Faculty Senate Meeting

February 1, 2017, 2:30 PM to 5:00PM

Butler Board Room

1) Chair's Report – Todd Eisenstadt (2:30)
   a) December Minutes Approval
   b) Vice-Chair Elections
   c) Grade Inflation Committee new membership
   d) Term Faculty Standing Committee membership
   e) Teach-In Update
   f) Codifying faculty participation in presidential searches
   g) AU Abroad Advisory Committee adding UCC member
   h) Budget Update

2) Provost's Report's – Scott Bass (2:50)

3) Resolution Welcoming AU's Next President and Commending President Kerwin (3:10)

4) Resolution on US Government Executive Order Banning Some Immigrants (3:15)

5) AU Core Proposal, Debate and Move to Vote – Jessica Waters & Cindy Bair Van Dam (3:20)

6) Supplemental Instruction/Tutoring Structure – Peter Starr, Nancy Davenport & Marianne Thomson (4:40)

Faculty Senate Executive Committee Meeting

January 18, 2017, 10:00 am to 12:00 pm

Senate Conference Room

1) Welcome and Introductions – Larry Engel & Andrea Pearson

2) Provost's Report – Scott Bass (10:00)

3) Supplemental Instruction/Tutoring Structure – Peter Starr and Marianne Thomson (10:15)

4) Au Core Update – Jessica Waters & Cindy Bair Van Dam (10:30)

5) Ad-Hoc Term Faculty Faculty Manual Language Committee – Sherburne Laughlin & Marie Fritz (11:00)

6) AU Abroad Integration into Senate – Todd Eisenstadt & Sara Dumont (11:20)

7) Chair's Report – Todd Eisenstadt (11:35)
   a) Roundtable agenda
   b) Codifying faculty role in presidential search
   c) Teach-in
   d) Recruiting for 2017-2018 senate leadership
   e) Budget update – Olivia Ivey

Senate Executive Committee Minutes

January 18, 2017, 10:00 am to 12:00 pm

Senate Conference Room

Present: Todd Eisenstadt, Andrea Pearson, Larry Engel, Maria Gomez, Bryan Fantie, Olivia Ivey, Jun Lu, Emily Lindsey, Provost Scott Bass and DAA Mary L. Clark

Provost's Report – Scott Bass

Provost Bass stated the following in his report:

a) The campus climate has been taxing on all. Focus on settling has been the focus of the administration.
b) Due to the press reporting on the extremely tense issues on campus, students and parents have been calling expressing their choice not to apply to AU. Enrollments are about the same but this has been disappointing.
c) The budget process has begun and as expected the requests exceed the available funding.
d) The review for SIS Dean Goldgeier is closing and VP Jon Tubman's will begin and include a campus wide evaluation.
e) RiSE committees are hard at work and a piolet is expected to roll out in the fall.
f) The Ann Ferren Conference was well attended and a great success. Approximately 400 plus faculty and staff were in attendance.

Supplemental Instruction/Tutoring Structure – Peter Starr, Nancy Davenport & Marianne Thomson

University Librarian Nancy Davenport gave an overview of proposed changes in structure of the academic support currently in place to strengthen the student experience. These changes are to take place over a 2-year period. A few examples of these changes include:

a) Expand Supplemental Instruction to more challenging classes
b) Combine the Writing Lab and Writing Center
c) All tutors working in the center will have a shared philosophy and training
d) One system for scheduling appointments

All proposed changes will be discussed at the Feb Senate meeting.

AU Core Update – Cindy Bair Van Dam & Jessica Waters

Professor Bair Van Dam and Vice Provost Jessica Waters gave a general overview on the status of the current pilot programs AUX 1 & 2. Habits of Mind has started workshops and work for these classes has begun working with Committee on Learning Assessments. Budget numbers were shared and all information will be presented to the Faculty Senate at the Feb meeting.

Ad Hoc Term Faculty Faculty Manual Changes – Sherburne Laughlin and Marie Fritz

Professor Laughlin stated that the current committees work is done. She stated that the committee has been working for the past year and a half. After working with Dean Mary L. Clark who worked with Provost Scott Bass, the committee is ready to present the changes to the AU community and by way of the Faculty Senate. It was the request of the current ad-hoc committee to move the changes through the Senate and to the Board of Trustees (BoT) at the April BoT meeting, but after discussion it was decided that there is a need to have town halls for all faculty to attend and share any input. Also recommended by the current committee was to consider implementing a Term Faculty Standing Committee under the Senate to continue the current review process to completion and work on further items moving forward for term faculty. This information will be presented to the Faculty Senate for discussion at the Feb meeting.

AU Abroad Integration with the Senate – Sara Dumont

Executive Director of AU Abroad Sara Dumont stated that she has concerns that AU Abroad should be working closer with the Senate specifically with curriculum. Because many decisions are made with the AU Advisory Committee on what curriculum abroad will be transferable it was recommended to add a member of the Undergraduate Curriculum Committee to the AU Abroad Advisory committee. The Executive Committee agreed unanimously. This change will be presented to the Faculty Senate at the Feb meeting.

Chair's Report – Todd Eisenstadt

Professor Eisenstadt informed the Executive Committee (EC) that he had just left the teach-in and that it was going very well with a great turnout. The event would be going on for the remainder of the day. He also discussed the following:

   a) Possible topics for the Senate Deans Roundtable
   b) Requested that the EC members begin thinking about and talking with faculty for possible candidates for the Vice Chair position for AY 2017 as well as possible at-large faculty for vacancies.
   c) Requested that the new chair for the new Grade Inflation committee, Professor Bryan Fantie, bring possible members to the Feb Senate meeting for approval to continue the previous committee's recommendations in their report.

