

CAPP Minutes
8/30/2010

Present: Marnie McInnes, Bruce Sanders (Chair), Hiroko Chiba, Julia Bruggemann (secretary), David Harvey, Rich Cameron, Fred Soster, Caroline Smith, Macy Ayers

The meeting began at 3:35, we agreed to start future meetings at 3:45.

(1) Committee Appointments

CAPP representative to the Hartman Steering Committee

After some conversations about the charge and meeting schedule of the committee, Rich volunteered to be the new CAPP representative for this academic year.

Winter Term subcommittee

Division 3: Jeff Hansen

Division 2: Valerie Ziegler

FYS subcommittee Division 2 appointment

No volunteers yet; CAPP decided to decide this process via email

(2) Preliminary discussion to regularize a Faculty Committee on Admissions Background: FGSC created this as an ad hoc committee 2 years ago with the idea that CAPP would determine whether or not the committee would be regularized. It included 1 member of CAPP. Additionally, 4 other people were appointed for 1 year. Dan Meyer is open to the committee becoming regularized. This would mean that a proposal would have to be taken to the floor of the faculty and the terms of the new/continuing members would be staggered.

CAPP asked Dan Meyer to come to a future meeting of CAPP to discuss his ideas about what the charge of this committee would be. Some concerns were raised about adding yet another committee to DePauw governance structure, but others saw a positive role such a committee might play in the admissions process that would outweigh the additional workload. At other institutions a faculty admissions committee is standard. Someone suggested that Dan Meyer could come to CAPP once a semester to use CAPP as a sounding board instead of creating a new committee. There was agreement that faculty should be involved in discussions about how to shape distribution of financial aid to incoming students.

CAPP decided to collect questions for Dan over email. They will then be forwarded to Dan, so he can prepare.

(3) Strategy on how to proceed on curricular reform Bruce Sanders interviewed 34 faculty members and 3 administrators over the summer. These interviews were each an hour in length or longer. In these conversations, Bruce wanted to find out what went wrong last spring and was looking for ideas on how to proceed with curricular reform. Bruce summarized the results of his interviews to the committee. CAPP then engaged in an extended discussion of the issues raised in the interviews and decided where to go from here. The committee decided to look at each of the competencies one at a time and to begin with the writing competency.

(4) Bruce noted that the subcommittee looking at the reform of Winter Term will eventually report to CAPP. As such, the CAPP decided to request regular updates from the subcommittee.

The meeting adjourned at 5:25

Respectfully submitted,
Julia Bruggemann

**CAPP Meeting
September 20, 2010**

372 Julian, 3:45 p.m.-

Present: Bruce Sanders, chair, Julia Bruggemann, Rich Cameron, Hiroko Chiba, David Harvey, Marnie McInnes, Caroline Smith, Fred Soster

Visitors: Francesca Seaman, David Alvarez

Announcement: The FYSC has not yet been able to get us feedback about the idea for a common FYS timebank.

Minutes from 8.30.10 approved with modifications.

1) Francesca Seaman met with CAPP to discuss the proposed interdisciplinary Italian Studies minor. FS covers basic language courses (through 5th semester), but not all levels required for a language minor. European Studies asks for diverse courses from several departments; it doesn't allow for a focus on art history, for example. Students have asked for this minor; they are the major motivation for its design. The structure of a minor is important to give them a sense of accomplishment, and a reason to take additional courses; they want the minor on the transcript. Seven courses would be required for a student entering with no language background; most minors would need seven (4 language to meet proficiency, and 3 additional language or culture, including one at the 300 level). Why not a minor within ML? because lit. class wouldn't count if taught in English. Important for FS to bring her scholarship into the classroom.

Shouldn't there be a requirement, if it is interdisciplinary, to take courses outside of ML? It's not a good idea to force students to take courses that do not interest them, to force them to go in multiple directions if they want to focus in one area (ancient Rome, or art history, for example).

