

**Committee on Educational Policies and Planning  
2010-2011 Annual Report**

**Membership for 2010-2011**

Bob Turner, Government, faculty representative (08-11 term); Chair 2010-2011

Terry Diggory, English, faculty representative (08-11 term), fall semester

Michael Arnush, Classics, faculty representative (08-11 term), spring semester

Rubén Graciani, Dance, faculty representative (09-12 term)

Mimi Hellman, Art History, faculty representative (09-12 term)

Josh Ness, Biology and Environmental Studies, faculty representative (10-13 term)

Chris Kopec, Management and Business, faculty representative (10-13 term)

Susan Kress, Vice President for Academic Affairs, administration representative, Sep 1-Oct 31

Muriel Poston, Acting Vice President for Academic Affairs, administration representative, Nov 1

– May 31

Rochelle Calhoun, Dean of Student Affairs, administration representative

Logan Brenner, SGA Vice President for Academic Affairs, fall semester

Thomas Rivera, SGA Vice President for Academic Affairs, spring semester

CEPP members served on several committees, subcommittees, task forces, and initiatives, including:

Advisory Committee on Off-Campus Programs (ACOP), a standing CEPP subcommittee (Rubén Graciani)

Assessment Steering Committee, a standing CEPP subcommittee (Mimi Hellman)

CEPP and CAPT Committees Subcommittee on Revising the Dean's Cards, (Bob Turner, Chair, Josh Ness, Chris Kopec)

Institutional Policies and Planning Committee (Bob Turner)

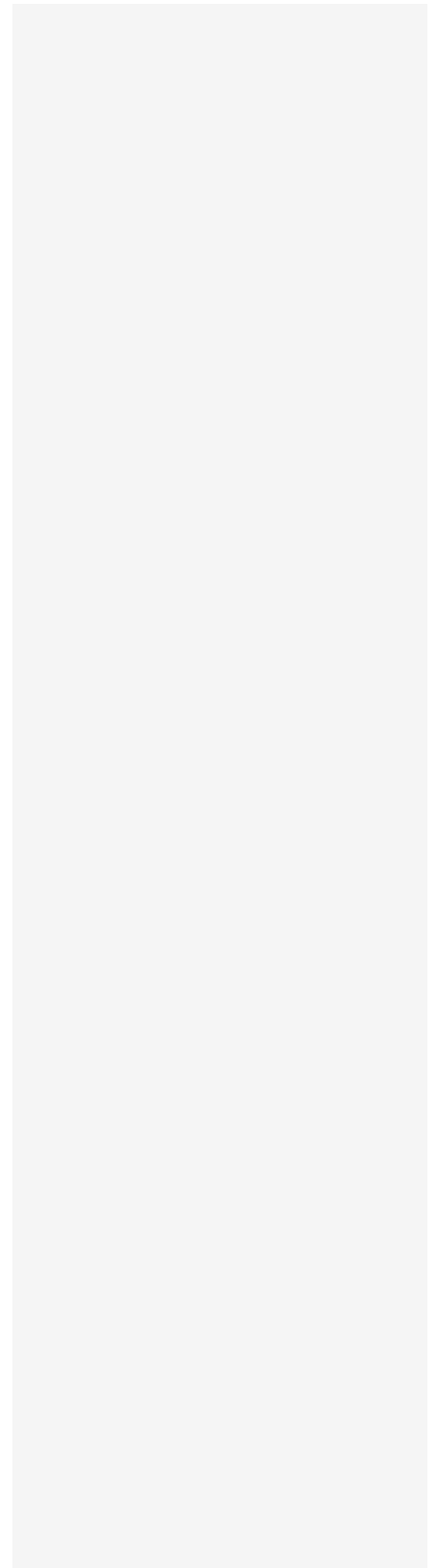
Revising the Culture Centered Inquiry Requirement Subcommittee (Michael Arnush, Chair)

Transition and Transformation Faculty Working Group (Bob Turner)

Michael Arnush and Janet Casey were elected to three-year terms and will replace Bob Turner

