

Faculty Senate Meeting

May 4, 2016, 2:30 PM to 5:00 PM

Location Change: MGC 4 & 5

- 1) Chair's Report – Larry Engel 2:30
 - a) April 6, 2016 minutes*
 - b) Welcome new senators
 - c) Diversity and Inclusion Working Group update
 - d) RiSE update
 - e) Managing Senate committees, ad-hoc and working groups*
- 2) Presidential Search Resolutions – Larry Engel, Todd Eisenstadt & Lacey Wootton 2:45*
- 3) Freedom of Expression and Dissent – Larry Engel & Gail Hanson 3:15
- 4) Presidential Search Committee Chair – Jeff Sine 3:30
- 5) Spencer Stuart Presidential Search Consultant Presentation – Michele Haertel 4
- 6) General Education Report and Vote – Cindy Bair Van Dam & Peter Starr 4:30*
- 7) Changing of the Gavel Ceremony – Larry Engel, Todd Eisenstadt and Lacey Wootton 4:59

***** Handouts included with these items**

Executive Committee Meeting

April 20, 2016, 9:30 AM to 11:30 AM

Senate Conference Room

- 1) Chair's Report – Larry Engel 9:30
 - a) Senate leadership meeting with BoT
 - b) New Gen Ed members for approval
 - c) Diversity and Inclusion Working Group update
 - d) RiSE Update
 - e) Managing ad-hoc, task force, working groups, standing committees and Chairs
 - f) Conduct Guidelines Update
 - g) Gen Ed report and vote update
- 2) Provost's Report – Scott Bass 10:15
- 3) Faculty Input for the Presidential Search – Larry Engel, Todd Eisenstadt & Lacey Wootton 10:30
- 4) Grade Inflation – Stina Oaks and Christine Dulaney 11:00

***** There are no handouts for this agenda!**

Faculty Senate Executive Committee Minutes

April 20, 2016

Present: Larry Engel, Lacey Wootton, Todd Eisenstadt, Andrea Pearson, Jun Lu, John Nolan, Maria Gomez, Olivia Ivey, DAA Mary Clark and Provost Scott Bass

Chair's Report – Larry Engel

Professor Engel reported on the following:

- Senate leadership recommended that a faculty committee be formed as part of the current presidential search. Discussion focused on an election and selection of representatives. The committee would interview candidates for the President's position late in the search. Election and selection should be considered to ensure diversity. Request to set up meeting with Faculty Senate and Jeff Sine.
- The Diversity and Inclusion working group is working well together, sharing duties each meeting as well as alternating a scribe position. The willingness to participate has been very good and some actions will be announced soon.
- The newly elected members for the General Education committee were presented and approved. The new members are Mary Frances Giandria (CAS), Jane Hall (SOC), John Willoughby (CAS), Jill Klein (KSB) and Matt Hartings (CAS). The Executive Committee approved these members unanimously.
- RiSE working group – The chair indicated that he had made phone calls to almost all identified members and had gotten affirmation from 9 people thus far. Only two people have declined. The committee membership will be announced in May.
- The Faculty Conduct Guidelines committee has not received as much input and response as the committee had hoped for. The town halls were poorly attended and minimal input was sent to the committee.
- The General Education's most recent report will be presented to the Senate at the May 4 meeting, hoping to receive endorsement from the Senate to continue their work, including piloting components of the program in the fall of 2106.
- The ad-hoc Grade Inflation Committee will report recommendations at one of the May Senate meetings.

Provost's Report – Scott Bass

Provost Bass reported on the following:

- The new dean for KSB, John T. Delaney, has been announced and will begin his work July 18, 2016.
- Undergraduate enrollment continues to do well. Graduate enrollment is still too early to call

- The University of Denver has contacted AU to speak on integrative learning and collaboration among units
- The Faculty Recognition Dinner was held at the new law school campus April 17, 2016, and was a great success.
- The reception for Camille Nelson, the new WCL dean, was recently held and was well attended. She will begin her work at the university on July 25, 2016.

The remainder of the meeting was held in executive session.

Professor Engel dismissed the meeting at 11:30 AM

Faculty Senate Resolution: Academic Experience of Candidates for AU Presidency

The Faculty Senate resolves that the presidential search committee find a president who has experience as a tenured faculty member, a distinguished record of peer-reviewed scholarly work (as defined by the university's *Faculty Manual*, which includes scholarly, creative, or professional activity), and strong experience in academic administration. The Faculty Senate recognizes the trends in higher education of hiring public intellectuals from the public sector and corporate and non-profit leaders. Some such experience may be beneficial, but the candidate first and foremost must have a long record of academic achievement and leadership. American University has achieved success by fundraising successfully, understanding its position among national and regional universities, and greatly improving its scholarly record while maintaining a strong tradition of teaching and service. Only presidential candidates who have strong academic qualifications should be considered.

Managing and interacting with committees, working groups, and task forces.

With a noticeable increase in ad hoc committees, working groups, and task forces under the Faculty Senate direction, the Senate leadership feels that we need to create a more systematic approach to managing the committees and their work. This goal would set better timelines for reports or other actions, and would better organize expectations for both the committees' members and the Senate.

We discussed this at the last Senate Executive Committee meeting (April 20); it was agreed that a recommendation would be brought to the Senate on May 4th. If the Senate approves these goals, the Senate leadership will work on a change to the Senate bylaws over the summer and bring suggested language changes to the Senate in September.