How many courses taken OC count? up to 2.

Why not allow just two semesters of Italian? It's not enough to give students access to primary sources. Works for Russian Studies, but does not seem wise for Italian Studies. CAPP discussed pros and cons. This proposal was thoughtful and fully documented. FS showed energy and commitment. The committee decided that interdisciplinary aspects of the proposal were too attenuated for inclusion as an interdisciplinary studies' minor but will consider and encourage creative solutions to meet the needs Francesca has identified. 2) David Alvarez visited to discuss writing classes. David is chair of the "century committee," which oversees 100-level English courses, including ENG 110, 115, 120, 130, 151 (gateway course, often W), and 151 (topics). Committee hasn't yet discussed the issues, but is eager not to have conversations take place simply within the department. Dave Berque's proposal prompted the discussion. While there's been no vote, the committee generally agreed about the principles, especially about offering a writing course to all first-year students.

BS raised possibility of portfolios (used by several liberal arts colleges, such as Carlton, Vanderbilt) and a general writing test at the start of the year (so that students would understand the centrality of writing). This would put onus on students to keep essays, revise well, and it would put an onus on advisors. This would require a lot of faculty time and effort.

Century Committee, W Committee, and CAPP all have a role in discussing and deciding on the nature of the writing program; how can these three groups coordinate to bring a strong, clear program to students? Century wants to find out what goals of the university are not being met.

W self-study shows strong support for the program. Doesn't show as well what faculty members find to be problematic, except that the W program is not as useful for students in sciences. We don't know what writing assignments are made across the university right now, W and non-W classes.

Poll from March 2010 is posted on intellectual Moodle site, including data on questions such as "what do you think about the writing program?"

David seeks feedback on ENG 130 guidelines. Guideline description for ENG 120 and 130 don't match description in catalog. ENG 120 in early 1980s was first designed to be taught by faculty across university. W courses have shifted to English (in last self-study, 40%). Do faculty members feel that they are teaching writing without offering as W, and that to put a W on the course would change the nature of the course? Label may be the problem. Some courses offer more writing than W courses.

David would like feedback on the guidelines for ENG 130.

Should the course go to part-time or term teachers? or should it go to those here for the long term, if it is designed to prepare you for courses in our curriculum?

Is it "expository" writing? That's an earlier name. What's the difference?

3) WT task force has not yet met. This is a problem, as CAPP is awaiting a report and is responsible for acting on the recommendations. They didn't meet last year either. FGSC created this committee, but asked it to report to CAPP.

4) CAPP meets next week 9/27 with President Casey and VP Meyer.

Respectfully submitted,
Marnie McInnes

**CAPP meeting:
Sept. 27, 2010**

Present: Bruce Sanders, chair, Julia Bruggemann, Rich Cameron, David Harvey, Marnie McInnes, Caroline Smith, Fred Soster, Margaret Wambura, Macy Ayers, Hiroko Chiba; Visitors: President Brian Casey, Dan Meyer

I. Minutes—approved with one correction

II. Committee on Admission President Casey and Dan Meyer visited the CAPP meeting. President Casey gave CAPP a brief history of how the Committee on Admissions was created and has functioned. He stressed his intention to connect the Admissions Office and the rest of the campus through the subcommittee. By having this committee, the faculty will always have a voice on admission issues.

Dan Meyer addressed that the Committee on Admissions would be an advisory committee to provide consultations and advice to the Admissions Office. He also stressed that the Admissions Office would value the feedback and input from the faculty.

President Casey suggested that we appoint a chair and see how the subcommittee would function. CAPP also discussed that the committee should have a clear charge. Marnie McInnes volunteered to be the CAPP representative for the committee.

II. FYS timebanks

CAPP discussed possible issues with the FYS timebanks proposed by the FYS committee. The selected timebanks are the most popular hours around lunchtime unlike the Grinnell model, in which faculty are able to collaborate with FYSs during one common time in the morning. CAPP decided to forward the issue to MAO which is looking into the problems surrounding the popular timebanks. CAPP also suggested that proposed timebanks for FYS should be voted on by the faculty.