The committee went into executive session and the meeting ended at 12:00 PM.

Present: Professors: Todd Eisenstadt, Larry Engel, Andrea Pearson, Karen Baehler, David Banks, Rachel Borchardt, Kyle Brannon, Stefano Costanzi, Tim Doud, John Douglass, Chris Edelson, Bryan Fantie, Maria Gomez, John Heywood, Olivia Ivey, Kelly Joyner, Ken Knight, Emily Lindsay, Jun Lu, Steve Silvia, Kate Wilson, Zehra Peynircoioglu, Shalini Venturelli, DAA Mary L. Clark.

Professor Eisenstadt opened the meeting at 2:35 PM.

Chair's Report – Todd Eisenstadt

Minutes Approval for Nov 2, 2016 – Professor Eisenstadt asked the Senate for approval of the November 2, 2016 minutes. He opened the floor for discussion. There was no discussion and the Senate **VOTED** 23-0-0 in favor.

Next Steps on the Grade Inflation Committee (GIC) – Professor Eisenstadt stated that at the end of last year's Spring semester the GIC presented their report and now the Senate would like to implement a new committee to move forward with the recommendations. He also stated that Professor Fantie has agreed to chair the committee and Professor Brannon, am member from the original committee, has agreed to continue working on the new committee. Professor Eisenstadt asked that a smaller committee be pulled together and a list of members be brought back to the Senate in Feb.

RiSE Update – Larry Engel – Professor Engel stated that the Faculty Engagement Committee met and had a great conversation on bringing faculty and students together to get to know one another on a more personal level. It was discussed to occasionally change locations for office hours to a more comfortable setting other than in a professor's office, getting together for a coffee and lunch. The idea of "breaking bread" would be to have faculty, staff and students have a lunch together in the dining room with a possible "trigger question" or just an open conversation. It was agreed that some form of assessment to determine what the future would be for this model.

Professor Eisenstadt asked the Senators to consider working at one of the two tables at the at the Presidents holiday reception. An email was sent out with a link to sign up for 30 minute increments.

University Registrar (UR) McKenna stated that the spring rollout for the Input on Teaching from Students (ITS) had a record low response rate. In order to improve the fall responses, email reminders were sent to all professors who taught a fall class, the deans, associate deans and the ThreeD list prior to the survey opening date. UR McKenna gave an explanation of how the

survey runs including some input on how to customize the process or how the process runs if no customization is done.

Provost Report – Scott Bass & Mary L. Clark

Dean Clark made the following announcements:
- A notice has been sent out to announce a Faculty Learning Community that addresses race and their intersections. This will be presented by Fanta Aw and Celine Marie-Pascale.
- Target of Opportunity (TOP) – The Provost Office has drafted the report as to begin the idea of having this tool to assist with diversity and how to meet these in the faculty searches. TOP would also allow opportunity to expedite the possible hiring of a "Steller" candidate in an expeditious way.

Dean Holcomb-McCoy from the School of Education stated that the ultimate outcome of TOP is to be able to attract an outstanding scholar in a timely manner. The AAUP states that this is not a process that should be used frequently and would be used mainly when the candidate could be lost when using the usual hiring practice. Dean Holcomb-McCoy stated, to be clear, that this process is not a search but an opportunity to hire someone who has indicated they would like to leave their current institution and to bypass the usual search process. Further process information was stated and Dean Holcomb-McCoy opened the floor for discussion.

Staff Council Leadership Presentation Update – Andrea Pearson & Keesha Ceran

Professor Pearson stated as part of the RiSE initiative to connect faculty and staff, Keesha Ceran, Assistant Director of Administration and the One Card Program in Housing and Dining and co-chair of Staff Council reached out to the Senate leadership to extend an invitation to their last meeting. Professor Pearson attended and spoke with Keesha after the meeting and invited her to the Senate meeting to share with all senators what Staff Council will be working on towards the student experience RiSE initiative and bringing faculty and staff together.

Assistant Director (AD) Keesha Ceran gave an overview of Staff Council (SC), their membership and current and future initiatives. She also stated that after many of the unfortunate events that had occurred over the summer and being reached out to from members of faculty and staff of color, the committee discussed reaching out to the Senate as a way to combine both staff and faculty and find ways to work together to address the needs of constituents and the campus climate. AD Ceran informed the Senate that it is the hopes of Staff Council to address these concerns but as well take this opportunity to blend together the Senate and Staff Council for future endeavors. Courtney Pollack from SC will attend future Senate meetings and AD Ceran stated that SC meets the first and third Tuesday's of each month from 11:30 am to 1:00 pm usually in MGC 245 which are open meetings for anyone to attend.

Expectations and Guidelines for Faculty Conduct – Lydia Fettig

 Professor Lydia Fettig stated that this document has been reviewed by many individuals and offices across campus. The Senate discussed a couple of questions on clarity about the document and agreed that the final version with small friendly amendments was ready to vote on. The Senate **VOTED** 22-0-0 in favor.

Counseling Center Services – Traci Callandrillo & Rachel Wernicke

Director of the University Counseling Center Traci Callandrillo and Rachel Wenicke, Associate Director (AD) of Clinical Services thanked the Senate for the invitation to speak. She stated that the intention of the presentation is to inform the Senate of the services that are available to students as well as clarify some previous misinterpreted information.