This past year saw the Senate create four new committees or groups: the Diversity and Inclusion Working Group, the RiSE Faculty Working Group, the Grade Inflation Committee, and the Term Faculty Manual Language Committee. The latter (Manual language) is the only new one that focuses on the Faculty Manual or By-Laws. The newer committees focus on challenges and issues that face not only the faculty itself as a major stakeholder in the university but also other stakeholders in the academy. They face complex and broad-reaching concerns that potentially impact all members of the community.

Most standing committees have been around long enough to have a clear charge. Their policies and procedures are known and they work over the course of the year relatively unchanged, year to year. Some of the new ones have defined their activities but not how long they may last. The Grade Inflation Committee and the Term Faculty Manual Language Committee will likely end their work in the AY2016-17. The others (Diversity and RiSE) will likely last longer.

To address managing both the standing and existing ad-hoc committees, and the new working groups, leadership recommends that the Senate and its Executive Committee change its management and the overall reporting system. Working with the past chair and

vice chair, committees will regularly report their activities and outcomes. We see this as important because it will help us better follow the committees' work, solve any problems that may be hindering action, and improve relations between committee and leadership. This reporting and management system will also help the vice chair improve their understanding of the Senate and its committees.

Senate leadership also recommends that each committee chair or convener write up a brief statement about the committee's work that includes scope and time commitment. This will help the nomination and election process, and will help with merit review. As we know, some committees demand a greater time commitment than others, others have heavy workloads at specific times of year. Therefore having a better sense of the workload should help us all in self-nominating or in recruiting colleagues.

These two issues, the reporting system from committees to the past or vice chair and the chair's description of workload and time commitment, should start 15 June with the change of leadership in the Senate, and reporting start in the September, 2017.

Larry Engel



Reimagining General Education: Toward a New AU Core Curriculum

Draft of April 27th, 2016

With this draft, we are seeking approval from the Faculty Senate to move forward with a new AU Core curriculum as outlined below. The Provost's Office and schools will continue to assess the financial viability and implementation challenges associated with this curriculum. Such considerations may cause us to revise aspects of the curriculum prior to its ultimate rollout.

Our Mission

Students come to American University hoping to make a positive difference in a complex world. To further this aspiration, we seek to foster within them habits conducive to critical, multi-perspective engagement. No single academic field or discipline has all of the answers, although each provides important insights; no singular point of view commands a monopoly of valuable ideas. So the rigorous development of effective citizens must always foster the capacity to understand the relative promise and problems of our individual perspective and the courage to explore the perspectives of others. By addressing the challenges of the present, we aim to educate students so that they become capable, informed participants in the great conversation that defines the future.

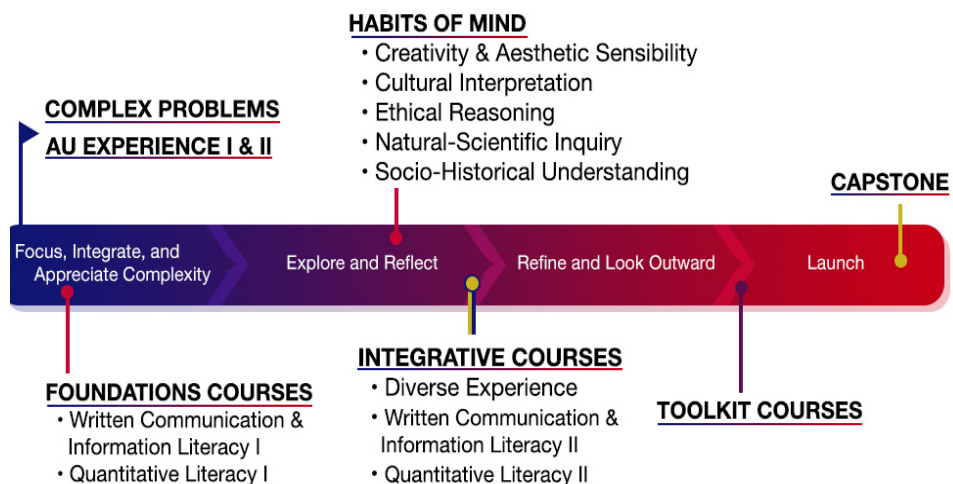
Through our commitment to a robust liberal education core, we encourage our students to engage with complexity, value diversity and understand change. We seek to develop our students' individual intellectual capabilities, while challenging them to expand their view and extend their ways of knowing. The following proposal seeks to reimagine liberal education at American University by grounding the essential skills and habits of mind it provides within the complex world our students seek to serve.

Our Proposal

Our current General Education program, designed in 1989 and revised again in 2009, exposes students to a broad base of knowledge. That aim, however, has been undermined by extensive granting of General Education credit to students with high AP scores and widespread double counting of courses toward both Gen Ed and the majors. The result is that our students experience our General Education program in wildly different ways—some taking all ten courses, others taking as few as four. While the number of courses students take varies, their attitudes toward the program cohere around one central idea: Gen Ed is an obstacle, a list of requirements to tick off before they can take courses in their areas of interest.

In revising the program, our aim is to create an intellectual core that all students participate in equally. We have tried to balance three central values at the center of liberal education reform: a curriculum that focuses on what students should know and be able to do upon graduation; a curriculum that creates an "effective citizen," someone who understands connections among ideas and can engage in a global society; and a model of curiosity that helps students understand how different disciplines ask and answer questions, creating a set of intellectual habits and skills. To achieve these goals, we have designed a core curriculum that highlights metacognition—that is, making students aware that learning is a recursive process that happens over time, equipping them to participate more deliberately in that process. Perhaps the most important thing a student learns in our proposed program is *how to learn*, whether that learning comes from books, from teachers, or from each other.