III. Italian Studies minor

CAPP reviewed the letter to be sent to Francesca Seaman.

Respectfully submitted,
Hiroko Chiba

**Committee on Academic Policy and Planning MINUTES
October 25, 2010**

Julian 372

Present: Julia Bruggemann, Rich Cameron, Hiroko Chiba, David Harvey, Marnie McInnes, recorder, Bruce Sanders, chair, Caroline Smith, Fred Soster

1. Minutes approved from CAPP meeting of October 11, 2010.
2. Request approved for change of name from Department of Art to Department of Art and Art History .
3. CAPP continued to work on the model for strengthening the writing program. The discussion and decisions we made are reflected in the document distributed by email attachment to the faculty on October 29, 2010 and in hard copy at the faculty meeting on Monday, November 1, 2010: "Preliminary Model for Strengthening the Writing Program at DePauw University."

Respectfully submitted,

Marnie McInnes

**CAPP Meeting
11/15/2010**

Meeting commenced 3:53

Present: Hiroko Chiba, Caroline Smith, David Harvey, Fred Soster, Marnie McInnes, Bruce Sanders, Julia Bruggemann (secretary), Macy Ayers

(1) Hartman Steering Committee proposal to change membership composition:

Sarah Ryan came to explain the proposal and the rationale behind the proposed changes.

- The faculty to non-faculty ratio will change from 5:7 to 5:8.
- The new committee will add a community member (e.g. a member of the partner organizations e.g. David English, Exec Dir of United Way of Putnam County)
- Conflict Studies Chair will go off the committee, because there is no special link between Conf.ST. and community work
- A Bonner Student will be included; (one fewer students appointed from Stud Gov)

CAPP voted to approve the new plan

(2) International Education Committee proposal to change the membership composition:

Russ Arnold came to explain the proposal and the rationale behind the proposed changes.

- The Director International Student Services and Director of Global Opportunities now no longer report to each other, so each should be a voting member on the committee.

CAPP voted to approve the new plan CAPP has to go through the handbook language for both proposed changes and adjust it to reflect the new committee compositions before the faculty votes on this. The chair agreed do that.

(3) Writing Program discussion

- CAPP considered the current catalogue language and discussed some ideas as to how it could be re-written
- Discussion of meeting with WPCC:
- The chair reported new concerns from the S-Committee (as yet undefined) about how proposed changes might affect S and Q.
- CAPP agreed to invite the FYS Committee to discuss the proposed changes and the implications on the FYS program. They will be invited to the next meeting. We agreed to ask them to collect data on how many FYS are

already doing what we envision. • CAPP discussed how one might ensure enough buy-in from the faculty to teach the new FYS courses. e.g. through faculty development; changes to the advising load?

- CAPP agreed to pull together a document that writes up the variety of arguments in favor of the proposed changes, in addition to the detailed guidelines as a way to take seriously and answer questions that have been raised before the proposal gets to the floor of the faculty. That way CAPP can present a coherent and thorough argument. Fred and Marnie will work on Catalogue language; the rest of the committee will work on collecting arguments in favor of the proposed changes (we will start with the bullet point outline from the last faculty meeting).
- Macy will talk to student organization reps so they can talk to the members of their members; then at the big meeting she will field feedback

(4) No information on how the Winter Term discussions are going.

Meeting concluded at 5:40pm

Respectfully submitted by
Julia Bruggemann

**Minutes of the Meeting of the Committee on Academic Policy and Planning
Monday, November 22, 2010, 3:45 – 5:35 p.m.**

Present: Bruce Sanders, (Chair), David Harvey, Caroline Smith, Julia Bruggeman, Marnie McInnes, Rich Cameron, Hiroko Chiba, Macy Ayers, Fred Soster (Recorder).

