

Minutes for CAPP Meeting August 26, 2002

Present: Neal Abraham (VPAA), Anne Fernald (chair), Tom Ball, Tamara Beauboeuf, Nancy Davis, Carla Edwards, Melissa Gross (student member), Howard Pollack Milgate, Charlie Shivers (student member), Bob Stark

The meeting was called to order at 4:07 PM.

T Ball moved to accept the minutes of May 31, N Abraham seconded, motion passed.

Assignments of secretaries for future meetings were made.

A subcommittee for discussion of General Education requirements was formed CAPP representatives to be A Fernald, B Stark, T Beauboeuf and H Pollack Milgate. T Ball moved, M Gross seconded, motion passed. The committee discussed results of discussions from Faculty Institute; the process of gathering input from students for the Gen Ed discussions and; the role of the School of Music in the discussions there are two issues to consider

1. courses from the School of Music that fit into the Gen Eds and 2. What GenEd requirements for music majors should be.

Subcommittees were also formed for:

Interdisciplinary majors/minors CAPP representatives to be N Davis, T Ball

Hidden major/minor CAPP representatives to be B Stark, M Gross

Class size/ teaching load CAPP representatives to be C Edwards, T Beauboeuf

A representative from div 1 to the winter term subcommittee is needed after discussion the committee decided to approve S. Anthony if available or Eric Edberg if Susan couldn't do it.

Future agenda items were prioritized:

The committee decided that Madeleine Eagon and Cathy Hamilton should be brought in early in the semester to talk about the incoming class and recruiting plans for next year, and a report on the role of H.C. in the curriculum, respectively Selecting a new RAS and having a planning discussion needs to be done by December Anne will check with chairs about reports from Winter Term and first year seminar subcommittees and fit in as it fits their schedules.

Meeting adjourned 5:55PM

Minutes for CAPP Meeting September 16, 2002

Present: Neal Abraham, Tom Ball, Amy Barber, Tamara Beauboeuf, Nancy Davis, Melissa King Gross, Anne Fernald (chair), Howard Pollack Milgate, Charlie Shivers, Bob Stark

The meeting was convened at 4:06 p.m.

Vice President for Admission and Financial Aid, Madeleine Eagon, presented data on the entering class of 2006 [Admission's report 2002](#). Overall, there has been a positive shift in the student profile with the class including stronger, better, and more highly ranked students. Much discussion centered on the data concerning multicultural applications, which include students in the Posse program. M. Eagon noted while the yield from accepted applicants of color in the 2006 class fell short of the University's goal (e.g., 50 matriculating African American students; entering class includes 32), the numbers "bear no relationship to the effort extended." The admissions staff does feel that it has a good recruiting plan for students of color. Diversity is both a "personal and institutional" priority among the staff, which works in teams to recruit multicultural students, has partnerships with schools in the local area, and conducts home visits in their efforts. Currently the ten person recruiting team includes one Asian American, one Hispanic American, and two African Americans. When asked if she had any knowledge about why admitted multicultural students don't come, M. Eagon stated that they mention cost, location, type of community (e.g., percentage of students involved in the Greek system), and distance from home. With regard to concerns about cost, M. Eagon wondered if this was actually the deciding factor given that students of color are offered substantially more money than White students. A question was asked regarding students' of color exposure to campus, and M. Eagon answered that while there are no multicultural weekends, admitted students do come individually. They typically stay with a student host, attend classes, and meet with financial aid personnel. The

admissions staff finds that some current DPU multicultural students have not been forthcoming with helping with recruiting efforts (e.g., in hosting multicultural students). A suggestion was made that because "our numbers don't speak to our commitment," perhaps M. Eagon could be invited to speak at an upcoming faculty meeting. The point was made that there may be a role for the faculty in recruiting e. g., in making calls to prospective students.

CAPP members remarked on the data showing the increase in recent years from auditing and visiting international students to four-year, matriculated students from foreign countries. This information sparked a question regarding the state of DPU's proposal to host students from Japan's Waseda (sp?) University. Waseda has determined that all its students need to spend a year abroad and was soliciting proposals last year from U.S. institutions to host groups of 20 students and provide them with ESL assistance and topical courses. As M. Eagon and N. Abraham explained, given the small size of DPU classes, our proposal suggested that we combine Waseda students in clusters with our own. M. Eagon and N. Abraham noted that while our proposal was not accepted, future opportunities to host students from Waseda may exist.

With regard to the various "honor" programs (honor scholars; management, media, and science research fellows; ITAP), N. Abraham noted that these are flagship recruiting opportunities. Given the strengthened student profile, there is now a concern that these programs are too big and no longer special. Questions were raised as to whether we still need special programs to attract such students, whether we need to cut back on the numbers by shifting from recruiting to filtering interviews, and how the increasing numbers affect staffing.

A question was asked about the effect of the May 1 reply date on admissions numbers. M. Eagon stated that this is a national standard when deposits are due, and applicants are well informed of this. Because classes are filling earlier, DPU is staying by this reply date.