Our work complements the Reinventing the Student Experience (RiSE) project, which aims to focus and improve students' experiences during their time at AU. (The four developmental stages in the graph below derive from the RiSE project's student life-cycle map.) In particular, our proposal is built around a developmental arc that starts with a first-year experience and foundational skills, highlights essential habits of mind, then integrates these skills and habits with the major, culminating in a capstone. At each stage, the curriculum offers sustained attention to equity, diversity and inclusion. We also seek to address current deficits in quantitative literacy and writing and information literacy training that were identified by recent campus task forces. By reducing the number of overall credits and creating more flexibility as to when students take their core courses, we aim to expand students' ability to pursue double majors and minors, as well as to study abroad. We strongly encourage units across campus to review the size of their majors to the same end.



Although the proposed model is holistic in design, tracking our students' intellectual development from matriculation to graduation, it is helpful to think of the courses that it comprises in three broad categories:

- A sequence of courses mostly taken outside the major: Complex Problems, five Habits of Mind courses, Quantitative Literacy I, Written Communication and Information Literacy I and AU Experience I & II;
- A set of second-level integrative courses, often within existing courses in the major: Quantitative Literacy II, Writing and Information Literacy II, a Diversity course and a Capstone; and
- An optional set of one-credit professional skills modules, some for credit.

This draft has been the work of an *ad hoc* task force and the General Education Committee (listed below). Over the summer of 2015, the task force met bi-weekly to study current scholarship in liberal education, examine programs from across the country, meet with outside experts and write a first draft of the proposal. In Fall 2015, the General Education Committee, comprising faculty from AU's primary undergraduate schools, met repeatedly to discuss and further revise the draft. The co-chairs of the task force also met with student leaders and representatives of many campus offices, with an eye toward anticipating implementation issues. In November 2015 a new draft was then circulated campus-wide to faculty, staff and students, who offered feedback at several town halls. Following these conversations, the task force incorporated many of the offered suggestions and circulated another draft campus-wide in March.

Our goal is to implement a new core program for all undergraduate students, including transfers, who arrive on campus in Fall 2018. Students who arrive prior to that date will be subject to current requirements. We plan to run eight sections of Complex Problems and four sections of AU Experience I & II as a pilot in the 2016-2017 academic year. The following year, we propose rolling out a full set of Complex Problems for all incoming students and a second pilot of the two AUx courses. Students who take Complex Problems and/or AUx I & II prior to Fall 2018 will be able to apply those courses toward current Gen Ed requirements. The entire AU Core curriculum will launch in Fall 2018. This expanded timeline will give faculty time to develop new courses and make adjustments as they desire.

General Education Task Force Members

Cindy Bair Van Dam, General Education Committee Chair, co-chair
Peter Starr, Dean, College of Arts and Sciences, co-chair
Jesse Boeding, Assistant Dean for Undergraduate Programs, Kogod School of Business
Laura BonDurant, Associate Dean of Academic Services, School of Communication
Mary Clark, Dean of Academic Affairs and Senior Vice Provost
Mary Frances Giandrea, General Education Committee, History
Brad Gilligan, Manager, General Education Program and Assessment
Jen Gumbrewicz, General Education Committee, Justice, Law and Criminology
Patrick Thaddeus Jackson, Associate Dean for Curriculum and Learning, School of International Service
Sarah Frances Knight, General Education Committee, Biology
Celine-Marie Pascale, Associate Dean for Undergraduate Studies, College of Arts and Sciences
Lyn Stallings, Vice Provost for Undergraduate Studies
Jessica Waters, Associate Dean for Undergraduate Education, School of Public Affairs

General Education Committee Members

Cindy Bair Van Dam, Hurst Senior Professorial Lecturer, College Writing Program, Chair
Ellen Feder, Professor, Philosophy and Religion
Mary Frances Giandrea, Assistant Professor, History
Brad Gilligan, Manager, General Education Program and Assessment
Lindsey Green-Simms, Assistant Professor, Literature
Susan Glover, Assistant Professor, Government
Jane Hall, Associate Professor, School of Communication
Matt Hartings, Assistant Professor, Chemistry
Jill Klein, Executive in Residence, Kogod School of Business
Sarah Frances Knight, Professorial Lecturer, Biology
Teresa Larkin, Associate Professor, Physics
Mary Mintz, Associate Librarian, University Library
Mirjana Morosini, Instructor, School of International Service
William Quirk, Professorial Lecturer, World Languages and Cultures
Tom Ratekin, Assistant Professor, Literature
Jennifer Steele, Associate Professor, School of Education
E. Andrew Taylor, Associate Professor, Performing Arts
John Willoughby, Professor, Economics

Foundation Courses

Complex Problems (3 credits): A 1st-year special topics seminar, typically taught in fall semester by full-time faculty from across the university and capped at 19 students. All students, including transfer students, must take a Complex Problems seminar, and most students will live in a learning community with their Complex Problems classmates, supported by one RA for every two Complex Problems courses. A signature gateway to the core curriculum, this course will introduce students to the process of university-level inquiry through the analysis of one or more complex problems. Complex Problems courses will demonstrate the value of approaching important conceptual problems and social issues from a variety of perspectives, often from multiple disciplines and including multiple voices—an intellectual habit that will prepare students for future academic work. A core promise of the education we seek to deliver is the understanding that complementary perspectives, despite the very real tensions between them, can provide a richer texture and more nuanced way to move forward in the work we're preparing our students to do. Although many Complex Problems courses will draw heavily on the social sciences, others will be grounded in the sciences or arts and humanities. As the topic and faculty interest warrant, Complex Problems courses may include a DC-based experience. Complex Problems courses may count as free electives in the student's major but may not serve as foundation courses within the major.