1. Minutes of the previous meeting were approved.
2. The Committee reviewed and approved catalog copy for the changes to the composition of the Hartman Steering Committee and the International Education Committee.
3. The Committee discussed the document submitted by the Winter Term Committee to CAPP (WT-TaskForceAspirations.doc) that outlined guiding principles and aspirations for Winter Term. CAPP will provide a formal written response to that document to the Winter Term Committee.
4. The Committee continued discussions about the writing program including preliminary plans to introduce a motion at the February Faculty Meeting for a vote at the March Faculty Meeting. Creation of a supporting document to accompany the motion also was discussed.
5. Marnie and Fred will work on the supporting document and other members of the Committee will work on addressing the ten concerns submitted to CAPP by the WPCC in a document entitled “WPCC Response to CAPP’s Model for Strengthening the Writing Competency Program.” Both will be discussed at the next meeting.

Respectfully submitted,
Frederick M. Soster

**CAPP Minutes
November 29, 2010**

Present: Bruce Sanders, chair, Rich Cameron, Hiroko Chiba, Julia Bruggeman, Caroline Smith, David Harvey, Fred Soster, Marnie McInnes

1. Minutes from 11-22-2010 were approved.
2. The committee talked again about the aspirational statement developed by the WT Task Force. We recognize that the task force is attempting to lay out goals and principles first, before presenting a model, but we would like to see

examples of what follows from their principles. We do not think it's a good idea to have a faculty-wide discussion of general aspirations without specific examples. Bruce Sanders will send a response.

3. The committee continued discussing how the writing model might work. We recommend creating several explicitly writing intensive FYS in 2011 and piloting several WIT courses in spring 2012.

Transition year: Spring 2012 WIT courses (pilot WITs) could count in place of ENG 130 for those placed into spring 130 next year. (It is important, however, not to give some students Eng 130 credit for their FYS in fall 2011, while others do not earn this credit.)

Faculty development is key to a rejuvenation of the culture of writing. We're building an intellectual community, in which faculty colleagues get together to exchange ideas about their new and rejuvenated courses.

Several sections of College Writing I could be offered in the fall, depending on needs of the entering class. Could ENG 110 and 115 be designed to support international students in *specific* writing assignments they are doing in their writing intensive FYS? This would be difficult logistically. How to give entering international students the writing support they need is an ongoing question, no matter what writing model we adopt (or stick with).

Should international students be in the same FY seminars? This is a solution that some colleges have come to, but we favor the present DePauw system that disperses international students into all of the seminars, which they choose according to their interests.

4. Those who will be here will meet a couple of times in January 2011 to develop a writing proposal for the February faculty meeting. We will not meet in December 2010.

Respectfully submitted,
Marnie McInnes 11-29-2010

**CAPP meeting
January 17, 2011**

Present: Bruce Sanders, (Chair), David Harvey, Fred Soster, Marnie McInnes, Rich Cameron, Julia Bergmann, Hiroko Chiba(Recorder).

1. There was a report on a meeting that Marnie had with Debby Geis, the chair of the department of English.
2. The committee reviewed the draft of the catalog language for the writing proposal.
3. The committee discussed proposed requirements for First-Year writing seminars and made some suggestions for changes. In relation to the requirements, we discussed crafting a model syllabus for a science FYS. The committee's feedback will be sent to Debby Geis.
4. The committee decided to meet at 3:30 on Mondays in the spring.

Respectfully submitted,
Hiroko Chiba

**Minutes of the Meeting of the Committee on Academic Policy and Planning
Monday, January 24, 2011, 3:30 – 5:30 p.m.**

Present: Julia Bruggemann, David Harvey, Marnie McInnes, Rich Cameron, Hiroko Chiba, Bruce Sanders, (Chair), Fred Soster.

Minutes of the previous meeting were approved.

The committee continued to discuss and edit the documents that will be on the agenda of the February faculty meeting (i.e., writing program revision rationale, actual motion and revision of catalog language, and sample syllabus).

