

CAPP Meeting Minutes
Monday, September 1, 2014

Present:

CAPP Minutes for October 27, 2014

Members Present: Caraher (Chair), Thede, Seaman, Guinee, McCoy, Timm, Kondry

1. ~~Step~~

We have the final proposed changes before us.

At DePauw a current applied lesson is a .5 credit class, but at universities around the country these range from a half-credit class to two full credits. The committee voted to

work on the language for this change.

Issue — How is credit/tuition interaction offering students' choices? Certain populations of students are getting into some situations where getting credit is difficult for them.

Seniors who need 9 credits. Some are taking 4.5 in Fall, taking a WT .5 credit to avoid having 4.5 in the Spring when they have seminar, etc.

The committee needs to speak to Dave Berque. Is there a real issue with federal financial aid requirements that prevents students from being able to simply take 9 courses during the year? John will ask Dave to join the committee to discuss these issues.

4. RAS Issues

Talking about the state of RAS.

We discussed suggestions that CAPP keep better records about what departments promised in previous proposals to RAS, how to generate data from OIR that would help with RAS deliberations, etc.

Caraher presented suggestions for how to constitute the committee for discussion.

CAPP Minutes
11/10/14

Present: John Caraher (Chair), Dave Guinee, Francesca Seaman, Scott Thede, Danielle Kane, Mark McCoy. Dave Berque (for Larry Stimpert), Gesenia Viviescas, Katie Kondry, Maria Carriga (via Skype), Steve Timm

John announced that given the recent concerns on campus the planned agenda would be revised. The agenda will be discussed on 11/10/14.

John identified previous charges to the faculty from the Student Government (posted on Moodle).

1. Identify best practices to (DEC)
2. Student Government

John pointed out that student participation and voice was already built into the structure of CAPP.

The committee considered an overview of models from the University of San Diego, Oberlin, and St. Olaf. Clarification is needed from members of the community seeking an M requirement. Models were discussed with consideration given to curricular components, practical components, imitations on defining an M requirement to diversity of race, engaging and including the entire DePauw community in the conversation.

John reiterated the need to determine goals for an M requirement. He summarized the Friday and Sunday campuswide meetings.

The following discussion identified the complexities of the challenge facing the DePauw community. The discussion included a diversity and cultural response. Comments suggested including a diversity and cultural discussions within the first year seminar, expanding the first year seminar to two semesters, creating a common course, increasing faculty awareness of diversity issues, educating faculty and staff about micro-aggressions, and including a multicultural aspect in more classes.

The committee noted that the goal was to have a diversity assessment as well as structuring ongoing and regular conversations with all faculty, was suggested. Administrative support for FD funds to back course development is needed. Dave B. informed the committee that statistics were available on the percentage of students currently enrolled in courses identified as potential M courses.

CAPP then considered the need to comprehensively identify the problem before implanting solutions. That all voices are represented in CE identifying the issue(s) on campus and in the attempts to resolve the issue(s).

Consideration was given to a CAPP statement presented to the DePauw community. The final version of the statement is included below:

Dear Colleagues,

At DePauw University, we believe that developing a global perspective and an appreciation and tolerance for a more diverse society are vital for living in an contemporary world and the human prospect. Policy and Planning (CAPP) fully endorses these goals. We acknowledge that progress has been made yet recognize that there is still much to do.

Therefore, in order better to fulfill these longstanding commitments regarding the aims of a DePauw education, CAPP resolves to work with the students, faculty and staff of DePauw

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within the purview of your class that might address questions of social inequality and privilege, in
whatever way is most consonant with the methods and substance of your discipline.

Thank you for your thoughtful consideration.

Sincerely,

The members of CAPP...

Gesenia Viviescas '17
Steve Timm
Scott Thede
Francesca Seaman
Mark McCoy
Katharine Kondry '16
Danielle Kane
David Guinee

John Caraher
Dave Berque (representing Larry Stimpert)

CAPP Meeting: Monday, November 24th in Julian 371

Attending: John Caraher (chair), Steve Timm, Gesenia Viviescas

could then get feedback on. The Committee eliminated the possibility of accomplishing M through a first-year seminar, as it would produce too many staffing issues.