AD Wenicke began the presentation by stating that the counceling center at AU is a primary mental healthcare facility. Services include evaluation and assessments which can be regularly scheduled assessments or urgent assessments. Some individual treatment and group treatments are available. The center has limitations which would be short term care, but being addiliated with the community we have affiliates we can refer students to for long term care.

AD Callandrillo stated that services are free. There has been some concern expressed on the waiting time for services and this is complicated. There has become a significant demand for mental health treatment which has caused longer wait times then the center would like to have but resources are limited. We do address all urgent assessments when they come but have had to take them to other Facilities if necessary. AD Callandrillo informed the Seators that the center is available for consultation on how to help with students mental health issues and understanding their needs, who to go to, and what are the right avenues to take. Futher questions and answers where addressed amongst the Senaotrs.

Campus Climate after Election and Prior to Presidential Inaguration – Todd Eisenstadt

Professor Eisenstadt initiated a conversation on the campus climate. He stated that after the elections there has been several issues on campus. The question is what do we want to do about these issues and how the senate might address them. Invited to participate in this discussion was Professors Partrick Jackson & David Eisser who had sent a patition aroud campus expressing their unhappiness with the univeristy's response to the campus issues and as well Student Government President Devonte Torriento. After lengthy discussion with the guests and participation from the senators and other guests, it was discussed that it was in the best interest of all to orchestrate a discourse that will include the community as a result of the election results and those other campus issues.

Professor Eisenstadt presented to the Senate a resolution to implement a student/faculty "teach-in" prior to the inauguration to present and speak on these key issues. The Senate was presented with Professor Eisendtadt's resolution and after lengthy discussion, the following resolution was drafted, **VOTED** on and passed 20-0-0. The resolution reads;

In coordination with groups inside and outside of American University, prior to the presidential inauguration the Faculty Senate will organize a university community teach-in.

The meeting was adjourned at 5:00pm.

AU Welcomes Incoming President Burwell and Thanks President Kerwin

The Faculty Senate enthusiastically welcomes The Honorable Sylvia Mathews Burwell and resolves to offer her our full cooperation and best effort as she takes on the job of leading the university over the years ahead.

Further, the Faculty Senate acknowledges the tremendous leadership of Dr. Neil Kerwin, to whom we are very grateful. It also takes comfort in knowing that his strong commitment to American University will continue.

The Faculty Senate reiterates that although our next president will face challenges – within the context of AU's resounding overall success - that The Honorable Sylvia Mathews Burwell is the woman for the job. On behalf of the faculty, the Faculty Senate pledges our full cooperation and effort in working closely with Ms. Mathews Burwell and in helping her continue to move American University forward.

Finally, as there is no time to waste, we take this opportunity to formally invite Ms. Mathews Burwell to address the Faculty Senate as a private citizen in "listening mode" this spring, if she is available, or next fall, after she has formally commenced her new role.

Academic Support Model Proposal
Peter Starr, Nancy Davenport, Marianne Thomson

This proposal aims to provide a more comprehensive and effective structure of academic support for all students at AU. The proposed center draws on the strengths of our current structure while minimizing redundancies and dramatically improving the student experience. By expanding peer tutoring in AU's most challenging courses, we aim to increase the retention of our weaker students while providing their stronger peers with valuable mentorship skills, increased funding and a greater affective investment in the university's mission.

In proposing the model below, we have sought to keep staffing increases to a minimum, creatively redeploying current staff as we significantly expand our support services. On balance, it is the view of two of the three of us (our third member abstains) that this new consolidated office should report to the Vice Provost for Undergraduate Studies in Academic Affairs. We are mindful, however, of the need to ensure that the disability services arm of the current Academic Support and Access Center remain in a close working relationship with related offices in the Office of Campus Life. (Still to be determined is the relationship of the proposed center to the offerings in the Kogod School of Business' Center for Business Communications.)

Key aspects of the proposed model are:

YEAR 1	
All tutoring will report through the center	This will eliminate redundancies, improve ease of access to services, address deficiencies in offerings, and provide a more effective way to monitor the students' academic needs. Specifically, the Writing Lab and Writing Center will be combined, the Math Lab will address a broader range of areas and will report through the center, and The Center for Language Exploration, Acquisition, & Research (CLEAR) will report through the center. The Writing Center will be housed in the Library. Math Lab will be housed in the Myers building. CLEAR location TBD.
All tutors working with the center will have a shared philosophy and training	All forms of tutoring will provide options for drop-in and appointment-based assistance. The training will prepare peer tutors to work with students with disabilities and international students.
Tutoring will be more responsive to student needs	Drop-in days and weekend video-enabled appointments will be available. Group skills-based workshops and grammar workshops will be supported.

Supplemental Instruction will be more focused and expanded.	The Supplemental Instruction (SI) program will serve courses in which students struggle most. The SI program will eventually serve 160 sections, a significant increase from the current 34 sections. 100 sections will be supported in Year 1. The Supplemental Instruction Assistant will supervise SI peer tutors.
The center will use one system for scheduling tutoring appointments	The recommendation is TutorTrac. This will allow students to easily access all tutoring options.
	Printing, marketing, office supplies unique to tutoring and writing support, food for training and events, new technology
Year 2	
Supplemental Instruction will continue to be expanded	A total of 160 sections will be supported through SI.
Peer academic support will be provided through: • **Quick Support desk** • **One-on-one appointments** • **Presentation consultation**	Peers will be trained to counsel students on time management, study skills, and exam taking strategies. Peers will be a knowledgeable referral source for all academic supports on campus. Peers will also be available for appointment-based academic support and presentation consultation. Assistant Director, Academic Support will supervise this function. These academic supports are space-dependent; therefore, this operation will need to wait for additional space to become available.