The meeting adjourned at 5:30.

Respectfully submitted,
Bruce Sanders

**Minutes of the Meeting of the Committee on Academic Policy and Planning
Monday, January 31, 2011, 3:30 – 5:10 p.m.**

Present: Macy Ayers, Julia Bruggemann, Marnie McInnes, Hiroko Chiba, Bruce Sanders, (Chair), Fred Soster.

The committee finished up working on the documents that will be on the agenda of the February faculty meeting (i.e., writing program revision rationale, actual motion and revision of catalog language, and sample syllabus).

The meeting adjourned at 5:10.

Respectfully submitted,
Bruce Sanders

**Committee on Academic Planning and Procedure (CAPP) Minutes
February 14, 2011**

Present: Bruce Sanders (chair), Rich Cameron, Hiroko Chiba, Julia Bruggeman, Caroline Jetton, David Harvey, Fred Soster, Marnie McInnes (recorder), and Macy Ayers (student representative).

1. Minutes from 1-24 and 1-31-2011 were approved.
2. We discussed briefly the background for the proposal to eliminate the combined Sociology and Anthropology major. Outside evaluators found the combined major weak, and the fields are distinctly different. We will take this issue up again, once MAO has made its decision and forwarded it to us.
3. A question of DePauw credits required for graduation has come up because of a transfer student situation. We're not being asked to override the Petitions Committee's decision, but to look at the larger question of requiring 15 credits at DePauw in order to graduate. The Petitions Committee decided the student had no extenuating circumstances that would warrant her taking fewer than 15 DePauw credits. Other colleges generally have stricter policies: more than half of the student's courses must be taken at the college where they expect to receive a degree. Our policy is on the lenient side.
4. We appointed Mac Mackenzie to serve on the FYS subcommittee as a one-semester replacement.
5. W Program Proposal discussion:

We will offer to meet with and answer questions of each division.

Whether or not we pass this motion, we still need to ensure that FYS and College Writing once again are taught primarily by tenured and tenure-track faculty members. (Part-time and term faculty members have taught excellent

writing courses and seminars throughout the years. But the balance has shifted recently, with a smaller percentage of courses taught by tenured and tenure track faculty members.)

We do not want to include some sort of enforced participation in the FYS program; instead, we want to remind colleagues that using writing as a mode of instruction can make the course more satisfying to teach, and that with faculty development support faculty members will be able to teach these courses with confidence.

Will the smaller classes impact class size? No, we have space to absorb the students. David will confirm this with Ken Kirkpatrick forthwith.

Should we send short emails (“short reads”) to explain aspects of the proposal? We are not all in agreement at this point about the efficacy of this approach. We will work on these and come back to the idea at our next meeting. Maybe put together a FAQ page.

When programs stagnate, they become less interesting, less appealing to teach. We need to reinvent the way we do things to make the prospect of gen ed courses exciting and rewarding.

Respectfully submitted,
Marnie McInnes 2-14-2011

CAPP Minutes Feb 21, 2011
Begin: 3:35pm

Present: Fred Soster, Marnie McInnes, Bruce Sanders, Hiroko Chiba, Rich Cameron, Caroline Smith, Macy Ayers, Julia Bruggemann (secretary)

- Approval of previous minutes.
- Bruce will send around a reminder of upcoming division meetings with details.
- CAPP debriefed about today’s meeting with Division III

The issues of substance that came up:

Assessment (how do we know writing will be taught well)

Guidelines

Science writing

How will teaching of writing be assessed in the context of tenure and promotion

Oversight

CAPP brainstormed some strategies how best to address some concerns that were raised at the division meeting and in other contexts.

CAPP can solicit some volunteers teaching FYS in fall 2011 at the FYS brown bag. We can additionally ask some faculty to encourage them to teach in the pilot program next fall.