AU Experience I (1.5 credits): A one-and-a-half credit required and graded (A-F) course, taken by all students in their first semester at American University. Course content will be developed by one or more full-time faculty members. This collaboratively-taught course will be offered in a hybrid format, taught by a professional Instructor with an affiliate faculty appointment in the School of Education and supported by a junior or senior student peer leader. Drawing on many academic disciplines and on student development theory, the course will help students navigate their academic, social, cultural and psychological adjustment to university life consistent with the University's learning outcomes. These include: Cultural Competency and Effective Communication (communicating across differences of race, culture, sex, gender, disability and sexual orientation; understanding the perspectives of others; exploring and expressing identities; academic freedom and freedom of expression), Civic Engagement, Collaboration and Ethics (finding and creating community on campus; responding to conflict; responsible advocacy; bystander intervention; leading within one's community) and Personal Growth (embracing change; making independent decisions; health, wellness and resilience; self-assessment and early exploration of career goals).

AU Experience II (1.5 credits): A one-and-a-half credit required and graded (A-F) course, taken by all AU students in their second semester, normally with the same students and in the same hybrid, discussion-intensive mode as AUx1. Like AUx1, AUx2 will be taught by a professional Instructor with an affiliate faculty appointment in the School of Education. Course content will be developed by one or more full-time faculty members. The goal of this course is to equip students to become part of a community of learners whose members come from a variety of backgrounds and bring with them a range of experiences. AUx2 continues a discussion of identity and difference, begun in AUx1, that lays the groundwork for learning from one another and for collaborating to address pressing challenges in society. AUx2 will build on the sociological and psychological aspects of the individual and community introduced in AUx1, with focus on the past and present challenges of diversity and identity in society. Historical events and movements involving a range of racial and ethnic groups will inform discussions about inequality, race relations and the ways in which race and ethnicity intersect with sex, gender, disability, sexual orientation and other identities. Readings and assignments will explore social constructions of, and engagement with, issues of race and identity through historic and contemporary literature, film, theory and data. Course materials, writing assignments and interactive exercises will focus on race and ethnicity as a starting point for the exploration of students' own complex identities and cultural experiences, as well as for the academic study of the structures of culture, power and social movements.

Written Communication & Information Literacy I (3-6 credits): Satisfied by WRTG-100 and 101 or WRTG-106. All students must complete the WRTG-100 and WRTG-101 sequence, unless they earn a 4 or higher on the AP or a 5 or higher on the IB, in which case they may take WRTG-106. This course sequence focuses on learning how to make effective writing choices, including formulating original theses and well-supported, effectively organized arguments. Students will learn how to write in several academic genres and how to produce error-free prose. In addition, they will acquire the conceptual knowledge needed to negotiate a complex information ecosystem, which includes web sites, social media, databases, visual media and other sources of information. Students will learn about their role and responsibility in creating new knowledge, in understanding changing dynamics in the world of information, and in using information, data and scholarship ethically.

Quantitative Literacy I (3-4 credits): Because students come to AU with diverse backgrounds, interests and goals, there will be a variety of paths for different students to improve their quantitative skills, such as MATH-15x, MATH-160, MATH-170, MATH-211, MATH-221, MATH-222, STAT-15x, or STAT-202. Students who earn high scores on the AP or IB exam will receive credit for their coursework and be placed at a higher course level; however, they will not place out of the Q1 requirement. If they possess most, but not all, of the necessary background for such a course, they may take one or more supplemental 1-credit modules (to be developed) concurrently to meet these skill requirements. Most students will satisfy the Quantitative Literacy requirement in year one, although units that scaffold a junior research-methods course on top of STAT-202 may prefer their students take this requirement in the sophomore year.

Habits of Mind

Habits of Mind (16 credits): Habits of Mind (HoM) courses form the heart of the proposed core curriculum. They foster current general education learning outcomes yet expose students to a broad range of disciplines by limiting to one the number of HoM courses a student may take in any given department. Students may count one Habit of Mind course—as an elective—toward each major or minor they pursue. Courses that are major requirements may not be offered as Habits of Mind courses, nor may any courses be offered as “majors only” courses.¹ HoM courses may be

¹ Central to the vision of the AU Core is the idea that HoM courses should be trans-disciplinary and cultivate intellectual habits that students can apply throughout their coursework and beyond. Ideally, therefore, we would like to exclude courses that are introductions to the major from HoM offerings. However, as we consider issues around implementation of the new Core, we will give consideration to how this decision affects majors and departments. Other options, such as a) allowing introductory courses to count for students who are not majors in that department, or b) allowing students to count one course—required or elective—toward a HoM, will be considered.

offered at the 100, 200, 300, or 400 level, but must be open to all students. Entering students may not apply AP credit toward their Habits of Mind requirements. (Note that the restrictions above do not preclude a student from taking a Habits of Mind course in the same department as a Complex Problems course and, if applicable, applying one or both for major credit.) HoM courses may also carry a D course type (see below).