Reimagining General Education:
Toward a New AU Core Curriculum
Proposal of January 25th, 2017

We seek approval from the Faculty Senate to implement the AU Core curriculum for the class entering in 2018-2019.

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 (of the 20,000 AP courses accepted for credit over the past four years, roughly half were applied toward General Education requirements) 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.
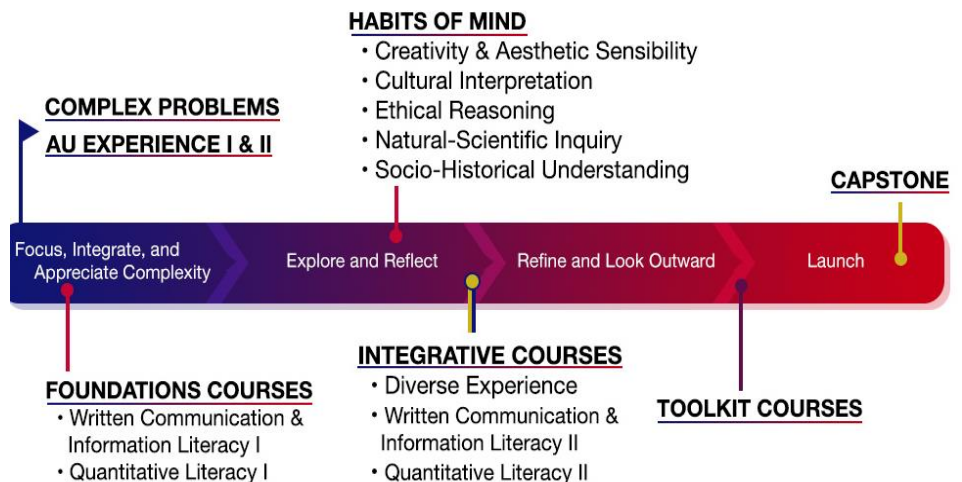
Although the proposed model is holistic in design, tracking our students' intellectual development from matriculation to graduation, it is helpful to think of the courses that it comprises in three broad categories:

- 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, Written Communication and Information Literacy II, a Diverse Experiences course and a Capstone; and
- An optional set of one-credit professional skills modules, some for credit.

This draft has been the work of two *ad hoc* task forces 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 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.

Starting in Fall 2016, and with Faculty Senate approval, 8 sections of Complex Problems and 4 sections of AUx1 were piloted and assessed. Four sections of AUx2 are being piloted in Spring 2017. The faculty directors of each program are working with assessment data and are modifying their curriculum accordingly. AUx1, AUx2 and Complex Problems will be piloted again on a larger scale in 2017-2018; we will run and assess 47 sections of Complex Problems courses, 24 sections of AUx1, and 24 sections of AUx2. Students who take Complex Problems and/or AUx1 & AUx2 prior to Fall 2018 will be able to apply those courses toward current Gen Ed requirements. The General Education Committee has also hosted faculty-wide forums on the learning outcomes associated with each Habit of Mind, and work continues this semester to finalize learning outcomes. Campus-wide discussions on Written Communication and Information Literacy II (W2), Quantitative Literacy II (Q2), and Diverse Experiences (DIV) courses will be held throughout the Spring 2017 semester.

Our goal is to implement a new core program for all undergraduate students, including transfer students, who arrive on campus in Fall 2018 and beyond. Students who arrive prior to that date will be subject to current requirements.

AU Core Implementation Task Force

Cindy Bair Van Dam, General Education Committee Chair, co-chair
Jessica Waters, Vice Provost for Undergraduate Studies, co-chair
Justin Bernstine, Assistant Dean for Academic Services, School of Communication
Laura BonDurant, Associate Dean of Academic Services, School of Communication
Mary Frances Giandrea, Assistant Professor, History
Michael Giese, Associate Registrar for Catalog and Curriculum
Jill Klein, Assistant Dean for Digital Initiative, KSB, Department of Information Technology
Diane Lowenthal, Senior Associate Dean, School of Professional and Extended Studies
Mary Mintz, AU Library
Saul Newman, Associate Dean for Undergraduate Education, School of Public Affairs
Celine-Marie Pascale, Associate Dean for Undergraduate Studies, College of Arts and Sciences
Rose Shinko, Interim Associate Dean for Curriculum and Learning, School of International Service
Peter Starr, Dean, College of Arts and Sciences

General Education Design 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, Assistant Professor, History
Brad Knight, 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, School of Public Affairs

General Education Committee Members (2016-2017)

Cindy Bair Van Dam, Hurst Senior Professorial Lecturer, College Writing Program, Chair
Brad G Knight, General Education Program and Assessment Manager
Ellen Feder, Professor, Philosophy and Religion
Mary Frances Giandrea, Assistant Professor, History
Susan Glover, Assistant Professor, Government
Lindsey Green-Simms, Assistant Professor, Literature
David Kearns, Associate Professor, Psychology
Sarah Frances Knight, Professorial Lecturer, Biology
Teresa Larkin, Associate Professor, Physics
Mary Mintz, Associate Librarian, University Library
Alexandra Mislin, Associate Professor, Management
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
Margot Susca, Professorial Lecturer, School of Communication
E. Andrew Taylor, Associate Professor, Performing Arts
Jessica Uscinski, Assistant Professor, Physics

General Education Committee Members (2015-2016)

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Brad G Knight, General Education Program and Assessment Manager
Ellen Feder, Professor, Philosophy and Religion
Mary Frances Giandrea, Assistant Professor, History
Lindsey Green-Simms, Assistant Professor, Literature
Susan Glover, Assistant Professor, Government
Jane Hall, Associate Professor, School of Communication
Matt Hartings, Assistant Professor, Chemistry
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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, taught in fall and spring semesters by full-time faculty from across the university and capped at 19 students. We anticipate offering roughly 60% of the total sections of Complex Problems in the fall semester. These sections will be associated with a living-learning community. Students who take Complex Problems in the spring will not live in a living-learning community. All students, including transfer students, must take a Complex Problems seminar. 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.