Danielle moved that we adopt a two-course model, incorporating one domestic and one international component, totaling at least 1.5 credits, and including up to one Extended Studies experience. John seconded this motion.

Dave Guinee countered with an alternative: presenting 3 models to the faculty: (1) the 2-course model Danielle described; (2) a strong single course (to indicate it's specifically about diversity and difference and power); and (3) a 6- or 7- experience model, in which

CAPP meeting, Dec. 8, 2014

In attendance: In attendance: John Caraher (chair), Francesca Seaman (notetaker), Danielle Kane (notetaker), Scott Thede, Steve Timm, Katie Kondry

1. Graduation requirement

The committee discussed the case for six experiences.

CAPP is working on presenting 4 different models for an "M" requirement to the faculty. It might be best to return next week with four documents on each model, documents that would all edit.

Students want to see some guidelines to implementation

Problem: how will the discussion of implementation of the "M" requirement be interwoven with the discussion of the "6 experiences" model?

We probably will not go back to the previous requirements, and the "no requirement" model is unlikely. The discussion of graduation requirements is connected to the "M" requirement.

Students are interested in seeing a discussion of possible revisions of the curriculum, but do not necessarily expect an immediate implementation. This conversation will take time.

It would be interesting to track some of the impact in enrollment in some of the humanities classes, for example. Do students focus on 3 or 4 departments? Are they well rounded? Do they follow their line of study

What is the effect of double majors instead of a Liberal Arts education?
N. of students taking the minimum distribution?
Min. n. of courses for requirement is 6.

What is DePauw going to be? What is our identity? Why are we at a liberal arts college?

Our liberal arts education caters also toward people who worry about jobs. That's why we have a Management Fellow Program, etc.

The committee would like to present some ideas to the faculty and have some discussion about different possibilities. We would also like to hear some ideas from the students, their visions for a liberal arts education.

2. Admission – Cindy Babington (guest)

CAPP meeting, January 26, 2015

Present: Caraher (chair), Thede, Kondry, Stimpert, Timm, Seaman, Viviescas, Kane, Guinee (recorder)

Discussion of how to present/plan the "M" requirement.
(Seaman repeated the argument that "M" is not descriptive of what we are attempting to create. "M" will be used below only as a placeholder for whatever we eventually decide upon.)

John distributed a copy of the Google doc on options for the M requirement.

Question: Is it too soon to discuss a return to requiring 3 Winter terms? Last year we were, as a whole, down about 200 hundred students in Winter Term participation. How many trips and classes were cancelled? Real concerns about whether we can meet demand and supply.

Stimpert wants to take a comprehensive look at all off campus study. Currently students pay DPU tuition and get all of their financial aid and we pay the provider. We're paying providers \$400K more than our net tuition from those students. At lots of schools you pay directly to the provider; this, however, will disadvantage less affluent students.

We do have issues we would like to discuss with Dave Berque John will try to schedule a meeting with him.

RAS Issues

In February we will put out a call for RAS proposals. We need to draft the letter and talk about how to get better proposals. This would include asking departments to speak more holistically about what they department will look like after the hire and what changes this will make to overall curriculum.

Question can there be proposals from individuals working across departments? At this point there is no real way for individuals to do this, but departments can.

Please submit any ideas for the RAS proposal to John. He may create a Google Doc for working on this.

The committee talked about many of the same issues as in previous meetings regarding the composition of the "M" requ

February 9, 2015 CAPP Meeting minutes

In attendance: John Cahner, Steve Timm, Francesa Seaman, Katie Condry, Yessie Viviescas, Larry Stimpert, Dave Guinee, Danielle Kane (notetaker)

M requirement

The committee first discussed the draft document presented to faculty on the distribution requirements, including the M requirement. The committee decided to FROODSVH 3ODQW-EQWURV-DURQXLUHPHQW'UDWKHUWKD two separate options on the document).

The committee then debated presenting one option for Plan B and decided in favor of the Seven Experiences model because it might encourage faculty to develop courses specifically targeted at M.

The group agreed to the preamble John drafted; it was agreed that this background give important context for future discussions, including guidelines for MAO.

The committee reviewed the questions John drafted about departmental preferences regarding the M requirement and agreed with posing these questions to departments.