In summary, the 2003 game plan includes:

- Increasing the size of the applicant pool, and raising both selectivity and the academic profile of admitted students
- Targeting students of color, music students, and athletes
- Maintaining an 18-20% of incoming students with alumni ties

There is no intention to increase the size of the incoming class. The 2002 goal was 630-640, and was set by the Trustees based on retention rates and a budget goal that would yield and support a student body of 2200. M. Eagon stated that the higher than anticipated class size of 699 is attributable to many factors: the fact that admissions is not a "precise science," DPU's generosity in financial aid and merit scholarships, and its ranking in US News and World Report.

Regarding the percentage of first generation college students on campus, M. Eagon said that the percentage in the incoming class (20%) is less than it has been in the last couple years (25%).

Numbers for this population are not necessarily a goal in the 2003 game plan, as funding was tied to a previous Lilly grant.

A decision was made to have M. Eagon speak at the October 7, 2002 faculty meeting when CAPP makes its report to the faculty. M. Eagon's presentation will be prefaced by A. Fernald noting the link to this meeting's minutes and to M. Eagon's data on the incoming class.

The minutes from 8/26/02 were approved.

Eric Edberg has agreed to be the new member of the Winter Term subcommittee. Monique LaRoque and Jeff Hollander will be contacted to ascertain how long his term is.

There is a need for a CAPP representative for the Hartman Center Steering Committee. As there were no immediate volunteers, A. Fernald will send out an email restating this need.

The 2002 GLCA meeting in Ann Arbor, MI, currently has one CAPP member (T. Ball) attending. A. Fernald asked whether other members would be interested in going, as ideally two teaching faculty tied to the representative curriculum committee from each school attend. The suggestion was made to extend the offer to members of the General Education subcommittee and MAO. A. Fernald noted that the October 14, 2002 CAPP meeting will include the generation of an issue such as the role of interdisciplinary programs in curricula among GLCA schools for T. Ball to take to and present at the GLCA meeting.

Assignments were made for the creation of bullet point reviews of the departmental self-studies for Classical Studies and Math. These reviews are based on the executive summaries, external evaluators' remarks, and departmental responses to evaluators. These documents will note the strengths and weaknesses of the self-studies, and how those influence departmental needs and RAS concerns regarding requests for additional faculty. Departments will be given

these drafts before they are finalized and presented to RAS. These documents will help departments address questions that they should share with their faculty before submitting proposals to RAS.

- Classical studies Howard and Tamara
- Math Tom and Bob

A. Fernald reminded members that progress reports for the CAPP/MAO subcommittees are due on 10/14.

The following will be agenda items for upcoming CAPP meetings:

- David Berque's report from the FirstYear Seminar subcommittee (5 p.m., 10/14)
- Monique LaRoque's report from the Winter Term subcommittee (4 p.m., 11/25)
- A new RAS will need to be selected and meet before December 2002.
- Cathy Hamilton will be contacted to speak about the role of the Hartman Center in the curriculum.
- Nicki Pacino will be invited to talk about the Compton Center.

There was an update on and discussion of the General Education reform efforts.

- The student survey created by M. Gross and C. Shivers is scheduled to go out later in the week and will include a link to a website for inputting answers. All raw data to be available to the DPU community on the website.
- At the October 7, 2002 faculty meeting, A. Fernald will present a draft summary of an array of Gen Ed models.
- There was also talk about how to encourage more discussion of Gen Ed on or off Blackboard.

Suggestions included: passing out sheets with A. Fernald's suggested 'question of the week' at the next faculty meeting; emailing such questions to faculty; hosting Gen Ed discussion lunches; and posing particular questions to department and program chairs. At the next CAPP meeting, the committee will review questions A. Fernald has generated to pose to chairs and faculty members regarding the role of departments in Gen Ed.

At 6:03 the meeting was adjourned.

Submitted by Tamara Beauboeuf

Minutes for CAPP Meeting October 14, 2002

Present: Neal Abraham, Tom Ball, Tamara Beauboeuf, Nancy Davis, Carla Edwards, Anne Fernald (chair), Melissa King Gross, Howard PollackMilgate, Charlie Shivers, and Bob Stark

1. The meeting was convened at 4:05 pm.

2. Cathy Hamilton of the Hartman Center for Civic Education and Leadership will speak with CAPP on October 28 on the role of the Hartman Center in university curriculum. She will be accompanied by Bob Hershberger, chair of the Hartman Center steering committee. Melissa King Gross, CAPP representative on the Hartman Center steering committee, was asked in the meantime to notice the contexts in which academic matters came up in Hartman Center steering committee discussions.

On November 11, Nicki Pacino, interim director of the Compton Center for Peace and Justice will talk with CAPP; Barbara Steinson and Glen Kuecker, members of the Compton Center advisory board, will accompany Nicki.

3. CAPP accepted Eric Edberg's offer to serve three semesters (AY 2002-03 and fall of AY 2003-04) on the Winter Term subcommittee as a replacement for Jeff McCall whose term expires in the spring of AY 2003-04; Eric is unable to fill Jeff's complete term because of a sabbatical in spring of 2004.