Any department may offer a course in any of the following Habits of Mind (with the likely exception of Natural-Scientific inquiry). While the categories might, at first blush, suggest disciplinary silos, we encourage all departments to consider how they might develop courses for several different Habits of Mind. The following descriptions of each HoM are “placeholders,” and are intended to suggest how the categories differ from one another. If this proposal is approved, faculty with expertise in each area will develop learning outcomes associated with each HoM.

- **Creativity and Aesthetic Sensibility** (3 credits):
Courses offered in this HoM will attend to ideas surrounding intentions, contexts, audiences and modes of artistic expression. Students will also learn how to express appreciation for, or understanding of, the arts through engagement with the creative process.
- **Cultural Interpretation** (3 credits):
Students in Cultural Interpretation courses will learn how to critically analyze the values, ideas, thought systems and politics of various local, regional and global cultures. Students will apply methods and theories of analysis so as to learn how to evaluate categories of difference and to communicate clearly about them. Such work may include quantitative or qualitative analysis.
- **Ethical Reasoning** (3 credits):
Courses in ethical reasoning will explore questions about what is right or what is good, in everyday life as in professional practice. These courses will provide tools that help students identify ethical questions and evaluate claims concerning human conduct and values.
- **Natural-Scientific Inquiry** (4 credits, with lab):
Through an inquiry-based approach to understanding the natural world, students will learn how scientific inquiry advances through experimentation. Students will design and execute experiments to explore natural processes relevant to one or more scientific disciplines. They will learn to articulate the role of science in public discourse and consider how scientific investigation and evidence differs from personal and cultural beliefs.
- **Socio-Historical Understanding** (3 credits):
In Socio-Historical Understanding courses, students will examine past events, societies, institutions and ideas in their specific contexts and develop the ability to analyze them critically. Courses may also draw on historical perspective to evaluate contemporary issues, problems and policies.

Integrative Courses

Wherever possible, the following requirements may be satisfied by courses within the major, either by existing courses that fully meet the relevant learning outcomes (TBD), existing courses that are modified to meet those outcomes, or by substantially new courses. (Please note that per the Registrar’s advice the “course type” label is the new term for courses with attached categories.)

Diverse Experience: a 3-credit course with a D course type offered in the major or minor, in a Habit of Mind course or in a free elective. (An HoM course with a D course type can be counted toward fulfilling both requirements.) These courses attend to issues of power, privilege and inequality that are embedded in social, cultural or economic hierarchies, including (but not limited to) those around race, class, ability, gender and sexual expression. These

courses should build on the intellectual skills developed in Complex Problems and on the diversity content introduced in AU Experience II. As with all courses in the AU Core, D course types will be approved by a committee of faculty with specific expertise in this area.

Written Communication and Information Literacy II: a 3-credit course with a W course type. W2 courses will build on the writing and information literacy foundations offered in College Writing seminars by training students in the writing conventions, research expectations and technological resources most central to the relevant discipline. More specifically, students will refine their argumentation, organization and proofreading skills while learning the disciplinary or professional conventions of their field. Students will learn to recognize the role of research and information in creating new disciplinary knowledge, thinking critically about how information is created, valued, stored and shared in specific disciplinary conversations. W2 courses need not be in the English language. Students in the (relatively rare) majors with no appreciable writing component may pursue this credit in a related field or through custom-made courses (e.g., Writing for the Arts). Although most majors will designate a specific course or courses in the major as a required W2, any W2 may be applied toward the university's graduation requirement. Unless otherwise specified by the major(s) or minor(s), students who pursue any combination of majors and minors need only complete a single W2.

Quantitative Literacy II: a 3-credit course with a Q course type in the major or related area, or a combination of three 1-credit modules (to be developed, many in a hybrid or intensive format) pertinent to the student's field of study. Q2 courses should add depth or otherwise extend instructional outcomes from Q1 courses. For example, in a Q2 course offered within an academic department or school, the goals of instruction would likely stress applications within a discipline or specialization. In the case of majors whose research-methods courses are only partially quantitative, these courses may be supplemented by one or two 1-credit modules (on such topics as modeling, algorithms, GIS, etc.). In the absence of a Q course in the major (e.g., in the arts and humanities), students may satisfy the Q2 requirement by taking a Q course in a related field or a Q course specifically designed for this purpose (possibly in collaboration with the major discipline) by a department in which quantitative reasoning is more central. Although most majors will designate a specific course or courses in the major as a required Q2, any Q2 may be applied toward the university's graduation requirement. Unless otherwise specified by the major(s) or minor(s), students who pursue any combination of majors and minors need only complete a single Q2.

Capstone: typically, a 3-credit capstone project or course, likely in the major, drawing on many of the HoMs previously acquired. In majors without formal capstone courses, independent studies, team projects, individual projects, structured alternatives or "signature work" (often an essay or project that demonstrates a student's ability to synthesize the skills associated with completion of the major) may serve in their stead. Units unable to offer formal capstone courses within existing resource allocations may opt to require students to identify signature work in conjunction with an existing upper-level course.

Optional 'Toolkit' Courses

Toolkit Courses: courses, normally one-credit, designated in the catalogue by a T course type and offered in a variety of formats (including online, hybrid and intensive). Toolkit courses help students acquire and demonstrate both employer-relevant competencies and general life skills. With the exception of the Financial Literacy sequence, which is specifically designed for first- and second-year students, Toolkit courses are intended for juniors and seniors seeking to build upon their liberal arts training as they move into careers and subsequent education. Most Toolkit courses will not have prerequisites. Exceptions may be made in the case of prerequisites (such as STAT-202 or STAT-203) that large numbers of undergraduates will likely have taken. We expect the majority of these courses to be offered for a grade, though some will naturally lend themselves to being offered pass/fail.

