A White Paper on Enhancing the Curriculum for a

21st-Century Liberal Arts Education

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College of Arts and Sciences
Indiana University
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Executive Summary

The Task Force that produced this White Paper was commissioned by Larry Singell, Executive Dean of the College of Arts and Sciences and charged with four primary tasks: (1) develop a transparent intellectual rationale for College and Arts and Sciences Breadth of Inquiry (BoI) requirements, (2) recommend approaches for developing a self-sustaining and innovative curriculum, (3) provide an alternate model for organizing the path to satisfying CASE requirements that identify exciting opportunities for College students (e.g., by identifying course clusters and/or possible College-wide minors and certificates), and (4) attract new students to the College (esp. students currently majoring in the professional schools).

The Task Force Recommendations are summarized below:

1. The College needs to clarify the meaning and value of a 21st-Century Liberal Arts Education (p.3).
   1.a. Revise College Descriptions of Undergraduate Requirements (p. 4).
      1.a.i. Develop a simple but specific statement of rationale for the BoI requirements that anticipates three audiences: current students, prospective students, and parents (p. 4).
      1.a.ii. Replace the current “suitcase” graphic used on the College website to describe undergraduate requirements with a simple interactive graphic that will help students both understand and negotiate multiple pathways through the Breadth of Inquiry requirements (p. 5).
      1.a.iii. Develop the College website so as to help students, parents, and other constituencies understand how the integrative model of a liberal arts education prepares individuals to deal with the challenges that they will face across their lives as both citizens and professionals in a dynamic and changing world (p. 6).
   1.b. Require College undergraduates to meet with their academic advisors prior to enrollment each semester (p. 7).
   1.c. Institute a thematic model of 21st-Century Challenges for completing the CASE BoI requirements (p.8).
   1.d. Substitute a team taught “Multidisciplinary Approaches” (MAPP) course for the current CAPP requirement (p. 11).
   1.e. Review and Revise the College Culture Studies Requirements (p.13)
      1.e.i. Revise the Culture Studies DUS requirement to place emphasis on the actual topic of “diversity” (p. 13).
      1.e.ii. Revise the Culture Studies GCC requirement to underscore the relational dimensions of global and international studies (p. 13)
   1.f. Institute a system of regular review and revision of CASE requirements (p.14).
2. The College should develop a program of College-wide minors and certificates (p. 14).
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   2.b. Compile complete and comprehensive information about College minors and certificates already available and make this information accessible to students, faculty, and advisors (p. 17).
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   2.d. Create an administrative infrastructure for College-wide minors and certificates (and MAPP) (p. 18).

3. The College should promote High Impact Educational Practices (HIPs) (p. 19)
   3.a. Require all undergraduates in the College to participate in three HIPs as a graduation requirement (p. 20).
   3.b. Promote the importance of teaching in all job announcements and require teaching demonstrations for all TT faculty job candidates (p. 20).
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Introduction

Indiana University’s College of Arts and Sciences has been dedicated to the delivery of a liberal arts education since its very beginning. In 1841 the University catalog identified that commitment in these terms:

The principles of science and literature are the common basis of all high intellectual attainments. They supply that furniture, and discipline, and elevation to the mind, which are the best aids in the study of any profession. The student, in further prosecution of his professional career, may enter a school of Law, or Medicine, or Theology. With these the undergraduate course is not intended to interfere. *The object is, not to teach what is peculiar to any one of the professions, but to lay a foundation which is common to all.*

While much has changed in the intervening years, the commitment to deliver a liberal education that would “lay a foundation which is common to all” has not wavered; indeed, if anything it has strengthened over the years with the College’s most recent expression of its mission “to teach students to question critically, think logically, act creatively, communicate clearly, and live ethically.” This White Paper on Enhancing the Curriculum for a 21st-Century Liberal Arts Education makes recommendations for how the College of Arts and Sciences can draw upon its strengths—and not least its size and strong commitment to inter- and multi-disciplinary study—to advance a progressive liberal arts education that aggressively adapts the undergraduate curriculum to the changing social, cultural, economic, and technological needs, demands, and opportunities that confront our students in this new age.

The Task Force (Appendix A) that produced this White Paper was commissioned by Larry Singell, Executive Dean of the College of Arts and Sciences, and charged with four primary tasks: (1) develop a transparent intellectual rationale for College of Arts and Sciences Education (CASE) requirements, (2) recommend approaches for developing a self-sustaining and innovative curriculum, (3) provide an alternate model for organizing the path to satisfying CASE requirements that will identify exciting opportunities for College students (e.g., by identifying course clusters and/or possible College-wide minors and certificates), and (4) attract new students to the College (esp. students currently majoring in the various professional schools). The Task Force was divided into three subcommittees (Curricular Reorganization, Minors and Certificates, and Pedagogical Innovations) which met regularly over the course of the Spring 2015 semester, working with College advisors and meeting with both the directors of various programs and the advisors and associate deans of multiple units on campus. The College also conducted a student survey to discover and assess undergraduate understanding of College of Arts and Sciences Breadth of Inquiry (BoI) requirements and how they approach the selection of courses. Each subcommittee prepared a report that was discussed by the entire Task Force and which served as the basis for the recommendations in this White Paper. The recommendations of the Task Force are designed to clarify the meaning and value of a 21st-Century Liberal Arts Education, to develop a program of College-wide minors and
certificates that address important contemporary needs, and to promote high-impact learning in the College.