4. Neal Abraham reported on the status of the Waseda Program, which is expanding its European connections as well as continuing its presence at American universities. This year there are three American universities in the program, including Earlham. DePauw will apply to Waseda officials to be one of the universities selected for next year's exchange program. It appears that our application last year was not accepted for reasons of cost effectiveness.

5. There was a discussion of our concern about how to increase the yield among students of color, with a recognition that truth in advertising during admissions weekends was important if those who matriculate at DePauw are to remain as students. Retention rates of students of color have improved of late, along with applications and admissions.

6. The minutes from the last meeting were approved as corrected.

7. Members of CAPP discussed GLCA representative Tom Ball's upcoming meeting with the GLCA Council. We agreed that General Education requirements and the processes that were successful or unsuccessful in negotiating changes in them were major issues for Tom to discuss with representatives from the other schools. CAPP members were curious how often other GLCA campuses reexamined these requirements and why. Tom was also asked to highlight new academic programs at DePauw (e.g., Biochemistry European Studies, Film Studies, and Jewish Studies). Tom was asked to check how typical it was at other GLCA schools for faculty involved in interdisciplinary programs to have departmental homes versus appointments in the program itself. It appears that there may be a push from some quarters for interdisciplinary programs to be granted departmental status or quasi departmental status. This raises the thorny question of what constitutes a department. It was reported that the Council is also expected to discuss what role it should be playing in International Studies and curricular developments in light of increased concern over terrorism; student demand for courses may shift as well as faculty teaching interests in light of recent political events.

8. Members of the CAPP/MAO subcommittee on hidden majors reported that no department exceeds 14 courses for a major, even when counting prerequisites needed for courses required in the major. The subcommittee recommended that prerequisites for required courses be listed in the Catalog's description of the major. Also recommended was that MAO periodically check that departmental requirements for majors do not violate current guidelines.. The subcommittee reported that minors range from 4 to more than 11 credits if prerequisites are counted. European Studies has the largest number of credits when prerequisites are counted; secondary education has 5 credits required for the minor, but 10 for certification. The subcommittee is also examining the various honors programs to see what they require. A full report and recommendations will be forthcoming about minimum and maximum numbers of courses for university majors and minors.

9. The CAPP/MAO subcommittee on class size reported that so far only 7 departments have responded to their request for information on how class size limits are set and should be set. Some departments argued there were hidden hours that faculty were not compensated for. e.g., traveling to and from field experiences in education or computer science labs. Neal responded that the Education concerns were now being factored in compensation and lower course limits have been set for W, Q, and S courses to accommodate their heavier workloads.. Another issue noted in departmental responses was that some departments with substantial student writing required have very high students/FTE ratios while other departments have much lower ratios; this was felt to be unfair and to lower faculty morale in the departments with high students/FTE ratios. The question was raised of who does and who should determine class size limits: individual faculty members, department chairs, the department as a whole, the faculty as a whole, the VPAA or some combination of these? Currently, the VPAA makes exceptions to the hour for hour calculation of workload. Questions were raised about whether a faculty member who extends class time beyond the range specified for a course of particular credit should be compensated extra for that. There was also a question about what constituted a lab and hence what entitled faculty to the reduced teaching load associated with lab courses. A concern was raised about whether it made sense to increase minimum sizes for courses when the proposed reduction to a 32 teaching load now seems to be on hold; are we in fact increasing faculty workload if we do this? Is there really a problem with class sizes being too low? Concern was also expressed about whether statistics on course sizes by department will be misused.

10. David Berque of the FirstYear Seminar committee reported to CAPP that the biggest concern of the past getting seminars from across the campus, especially from the natural scientists seems not to be a problem this time around; 10 of 40 proposals this year are from Division 3 faculty. The importance of the whole faculty buying into the program and having a diverse mix of course offerings for students was emphasized. Dave reported that the FYS committee was continuing to work with Chris Niles on the role mentors should play. A tension was noted between faculty who tend to see the ideal mentor as an academic role model for first year students and those in Student Affairs who may focus more on the social skills of mentors in dealing with nonacademic transition to college issues. Dave pointed out that this year's training of mentors had more academic focus to it. There is also an issue of getting a mix of mentors to ensure diversity along lines of gender, race, academic major, and year in school that complicates the mentor selection process. Dave also reported that the FYS committee is working with the various honors programs on issues of nomenclature to prevent confusion between official first year seminars and other seminars done by first year student in some of these programs. A suggestion was made that the Advising Committee and FYS Committee work more closely together. There was also discussion about how and when FYS faculty and/or mentors could discuss academic integrity with first year students; there was sentiment that a just in time

approach (i.e., shortly before an assignment was handed out) might work better than doing this during orientation, that it was important to explain what we expect of students, how they should use the ideas of others, and why academic integrity is important to an intellectual community. The matter of how FYS proposals come to the committee was raised and what to do if staffing for department courses is short. Finally, there was discussion of student complaints about not getting into preferenced first year seminars; Neal suggested there may be little correlation between where a student ranked a seminar and satisfaction with it.

11. A member of the General Education subcommittee emphasized the need to think about the next step in revising the gen ed system, to consider what we should do with the student surveys on this issue, and to remind our department chairs to respond to the general education survey by November 7.