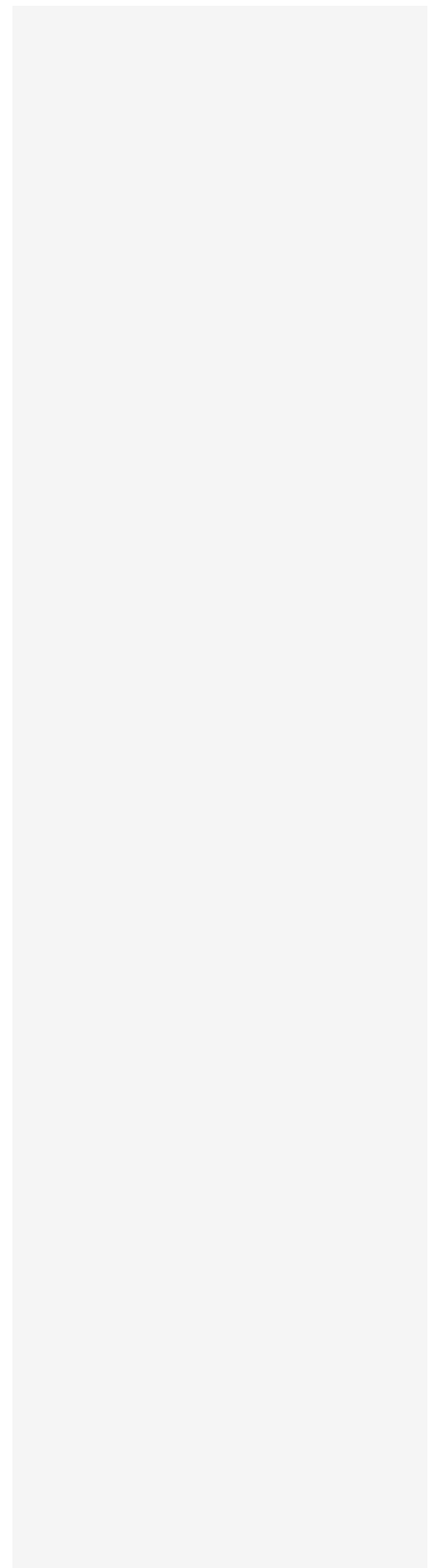
Arthur Vining Davis (AVD) Grant and Civic Engagement at Skidmore  
Can CEPP create its own ad-hoc committees?  
Development of Educational and Procedural Criteria for Establishing a Minor  
Institutionalizing Intergroup Relations (IGR) program at Skidmore College

Section II. Motio





of data generated by a longer set of questions.



program directors and produce serious motivational issues. These concerns came to a head in reference to the ambition and scope of the Teagle proposal regarding effective communication.

CEPP identified a series of guidelines for how we believe assessment should proceed.

1. *Be focused/Keep it simple*- the ASC should focus its assessment agenda. ASC should identify



In his capacity as the Director of the Faculty-Student Summer Research Program and one of the creators of the SGA Responsible Citizenship Internship Award, the CEPP Chair introduced the two programs and several student participants at the March Trustee meeting. He noted a high level of enthusiasm among trustees and students for summer research and funded internships among the Trustees.

