

## CEPP Minutes 4/9/14

Present: Peter von Allmen, chair, Rochelle Calhoun, Hope Casto, Amy Frappier, Sarah Goodwin (scribe), Rubén Graciani, Renée Schapiro, Charles Tetelman; absent: Beau Breslin

1. We approved the minutes for 4/2/14.
2. We discussed the memo from Athletic Council on exams outside the normal class time. We agreed that faculty who require exams (and other required events) may unwittingly be conflicting with each other and/or other important obligations. Could there be an addendum to the Master Schedule with footnotes for courses that have additional requirements? (We need to ask SuperDave.) Could we ask faculty to put any required activities and times on the Master Schedule? But what about one-off events that only happen once but are fully required? No obvious solution.

Or what if faculty with required events emailed their students with the information? Could this be a policy, and if so, how? Also not workable. We agreed we need the Registrar's opinion and will invite him to our meeting next week.

3. We agreed that the two model drafts are ready to roll for the roundtables.
4. We discussed how to organize the roundtables:
  - a. We will put up posters of each of the models and invite people to put sticky dots on them. What will they mark with sticky dots? How much text do the posters need?
  - b. Returned to talking about the two models: how are they different? Do they still need tweaking? We tweaked briefly. **Charles will print the posters and charge them to the VPAA's office.**
  - c. We'll get coffee and doughnuts; **Peter will contact Shannon. Other supplies: extra pencils, sticky post-its in 2 colors, notepads—Amy will pick these up.**
  - d. If we get through this exercise, we'll do a second one that is theme-based as at Ithaca. Are there themes that our students should be exploring, and if so, which? Or are the theme-linked courses intended primarily as a way of teaching our students integrative thinking? Do we want to work on a third model (the "flip-book" model) that offers themes and vehicles? Have a free-ranging moment when roundtable participants can let us know their ideas? Is this too much to accomplish in the allotted time? Should we have "free-range" tables for people who have their own ideas?
5. We discussed how Peter's email will describe the roundtable structure (and what the structure will be). The structure we settled on: first half we'll discuss the two models. Second half: open-ended discussion inviting them to consider themes (Ithaca's) and vehicles (where the themes could happen). Closing: They put up sticky notes and

communicate their preferences/ideas on the posters. Rubén will bring markers; Hope is bringing butcher paper and painter's tape.

6. Rubén will take the lead on Monday in Peter's absence.
7. After it's over, Peter will solicit input from all faculty with a general email.