12. The meeting was adjourned at 5:55pm

Submitted by Nancy Davis

Minutes for CAPP Meeting October 28, 2002

Present: Neal Abraham, Tom Ball, Tamara Beauboeuf, Nancy Davis, Carla Edwards, Anne Fernald (chair), Melissa King Gross, Howard Pollack Milgate, Charlie Shivers, Bob Stark

1) Meeting convened at 4:05.

2) Cathy Hamilton and Bob Hershberger were guests to discuss the role of the Hartman Center as it relates to the curriculum. Cathy discussed what the student groups were doing (Bonner Scholars, Reading Corps, etc) and then asked several questions:

a. What are institutions of higher education doing to give back to the community?

b. How are students connecting community service with learning in classes?

CH said that initiatives with the faculty would be great and wondered how we can proceed with faculty involvement in service learning. She was disappointed that the .25 credit course in the fall, to prepare WT in service students, will end after this year (other travel courses for WT require readings and work, but no fall course for preparation). A couple of possible solutions were suggested: to meet in WT before the trip or to meet in the summer. CH and BH asked if it was possible for CAPP to discuss service learning course credits during the semesters.

3) Revisiting Waseda Neal reported that DPU has applied to be a host for this program again this year.

4) The minutes of Oct. 14 were approved as corrected.

5) A preliminary report from the sub committee on interdisciplinary majors.

a. Individually constructed interdisciplinary majors peaked in 97-98 with around 8 students.

Several ideas are under discussion including: Retain this option since it is an admissions draw but it should be judiciously monitored. The written proposal should be retained. Keep the requirements in place of 10-12 courses with 4 @ the 300, 400 level. Four courses are to come from each of 2 different disciplines.

Questions came up from CAPP members concerning the role of area studies. And does 2 different disciplines mean 2 majors or 2 different departments? Is this too structured or could the student make the connection and design their own program?

Keep the requirement that 3 faculty from different disciplines should approve the senior project. Keep a clear distinction between interdisciplinary majors and programs.

6) CAPP discussed RAS membership for 2003 to meet May 21, 22, 23, 27, 28.

a. After discussion about the balance of the divisions and ranks, the following faculty will be asked to serve: Tamara Beauboeuf, Anne Fernald, and a third representative from CAPP (pending discussion).

Volunteers:

Scott Wilkerson and Kent Menzel.

7) The meeting adjourned at 6:03.

Respectfully submitted by Carla Edwards

Minutes for CAPP Meeting November 11, 2002

Present: Neal Abraham, Tom Ball, Amy Barber, Tamara Beauboeuf, Nancy Davis, Anne Fernald (chair), Melissa King Gross, Howard PollackMilgate (secretary pro tem), Charlie Shivers, Bob Stark

1. The meeting convened at 4:07.

2. The minutes of the October 28 meeting were unanimously approved as corrected.

3. CAPP first discussed the role of the Compton Center in the curriculum. For this purpose, Nicki Pacino (Intern Director), Glen Kuecker, and Barbara Steinson (members of the Advisory Committee) were invited to give a brief presentation about the current projects supported by and the ultimate goals of the Center. At present, the Center functions as a resource center, it supports student initiatives, and it offers 'experiential learning activities,' in order to enable students to transfer their academic achievements into real world social projects [Compton Center Fall 2002](#) (please follow this link for illustrations). As part of its broader mission to explore the role of the university in social change, the Center is interested in clarifying its relationship to the academic side of the university, a conversation which has just begun. Our guests discussed the advantages and disadvantages of the Center operating outside of formal academic and institutional structures, and all were agreed that requiring student participation would undermine one of its primary purposes.

4. There were several announcements:

- The next meeting of CAPP will be full of fresh faces. After a report from the Winter Term subcommittee at 4, we will have a joint CAPP/RAS session beginning at 4:30. One of the purposes of this joint session will be to draft a memo to department chairs offering guidelines for RAS proposals.
- The precise constitution of the CAPP contingent of RAS remained uncertain; we are still able to count on the participation of Anne Fernald and Tamara Beauboeuf.
- Several difficulties of the current RAS system were discussed.
- Written reports from the CAPP-MAO subcommittees will be available soon, according to the following schedule:
Hidden Major/Minor Requirements: By the next CAPP meeting
Interdisciplinary Majors/Minors: By the second spring CAPP meeting
Class Size/Teaching Load: By the second spring CAPP meeting

5. Tom Ball reported on the GLCA Academic Council meeting in Ann Arbor. There was little good advice to be had from representatives of other schools about the process of changing general education requirements, though there was some interest in our own system of competencies. There will be a separate GLCA meeting on the themes of plagiarism and academic misconduct. There was further discussion of issues related to 1 'green campus' initiatives and technology (MITC), and mention was made of the new features of the GLCA website, available to faculty via Online registration. Pursuant to this report, Meryl Altman was chosen by CAPP to be our representative to the GLCA Steering Committee.

6. Final items of discussion: We fine tuned the general education ballot for the faculty meeting in December, and we began to mull over what we had learned from the representatives of the Hartman Center and the Compton Center (in particular, that they all opposed the creation of a service requirement for graduation).