- CAPP discussed whether the committee should offer an amendment to make FYS required of each department according to some kind of quota system. CAPP decided not to prepare any amendments.
- CAPP discussed the new/final guidelines by the WPCC for the proposed writing-intensive FYS. The committee agreed to pilot these guidelines if the proposal passes.
- CAPP discussed the current drafts of “Replies to WPCC questions” and the “FAQ document”, “CAPP Opening Statement”: Rich will streamline the WPCC questions, Marnie will develop the FAQ document, Fred will work on the CAPP opening statement.
- CAPP will discuss recommendations to RAS in an upcoming meeting.

Meeting concluded at 5:25pm

Respectfully submitted by
Julia Bruggemann

**CAPP meeting
February 28, 2011**

Bruce Sanders, Caroline Smith, Rich Cameron, David Harvey, Fred Soster, Marnie McInnes, Hiroko Chiba

- (1) Approval of minutes from the last meeting—approved
- (2) Announcement: Invitation to Chairs/directors meeting—we will send representatives.
- (3) Announcement: FYS brown bag lunch discussion coming up
- (4) CAPP discussed the proposal from Sociology/Anthropology regarding the elimination of Socio/Anthro combined major. CAPP didn't have concerns this time.
- (5) CAPP discussed the note from Ken Kirkpatrick regarding total course credits that transfer students need to take (see the minutes from 2/14).
- (6) CAPP Reviewed RAS questions and procedures. Bruce will send an email to solicit volunteers for at-large positions.
- (7) CAPP debriefed the Division meetings.
- (8) CAPP discussed the responses to “what’s wrong with 130?”
- (9) CAPP discussed the CAPP statement for March 2011 Faculty meeting Draft 2.
- (10) CAPP discussed replies to WPCC questions.

Respectfully submitted,
Hiroko Chiba

**Minutes of the Meeting of the Committee on Academic Policy and Planning
Monday, March 14, 2011, 3:30 – 5:00 p.m.**

Present: Bruce Sanders, (Chair), Marnie McInnes, Rich Cameron, Hiroko Chiba, Caroline Smith, Macy Ayers, Julia Bruggeman, Fred Soster (Recorder).

1. Minutes of the previous meeting were approved.
2. The Committee debriefed about the passage of the writing proposal and discussed actions that need to occur in the short term and the long term.

Short Term Actions:

Letter to School of Music urging them to begin thinking about participating in the new writing program.
A group of faculty colleagues will be invited to meet with CAPP to discuss how committees will work together to provide program oversight and what needs to be done with respect to faculty development.

A brownbag lunch will be organized to discuss the pilot program.

Copies of the Gottschalk & Hjortschoj book will be ordered for FYS faculty.

Longer Term Actions:

WIT courses.

Sophomore W renewal.

Participation in FYS.

Departments need to begin thinking about writing in the discipline.

3. We will turn our attention to the S program and will invite the S committee to meet with us to discuss their ideas.

4. Discussed timeline for EEC proposal

Respectfully submitted,

Frederick M. Soster

CAPP minutes

Monday 4/11/11

In attendance: Mike Sinowitz, Susah Hahn, Julia Bruggeman, Hiroko Chiba, Marnie McGinness, Bruce Sanders, Rebecca Shindler, Kelly Hall, Debbi Geis, Dave Guinea, Fred Soster. David Alvarez, Jim Mills, Rich Cameron (recorder)

Last week's minutes accepted.

Susan Hahn introduces and discusses (with handout) WPCC's reflections on oversight structures and needs given the motion. Since it's a structured and developmental program, need to reinforce this to students and faculty.

Shindler (FYS committee) agrees that writing program broader, but overlap between interests.

Hahn suggests inviting representatives from Cornell (Gottschalk, etc.) b/c they have established materials for development. Need development at all three phases of the new curriculum.

Development for the pilot: Hahn suggests early meeting brainstorming meeting on pedagogy in the first semester first year; integrating pilots into a day in the W workshop in August, or... Emphasized need not to overwhelm international students with language skills first semester.

