

CEPP Minutes for March 23rd, 2004 Meeting

Present: Michael Arnush, Charles Joseph, Hugh Foley, Meagan Fair, Frank González, Nick Merrill, Patricia Rubio (scribe), Linda Simon, Gordon Thompson (chair).

- I. Minutes of March 2 and 9 stand approved.
- II. Chuck will communicate to President Glotzbach the agenda for the March 29 meeting:
First-Year Experience proposal and implications for staffing.
- III. Michael and Gordon reported on the conference re first year experience at Wesleyan attended, among others, by reps. from Bates, Brown, Colby, Middlebury, and Trinity:
Skidmore seems to be ahead of the game in proposals for FYE; CEPP's proposal is consistent with those of Trinity and Middlebury, except for the one-credit spring colloquium. This alternative was favorably received by the folks Michael and Gordon talked to.
Administrators of existing FYE recommend:
To keep the program simple
To make it inclusive
To include assessment instruments
To articulate the centrality of writing, speaking and critical thinking
To connect the classroom to the residential experience

General characteristics and problems:

At Middlebury 80% of the incoming students get their first choice. Middlebury FYE courses are not clustered, as CEPP is proposing, but some thematic affinities among have led to clusters.

15 seems to be the cap for most FYE. None have 12 as we had considered.

Trinity has experienced staffing difficulties.

- IV. Summer Workshops:
We had spoken about a CEPP retreat, which we are nixing.
A Winter workshop (date TBA) will substitute for the proposed International Study/Diversity summer retreat to discuss implementation of the subcommittee recommendations.
CEPP and the Dean's Office will hold a possibly four-day FYE workshop the week after graduation. The workshop will deal both with implementation of FYE and course development.

- V. FYE proposal:
We discussed at some length what the faculty would be voting on re the FYE, and concluded that CEPP will submit for a vote the proposal *in toto*.

Revisions:

p. 1 Motion: change to read: that the faculty endorse “this” revised Liberal...

Add the objective of attaining excellence and rigor to the first paragraph.

p. 4 First bullet: change “formulating questions” to “formulate questions”

p. 5: Reverse paragraphs 1 and 2 and in present paragraph 2, end first sentence with “an essential aspect of the first-year experience”; delete the rest. Second sentence remains unchanged.

On Planning: Workshop and Faculty Collaboration, eliminate the word “weeklong” to state: “will meet in a workshop to design...” Last sentence in this paragraph should read: “The faculty who participate will receive stipends...”

p. 6 first paragraph, top of the page. The sentence beginning “Faculty might also ...” should read: “Faculty might also want to teach a version of the course in two successive semesters – in the fall as a FYS with its attendant FYC in the spring, but also as a separate course in the Spring. This course may fulfill all-college and major requirements.” This amended sentence should follow the last sentence of the present second paragraph on p. 5 (“...put an additional strain on existing resources”.) We want to encourage faculty to offer a version of the FYE during the spring in order to fill the 25 section shortfall produced by the elimination of LS2 (according to Ann Henderson).

Linda requested permission to share the present draft with the Expository Writing Committee.

In April, CEPP will meet with representatives from the science faculty in order to discuss bringing their proposal for a FYE in consonance with CEPP’s. In addition, the committee will meet with the Expository Writing faculty and Program Directors. CEPP will also schedule one Open forum.