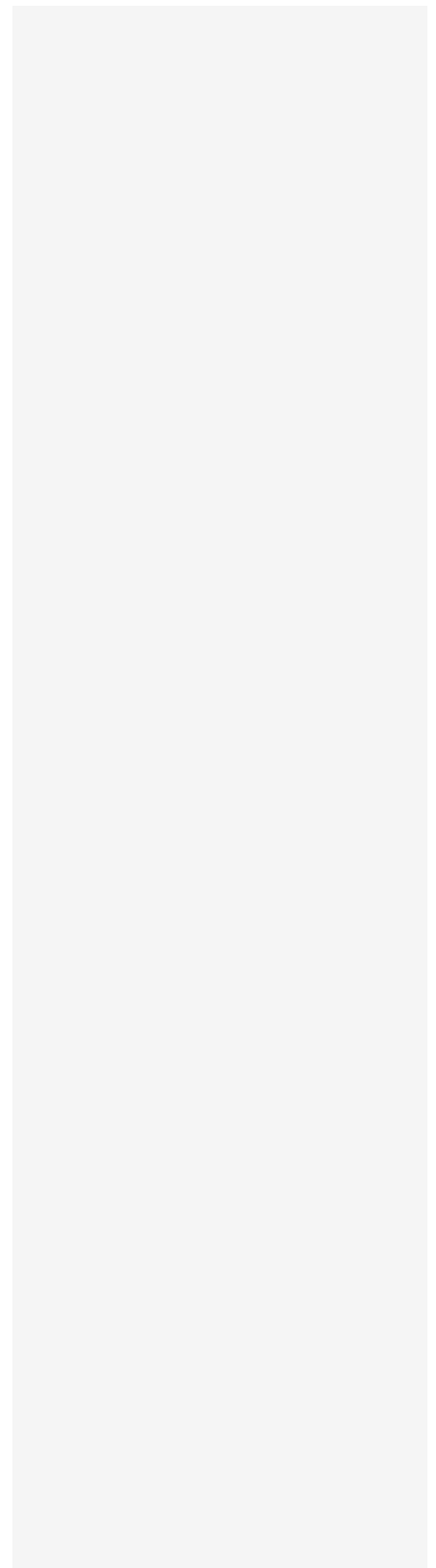
After consulting with chairs and program directors at the disciplinary roundtables, CEPP cosponsored an Open Forum on the T&T initiative on April 15 with FEC. CEPP's goals for the forum were to broaden the conversation about the T&T initiative in general and high impact practices among the faculty. CEPP provided the faculty with the T&T working paper, data on high impact experiences and educational and career outcomes at Skidmore, two scholarly articles on high impact experiences, and an excerpt of the President's Strategic Renewal document in advance of the meeting. The Open Forum saw a very spirited and productive discussion of the "Transition and Transformation" initiative which addressed the positive and negative aspects of its educational, curricular, institutional, and pedagogical implications. (See April 20, 2011 CEPP minutes for a list of issues that were raised.) CEPP attributed the high quality of the deliberation to the high level of interest in the subject matter, the provision of theoretical and empirical readings in lieu of formal presentations, and the unstructured format for the discussion.

After the Open Forum, CEPP recognized that the T&T working paper had two significant shortcomings. First, there was a lack of clarity about which components of the proposal were administrative in nature, and thus the purview of the Dean of Student Affairs and the IPPC, and which were educational policy and thus the appropriate purview of CEPP and the Faculty. CEPP agreed to disaggregate the administrative from the educational aspects of the initiative. The restructuring of Career Services will proceed under the Dean of Student Affairs, in consultation with CEPP and other institutional interests as appropriate.

Second, there was a lack of clarity about whether some of the provisions in the working paper were aspirational or curricular goals, specifically: "Advise all students into high impact experiences prior to graduation ..." and "Engage 100% of all students in one or more high impact experiences by the end of their junior year of college. Students will understand the value of these experiences in the context of post-baccalaureate planning and success." CEPP recognizes that we need to clarify the curricular and advising language as part of a final proposal. There is also significant faculty uncertainty about the Coordinator for Experiential Learning (CEL) position. CEPP will form a working group to discuss the CEL position and the curricular and educational 0 0 sc q6kclF3.0800009.24 3512.re W nhof the initiative. The

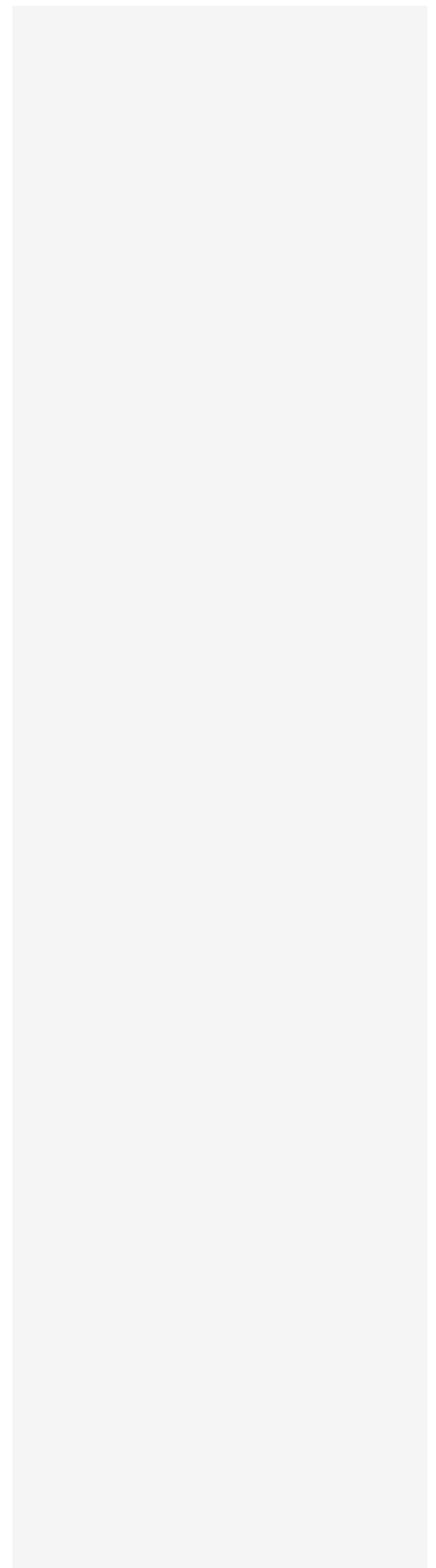
CEPP subsequently decided to create a subcommittee to more systematically study the Culture-Centered Inquiry component of the all-College requirements in the context of the Learning Goals