Extra tutoring support may be needed given increased emphasis on fall writing intensive courses. Probably need increase from 25 students to 30-33 or so student tutors. Possible writing tutoring in Julian (associate w/Q) – hit the ground with as much support as possible.

Discussion of what model might be best for faculty development – is the summer workshop model best, or does it need to be all year long, or? And how do we address these questions?

The need for ongoing meetings throughout the fall for the pilot program. The need for continuous programming (WPCC and FYS committee endorse).

DG mentions various workshops happening this summer; worries that money may be a “demotivator” for participation in the long run; worry that August workshops aren't well timed since they can't be implemented that year – maybe WT workshops instead?

DG – what does it/should it mean to be W-certified? Would a continuous renewal model be more effective than a one-and-done certification? SH: OK, so long as someone else keeps tabs of the record keeping. Need keep focus on students and what they need; need to avoid the once and done perception.

Bruce Sanders asks to create a committee to create the development program. To get the show on the road now: put existing committee people together (SH, MS, RS, DG, & CAPP rep.).

Rich Cameron – recorder

**CAPP meeting
April 18, 2011**

Bruce Sanders, Fred Soster, David Harvey, Marnie McInnes, Julia Bruggemann, Steve Timm, Caroline Jetton, Caroline Smith, Rich Cameron, Susan Wilson, Ken Kirkpatrick, Jackie Roberts, Hiroko Chiba

1. Minutes—next week

2. S-proposal: S committee attended the meeting. Susan Wilson gave us an overview of the proposal which we discussed. S committee will explore more details necessary for the proposal in the coming academic year.

Respectfully submitted,
Hiroko Chiba

**CAPP Minutes
April 25, 2011**

Present: Sanders (chair), Harvey, Soster, Cameron, Chiba, McInnes, Smith, Bruggemann (secretary),

Meeting started at 3:30pm

- CAPP postponed the approval of last week's minutes, because not everyone had a chance to read them.
- Discussion of agenda items for the next meeting:
Electing a chair, inviting new CAPP members, brainstorming about agenda items for next year
- Appointments for the upcoming RAS meetings

Elected Divisional representatives:

Lori Miles

Rich Cameron

Jackie Roberts

Inge Aures

2 at-large representatives (appointed by CAPP)

Schindler, Gloria

3 current or recent CAPP members (appointed by CAPP)

Soster, Propsom, Anthony

- RAS procedures distributed by D. Harvey for CAPP's consideration

Brief Discussion of the documents.

Decided to add a bullet point to ask how the new position would strengthen the new writing program.

- Prindle Ethics Institute Advisory Board CAPP Rep replaced with a librarian
- Discussion of work of Admissions Committee
Hard to get it up and running, meeting on Wed April 27 to discuss what's going on; Tim Good (chair) should convey the results to CAPP; early next year, CAPP will decide what will be best to do about this committee and about how best to give faculty feedback to admissions; maybe CAPP can play this role
- Environmental Fellows motion;
how to handle the motion on the floor of the faculty?

Jim and Michelle will be asked to take the podium to discuss the proposal at the faculty meeting and field the questions

- CAPP Subcommittees that have openings: 3 WT subcommittee openings (Bruce will ask for volunteers to appoint at the next meeting)

- WT Task Force:

They will give a report at the last faculty meeting. The full report will be posted in June. The charge to the Task Force will have expired at the end of the academic year and CAPP will take up the WT issue in the fall.

Meeting concluded at 4:45 pm.

Respectfully submitted by Julia Bruggemann

CAPP minutes Monday 5/9/11

In attendance: Hiroko Chiba, Marnie McInnes, Bruce Sanders, Fred Soster, Rich Cameron, David Harvey, Tim Good (newly-elected member), Alejandro Puga (newly-elected member), Caroline Smith (recorder)

Last three meetings' minutes approved.

New membership for the Winter Term Sub-committee appointed for 2011-2012.