RAS

The committee transitioned to discussing criteria for RAS membership. There was agreement that the ideal was tenured faculty; if not enough members could be identified, tenure-track members would be acceptable. CAPP also agreed that faculty in their last year of service ideally would not serve on RAS.

The committee discussed the need for a Division III rep, as the current representative is in DWHUPSRVLWLRQ:HQOQHGGWZRFXUUHQW&\$33PHP each from Division I and Division III.

Extended Studies

The committee then discussed the need to clarify in the ES requirement that at least one experience should be with a group at DePauw. We also debated the merits of reinstating a three-winter-term requirement.

CAPP Meeting
February 16, 2015

Present: John Caraher, Katie Condry, Dave Guinee, Danielle Kane, Larry Stimpert, Scott Thede, Steve Timm,

CAPP meeting, Feb. 23, 2015

In attendance: In attendance: John Caraher (chair), Francesca ~~San~~ (notetaker), Danielle Kane, Scott Thede, Katie Kondry, Mark McCoy

Extended Studies

We discussed the Extended Studies requirement. John provided some clarifications for catalog changes.

RAS

There are challenges in filling membership in RAS. We need 4 more volunteers.

Dates: Wed, Thursday, Friday up to May 26.

We discussed a new mode for RAS, its schedule, and the possibility of conflict of interest in the representation.

Should a proposal from the Education program depend on self study, outside review, and long term direction of the program?

Requests for RAS proposal documents

We discussed proposed changes. It is good to convey the importance of an overall vision. Are we going to prioritize relatively conservative requests? Or are we going to move toward new directions?

Graduation Requirements Curriculum

Discussion of the Four Pillars

Feedback from departments. English seems to be in favor of the 6 experiences.

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Could we have a longer language requirement? Is proficiency a question of seat time? Could we set a bar for proficiency?

It is vital to have a discussion about the curriculum and to commit to a curriculum behind which we can stand. It would not be wise to propose something that is bound to be changed soon.

It is useful to articulate a rationale, instead of rushing into a new (or a new set of) requirement(s).

Should the curriculum be completely new?

Should the M requirement focus on power and privilege?

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3/9/15

Present:

CAPP intends to clarify our data request to institutional researchers. CAPP considers overlaying a D
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CAPP Meeting Minutes
April 13, 2015

Present: Maria, David, Danielle, John, Francesca, Scott, Steve

RAS update:

John gave us an update on RAS. We still need one more ~~large~~ member for RAS. Larry needs to send out the request for RAS proposals to the faculty at large.

FYS section for Environmental Fellows:

The Environmental Fellows program would like all their incoming students placed into a single first-year seminar section which would be just for Environmental Fellows students. After our discussions, we came to the conclusion that it is too late in the year for use to make a reasoned decision about this for next year. We did not want to open the door for all sorts of different groups requesting this sort of thing. We also believe that the program should probably have its own course, instead of using firstyear seminars.

Distribution issues:

John filled us in on some comments and criticisms that the plan has received. Some issues were relatively minor, and easily addressed:

- x The right hand side column should stay as it is. The others can be alphabetized.
- x Creative writing will count as a creative expression class.
- x We will need to make it clear what courses will count for what requirement.

We spent most of the rest of the meeting discussing issues regarding the science requirement, math/computational requirement, and Q. Some faculty members are wondering what the difference is between Q and the Math/Computational requirement. Others are wondering if the split between Natural Science and Math/Computational is fair, given that Natural Science has six departments and Math/Computation has two.

CAPP meeting, Feb. 23, 2015

In attendance: In attendance: John Caraher (chair), Francesca Seaman (notetaker), Steve Timm, Gesenia Viviesca, Danielle Kane, Scott Thede, David Guinee, Katie Kondry, Larry Stimpert

CAPP discussed availability of courses for the requirements in the new proposed curriculum

1. Lab requirement

We should be able to have the data

Would an Independent Studies on Old English count for the Foreign Language requirement? If it was a regular course, it could count just like Greek and Latin do. Independent Studies do not count for general requirements.

Emphasize that the society and culture requirement will possibly include courses in Political Sciences, History etc. (not just sociology).