We approach these recommendations with full recognition of the challenges that students, faculty, and administrators face in the current century. Funding models for public education have changed, placing increasing pressure on parents and students, who face rising tuition costs, and on university administrators who have to manage increasingly reduced budgetary support from the state, even as the demand on resources is increasing. At the same time, the value of a university education is more important than ever as the world itself is changing at a mind-numbing pace, stressing in particular the need for a citizenry and a professional work force capable of advanced technological skills, multiple registers of knowledge, and broad cultural understanding. We believe that the path forward is best addressed by a liberal education that underscores the importance of synthesizing multiple ways of knowing and understanding, and that such an education is most at home in the College of Arts and Sciences with its wide breadth of disciplines, its commitment to multi-disciplinary knowing and understanding, and its promise to deliver the foundational skills essential both to civic life and to virtually any profession or career one might imagine. That said, we are also concerned that Indiana University’s commitment to the RCM funding model makes it difficult to take full advantage of the strengths of the College—in particular making it hard for cross-departmental or cross-school initiatives, including, e.g., team-teaching, to occur—and that the recommendations we make below will require administrative adaptations to how RCM is enacted if they are to achieve maximum success.

1. The College Needs to Clarify the Meaning and Value of A 21st-Century Liberal Arts Education.

A liberal arts education, at its core, is about providing students with a breadth of knowledge and understanding that serves to supplement expertise in a particular discipline—whether academic, career-oriented, or otherwise—by cultivating the synthetic habits of mind essential to crafting a meaningful life. These habits of mind are identified in the College mission statement as referred to above and operationalized at the most basic level through a variety of core requirements that all undergraduates in the College must satisfy, including College of Arts and Sciences Education (CASE) Breadth of Inquiry (BoI) requirements, a Critical Approaches (CAPP) requirement, and two Culture Studies requirements, one focused on Diversity in the United States (DUS) and one focused on Global Civilizations and Cultures (GCC). In completing these requirements students are introduced to multiple ways of knowing and understanding and encouraged to think about how artistic, humanistic, social scientific, and scientific approaches to problems complement and complicate one another towards the development of a productive and meaningful life. Initial research revealed two important points. First, the Task Force found that the College's approach to intellectual breadth is consistent with best practices at peer institutions, both public and private. Second, consultation with undergraduate advisors supported the findings of the undergraduate
survey that the BoI requirements are not onerous, either with respect to the intellectual challenge they entail or with respect to scheduling. However, our research also demonstrated that no large research-oriented university communicates the value of a liberal arts education particularly well. The Task Force thus feels that the primary job ahead of us is not to reduce requirements, but rather to clarify them while increasing the ease with which students may pursue them.

With respect specifically to IUB, our recommendations are driven by two main concerns: First, the current requirements are not always clearly articulated or expressed on the College website, in the College Bulletin, or in course syllabi that are authorized to satisfy such requirements; and second, undergraduates appear to have only the vaguest sense for how the requirements relate to one another, satisfy the primary goals of a liberal arts education in general, or serve a significant contribution to the unique program of education of each student. To rectify these concerns the Task Force recommends a holistic and multi-pronged approach that includes revisions to the College descriptions and explanations of such requirements, greater use of academic advisors to help students negotiate the curriculum, the development of an alternate model that students can choose for organizing how they complete the BoI requirements, substitution of a new course called “Multidisciplinary Approaches (MAPP)” for the current CAPP requirement, and revisions to the Culture Studies requirements.

1.a. Revision of College Descriptions of Undergraduate Requirements

In taking account of why students have a vague and often confused understanding about college breadth requirements we met with academic advisors and studied both the College Bulletin and website. We were struck by how insufficient and clunky our presentation of self tends to be. The website in particular is text-heavy and includes unnecessarily complicated menus that are difficulty to navigate; these conditions are problematic in any event, but especially so for students who now rely more on handheld devices than desktop computers. Accordingly, we believe that a thorough overhaul of the web interface needs to take place. We understand that the College Communications and Marketing Office is currently in the process of revising the website in conjunction with a branding campaign designed to give the College an energetic and inviting public identity. We support these efforts with four particular recommendations.

