty meeting. Further, CEPP concluded that the most productive outcomes of an upcoming faculty forum focused on CCI would include a honest self-appraisal by the faculty regarding 1) the needs of the requirement, and 2) how particular courses could, or do, respond to that need. For example, it might be helpful to ask those instructors that teach non-western courses to explain how that frame of reference, irrespective of topic or methodology, is uniquely suited for eliciting the outcomes attributed to the Culture-Centered Inquiry Requirement.

The meeting was adjourned at 9:35 am.

Respectfully submitted,

Josh Ness