AU Experience I (1.5 credits):
A one-and-a-half credit required and graded (A-F) hybrid course (EDU-196), taken by all students in their first semester at American University. Drawing on many academic disciplines and on student development theory, this course helps students navigate their academic, social, cultural, and psychological adjustment to university life consistent with American 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) hybrid course (EDU-296), typically taken by all students in their second semester at American University. This course equips 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. The course continues a discussion of identity and difference begun in AU Experience I that lays the groundwork for learning from one another and for collaborating to address pressing challenges in society. It builds on the sociological and psychological aspects of the individual and community, 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 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 explore social constructions of, and engagement with, issues of race and identity through historic and contemporary literature, film, theory, and data. Online course materials, writing assignments and interactive exercises 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, and they may choose from a selection of mathematics and statistics courses at the 15x level or higher. 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 for-credit or not for-credit modules (to be developed) concurrently with one of the above mentioned courses 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 a statistics course 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. Students may count one Habit of Mind course—as an elective or major selective—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. HoM courses may be offered at the 100, 200, 300, or 400 level, but must be open to students across the university. 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). HoM courses may also carry a DIV 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. Faculty with expertise in each area will develop learning outcomes associated with each HoM during the Spring 2017 semester.

- **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 DIV course type offered in the major or minor, in a Habit of Mind course or in a free elective. (An HoM course with a DIV 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, DIV 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, 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 approved Q2 requirement.

Capstone: typically, a 3-credit capstone project or course, likely in the major, drawing on many of the HoMs previously acquired. Existing capstones for the major or for other programs will count toward the HoM requirement. Students will not be expected to complete a separate capstone. 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

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Executive Summary of Changes to the AU Core Proposal

The following changes are a result of faculty feedback, pilot assessment or feasibility.

AUx1 and AUx2 and Complex Problems Pilots
In AY 2017-2018, we will pilot and assess 47 sections of Complex Problems. We will pilot and assess 24 sections of AUx1 and 24 sections of AUx2 during the fall and spring, respectively. AUx courses will continue to pilot different models of instruction, including Guide model instruction, faculty instruction, and staff instruction with adjunct faculty appointments. Assessment results will likely lead to curricular adjustments in each course.

Additionally, drawing on faculty feedback and initial assessment date, we are partnering with CTRL to develop ongoing course development workshops for faculty teaching Complex Problems courses.

Complex Problems Distribution
Rather than offering all Complex Problems courses during the fall semester and in living-learning communities, Complex Problems courses will be distributed over the fall and spring semesters. We anticipate offering 60% of Complex Problems courses in the fall, and students in these sections will be part of living-learning communities. Students who choose to take Complex Problems in the spring will not be housed in living-learning communities. At full implementation, all undergraduate schools will offer Complex Problems courses.

Habits of Mind
Much like the current distribution in the General Education Program, the College of Arts and Sciences will offer the bulk of courses in the five Habits of Mind areas. Courses that are requirements for the major may not be offered as Habits of Mind. Electives and Major Selectives (that is, courses that count toward a major but are not required courses for the major) may be offered as Habits of Mind courses.

University College
The popular University College program will remain but in a modified form. In the Fall 2017 Complex Problems pilot, students enrolled in Complex Problems courses will be members of University College. The program will differ in that more students will be members of the living-learning community, but rather than be supported by a residential Program Assistant, courses will be supported by a non-residential Peer Leader.

Complex Problems Pilot: 2016 Fall Assessment Preliminary Results for Faculty Senate
General Education Program
January 23, 2017

"The idea that there aren't easy answers—it showed me what a complex problem is. At the beginning of the semester, the questions she asked were hard, and it made me realize you can spend your life answering these questions."

Selection Criteria

Students in the community were invited to join by an email message from the Vice Provost; at the same time, a separate email was sent to the students' parents or guardians. Students signaled that they wanted to belong to the community by submitting a course preference form on the AU Portal where we asked that they identify, in order, five of the courses that interested them. Invitations were sent to students who had submitted their deposit to the University. Within that population, those who received offers to belong to other academic living-learning programs (e.g. AU Scholars, CBRS, etc.) were excluded. The School of International Service also opted not to include their students in the first pilot.

Demographics

Upon application to American University, students in the Complex Problems community self-reported their racial and/or ethnic background. The composition of the community is 57.8% White, 13% Hispanic, 8.4% Asian, 7.8% African American, and 5.8% Multiethnic (3 are identified as unknown). Also, 66% (84) are female and 24% (34) are male. International students comprise 4.5% of the community. First-generation college students make up 9.1% of the population, and 53.9% of all students in the community were early decision.

Background

The General Education Program conducted indirect assessment of the Fall 2016 pilot of Complex Problems by surveying students online in weeks 5 and 15 and conducting two student focus groups in week 16. Interviews with faculty instructors took place in weeks 2, 6, and 10. Peer leaders were also interviewed in weeks 2, 5, 9, and 12. This spring, direct assessment of student learning will be measured by using class artifacts and follow-up focus groups will also be held. Comparisons made using survey and administrative data are between Complex Problems students (n=115) and students in University College (n=271).

