

CEPP meeting November 7, 2012

Minutes

In attendance: Michael Arnush (Chair), Beau Breslin, Rochelle Calhoun, Hope Casto, Chris Kopec, Josh Ness, Benjamin Bechand ('14), Emily Kowal ('13) and Peter von Allmen (scribe).

Guests: Corey Freeman-Gallant (Associate Dean of the Faculty, Academic Policy & Advising), Lisa Christenson (Assessment Facilitator), Sarah Goodwin (Assessment Coordinator), Joe Stankovich (Director, Institutional Research) to discuss the all-college requirements.

1. Minutes were approved with minor revisions.
2. All-College Curriculum
 - The committee and invited guests discussed the appropriateness of and strategy for re-evaluating the all-college curriculum. Motivation for considering the question is based on the time elapsed since these requirements were last considered and possible disconnect with the *Goals for Student Learning and Development*. It was noted that it has been approximately twelve years since the current curriculum was installed. Three and a half years ago, the faculty passed the *Goals for Student Learning*, but no systematic attempt has been made since that time to map the existing requirements onto these goals.
 - Some members of CEPP were concerned about the time-intensive nature of such an undertaking and the potential burden on the CEPP Chair.
 - Other concerns were that turning CEPP (and the college's) attention to such a project may take our energy away from other initiatives already in progress, such as the Dean's Cards, Transitions and Transformations, and the Culture Centered Inquiry requirements. These concerns may be mitigated by the proposed schedule of work, which would allow for the data gathering phase of the all college curriculum undertaking to proceed while other initiatives are brought to closure. The extent to which a review and potential change in the all college curriculum consumes CEPP and the college community's time will depend in part on whether initial research indicates the need for marginal or wholesale changes.
 - One way to begin the conversation on the status of the current curriculum and the need for change would be to establish a FIG in which those who are most interested in considering the question might meet to establish a foundation for a broader conversation.
 - Although the question of what all college requirements best suit the needs of our students is important and worthy of assessment independent of external forces, Middle States accreditation also provides a motivating force, as it requires that Skidmore match its goals to its curriculum.
 - Other suggestions on this topic included the potential need to include admissions in the discussion as a way to learn more about student demand and that we send a contingent

of faculty to the AAC&U Institute on General Education and Assessment
(https://www.aacu.org/meetings/institute_gened/index.cfm) this summer.

3. The committee had a brief discussion on how to manage the open forum on CCI this Friday. It was decided that CEPP should offer the Goals for Student Learning as context.

Respectfully submitted,

Peter von Allmen