

Minutes of CEPP Meeting #19, February 19th, 2003

Present: Amelia Rauser, Gordon Thompson, Pat Fehling (Chair), Chuck Joseph, Michael Arnush, Nick Merrill, Hugh Foley, Raymond Rodrigues, Paty Rubio (scribe)

I. Approval of Minutes

Minutes of Meeting #18 were approved with one amendment

II. Reports

Gordon Thompson has accepted to chair the committee for the 2003-2004 academic year. Thanks (and applause)!

A. Board of Trustees Meeting.

CEPP should impress upon the Board of Trustees that in matters of academic vision and academic affairs we are the decision making body. We should be assertive and clarify that the single most important issue that a College undertakes is its academic vision and programs. We should also clarify that budget constraints are part of the conversation, but not a constraint to our thinking. CEPP should empower Academic Affairs and devise a structure to guide the reviews.

It was suggested that we tell the Board that by October CEPP will have finalized its deliberations regarding academic vision. It will be essential to reach out to the faculty as we establish the clusters articulating the principles of the vision.

B. LS1

CEPP has not endorsed John Anzalone's memo, but he will circulate it among the faculty before the faculty only meeting on Friday, Feb. 21. CEPP will not discuss the merits of the course until the committee has formulated the general principles of an academic vision. Before considering LS1, we will request pertinent data.

C. Faculty Only Meeting

On behalf of CEPP, Gordon (Pat F. will be away) will inform the faculty that CEPP does not endorse John's memo and that we are presently not discussing LS1.

D. Physics and Chemistry Schism

The informational meetings will take place on Friday 21st from 11:15-12:00 and Monday from 2:15 to 3:00 in the ICC.

III. Academic Vision

Discussion of Michael's 'values and skills document'.

How can we measure that upon graduation students will have developed their 'critical skills'? This an issue of outcome assessment, and there are many instruments available. For example, how well do students process information? Class notes can be used as instruments of assessment.

We also discussed that some of the 'values' included in the document are not debatable:
how do we define or debate 'morality'?

We ran out of time as we were discussing the desirability of making our students