Preliminary Findings

Complex Problems students value living with their classmates

Living-learning programs promise that students living and taking a class with their peers accrue social and academic benefits. Although the pilot represents a small sample, it does point positively toward the demonstrated value to AU students of living with classmates. Students in the Complex Problems community expressed a deep appreciation for the meaningful relationships they formed. When surveyed, 86% of respondents stated that it was somewhat or very helpful **1)** studying together or working on projects with their Complex Problems classmates, **2)** having classmates to go to for help

when they missed class, and **3)** having classmates to go to when they didn't understand a class concept, reading, or lecture. The survey also asked students to identify places on campus where they relax, socialize, and study. Complex Problems survey respondents were most likely to identify the residence hall as the place on campus where each of these activities occurred.

In focus groups and open response survey fields, nearly all of the students emphasized that living together was positive, making statements such as "[Living together] made it feel more like a family than a class" and "[Living together] created a strong community and I want to keep up the relationships I have created through this program." In past years, students have expressed that a learning community can be claustrophobic. Students in the focus groups did not find that was their experience, although they recommend that roommates not take the same class. One student commented favorably that "The intellectual work blends into your life. You find yourself arguing with each other about class outside of class (but in a good way.)" Another described that "people in class understood what you were going through" because of living together and that it "helped as a support network more than a usual class."

Complex Problems students want more co-curricular opportunities

Complex Problems students report infrequent interactions with their peer leaders, with 56% answering that they rarely or never met with the peer leader outside of class. When the peer leader did organize activities 73.6% of respondents agreed that these activities were beneficial to better understanding the materials in class, and one-third expressed the desire that there be more co-curricular activities. In focus groups, students underscored the integrative value of these activities. "If we didn't go out, there wouldn't be the same feel for the class." "Makes the work real, not abstract."

However, Complex Problems students were less certain that it was beneficial having the peer leader and professor present in the living space. One-third answered that it was not helpful having the peer leader present and slightly more than two-fifths felt the same about the professor.

Complex Problems students viewed these classes differently from others

In focus groups, students expressed enthusiasm about the specificity of the course topics; they're different from the broad courses they took in high school and other introductory courses they were also taking in the fall. Students enjoyed moments where they saw course topics appear in other classes they were taking.

By and large, students felt that the course load resembles that of their other classes, but that they cared more about Complex Problems because it was conducted as a discussion seminar and more feedback was provided. When surveyed, 92% said that they had received written feedback, 81% said that they received verbal comments (office hours, conferences, in-class, etc.), and 54% received peer feedback. Most students want their classes to meet twice a week, because it helps to keep on top of the work.

Complex Problems students tend to have fairly dispersed friend networks

Living-learning programs purport that students more quickly establish friend networks across campus, because they arrive to college with one already formed. In an effort to establish a baseline for this claim, one part of the survey strove to capture a representation of what students' social networks look like by asking students to list a collection of people they consider friends. We advised respondents to use their own definition for friendship and to consider people from various areas of their life and ways they spend

time. Complex Problems and University College share similar distributions across the categories with both populations identifying more than 60% of their friendship networks from outside of the residence hall.

Area	University College	UC%	Complex Problems	CP%
Home	40	8.8%	26	6.1%
Class	80	17.6%	72	16.9%
Residence Hall	184	40.5%	152	35.6%
Clubs/Organizations	28	6.2%	52	12.2%
Work	2	0.4%	2	0.5%
Socializing	120	26.4%	123	28.8%
Total	454	100.0%	427	100.00%

Complex Problems students had strong academic performance

The average semester GPA among Complex Problems students was 3.35, compared to 3.23 in University College. Retention remains as high in Complex Problems as it is in University College, 97% for both cohorts (112/115 and 262/271).

Range of Average Semester GPAs	A (4.00)	A- (3.67-3.99)	B+ (3.33-3.66)	B (3.00-3.32)	B- (2.67-2.99)	C+ (2.33-2.66)	C (2.00-2.32)	C- (1.67-1.99)	D (1.00-1.66)	F (0-0.99)
Complex Problems	3%	34%	28%	17%	7%	4%	3%	1%	3%	0%
University College	1%	23%	27%	25%	12%	4%	3%	2%	2%	1%

Next steps during the spring semester

- Program staff will continue to analyze survey, focus group, and interview data
- Pilot faculty, in conjunction with the faculty director, will score student artifacts for demonstration of the "diverse perspectives" learning outcomes
- Findings will be incorporated into faculty development workshops coordinated by CTRL
- Additional focus groups will be held with students from the first pilot cohort

Initial recommendations for future assessment

- Gather additional data points from Housing and Dining Programs
  - Transports and other reported incidents
  - Percentage of students who elect to move at the end of the fall semester
- Monitor first-to-second year retention rate

Appendix I. Student Learning Outcomes

Diverse Perspectives:
a. Identify and engage with complexity, or gray areas, within issues or contexts, demonstrating an understanding of the stakes, risks, and advantages of different positions.
b. Identify broad contexts surrounding a complex problem.
c. Demonstrate self-awareness of one's own cultural biases (e.g., perspectives, beliefs, and opinions).
d. Demonstrate an appreciation of multiple perspectives and approaches beyond one's own, which may include, for example, political diversity, cultural diversity, or methods of knowledge production.
e. Demonstrate civility through argumentation or intellectual exchange.

