

## Minutes for January 16, 2013 CEPP Retreat

In attendance: Michael Arnush (Chair), Beau Breslin, Rochelle Calhoun, Hope Casto, Chris Kopec, Bill Lewis, Josh Ness and Peter von Allmen

1. The minutes from December 12, 2012 were reviewed and accepted.
2. The CEPP agenda for spring 2013 was discussed. Transition and Transformation, Science Literacy, E-learning, E- portfolios, and student enrollment Course Caps were identified as particularly important topics.
3. Discussion of Dean's Card. The Chair distributed a revision to the incarnation of the Dean's Card introduced at the December 7, 2012 faculty meeting. This revision is the product of consultation with the Director of Institutional Research (Joe Stankovich) by the Chair. It modestly re-organizes the questions within the form and omits N/A as a possible answer to any of the questions. The committee discussed the proposed revision and agreed to modestly revise questions # 17 (from "was available outside of class (office hours, by appointment, email, etc.)" to "was available outside of class (e.g., office hours, by appointment, email) and 24 (from "Your desire to take this course was" to "Your desire to enroll in this course was") and to amend the Motion's rationale to ask that the resulting summary forms also report standard deviations when reporting means for a course, instructor, department or the College.
4. NY6 Implementation Grant proposal on blended learning. The committee discussed a New York Six Implementation Grant proposal to the Teagle Foundation provided by DOF/VPAA Beau Breslin. The proposal seeks funds to support explorations of "blended learning", wherein faculty and students at the six institutions (Skidmore, Colgate, St Lawrence, Hamilton, Hobart William/Smith and Union) may participate in remote learning / teaching experiences within the six institutions. The blending refers both to the technology-based elements in the participating courses (e.g., webinars, online tutorials and discussion boards) as well as the intermingling of faculty expertise and student participation across the institutions. The proposal seeks support for 10 faculty across the six institutions to explore this pedagogy. These individuals would participate in a series of collaborative meetings, develop/ revise courses as appropriate, offer courses in 2014-15, and assess the consequences. The proposal was submitted in early January and the consortium expects to receive a response from the Teagle Foundation in May 2013.
5. AAC&U/Teagle project on 'Faculty Leadership for Integrative Liberal Learning' (FLILL). The committee discussed the draft of a proposal to AAC&U/Teagle developed by Michael Arnush, Ruben Graciani and Beau Breslin (none acting in a CEPP-affiliated capacity). The trio has represented Skidmore at semi-regular meetings of faculty and administrators affiliated with a consortium of institutions (Skidmore, Bard, Colgate, Babson, Clarke, Mt Holyoke, Wagner, Wellesley, Wheaton). The retreat discussions focused on the consequences of encouraging students and faculty to be more intentional in integrating the elements that, in aggregate, comprise the students' educational experiences. How could this lead to a richer student experience? Is it at odds with elements of the liberal arts experience? Could a desire for integration compromise independence and exploration? Are there

examples of significant integration between course work and extra-curricular activities that help us explore the topic? The authors noted that they would consider the forthcoming proposal a success if it fostered conversations on these and related topics in the College community.

6. All-College curriculum reform: The committee was joined by Associate Dean of the Faculty Corey Freeman-Gallant and revisited an earlier discussion (Nov 6, 2012) regarding assessment of the all-college curriculum. The Chair, in consultation with Corey Freeman-Gallant, had proposed a plan in November for reviewing the curriculum in preview of the development of the next Strategic Plan. Due to time constraints, the discussions at this retreat were limited to the fraction of this proposal focused on the Natural Sciences and the Quantitative Reasoning requirement. The need to disambiguate scientific literacy from scientific competency (foundation of scientific knowledge and experience) was discussed – it was reiterated by the members of the CEPP 2011-12 sub-committee on Science Literacy (Ness and Lewis) that these are related but distinct learning goals. The committee also discussed the value of gathering information on the recent curricular revisions by peer and aspirant institutions, whether the Office of Institutional Research could gather information on student enrollment patterns (frequency, timing) as it relates to the all-college requirements, and whether a survey could be developed to more accurately describe student competencies as they relate to scientific knowledge, skill, literacy, and/or quantitative reasoning.
7. Culture-Centered Inquiry proposal. The committee discussed the draft Culture-Centered Inquiry proposal shared with CEPP on December 12, 2012 as well as interpretations from the Nov 9, 2012 open forum on the topic of CCI. Associate Dean Corey Freeman-Gallant participated in the discussion. The committee discussed whether the proposal was responsive to perceived needs and identified possible consequences of CEPP seeking to expand and alter the existing requirement while simultaneously assessing the possibility of comprehensive changes to the all-college requirements in the near future (see above). The Chair asked the members of CEPP present to express their support or disapproval for the proposal and a majority (5/6) expressed support.

Respectfully submitted,  
Josh Ness