

## **Committee on Educational Policies and Planning (CEPP),**

### **Annual Report for AY 2014-15**

#### Membership:

- 2015 Bill Lewis, Philosophy and Religion, tenured, Chair
- 2015 Peter von Allmen, Economics, tenured
- 2016 Amy Frappier, Geosciences, untenured
- 2016 Ruben Graciani, Dance, tenured (1-yr LV 2014-15)  
Sarah Goodwin, English (1-yr 14-15 replacement for Graciani)
- 2017 Kelly Sheppard, Chemistry, untenured
- 2017 April Bernard, English, tenured  
Beau Breslin, Dean of Faculty and Vice President for Academic Affairs  
Rochelle Calhoun, Dean of Students and Vice President for Student Affairs
- 2015 Charles Tetelman '16, SGA VP for Academic Affairs, student rep (fall only)
- 2015 Renee Schapiro '15, student rep
- 2015 Samuel Harris '15 student rep (spring only)

The committee met 26 times during the academic year, including two extended retreats. The CEPP working group on the curriculum met 16 times. Additionally, CEPP held eight meetings with faculty and administrators to discuss the General Education Curriculum and conducted one committee of the whole. The year began with an ambitious agenda, which included the following items:

#### **In process agenda items**



April 16, 2015

## **Timeline**

Fall 2012-Spring 2013

CEPP prepares for a curricular reform by reviewing the data on the existing general education curriculum.

Fall 2013-Spring 2014

CEPP examines present curriculum, gathers information about curricula at other universities and colleges, consults relevant literature.

CEPP begins brainstorming how to construct a Skidmore curriculum that is forward thinking and conducive to the realization of the college's learning goals. CEPP presents research and ideas in numerous forums and seeks feedback from various constituencies about a renewed curriculum.

May 2014

CEPP presents curricular sketches to the faculty and seeks feedback.

Fall-Winter 2014

Curricular sketches from the spring are combined into one model. In response to faculty desire, another more "radical, distinctive, and exciting" model is developed. This new model and the existing "hybrid" proposal are discussed at the January Chairs and Program Directors Retreat and at the January Academic Summit. The more innovative model is clearly favored over the hybrid model.

Spring 2014

The innovative model is widely distributed and discussed at the 01-27-15 Faculty meeting. Seven subsequent meetings are held between CEPP and various faculty and administrative subgroups to discuss the model. Simultaneously, CEPP works to respond to the suggestions and ideas garnered and to refine the model.

Fall 2015

CEPP presents a refined version of the innovative curriculum to the faculty for approval early in the Fall.

Fall 2015 and beyond.

CEPP works with faculty and the administration on the timeline for implementation as well as on its details.