Communication:
a. Complete assignments (written, oral, visual, etc.) that demonstrate audience awareness, including context and purpose.
b. Formulate a thesis or project plan specific to the intended purpose and of a manageable scope.
c. Use sources and evidence appropriate for the student's subject and purpose to support a compelling essay or assignment.
d. Demonstrate facility with skills appropriate for the assignment (e.g., Writing: logical, clear, grammatically and mechanically correct; Oral Presentation: organization, tone, poise, language; Visual Presentation: image quality, production quality, concision).

Critical Reading:
a. Articulate the concept that "texts" can include written, visual, spatial, or creative works, etc.
b. Accurately summarize, analyze and synthesize a given text or texts, making connections among different texts and with one's prior knowledge.
c. Assess the context and quality of the text, which might include the following: author's purpose or approach, design, what has been left unsaid, quality of supporting evidence, etc.

Incorporating Feedback:
a. Incorporates feedback from faculty, peers and others by appropriately integrating that feedback into assignments and activities.
b. Offers constructive, appropriate feedback to classmates.

Background

The Office of Undergraduate Studies supported AUx1 assessment efforts in Fall 2016 with student focus groups during weeks 4 and 13[ii], an online survey in week 5[iii], instructor and peer leader group interviews in week 6[iv], and individual interviews with staff instructors at the end of the term[v]. Quantitative comparisons made in this report draw from the entire pool of Complex Problems (n=115) students, of which about half also completed AUx1 (n=58), while the remainder did not (n=57). These two subgroups are comparable because they were initially drawn from a pool of deposited students with common selection criteria[vi] and are, for the most part, statistically similar on key characteristics (gender and high school GPA, for example) [vii].

While there are clear findings from these assessments, they should be interpreted with caution and not treated as conclusive. Quantitatively there are limitations due to small sample size and non-experimental design. Both the qualitative and quantitative components are limited due to being collected in a single semester which may not be typical of future semesters and pilot efforts.

Findings

AUx1 students seem to be more intent to return to AU for their second fall term.

Looking ahead one semester and one year into the future, AUx1 students seem slightly more certain they would return for Spring 2017 (95% to 91%) and 12 percentage points more certain they would return for Fall 2017 (83% to 71%; p-value=0.031), when asked during their fourth week on campus.

For the spring, these predictions have coincided with actual returns with 98% (57/58) AUx1 students enrolled and 96% (55/57) on non-AUx1 students. This difference is not large enough to be statistically distinguishable from zero, and should not be interpreted as such. However, if the gap were to increase to at least 10 percentage points for the fall (as predicted by survey results) then the difference would be statistically significant at conventional levels.

Connections made in AUx1 increased students' sense of satisfaction with their social life

AUx1 students are 13 percentage points (p-value = 0.060) more likely to rate themselves highly (4 or 5 on a 1-5 scale) on the question, "To what extent are you satisfied with your social life on-campus?" While disaggregated results on questions about fitting in, belonging, and inclusion do not reveal clear differences based on involvement in AUx1, the two groups differ in their assessment of "meeting people with common interests as them". AUx1 students were also 13 percentage points (p-value = 0.073) more likely to rate themselves highly (4 or 5) on this dimension. Many more AUx1 students mentioned people (peers, staff, faculty) when asked "what do you like most about AU" compared to non-AUx1 students[viii].

A common theme from the discussions with AUx1 students and staff instructors was the development of community within sections of AUx1 over the course of the semester. Students describe a comfort level of "being able to go my AUx classmates for anything" and instructors note it was encouraging to observe "an unlikely cast of characters" become so close and rely on each other for support and friendship.

Familiarity with campus resources and willingness to seek help increased for AUx1 students

AUx1 students are 26 to 53 percentage points (p-values < 0.010) more likely than non-AUx1 students to rate themselves highly (answered 4 or 5) on the question "For each of the following areas, rate how familiar you

are with where to go on-campus for: Academic Issues (+45); Bias and Discrimination (+53); Financial Issues (+30); Mental Health Issues (+30); Physical Health Issues (+26)". This increased awareness coincided with AUx1 students being up to 11 percentage points more likely to rate themselves highly willing to seek help if they had one of the aforementioned issues.

Students verified in week 14 discussions that they felt knowledgeable in these areas. Furthermore, a few students from each session note that they are known as the "go-to person" to their non-AUx1 peers for questions about resources. Staff instructors shared stories of numerous students they knew to have sought out resources discussed in class.

Concerns about workload, course topics, and grading affected AUx1 students' sense of academic satisfaction

There is suggestive evidence that AUx1 students are less satisfied academically during their first semester at AU. They were 7 percentage points (67% compared to 74%) less likely to rate themselves highly (4 or 5) on their academic satisfaction relative to comparable non-AUx students. Contributing to this sentiment was differences in students' assessments of 9 to 13 percentage points of their ability keep current with academic work, motivation to complete their work, and understanding what is expected to succeed.

In focus groups, nearly all students emphasized frustrations about the workload for this 1.5 credit course being equivalent to, and even more than, the 3 credit courses they were also taking. Additionally, for the students taking upward of 17.5 credits, the cumulative attention required to do well in 6 (rather than 5) classes caused stress for some students to keep up and do well. Students expressed initial concerns about grading for their assignments, although this sentiment improved as the semester progressed. A few students shared they felt that the majority of topics were irrelevant to them and they had trouble connecting with course content.