7. The meeting was adjourned promptly at 6:00.

November 15, 2005

Attendance: Pedar Foss, chair; Victor DeCarlo; Tom Dickinson; Melanie Finney; Ken Kirkpatrick; Sherry Mou; and student members Blair McCarthy and Sheila Wilcox. The meeting was called to order at 4:30 p.m.

A. Announcements:

Remaining CAPP meeting dates were provided to the committee: December 5, 2005. Political Science Department: It was announced that President Bottoms endorsed the Political Science Positions. Victor DeCarlo and Blair McCarthy will present on Group 6 credit at the December 6 meeting.

B. Minutes: Minutes from the November 1, 2005 meeting were amended and approved.

C. Business:

1. Film Studies Major Proposal

The Chair prepared the following letter to Peter Graham regarding concerns with the proposal for the committee to review and revise as necessary. Peter Graham, Director, Film Studies

Dear Peter:

Thank you for presenting the proposal for a Film Studies major at the 1 November 2005 CAPP meeting. We found the proposal interesting and informative, and would like to pass the following suggestions for consideration when working to strengthen the proposal.

1. As currently articulated, the committee feels that the (senior) capstone experience is lacking sufficient formal structure. We advise further discussions with other programs about alternatives to pure independent studies. As programs grow, individual theses can become burdensome to the faculty. In addition, they do not allow for students at the highest level of preparedness to learn from each other. CAPP recognizes that a senior seminar as a separate class could pose staffing and cost problems; nevertheless, we advise considering alternatives to the present capstone scheme. This is particularly important when considering the question of depth for a major.
2. Film Studies should speak to Dave Bohmer about possible connections between Media Fellows and Film Studies.
3. CAPP would like to see executive summaries of Film Studies programs at other peer institutions made available, so that it can judge this program in a more general context.
4. Film Studies should choose which classes meet Criticism/History, Production/Screenwriting or Genre/Cultural Studies categories, and not have individual classes shift from one category to another from one semester to the next.
5. Film Studies should consider whether all listed classes are indeed appropriate for Film Studies (e.g., Broadcast Journalism, which might have no filmic component at all). To that end, CAPP would appreciate annotated lists of eligible classes, i.e., brief descriptions of why each course is a 'Film Studies' course, and not simply copying over the catalog description.
6. To consider how courses will be available for majors, when they are also courses demanded by majors in other departments.

2. Latin American and Caribbean Studies Major proposal

Aaron Dziubinskyi presented the proposal to the Committee. He opened by stating that a minor in LACS had existed since 1997, with approximately 3-4 minors each year. This led to questions by the members of CAPP regarding why it was necessary to now have a major in LACS. Dziubinskyi provided several reasons including a growing demand of student interest; previous students had created a major in LACS; as more Latino students enroll in DePauw, there is a growing demand for such a focus area; more students are studying in Latin American countries for their semester abroad; and it would strengthen the initiative to internationalize the curriculum. CAPP continued with questions by asking why four new courses were necessary. Dziubinskyi replied that the minor limits the breadth and depth available for students interested in this area. By having the major, the students will be allowed to delve more deeply. The issue of "ghettoizing" raised by CAPP, with the concern that only Latino students would be interested in LACS. Dziubinskyi responded that in actuality, the majority of students who have been minors have been of Caucasian ethnicity, so this should not be an issue. A concern was raised by CAPP members over the language requirement (300-level proficiency) for the senior seminar component of the major, and if this was similar to requirements in other majors, such as Asian studies. Dziubinskyi and other members of CAPP explained that the level should not be unreasonable for students to obtain. In addition, in order to succeed later in this field, language proficiency is necessary. Finally, this was standard with other similar majors. Members of CAPP frequently came back to questions of the relationship of LACS to the Spanish and Modern Language department. Issues included whether a student would also need to be a Spanish major in order to be a LACS major; taking students from those departments to make up the LACS majors; and housing it within the Spanish department similar to how Classic Civilization, Greek, and Latin majors are all housed together. This final point also addressed issues of obtaining the necessary resources for a LACS major. It was explained to Dziubinskyi that it might be easier to obtain resources if housed within a strong department, such as Spanish. Dziubinskyi addressed each of these points. First, it is not necessary for one to be a Spanish major to also be a LACS major. However, there might be several double majors. Second, students who would be interested in being LACS majors currently are language majors, so they might indeed come from those departments. Finally, regarding housing within the Spanish department, Dziubinskyi took note of it to bring up to the steering committee for consideration.

CAPP asked Dziubinskyi to provide the committee with an annotated course list and information

about how peer institutions structure their LACS program. The committee would respond with a letter summarizing their suggestions for the proposal. Dziubinskyi was thanked for his time and excused from the meeting. CAPP brought up questions again about interdisciplinary programs and decided to make it the first order of business in the spring semester. Ken Kirkpatrick provided a list of all the interdisciplinary programs. Those that are majors are Conflict Studies, East Asian Studies, Russian Studies, and Women Studies. Minors are currently offered in European Studies, Films Studies, Jewish Studies, and Latin American and Caribbean Studies. It was decided to address the remaining business at the next meeting due to inclement weather.