In addition to Toolkit courses, the university will offer a series of optional non-credit Career Edge workshops on topics to be determined in dialogue with the Career Center. During implementation discussions, the task force will

work with the Provost's Office and the Career Center to assess whether it makes sense to require students to complete a specified number of Career Edge workshops and include notations of completion on the student's transcript.

The following are examples of *potential* toolkit courses. (In cases where 3-credit courses on these subjects already exist, Toolkit course are not intended to replace them.) Toolkit offerings will evolve over time, largely as a function of student demand.

Financial Literacy

- Financial Literacy I: Financial Planning and the Time Value of Money
- Financial Literacy II: Debt, Insurance and Savings
- Financial Literacy III: Personal Investing

Communication and Interpersonal Productivity

- Public Speaking
- Interpersonal Communication
- Collaboration and Team Communication
- Addressing and Preventing Micro-aggressions
- Racial Sensitivity
- The Art of Mediation
- Step UP! Training
- Unconscious Bias Training

Research and Analysis Skills

- Survey Research: Design, Data Collection, Analysis
- SPSS Statistics Fundamentals
- Stata Fundamentals
- Nvivo Fundamentals

Digital Skills

- Digital Media and Culture
- Social Media Strategies and Tactics
- The Art of Online Presentation
- Fundamentals of Web Design
- Video Editing
- Designing Mobile Apps
- Programming
- Data Visualization
- Social Media Skills
- Microsoft Certification

Organization Skills

- Project Management
- Accounting Fundamentals
- Entrepreneurship
- Ecommerce

Career Planning

- Career Exploration
- Foundations of Career Development
- Personal Branding and Online Identity
- Personal Branding and the Career Campaign

AU Core Committee Structure

We recommend that the committee continue to be led by a full-time faculty chair on a 3-year rotating cycle. We also propose that the committee comprise faculty from across campus, so that all colleges and departments have a voice in the curriculum. In order to include broad representation from across campus, but keep the committee small enough to be nimble, we propose a council/subcommittee structure. Specifically, we suggest that six subcommittees be created, each with the responsibility of developing learning goals and approving courses within their area: Writing and Information Literacy, Quantitative Literacy, AU Experience and Complex Problems, Habits of Mind, Diverse Experiences and Toolkit. Each subcommittee would be made up of 2-3 (or more) faculty from across campus (and staff when appropriate) who have expertise in these areas. One member of each subcommittee will chair their subcommittee and serve on the AU Core Council. One student representative will also serve on the council. The council will function as a steering committee and make policy decisions, much like the current General Education committee. Because this committee structure will require the participation of nearly 20 faculty, we recommend that the specific subcommittee structure be reconsidered once the program is running in a "steady state."

Frequently Asked Questions:

Why is there a focus on learning goals rather than content areas?

To more fully understand why we are moving in this direction, we recommend you read from our bibliography (below). In particular, we recommend Paul Gaston's "General Education Reformed: How We Can and Why We Must"

and AAC&U's "General Education Maps and Markers: Designing Meaningful Pathways to Student Achievement." The short answer to this question is that with easier access to a substantially larger body of knowledge and information, students often find themselves overwhelmed and rely on less-than-ideal strategies for making sense of this sea of information. By explicitly teaching "habits of mind," we hope to equip students with the intellectual skills necessary to successfully and soundly make use of the information and knowledge available to them.

What is the timeline for starting the new program?

We are piloting 8 sections of Complex Problems and 4 sections of AU Experience I and II in Fall 2016. In Fall 2017 we propose rolling out the full complement of Complex Problems for all incoming students and a second, larger pilot of AU Experience courses. Students who complete Complex Problems and/or AUx I & II will be able to waive courses in the current General Education program. In Fall 2018, the full program will launch. This slower timeline will give departments and faculty an additional year to prepare.

What is the purpose of the pilots?

The pilots will help us refine learning outcomes, curriculum and logistics before we attempt to roll out the entire general education curriculum. As of now, Fall 2016 Complex Problems courses will be taught by Noemí Enchautegui-de-Jesús (PSYCH), Claire Griggs (JLC), Robert Johnson (JLC), Karl Kippola (PERF), Despina Kakoudaki (LIT), Jill Klein (KSB), Ben Stokes (COMM) and David Vine (ANTH). Andrea Brenner (SOCY) is developing the curriculum for AUx1, and Angie Chuang (COMM) is developing the curriculum for AUx2. The Task Force recommends that, as we pilot the Complex Problems living-learning communities, we continue considering the issue of "role differentiation" for RA's and how they can most effectively support students in these communities.

When will we know how many Complex Problems and Habits of Mind courses our department needs to offer?

Should our proposal be approved in spirit, the Vice Provost for Undergraduates' office will immediately begin modeling the transition from our current Gen Ed course offerings to the Habits of Mind distribution. Needless to say, it is a complex process to move from one system to another. However, we will work expeditiously to find answers to these pressing questions. We will also work with the Associate Deans from each school to determine how many sections of Complex Problems we will need from each department for Fall 2017. We expect to have these answers by the end of the summer, if not sooner.

How will courses be approved?