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addressed a number of issues including the number of service learning courses at Skidmore, student expectations and experience with civic engagement at Skidmore, the impact of service learning courses on academic and civic engagement, and what other peer institutions are doing. CEPP also reviewed the Final Report of the Responsible Citizenship Task Force, Civic



1. CEPP has consistently made use of Mixed Committees, (defined as a group whose membership consists of members of CEPP, other faculty members, some of whom are not on committees, as well as administrators) to address a wide array of curricular and educational policy issues inclu

rubric. Our intent is that CEPP, FEC and CC will address these issues as early as possible in the coming academic year.

### **Institutionalizing Intergroup Relations (IGR) program at Skidmore College**

At the Summer Retreat, CEPP met with Kristie Ford to discuss the assessment data on the educational impact of IGR and the institutionalization of the pilot Intergroup Relations (IGR) program at Skidmore College. IGR clearly has a major learning impact on participating students and supports several parts of our Strategic Plan. CEPP discussed how to allow students who take the IGR sequence to have that participation reflected on their transcript. Among the questions discussed were the merits of different programmatic designations for IGR, including a program, minor, or something akin to Honors Forum. What are the merits of different designations? CEPP also discussed CEPP's role in the process. CEPP agreed that the IGR courses would count towards satisfying the new Considering Difference requirement (see above). CEPP members raised concerns about creating a curriculum designation if there are not sufficient institutional resources in terms of faculty committed to the program. Currently, the IGR classes are taught by faculty teaching overloads or on leave from their home departments. Without making interdisciplinary-like hires in other departments where the faculty member would be committed to teaching two IGR courses, it would be difficult to commit to creating a minor in the curriculum. CEPP also discussed the potential of using a post-doc faculty hired with a Mellon grant to provide sufficient institutional support.

### **Section II Motions, Pilot Programs, and Administrative Policies**

This section details the motions, pilot programs, or administrative policies that CEPP either introduced or approved this academic year which changed an aspect of Skidmore's educational or curricular policy.

#### **Accepting on-line course transfer credits from other institutions**

CEPP proposed changing our policy on transfer credit that would allow on-line courses from accredited institutions to be accepted. The Motion and Rationale read as follows:

CEPP moves that effective Spring 2011, Skidmore will accept in transfer on-line course work completed successfully through an appropriately accredited institution.

Implementation: All the current requirements for the awarding of transfer credit apply, including but not limited to institutional accreditation, minimum required grade, and the need for an official transcript.

#### Rationale:

On-line courses have become a routine set of offerings at many regionally accredited institutions (80%), and students have the opportunity to enroll in those courses as part of the array of courses available to them.

As recommended by the American Association of Collegiate Registrars and Admissions Officers (AACRAO) official transcripts rarely identify the mode of instruction. It is nearly impossible to identify on-line courses from the transcript and catalog description alone.

The decisions made about course equivalency and quality should be based upon course content and student learning objectives and not on how that material is delivered.

Students away on leave, completing an internship away from campus, working during the summer, or finishing in absentia would find it especially helpful to have this option available to them as a way to complete requirements.

The motion was approved by the faculty.