Meeting was adjourned at 6:00 p.m.

Respectfully submitted,
Sheila L. Wilcox, Member of CAPP

Minutes for CAPP Meeting December 9, 2002

Present Anne Fernald, Melissa Gross (Student), Nancy Davis, Amy Barber, Neal Abraham, Tom Ball, Bob Stark, Tamara Beauboeuf, Charlie Shivers (Student)

Meeting began at 4:15

Discussion regarding the fact that the Kinesiology program was placed on probation by the Council on Accreditation of Allied Health Education Programs (CAAHEP) because there was not actually an emphasis within the Kinesiology program at DePauw called Athletic Training. TBall, consulting with Eleanor Ypma came to the conclusion that the best thing to do was to rename SportsMed program. TBall stated that one of the reasons why the program actually was placed on probation was an apparent misunderstanding. DePauw's program had been approved under old regulations and we were scheduled to be up for review anyway in 2005. DePauw did not know we had to make a name change prior to this. The primary difference is that Athletic Training students would take practicum courses. Enacting this proposed change should not have a significant impact on the major. TBall excused himself for discussion.

During discussion, the need for the implementation of an AT program was emphasized. BS desired a chance to hear from affected students. However, NA articulated CAAHEP's requirement that "progress" be made by faculty committees in this matter or face the removal of CAAHEP's accreditation. Another option raised was the possibilities creating an AT focus but not necessarily eliminating the SportsMed emphasis. It was decided that having 3 emphases within program would probably be ok. Motion to approve creation of Athletic Training emphasis within Kinesiology major approved. However, the Kinesiology dept was left with the option of deciding what ultimately to do with the SportsMed emphasis.

11/25/02 Minutes Approved

BS reported on Hidden majors and minors subcommittee of CAPP/MAO

Discussion focused on "bridge majors"

Proposed changes as outlined in reports would eliminate 3 majors. (philosophy w/bridge, environmental geoscience, and religious studies w/bridge) AF stated that she would contact the departments that would be affected by these changes The subcommittee recommend to MAO to list prerequisites for each required course within a major in catalogue AF raised the idea of considering revisiting the rule requiring 19 course outside of a major during the gen ed discussions The issue of hidden majors and minors tabled until spring semester AF discussed spurring student involvement in gen ed discussion The committee discussed the possibility of bringing up gen ed proposals to faculty in February.

The committee discussed the Spring CAPP agenda

Meeting ended at 6pm

Submitted by Charlie Shivers

Minutes for CAPP Meeting January 27, 2003

Present: Professors: Tamara Beauboeuf, Howard PollackMilgate, Nancy Davis, Carla Edwards

(nonvoting), Hilary Eppley, Students: Charlie Shivers, Melissa Gross

This somewhat informal meeting was convened to draft a proposal to allow all courses to count toward general education requirements to present to the faculty at the February Faculty Meeting. A discussion touched on a variety of issues including whether this proposal would be perceived as a band-aid on the current system that would make it more difficult to pass further reform, or whether it would help us develop further changes in the long run. Reasons why faculty might not vote for the proposal were also discussed. Other discussion points are incorporated into the bullet points following the proposal.

A draft of the proposal was composed:

"We move to approve the principle of an open system of General Education in which the operating assumption is that all courses will fulfill one of the designated groups or areas of study" Advantages to possibly discuss in the presentation to the faculty:

- Consensus of the faculty that this is the piece of general education reform to try to pass first
- Efficient use of time the current system can stay in place (MAO retains control but exceptions are debated, not inclusion), and can use existing channels
- Students have more choices to follow personal interests
- Simpler system
- Not as arbitrary
- Better classroom environment for both faculty and students because students who want to be in the class are there.
- Democratization of knowledge affirming that all faculty provide valuable contributions to the university's educational mission
- Fewer students will take the class simply because of the group classification
- Encourages students to take more challenging upper level courses
- Students can choose between depth of advanced courses and breadth of introductory courses to satisfy the group requirements
- Forces faculty to think carefully about where their courses or departments fit in the system of general education
- May force further changes in general education in the future
- Student survey shows support for the proposal
- System would be more trusting of faculty (that they teach subjects valuable to the education of DePauw's students)

Issues for the Committee to Deal With

- What if a department doesn't want to include a course (should MAO have veto power)?
- What about 1/2 or 1/4 credit courses (the motion as written has the spirit that all should count toward fulfillment of the requirement it would just take more of the lower credit courses to reach the requirement)?
- What about courses or departments that fit in more than one group?
- Who chooses the category for crosslisted courses (i.e. Women's Studies and Economics)?
- What do departments need to provide?
- Would MAO oversee the implementation of the new requirements?

The committee decided that Ellie Ypma needed to be involved talk to her about implementation time and devising a method of determining impact on departments prior to implementation before the faculty meeting next week.