To ease the transition, the new AU Core committee will design a streamlined process for transitioning existing courses into the Habit of Mind distribution. Similarly, we will devise a simplified process for vetting Complex Problems courses. We hope to work with other campus committees and offices to develop a simpler system for proposing courses campus-wide.

Why can't courses that are required for the major also be Habits of Mind courses?

We've designed what we consider a "core" curriculum, one that sits largely outside of majors. Required courses, by their very nature, are designed to develop a student's disciplinary knowledge. Habits of Mind courses, on the other hand, focus on ways of thinking and knowing—skills that transcend specific disciplines. While required courses may not be offered as Habits of Mind courses, electives within the major may be offered as Habits of Mind classes at the 100, 200, 300, or 400 level, but must be open to all students.

How are you defining "required," "electives within the major," and "free elective" courses?

We've discovered that we do not always agree on the meaning of terms. For the purposes of this proposal, we're defining "free electives" as those that sit outside of major, minor and Core requirements. Courses that are "required" are specific courses that all majors must complete to satisfy graduation requirements within their major. "Electives within the major" are those classes that majors may choose from to complete their requirements. For example, students may be offered a list of courses and be required to choose two from among that list. We consider these to be electives within the major.

What is the role of faculty in developing the learning goals?

Through the work of subcommittees composed of faculty experts from across campus (see “AU Core Committee Structure” above), we plan to develop learning goals for each area (Quantitative Literacy, Writing and Information Literacy, Diverse Experiences, Complex Problems and Habits of Mind) that meet the high standards we expect for our students. Because we will have an extra year to develop learning goals and work with faculty to create new courses, we will hold campus-wide round table discussions in 2016-2017 about each Habit of Mind, as well as about Writing and Information Literacy, Quantitative Literacy and Diverse Experiences. Faculty participation in developing learning goals will be essential to the successful implementation of this curriculum.

What kind of faculty support will there be as we prepare for this new program?

Best practices at other institutions tell us that opportunities for ongoing faculty conversations about learning goals, pedagogy and assessment are essential. In this moment of curricular transformation, it is imperative that we come together repeatedly to talk about our work as teachers in our core curriculum. The AU Core Committee will work with CTRL, instructional designers and other campus offices to facilitate these conversations.

What will happen in Fall 2017 and 2018 when we’re “in between” programs?

Incoming students in Fall 2017 will still take courses in our current General Education program, but will be allowed to count Complex Problems and AUx 1 & 2 as six credits in the current Gen Ed distribution. If possible, by Fall 2018 all general education courses will be Habits of Mind courses, but these will be mapped back onto the Foundation Areas for students completing their requirements through the old Gen Ed program.

Does any one college benefit more from this reform than others?

Historically, CAS mounts between 69-72% of General Education courses. Kogod typically offers 4-6%, SOC offers 5-7%, SIS offers 8% and SPA offers 7-11%. We expect Habits of Mind courses to fall generally within these historical proportions. The distribution of Complex Problems will follow, roughly, the distribution of intended majors. We anticipate that undeclared majors will select classes from across the disciplines, with CAS most likely offering the bulk of those courses.

Are there opportunities for team teaching? Tandem teaching?

Currently, it isn’t financially feasible to create team teaching opportunities in the AU Core. We hope to revisit that option in the future. However, faculty whose HoM courses examine the same topic while employing complementary habits of mind may opt to tandem teach and offer periodic common programming. This option might include working with faculty at AU Abroad institutions.

Can my department offer Toolkit courses?

Yes. Toolkit courses are intended to be courses open to students from any major, and departments are encouraged to develop courses that will appeal to students campus-wide.

What’s happening to University College?

AU’s largest living-learning community, The University College, will end after the Spring 2017 in order to make room for the new Complex Problems communities. This way, all incoming American University students will have an opportunity to take part in the benefits of a living-learning community organized around an academic class. The living-learning aspect of Complex Problems will be consciously influenced by the many lessons and successes of the UC.

Which courses do University Honors and Fredrick Douglas Distinguished Scholars (FDDS) students have to take?

The University Honors course sequence already encompasses the learning outcomes associated with Complex Problems and the five Habits of Minds courses, so FDDS and Honors students will not need to take these courses as well. They will, however, need to meet the AUx, Quantitative, Writing & Information Literacy, Diversity and Capstone requirements.

How will AU Scholars and Community-Based Research Scholars (CBRS) fit into the AU Core curriculum?

Specific sections of Complex Problems will be open only to students in either AU Scholars or CBRS. Whenever possible, we will offer a second section of the same course open to all students, so that certain Complex Problems topics aren't exclusive to these programs.

How will this proposal affect Study Abroad?

As is current policy, students will be expected to complete 80% of their AU Core courses (not including W2, Q2, D and Capstone courses) prior to studying abroad. Students may apply up to six credits of course work abroad toward their Core requirements, assuming those courses are deemed to articulate.

How will students choose their Complex Problems topic?

We expect to offer over 100 sections of Complex Problems each fall. Incoming students will be allowed to choose their top ten, and we will attempt to match them with their preferences. This is subject to the many logistical issues tied to creating learning communities and matching roommates.

Can students opt out of the living-learning communities?

Although we do not encourage it, we recognize that some students would prefer not to live with their Complex Problems classmates, so we will devise a way for them to opt out.

How will transfer students be affected by this reform?