**Revising the drop/add deadline on the Academic Calendar**

The Registrar, Dave DeConno, proposed having two separate dates - an add deadline (5 days from the start of classes, same as the current drop/add date) and then a drop deadline (two weeks from the start of classes). Currently the drop/add deadline on the Academic Calendar is the same







Poor Fair Good Very Good Excellent

**Section III. Student Information Questions:**

21. Which best describes this course for you? 22. On average, how many hours a week did you

- Requirement for my major
- All college requirement
- Elective for major
- Other requirement
- Elective



## APPENDIX B Proposed Changes in the Culture-Centered Inquiry Requirements

DRAFT, May 29, 2011

### Motion

To expand the Culture-Centered Inquiry (and rename it the “Intercultural Literacy”) Requirement by one additional course from a newly-named and defined “Considering Difference” cluster, while retaining the Foreign Literature and Language and the Non-Western Cultures requirement, thus constituting a three-course requirement.

### Rationale

Currently, students take two courses to complete the Culture-Centered Inquiry requirement: one course in a foreign language or literature, and one course from either the “Non-Western Cultures” or “Cultural Diversity” cluster. The guiding principle behind the creation of the existing Cultural Diversity courses was straightforward enough: “In completing a Cultural Diversity course students are encouraged to compare at least two markedly different cultures, one of which must be non-Western in origin.” However, the emphasis placed on a Western/Non-Western binary is no longer satisfactory in determining whether a course should be provided the proposed “Considering Difference” designation. There are both historical and contemporary examples of two or more fundamentally Non-Western groups that may see one another as “markedly different.” Contemporary and increasingly transnational scholarship and pedagogy also call for revisiting this principle. Several fields (including Africana Studies, Caribbean Studies, and Latin American Studies) illuminate intra-group tensions along fault lines of class, gender, ethnicity and sexuality that run as deep as those that cross racial lines.

A survey of existing Cultural Diversity courses suggests that *race* and *ethnicity* are synonymous with societal difference. However, issues of societal difference also can be analyzed in terms of *gender*, *gender expression*, *religion*, *sexuality*, and *socioeconomic class*, both in national and international contexts. The proposed Considering Difference guidelines should reflect this fact, particularly given the growing number of courses that apply an intersectional analytical frame that explicitly interrogates relationships among gender, race, class, sexuality, religion and other variables.

### Three-Course Intercultural Literacy Requirement

There has been discussion in some quarters of expanding the current Culture-Centered Inquiry Requirement for several years. A key issue informing the discussion has been the relationship



**Intercultural Literacy Guidelines:** [note: ~~original language~~ **new language**]

Non-Western Cultures: [no change from current language]

In completing a Non-Western Cultures course students are required to study culture(s) that are neither European, nor derived from European culture.

- a. The students may focus on a particular dimension of a culture or culture-area (e.g., social institutions, artistic productions, religious beliefs, historical experiences) as an organizing principle, but that dimension must be continuously placed in reference to others that also significantly shape the culture(s) in question;
- b. If the context for these courses is comparative and cross-cultural in nature the students must study in depth a culture, cultures, or culture area; such comparative courses will be focused on a small number of cultures;
- c. The NW course will normally include the cultures of Asia, Africa, Oceania, and the indigenous, pre-European cultures of Australia and of the Western Hemisphere. Courses concerning areas with both Western and non-Western elements such as the Near East or the Western Hemisphere must include a significant focus on non-Western culture or cultures, e.g., American Indians in the case of the Western Hemisphere, or Muslim peoples in the case of the Near East;
- d. If the context for the course material is historical in nature, the students will not deal primarily with cultures from which Western culture is derived, e.g., ancient Greece or ancient Israel, nor with cultures that are primarily influenced by Western culture, e.g., modern Israeli, Brazilian, or Afro-American culture history, unless such a course meets criterion "c" above.