David Worthington (Division 1 representative), continuing member;

Aaron Dziubinsky (Division 2 representative) appointed for three-year term;

Jeff Hansen (Division 3 representative) appointed for three-year term;

Marcelle McVorrان (Division 4 representative) appointed as one-year replacement.

Tim Good, chair of the Admissions Committee, a sub-committee of CAPP, reported that the committee did not meet on a regular basis. However, they recently have met more often. Tim reports the following: The committee was involved in the interviewing process for the Vice President for Admission and Financial Aid; Once Dan Meyer was hired in that capacity, they helped him in ways he requested, worked on the Diversity Statement, discussed how faculty can help the Admissions office directly, and began to address the issue of test-optional admissions;

There needs to be a clear point of contact between faculty and the Admissions office; The structure of the present five-member faculty committee is not a structure that is the best way to accomplish said contact; Admissions office offering reports at CAPP meetings could be an effective mechanism; Change references from "Admissions" to "Recruitment and Retention;" CAPP should include Admissions news in its reports to the faculty; After looking at the 8 charges, the committee feels some of these would be a crippling workload for the committee; They advise putting the charges on the website; Dan felt he could use faculty when making admission decisions for provisional students; There is some division among committee members whether or not the committee should be retained; Some members feel that CAPP should be in charge and then delegate certain charges, forming ad hoc committees as needed; CAPP discussed some of these points. It was decided that CAPP would wait for the official report from the sub-committee and then deal with the recommendations next year. There was a concern expressed if it was wise to "pile on" more on the already-filled CAPP agenda. Fred Soster nominated Rich Cameron to serve as Chair of CAPP for 2011-2012. Marnie McInnes seconded the motion. It was a unanimous vote in favor of Rich serving as the next Chair.

Issues that CAPP should address in 2011-2012:

Admissions Committee

S Program

Winter Term Reform

Monitoring progress of the W Program changes, and SOM responses to the W Program changes

Capstone issues (following up on each department's plan and how they will carry out this component)

Portions of certain CAPP meetings should include Chairs of the FYS Committee and Winter Term Sub-committee reporting what is being accomplished, concerns, etc. (Members felts these reports would dovetail with the issues on

CAPP's Agenda.) CAPP will meet June 1, 2011 at 4:00 p.m. to hear, discuss and endorse the RAS recommendations. CAPP members commend Bruce Sanders for his exceptional work as chair of CAPP this year. His organizational skills pushed the committee to accomplish a great deal, keeping them on track as they tackled a very full agenda for the year. Bruce will send an e-mail to RAS members to select a chair. It is up to the sub-committee whether to elect a chair prior to the first meeting or to wait and do this at the start of the first meeting this month. The Winter Term Task Force will meet the week after finals week and then send their final report to CAPP. The S proposal was recapped for new CAPP members. S Committee faculty members will report back to CAPP next semester. Bruce will send Susan Wilson an e-mail indicating the necessity of presenting a document to CAPP in a timely manner if CAPP is to come up with a possible proposal for faculty action next year. The e-mail should clearly set forth expectations that the S committee should address. There was the concern that in the initial plan presented to CAPP this spring, it would be necessary to add 45 new S courses in the sophomore year. Thus, S committee needs to determine which existing courses could convert to be an S course, and also outline the S goals for these courses.

To recap: What should these courses accomplish; Which existing courses could be converted to S courses; The strength of the original document brought to CAPP this spring is the explanation detailing what S actually means; Concern is whether or not this is actually doable (S course in sophomore year and S course in senior year); CAPP urged the second S course be in the discipline; S committee appeared to concur with this recommendation; Do we have resources to accomplish this; Is there buy-in for S with the faculty; Bruce will e-mail S document to all new members; A brief discussion re: whether or not one of the primary goals of FYS is to be discussion-based (Writing will inform the discussion while discussion informs the writing.).

Respectfully submitted,
Caroline Smith, recorder