

## CEPP Minutes – March 5, 2014

In attendance: Peter von Allmen (Chair), Michael Arnush, Beau Breslin, Rochelle Calhoun, Hope Casto, Amy Frappier, Rubén Graciani (scribe), Renée Schapiro, Charles Tetelman

Not in attendance: Sarah Goodwin

### CEPP

#### Agenda for Wednesday March 5, 2014

1. Minutes of 2/26/14 were approved.
2. Update: The CEPP end-of-year retreat will happen on May 14, 2014 at the Polo Club. Retreat will go from end of faculty meeting until 4:00pm, with some members joining after the dress rehearsal for graduation. New members of CEPP will be invited to join for the retreat.
3. Hope Casto attended the AAC&U General Education and Assessment Conference with Lisa Christenson from Assessment. Hope covered GE related things while at the conference. Of note were several posters regarding other institutions and their process with General Education reform. The schools focused on several key components that led their reform efforts, including faculty involvement (Poster 23), a 6 stage process (Trinity University), a 3-day idea lab focused on Positives, Potentials, Concerns etc. One of the institutions (Creighton University) remarked about some struggles they had using online surveys of faculty regarding Gen Ed reform and indicated that they saw that as a detriment to their process. Given that a survey was under consideration, the CEPP agreed that for our campus face-to-face conversations could be more effective. Under consideration is an additional committee of the whole with clickers rather than a survey. Among the sessions were ways to use learning communities for Integrative Learning – this seemed to be situated at big universities with access to graduate student teachers, but may help inform our work moving forward.

Regarding our efforts to establish integrated classes (of which there were examples at the conference), the CEPP discussed the inherent problems with pairing classes at Skidmore.

4. Group 2 presented their Model: Explore and Integrate

The group talked through ideas and possibilities as a start to the process. Comparing their goals for the new General Education criteria to various institutions – things they thought worth considering, the group extracted highlights from Ithaca, Duke, Stonehill. They gravitated towards certain pieces of each full curriculum. Conversation included how to articulate the current model, issues regarding the college-wide ramp up of an e-Portfolio

software, staffing both the sophomore seminar and senior seminar. Lingered questions regarding some aspects of the model are:

- This model adds more credits in the Gen Ed requirement than we currently have...will this pass the faculty vote?
  - Is there enough consensus on the definition of Civic Engagement across the campus to make that an integral piece of the curriculum?
  - The costs of two new seminar courses would require either a concession from some other area of the budget, or significant endowment/fundraising efforts – do we see this as realistic?
  - Is there sufficient flexibility in schedule to have the Sophomore Project be any variety of things that reflects student research?
5. There was robust discussion regarding both the models developed by sub-groups and how to best move forward with those models. It was agreed that both the models will be finalized by the March 19<sup>th</sup> meeting. The open round-tables for faculty to discuss/dissect the two models will be held March 26<sup>th</sup> & 27<sup>th</sup> 8:30 – 10:00am, and during the CEPP meeting time on 26<sup>th</sup> 4:00-5:30.

Respectfully submitted,

Rubén Graciani