**Cultural Diversity Considering Difference:**

In completing a ~~Cultural Diversity~~ **CD** course students are encouraged to compare at least two markedly different ~~cultures, one of which must be non-Western in origin.~~ **groups by analyzing issues of difference within a given national or international context, with particular emphasis on their impact on societies.**

- a. Students investigate the interaction of peoples from ~~culturally~~ **historically** distinct origins within a given socio-political context. These courses may focus on diversity in the United States or ~~on inter-cultural relations in other contexts. However, at least one of the groups examined will have non-Western origins elsewhere;~~
- b. Students examine the non-Western cultural forces that are manifest in the interaction of peoples of non-Western origin with peoples of Western backgrounds, and they pay particular attention to the cross-cultural influences that shape such interactions. These forces and influences will be examined from the perspectives of the peoples involved;
- c. ~~The socio-political context for the interaction between the groups studied need not be non-Western.~~ Students study interactions between ~~two~~ **populations, as well as within one population, one of which must be that are** non-Western in origin. These may include diasporic populations that are not traditionally considered to be Western in origin (e.g., African-Americans, ~~Asian-Americans, South African Indians,~~ **Afro-Brazilians, Asian South Africans, European Roma**) as well as commonly included non-Western populations;

d. **Students examine issues of difference within populations involving interactions that are framed by constructions of social identity variables such as ethnicity, gender, gender expression, race, religion, sexuality and socioeconomic class. These courses may focus on issues of difference within an intergroup or intragroup context.**

Timeline

Spring semester 2011: CEPP prepared a draft motion/rationale, shared it with Curriculum Committee and received useful feedback. CEPP charged a subcommittee with crafting a revision by May 2<sup>nd</sup>; the subcommittee completed its work in late April and submitted its report to CEPP.

**June 1<sup>st</sup>: share the motion/rationale with department chairs and program directors. Invite feedback from chairs and directors between June 1 and the start of fall 2011 (reminder will go out at the end of August).**







## Appendix D. History of CEPP subcommittees, working groups and advisory panels

Below is a list of the thirteen past and present subcommittees, working groups, and advisory panels that CEPP has formed going back to 2003 that Bob Turner was able to identify from the CEPP annual reports. It is not complete or exhaustive. I categorized the subcommittees into three categories based upon the definitions:

**Mixed Committee**- subcommittee consists of CEPP, and other faculty members, some of who are not on committees, as well as administrators (7/8)

**Joint Committee**- membership is from CEPP and other official committees (1/2)

**Task Force** – charged by VPAA (2)

The review suggests that

CEPP has consistently made use of Mixed Committee to address a wide array of curricular and educational policy issues including enrollment caps, study abroad, expository writing, DOS restructuring, and the FYE.

FEC or CFG has never played any role in determining the membership of those committees.

**List of Groups**- where applicable, the language was taken from the CEPP annual report for that year.

1. **CEPP and CAPT Subcommittee on Revising the Dean's Cards**, members of CEPP, CAPT and the DOF, Mixed Committee
2. **Culture Centered Inquiry Subcommittee- 2011-** CEPP, CIGU, faculty, Mixed Committee
3. **Advisory Committee on Off-Campus Programs (ACOP) –2005- present -** CEPP, faculty, administrators – Mixed Committee
4. **Assessment Steering Committee** – 2008-present - a Mixed Committee
5. **Committee BT 9.66 9.420.4) Tj ET Q Q q 12.cm BT 0.00300004m BT 50 0**