Respectfully submitted,
Hilary Eppley

Minutes for CAPP Meeting February 24, 2003

Present: Tom Ball, Tamara Beauboeuf, Carla Edwards, Nancy Davis, Hilary Eppley, Anne Fernald (chair), Howard PollackMilgate, Charlie Shivers

The meeting was convened at 4:40 p.m. to allow for A. Fernald, H. Eppley, and Bruce Sanders, a current member of the General Education Task Force, to meet with MAO regarding implementation strategies for an open system of General Education. The three reported back to CAPP on their meeting.

In CAPP, discussion focused on the wording of a proposal to be brought to the faculty at the March 2003 meeting. The proposal will ask that DePauw adopt the principle of an open system of General Education in which the operating assumption is that there is no limit to the number of courses that can contribute to the fulfillment of each of the designated groups. Pending the passage of this proposal, the faculty at the March meeting will be asked to approve the motion that MAO will publish a list of courses bundled by groups one week prior to the May faculty meeting. Faculty will be encouraged to review the list. Should the list be approved at the May faculty meeting, the open system will be implemented in the 2003-2004 academic year.

Between the March and May faculty meetings, MAO will ask departments and programs to assign

group numbers to the courses they wish to submit to MAO. The proposed change in principle from a closed to an open system will not affect the mechanism for submitting courses to MAO. The proposed changes affect the principle but not the operating procedure of MAO.

The minutes from 2/10/03 were discussed and approved.

Discussion turned to bridge majors. In response to A. Fernald's email to departments with bridge majors (Environmental Geoscience, Religious Studies, and Philosophy, which require up to two courses from other departments of their majors), two department chairs maintained that bridge majors did not inflate major requirements. Rather, they argued that such requirements allowed for rigor and the exploration of closely tied areas of human experience. No consensus or decision was reached. Discussion of this issue will continue.

Conversation then turned to whether a need existed for CAPP to oversee how student recruiting takes place and to include some faculty input into how admissions materials are devised. Two Possibilities exist for the involvement of faculty: a subcommittee of CAPP which might set academic requirements for admission and involve faculty in annual recruiting strategies; or CAPP taking the responsibility to coordinate the reasonable engagement of faculty members in admissions work (e.g., providing tour guides and admissions interviewers with accurate information regarding specific academic programs and goals). The merits of both approaches will be considered in more depth at a later meeting.

The last item discussed concerned the possible need to advertise a third form of faculty fellowships. In addition to the pedagogical and scholarly awards (three of each are given out a year), possibilities exist for faculty to address a compelling university need, such as curricular reform or interdisciplinary programming. More discussion of this topic will occur next meeting.

The meeting was adjourned at 6:03 p.m.

Submitted by Tamara Beauboeuf

Minutes for CAPP Meeting April 14, 2003

Present: Anne Fernald, Chair, Tom Ball, Tamara Beauboeuf, Nancy Davis, Carla Edwards (nonvoting), Hilary Eppley, Melissa Gross, Megan Kemp, Howard PollackMilgate

The meeting was called to order at 4:06 pm. After a brief discussion, the minutes for March 10 were approved.

Several new and modified departmental self-studies were discussed in order to summarize information relevant to staffing requests for each of the reviewed departments. These summaries will be sent to departments for comments and then on to RAS. Additional self-studies were assigned for discussion at next week's meeting. Members of CAPP were assigned to talk with the chairs of departments that may fall under a new Science and Mathematics Group during the next week. Discussions will focus on their impressions of and concerns about the organization of the General Education requirement proposal. We will talk to the chairs of other departments and programs at some point in the future.

The meeting was adjourned at 6:00 pm.

Respectfully submitted,
Hilary Eppley

Minutes for CAPP Meeting April 21, 2003

Members Present: Anne Fernald (chair), Neal Abraham, Howard Pollack Milgate, Tom Ball, Hilary Eppley, Nancy Davis, Tamara Beauboeuf, Melissa Gross, and Megan Kemp

Meeting Called to Order at 4:07 PM.

The minutes from the meetings on March 31st and April 14th were approved following amendments.

The committee saw reviews from this year's Winter Term In Service trips. These were used to brainstorm topics for next week's discussion with WTIS steering committee members.

There was discussion on the implications of the new wording of the University's opportunity hiring policy and the context in which it can and should be utilized. CAPP was informed that the chair of the Diversity and Equity

Committee (DEC) is in approval of the policy's continued use. CAPP recommended keeping the opportunity hiring policy with its stipulation of usage to hire majority candidates that also fulfill diversity needs for the university. Neal Abraham and President Bottoms will continue handling any cases for the remainder of this school year. Next fall CAPP will form a joint subcommittee with DEC to advise on future opportunity hires. Members were asked to continue talking with department chairs concerning their feelings on the draft of the new general education groups and their definitions. The chair of CAPP will attend an upcoming Department Chairs meeting to update them on the interviews thus far.

Meeting Adjourned at 5:57 PM.

Respectfully Submitted,
Megan M. Kemp

Minutes for CAPP Meeting April 28, 2003

In Attendance: Neal Abraham (VPAA), Tom Ball, Amy Barber (exofficio), Tamara Beauboeuf, Nancy Davis, Hilary Eppley, Anne Fernald (chair), Melissa JK Gross (student member), Megan Kemp (student member), Howard Pollack Milgate

The meeting was called to order at 4:06pm.