Students who transfer to AU will be required to take Complex Problems and AU Experience I & II in non-residential cohorts designed specifically for transfer students. Because transfer-credit articulation standards are difficult to apply to Habits of Mind courses, the number of Habit of Mind courses transfers will be required to take will depend on how many credits they bring with them. For example, we imagine a system in which students who transfer with 0-14 credits must take all five HoM courses; those who transfer with 15-29 must take four HoM courses; those who transfer with 30-44 credits must take three HoM courses; those who bring in 45+ credits must take two HoM courses.

A Selected Bibliography

- AAC&U. "General Education Maps and Markers: Designing Meaningful Pathways to Student Achievement." Washington: American Association of Colleges and Universities, 2015. Print.
- AAC&U. "The Leap Challenge: Education for a World of Unscripted Problems." Washington: American Association of Colleges and Universities, 2015. Print.
- Arnold, Gordon B. and Janet T. Civian. "The ecology of general education reform." *Change*. 29 (1997): 18-23.
- Bole, William. "Shaping the Core: Eighteen faculty have paired up for a fresh approach to the common curriculum." *Boston College Magazine*. (Spring 2015): 13-15. Print.
- Diaz, Natalia A. and Anna Krenkel. "Balancing General Education and Major Requirements at Private, Religious Institutions." Education Advisory Board. (2014): 1-17. Web.
- Fuess, Scott M. and Nancy D. Mitchell. "General Education Reform: Opportunities for Institutional Alignment." *The Journal of General Education Reform*. 60.1 (2011): 1-15. Web.
- Gaston, Paul. "General Education Transformed: How We Can, Why We Must." Washington: American Association of Colleges and Universities, 2015. Print.
- Hachtmann, Frauke. "The Process of General Education Reform from a Faculty Perspective: A Grounded Theory Approach." *The Journal of General Education Reform*. 61.1 (2012): 16-38. Web.
- Hart Research Associates. "It Takes More Than a Major: Employer Priorities for College Learning." (2012): 22-29. Web.
- Hart Research Associates. "Recent Trends in General Education Design, Learning Outcomes, and Teaching Approaches: Key Findings from a Survey among Administrators at AAC&U Member Institutions." (2016): 1-15. Web.
- Mardirosian, Haig. "The Reforms in General Education at American University." *New Directions for Higher Education*. 125 (2004): 39-49. Web.
- Merriam, Susan, Eric Trudel, Simeen Sattar, Maria Sachiko Cecire, and Michelle Murray. "Integrative Pathways at Bard College: Connecting Core Experiences." *Peer Review*. AAC&U. (Fall 2014/Winter 2015): 23-25. Web.
- Wehlburg, Catherine M., ed. *Integrated General Education*. San Francisco: Jossey-Bass, 2010. Print.

Brief Summary of Changes

The General Education Task Force and General Education Committee sincerely thank the AU community—faculty, staff and students—for their considered responses to our proposal. Following four town halls, two coffees and several meetings with stakeholders across campus, we revised our draft with your suggestions in mind. While much of the feedback was positive about the direction of our proposal, many expressed concerns about particular pieces of the proposal. In an effort to respond to the many suggestions, we made changes *throughout* the proposal.

The following list, however, highlights the more significant changes we made after the Nov. 30th draft:

- Slowed down the timeline for implementing the new AU Core curriculum. The full roll out is now slated for Fall 2018, which will give departments and faculty an additional year to prepare new courses and for the integration of AU Core courses into their majors.
- Moved Critical Inquiry, as a Habit of Mind, into the Complex Problems course. To create more space for cultural and social inquiry within the curriculum, we created the category of Cultural Interpretation. We also expanded another category into Socio-Historical Understanding. These new categories should allow many disciplines to mount courses across the Habits of Mind.
- Designed a new AU Core committee, which will include faculty voices from across campus, to develop a course proposal process for the new curriculum.
- Created an FAQ section of the proposal that answers many of the specific questions we heard from faculty, staff, and students.

After the March 14th draft, we revised our proposal further. Again, we made changes throughout the draft. This list is a summary of the more significant changes:

AU Experience I & II: Faculty with expertise in each area have begun developing the curriculum for AUx1 (Andrea Brenner, SOCY) and AUx2 (Angie Chuang, COMM). AUx1, in addition to focusing on psycho-social development, will include attention to academic freedom and freedom of speech. We continue to work with the administration, and specifically with Cheryl Holcomb-McCoy, the new dean of SOE, to determine how instructors of AUx1 & AUx2 will be appointed.

Timeline: We will pilot 8 sections of Complex Problems and 4 sections of AUx1 and AUx2 in 2016-2017. We hope to run a larger pilot of AUx1 and AUx2 in 2017-2018 along with a full rollout of Complex Problems for all incoming students. The entire AU Core will roll out in 2018.

Habits of Mind (HoM): Following feedback from faculty, we revised the Natural-Scientific Inquiry description. We also clarified that, ideally, required courses for each major should not be HoM courses. However, we also recognize that concerns surrounding implementation may require us to revisit this issue. We also clarified that HoM courses can be offered at any level (100-400) and can include a D course type.

Implementation: We have noted several issues that will need to be addressed as we consider how to implement such a substantial change to the curriculum. These include: a clear course-approval process, the financial feasibility of any changes, instructional staffing of AUx courses, and other many other unforeseen issues.

The Faculty Senate, which already welcomed us to their Dec. 9th and Apr. 6th meetings, has invited us to bring our proposal forward for discussion at their May 4th meeting. At this time we are seeking permission to move forward with our proposal, with the clear understanding that implementation concerns as well as financial feasibility must still be addressed. Such considerations may cause us to revise aspects of the curriculum prior to its ultimate rollout.