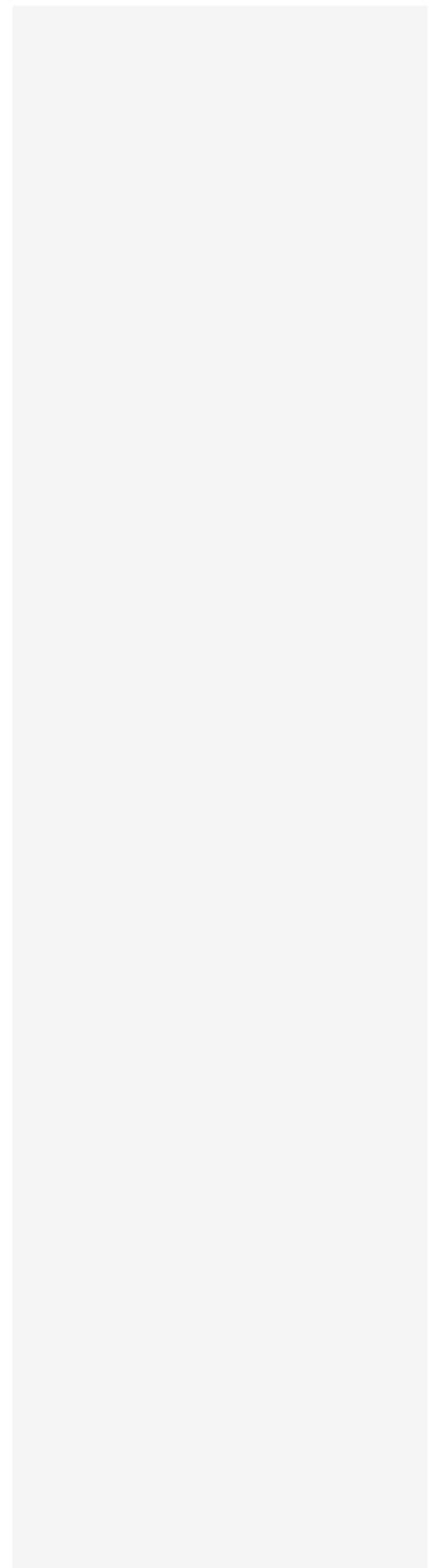






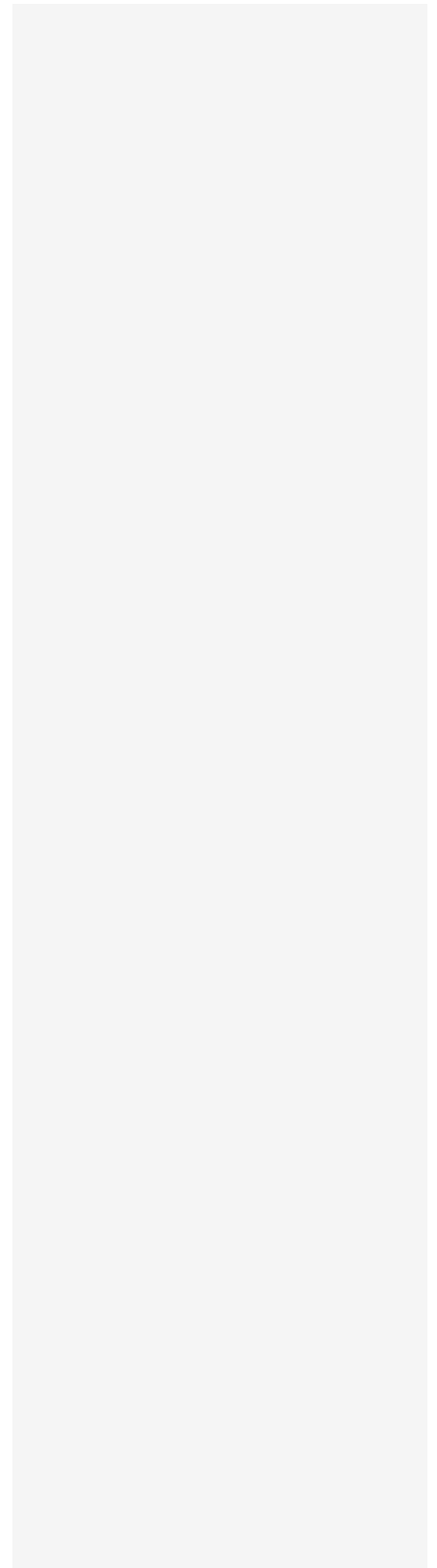
**Appendix E Articulation Agreements with RIT and Syracuse**

CEPP, the Office of Academic Advising and the Office of the Registrar have approved the following articulation agreements proposed by the Management and Business Department:



**Factors influencing Student Participation**

Factors such as the state of the economy, job market supply and demand patterns, the perceived value of graduate education vs. work experience and students' estimations of their academic ability influence the flow into these programs.



**Appendix F Summary of Skidmore in China Proposal**

TO: Committee on Educational Policy and Planning  
FROM: Cori Filson, Director of Off-Campus Study & Exchanges  
Rubén Graciani, Chair of the Advisory Committee on Off-Campus Programs  
(ACOP)  
DATE: April 29, 2011  
RE:

Programs open to students of all language levels with a prerequisite of 1 year of Mandarin for the language intensive track in Beijing only; all other tracks will have no language pre-requisite.

Required common course, “Understanding China”, to provide all students with a context for their academic and co-curricular work.

Week-long pre- and post-program seminars in Beijing and Shanghai respectively.

Expanded internship options in both cities.

Please note: We are proposing a **three-year pilot program**