CALIFORNIA STATE UNIVERSITY, HAYWARD

COMMITTEE ON ACADEMIC PLANNING AND RESOURCES

Approved as amended

Minutes of the Meeting of May 10, 2001

Members Present: Carol Becker, Beverly Dixon, Phil Duren, Jennifer Eagan, Jennifer Laherty, Jane Lopus-Chair, Bijan Mashaw, Eric Suess.

Members Absent: Frank Martino and Mary Timney

Guests: Rainer Bauer, Jiansheng Guo, Pat Guthrie, and Xeno Rasmusson

The meeting was called to order by Chair Lopus at 2:05 PM in the President's Conference Room.

1. Approval of Agenda: M/S/P

2. Approval of the minutes of the meeting of May 3, 2001: M/S/P

3. Report of the Chair:
The Dean of ALSS and the Dean of SEAS have altered their requests for Tenure-Track hires. Chair Lopus passed out a copy of the new SEAS requests. The ALSS changes would be available on May 11. CAPR agreed to write its "Observations on TT Faculty Allocation Requests for 2001-2002" based on the information available as of April 19. The Chemistry Five-Year review may be available at the next CAPR meeting. The last CAPR meeting will be May 24.

4. Report of the Vice President, Academic Affairs: Did not attend the meeting.

5. Five-Year Program Review for Human Development:
Several Faculty from the Department of Human Development attended the CAPR meeting. Rainer Bauer, Chair, gave an overview of the department. Since the last outside review four years ago, the department has undergone several changes and has added an assessment plan. The current outside reviewer provided very positive and forward-looking suggestions to the department. The interdisciplinary nature of the Human Development program is one of its greatest strengths. At the junior core level, students are team taught in all thirty-six units. Though this method of teaching is intensive and time consuming, the department believes it is largely responsible for the success of the department. In the junior core, students participate in a quarter-long field project. In addition, learning communities are created and student cohorts are formed through the seminar courses which enroll a maximum of fifteen students. The department realizes a 72% retention rate. The department participates in a wide variety of alternative modes of instruction, including a long history of using lecture audiotapes at both campuses. Most courses have an online component and several courses are taught fully online. Students develop technical competencies in the junior core which help them when they take online courses. The challenge for the Human Development department is to do more with less; more than 50% of the students are taught by lecturers. The principle recommendation by the outside reviewer was to increase the number of tenure-track faculty.
As an interdisciplinary field of study, the discipline of Human Development takes various forms on campuses across the nation. The Department of Human Development at CSUH currently structures its interdisciplinary approach to include anthropological, biological, psychological, and social perspectives on life span development. Occasionally faculty from other departments teach with Human Development faculty. However, the intensity of the team-teaching approach and the time involved often make partnering difficult to accomplish. Because the Human Development department does not historically teach lower division courses, they are not involved in the G.E. cluster program. However, they did propose a sophomore cluster with Communication Sciences and Disorders and English which was not accepted.

Common destinations for graduates from Human Development are in the fields of counseling, teaching, public administration, human resources, and business.

CAPR asked if the department had evaluated the effectiveness of online courses versus traditional courses? Not until recently had there even been a course evaluation form for online courses. Anecdotal evidence suggests that students working with the audiotapes do slightly better than those online. CAPR also asked how lecturers are assimilated into the department. This is a self-sorting process. Some instructors enjoy and embrace the intensity of team teaching while others do not. Online discussions give students more time to think about the material and, therefore, can be more sophisticated than those in face-to-face classes.

When asked how the department manages to do so much with technology when not all the faculty have computers in their office, it was explained that several faculty work from home on their own computers while others work through the Faculty Development Office. The two newest hires were given computers when they joined the faculty, but other faculty still do not have their own workstations.

Currently, the department is seeing a trend of students wanting more gerontology classes. In fact, the discipline of geriatrics is brewing in several departments across campus.

Motion to accept the Human Development Department Five-Year Review without modification to the program.

M/S/P [Yea 8, No 0, Abstentions 0]

Jennifer Eagan will write CAPR's response to the review.

Review of CAPR's Response to Reports of Tenure-Track Requests from the Four Schools and the Library:

Though the Schools of ALSS and SEAS have altered their tenure-track requests, CAPR will be submitting this report with materials that were in hand as of April 19. We are including in our observations a 12th principle to BEC-6. A number of small corrections were made to the document.

The motion passed to send the final "Observations on TT Faculty Allocation Requests for 2001-2002" to the Senate's Executive Committee with the hope that the Academic Senate will be able to act on this report at its last meeting, May 29.

M/S/P [Yea 8, No 0, Abstentions 0]

The meeting was adjourned at 3:45 PM.

Submitted by,

Jennifer Laherty, Secretary