CAPP invited Cathy Hamilton (director of the Hartman Center), Chuck Kirkpatrick (interim coordinator of Winter Term In Service (WTIS)), Monique Larocque (Winter Term office), and Theresa Daily (Head Intern for WTIS) to discuss coordination efforts between the Winter Term office and the Hartman Center. M. Larocque reported that in February the Winter Term Subcommittee of CAPP and the Hartman Center Steering Committee met to discuss some of the problems of this past year's WTIS and how future trips might be improved. They discussed the role that WTIS plays in the context of the larger Winter Term curriculum as well as ways that they could better work together. One of the most salient problems that emerged from their discussion was a concern about the relationship between students and faculty on these trips. Roles do not seem to be clear to all faculty or students going. Efforts between the Hartman Center and the Winter Term office to collaborate have included: Bringing the recruitment and training calendars for both students and faculty in line so that deadlines are similar Recruiting students and faculty at the same time through joint fairs and advertising Reviewing the Service Trip Executive Committee's (STEC) site selections and trip proposals in the Winter Term Subcommittee, so that similar trips are not duplicated The Hartman Center has identified several ways that it plans to address concerns about student faculty relationships on trips:

Beginning training earlier for faculty

Including more information and discussion about student faculty relationships in the training by discussing alternative leadership models and doing workshops Combining some introductory sessions with the efforts of the Winter Term office

The Hartman Center's goal is to get faculty and students to share in the leadership while maintaining an understanding about the ultimate liability of the faculty member for decisions that get made. In the past trips students have been jointly responsible for budgeting and spending of the money (including having the student officers in charge of the money onsite) as well as cultural event planning, onsite projects. The faculty members supervising the trip were depended on for support and emergencies only. Their participation was understood to be as a part of the student leadership team, not in a role apart from it. M. Larocque stated that some of these policies are under review as a part of the cooperation of the Hartman Center and the Winter Term office.

CAPP inquired as to whether roles for student officers and faculty members are fixed or negotiated individually for each trip. They also wondered if there was a document explicitly expressing these boundaries. It did not seem that there was one document in particular, but C. Hamilton said that these roles are laid out clearly in the training of faculty and officers. Other concerns were raised about the process of grading on a WTIS trip whether officers are held to different standards than the other students going on the trip. Liability was also a major concern for CAPP; they wanted to express that some of the current features of WTIS trips (students carrying large amounts of money and passports) seem to increase the liability of student officers unnecessarily.

T. Ball added to the discussion that perhaps terminology was an issue in this case, since shared leadership implied an equal relationship that did not exist. Rather, he described his experience as student centered. He suggested that this might be a more constructive way of approaching changes and reviews of the trips. T. Beauboeuf added that a change in student culture needed to take place in order for changes to be successful; she felt that the latitude students

were given in decision making needed to be more clearly defined. The discussion concluded with a concern on all sides that students be well prepared to venture out of the country as well informed and critical as possible. C. Hamilton and C. Kirkpatrick discussed the reading materials and training that helps make this happen. Generally, a student gathers many of the materials under supervision of the faculty members. N. Davis inquired as to how beneficial it really is that no person on the trip is an expert (generally speaking) in the location being visited. C. Hamilton's response was that through training students and faculty are educated together; the Hartman Center relies on the faculty members to be the experts in knowledge gathering and critical thinking and to monitor this process. The revised mission statement for STEC and the WTIS trips was shared with CAPP.

M. Larocque, C. Hamilton, C. Kirkpatrick, and T. Daily left.

The minutes from the last meeting were approved as corrected.

N. Abraham announced that the Academic Affairs committee of the trustees would like a briefing on the general education revisions in October.

Discussions of self-studies continued. It was determined that Chemistry need not be further discussed as no new materials were added. It was noted that changes should be made in the memo to RAS regarding current staffing levels.

The meeting was adjourned at 6:02 pm.

Respectfully submitted,
Melissa JK Gross

Minutes for CAPP Meeting June 3, 2003

Present: Howard PollackMilgate, Neal Abraham (VPAA), Noah Lemos, Anne Fernald, Pam Propsom (Chair of RAS [Resource Allocation Subcommittee]), Melissa Gross, Tom Ball, Srimati Basu

HPM called the meeting to order.

Pam Propsom, chair of RAS presented RAS's ranking of this year's proposals to CAPP. RAS's procedures, comments and concerns were discussed. PP reported on the VPAA's comments to RAS that this is the end of faculty expansion, reminding departments to be aware of this new environment of scarcity.

CAPP agreed to relay RAS's feedback on the strengths and weaknesses of departmental proposals for new faculty positions to the appropriate departments. PP also relayed RAS's concerns regarding the implications of recent changes to the opportunity hiring program for the RAS process. She also noted that the 2003 RAS expressed willingness to participate in these discussions and to cooperate with a committee on opportunity hires. CAPP agreed to pursue these concerns in the fall through discussion with RAS and DEC (Diversity and Equity Committee).

A motion to approve RAS's rankings passed unanimously.

The meeting adjourned.

Respectfully submitted: Anne Fernald