

Committee on Educational Policies and Planning (CEPP), Annual Report for AY12012-

The committee met 28 times during the academic year, including two extended retreats. The year began with an ambitious agenda which included the following items:

Curriculum

- x Culture-Centered Inquiry requirement
- x All-college curriculum

Subcommittee reports and projects

- x ACOP (Advisory Committee on Off-Campus Study)
- x Assessment Steering Committee
- x Course caps
- x Student rating form ("Dean's card") revision
- x Transitions & Transformations
- x Science literacy

Miscellaneous

- x E-portfolios
- x On-line education and MOOCs ("Massive Open Online Courses")
- x AAC&U Principles and Practices: Faculty Leadership for Integrative Liberal Learning
- x Academic Affairs budget FY14
- x Communications with other committees: CAS (Committee on Academic Standing), CAPT (Committee on Appointments, Promotions and Tenure), Curriculum Committee, FEC (Faculty Executive Committee), IPPC (Institutional Policy and Planning Committee)

This report summarizes CEPP's work on these matters. For the agendas and minutes of the committee's meetings, which were held Wednesdays mornings (8.15-9.15, fall; 8.30-9.30, spring); reports submitted to CEPP; and materials related to the curriculum and student rating form, see <http://www.skidmore.edu/academics/CEPP/index.html>

Curriculum

- x Culture-Centered Inquiry requirement: since the spring of 2011 CEPP has developed various modifications to the current Cultural Diversity portion of this requirement. CEPP discussed proposals on the floor of the faculty, held an open forum, and finalized a motion and rationale in the spring that would have added a requirement ("Considering Difference") needing approximately 750 courses that would count towards that requirement. CEPP canvassed departments and programs in the spring semester but since they could not identify a sufficient number of courses the committee withdrew the motion with considerable reluctance. CEPP remains committed to reconsidering the requirement and intends to incorporate its thinking about it into a broader consideration of the College curriculum.
- x All-Colle memc with those requirements. CEPP shared at its intention to review the College requirements, to compare them to College curricula at other institutions, and to discuss systematically with the faculty the results of that review. CEPP has no preconceived notion

of what this curriculum should be; the end result of the review might either produce an endorsement of the current requirements or a proposal for modifications. CEPP began the review late in the spring and at the end of the year retreat, where the current and incoming members of CEPP examined the requirements at the top 100 liberal arts institutions, identifying broad patterns ranging from no requirements to as many as 18. CEPP will continue with the review throughout the 2013/4 academic year and consult with the faculty regularly on its progress.

Subcommittee reports and projects

- x ACOP (Advisory Committee on Off-Campus Study) the committee (Cori Filson and Tina Breakell for OCSE, Michael Arnush for CEPP) reviewed student petitions for study abroad at non-approved programs, reviewed faculty proposals for travel seminars, and discussed with Corey Freeman Gallant (Associate Dean of the Faculty) and Lisa Hobbs (OCSE) mechanisms to streamline the travel seminar proposal process.
- x Assessment Steering Committee CEPP consulted with Sarah Goodwin, Assessment Coordinator, about the long-term relationship between the college's ongoing assessment activities and CEPP. Because CEPP does not maintain subcommittees and the work of assessment reaches beyond educational planning, CEPP and Sarah agreed that the better locus for the Assessment Steering Committee would be the Institutional Policy and Planning Committee (IPPC). In consultation with its chair, President Phil Glotzbach, and its vice chair, Erica Bastress Dukehart (History), CEPP proposed and IPPC approved the transferral of the Assessment Steering Committee to IPPC's auspices.
- x Course caps CEPP received a report from the CEPPCC subcommittee on course caps, discussed the report at multiple meetings, and passed along its endorsement of the

contribute to this enterprise, and (non)participation by some should not compel nor constrain others to do so; c) T&T embraces both classroom and independent work, helping our students engage across differences, receive feedback on their work, reflect on their experiences; we should centralize the resources available to students to enhance their academic and curricular experiences; define more precisely service- and community-based learning; create a process to support more concretely incentivize those faculty who wish to participate in engaged liberal learning practices (ELLPs), which include working with and/or advising students in independent studies, theses, exploratory research, practica, capstone work, colloquia, senior seminars, internships, etc.; equalize student access to such opportunities; continue to explore “whether demographic differences in ELLP participation [by students based on gender, ALANA identity and financial need] are persistent and significant.” The SEE-Beyond Awards, which CEPP discussed at length with Corey and Kim, represent one very successful component of T&T, for it spanned both demographic and need--B0(o)-4(s)-5(u)-4(p)-

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Membership, 2012

Christine Kopec, Management & Business
Josh Ness, Biology & Environmental Studies

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