Relatedly, staff instructors mentioned their workload being more than they expected, particularly as it came to preparing for class sessions, grading assignments, and managing their peer leader. Generally, student demand for their time outside of class met expectations, and while office hours were consistently attended throughout the semester, the traffic was quite light after the first few weeks.

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[i] The Office of Undergraduate Studies is grateful for assistance from Karen Froslid-Jones, David Kaib, and Richard Laurberg. Please contact Jimmy Ellis at jellis@american.edu with questions about assessment methods and results.
[ii] There were 8 focus groups total, 2 for each of the 4 sections of AUx1. Every student attended the focus group unless there were unable to do so. Each session lasted 75 minutes and was administered by two staff members.
[iii] This 25 question survey assessed many factors including students' awareness and willingness to seek help, academic integration, social integration, and intention to return to AU. Most questions were presented on 1-5 scale with 1 associated with the most "negative" responses and 5 with the most "positive" ones. P-values are provided when results from regressions using OLS and probit are significant at alpha levels less than 0.100.
[iv] The staff instructors (excluding director) and peer leaders participated in separate 75-minute group interviews.
[v] Each of the four instructors were interviewed for 45 minutes about their fall semester experience.
[vi] The criteria were: not enrolled in any other living-learning community, not enrolled as an SIS student; not enrolled as an undeclared CAS student; and offered and accepted a spot in Complex Problems. Students were initially assigned randomly to choose from Complex Problems sections attached with an AUx1 requirement or not. The decisions on which students to exclude were decided by university administration and leadership based on discussions with stakeholders.
[vii] Balance tests reveal no statistically significant mean differences for gender, high school GPA, Pell eligibility, first generation status, test optional status, and five of seven categories of race (Black, Hispanic, International, Multiracial, White). There are marginally significant differences (0.050 > p-values < 0.100) for race categories of Unknown and Asian.
[viii] A review of students' responses to the question "what do you like most about AU" reveals that 66% (21/32) of AUx1 responses include reference to people (peers, staff, students) while only 26% (6/23) non-AUx1 responses include those same kind of references. Instead, non-AUx1 responses refer to concepts like freedom, independence, and campus life.

Senators from
2012 to 2017

Abraham	Daniel	CAS
Ahrens	Anthony	CAS
Aufderheide	Pat	SOC
Baehler	Karen	SPA
Banks	David	SIS
Becher	Melissa	Univ. Lib
Bedford	Sheila	KSB
Borchardt	Rachel	Univ. Lib
Brannon	Kyle	SOC
Brenner	Phil	SIS
Burke	Barlow	WCL
DeGregorio	Christine	SPA
Dent	Richard	CAS
Doud	Tim	CAS
Douglass	John	SOC
Edelson	Chris	SPA
Eisenstadt	Todd	SPA
Elezi	Artur	CAS
Engel	Larry	SOC
Espinosa	Alberto	KSB
Fantie	Bryan	CAS
Girard	Jim	CAS
Gomez	Maria	CAS
Graf	Joe	SOC
Gwanhoo	Lee	KSB
Hansen	Mary	CAS
Heywood	John	WCL
Hodges	Alex	Univ. Lib
Ivey	Olivia	Univ. Lib
Jernigan	Bob	CAS
Joyner	Kelly	CAS
Kakoudaki	Despina	CAS
Knight	Ken	CAS
Kaufman	Bilie Jo	WCL
Krasnow	Iris	SPExS
Lansky	Joshua	CAS
Lawrence	Christine	SOC
Lindsey	Emily	KSB
Levinson	Nanette	SIS
Lu	Jun	CAS
Marien	Stacey	Univ. Lib
Menke-Fish	Sarah	SOC
Mintz	Mary	Univ. Lib
Mortati	Joseph	KSB

Senators from
2012 to 2017

Moomau	Glenn	CAS
Nelson	Candy	SPA
Nimer	Mohamed	SPExS
Nolan	John	CAS
Pearson	Andrea	CAS
Peynircioglu	Zehra	CAS
Porzecanski	Arturo	SIS
Puglisi	Gemma	SOC
Riddick	Leigh	KSB
Ryan	William	KWCL
Sapieyevski	Jerzy	CAS
Schaeff	Cathy	CAS
Silvia	Steve	SIS
Simpson	Chris	SOC
Taylor	Mattew	SIS
Venturelli	Shalini	SIS
Wilson	Kate	CAS
Wootton	Lacey	CAS
Worden	Elizabeth	CAS
Yates	Brian	CAS

Resolution Opposing US Government Executive Order Banning Immigration of Citizens from Several Nations

American University's faculty seek to promote the free exchange of ideas and people around the world. We share this mission with most U.S. universities and hence condemn the US president's executive order issued on January 27 barring immigrants from targeted nations from entering the U.S. and further restricting entry of refugees to the U.S.

We appreciate the efforts by American University's administration to defend our community members affected by the executive order, and to learn how we can continue – despite the setbacks the federal government seeks to pose to our academic community and all others - to promote cultural exchange and understanding, as well as the production of "deep knowledge" through research and scholarship by the world's best and brightest, bar none.

The Faculty Senate of American University stands resolutely in opposition to the executive order and pledges to do whatever we can to preserve the emphasis on celebrating the diversity of our community, the invaluable virtues of globalization and internationalization, and the humane and dignified treatment of refugees and immigrants of all faiths and beliefs at American University, and at universities throughout the U.S. We ask the administration of American University to continue its vigilance and advocacy on behalf of our students and faculty colleagues abroad, and ask the administration to join us in publicly opposing the adverse impacts of the US president's executive order.