1.a.i. First, we recommend that the College develop a simple but specific statement of rationale for the BoI requirements that anticipates three audiences: current students, prospective students, and parents. In particular, this statement needs to address students directly and to emphasize the synthetic potential of the liberal arts to cultivate the habits of mind essential to a meaningful life, how that synthesis works to enable the diversity of the College to enhance professional and vocational interests by placing them in a larger intellectual context, and the importance of linking a student’s professional

1 We would note that College advisors emphasized the fact that the campus-wide online course selection process unintentionally restricts students options. The Task Force thus recommends that whatever else we do to make student advising and enrollment more interactive, the conceptual framework governing online course selections needs to be reviewed and revised—both inside and outside of the College.
aspirations with a strong sense of social and cultural responsibility. We offer an example of how this statement might be expressed in three brief paragraphs:

Higher education should do more than train you for a career. It should also prepare you to lead a meaningful life of purpose, creativity, service and leadership in a dynamic and constantly evolving world. The College of Arts and Sciences is here to provide you with the intellectual tools, habits of mind, and specialized knowledge essential to engage with that world effectively, flexibly, and responsibly, both now and throughout your long life.

The Breadth of Inquiry requirements push beyond minimal campus wide General Education requirements to enable you to explore and compare the modes of thinking found in all of the major fields of human inquiry—mathematics and natural sciences, social sciences and history, and the arts and humanities—in a comprehensive and organized fashion. To help place your individual course of study and aspirations within a coherent frame of reference, the College has organized its wide spectrum of course offerings in relationship to five broad but nevertheless central challenges of the 21st century: power and privilege, health and sustenance, communication and meaning, continuity and change, and nature and society. By examining one or more of these challenges from various intellectual and critical perspectives, you will develop a multi-dimensional capacity to approach complex issues with depth, agility, and imagination. With this broad, multi-disciplinary education, you will build your capacity to think logically, question critically, communicate clearly, act creatively, and live ethically.

Vested in a range of intellectual skills, equipped with historical understanding, and sensitive to global and local contexts, you will graduate from the College of Arts and Sciences with capabilities that will deepen and grow over time, serving you well in your chosen career and beyond.

1.a.ii. Second, we recommend replacement of the current “suitcase” graphic used on the College website to describe undergraduate requirements with a simple interactive graphic that will help students both understand and negotiate multiple pathways through the BoI requirements. This dynamic graphic should build from the existing audit summary and would display to students the requirements already completed, those that they need to fulfill, and the potential pathways for completing their requirements with links to qualifying courses.

It is beyond the scope (and expertise) of the Task Force to design such an interactive graphic, but we do have two suggestions for guiding its development. First, this graphic should not serve only as an illustration of the principles of the College’s BoI requirements, but it should also function as an instrument for guiding a student’s selection of campus-wide General Education requirements and for laying out connections among the required courses that make up a particular student’s curriculum, as well as connecting and interacting with majors, minors, and certificates that the student might
pursue. If the instrument could be designed to take into account a student’s co-curricular activities and how they complement and interact with their academic, all the better. Indeed, we imagine a software tool that we have dubbed “My I.U.,” that would ultimately be a visual representation of the complete, individualized educational experience of the student that could then be customized to highlight certain educational experiences, achievements, and degrees that would serve as something of a portfolio students could make available to parents, friends, and potential employers. Consistent with the College’s recent commitment to frame and follow a student’s experiences from recruitment through to alumni status and beyond, one can imagine how such a tool could incorporate subsequent life-long learning experiences as an extension of one’s liberal arts education.

Second, we recommend that the College settle on a single, particular metaphor to animate this graphic and to characterize the process of moving through a liberal arts education. And more, whatever metaphor is chosen (e.g., charting pathways, mapping routes, weaving quilts, building structures, etc.), it should underscore a motif of *integrative thinking* as the guiding principle in imagining how one might move through the curriculum.

1.a.iii. Third, we recommend the College develop the website so as to help students, parents, and other constituencies understand how the integrative model of a liberal arts education prepares individuals to deal with the challenges that they will face across their lives as both citizens and professionals in a dynamic and changing world. It is becoming something of a cliché that students entering college today face a world in which they are likely to change careers four or five times across the span of their life and that many of the jobs that they will occupy have yet to be conceptualized. There is, thus, no way that one can reasonably train for the specific career that he or she will face five and ten years down the road. And truthfully, careers are really the least of it, for the world at-large is changing at such an astonishing pace that today’s students need to be prepared to address a range of problems and challenges that are unimaginable. It is the synthetic skills and habits of mind central to a liberal arts education that put individuals in the best position to adapt and prosper in such a world, and one of the central challenges that the College faces is to communicate the power and effectiveness of such a training platform to students and their parents. We thus urge the College to develop a portion of the website designed to emphasize the value of a liberal arts education by introducing a diverse array of individuals whose lives and careers have been made meaningful and successful by virtue of the breadth of knowledge and understanding made available in a liberal arts education. We believe that the best model for such a website would include short videos of individuals—ranging from recent graduates to distinguished alumni—discussing the relationship between their broad education and their life experiences.

We offer the following language as one way of introducing students and parents to such lifetime accounts:

In this pragmatic and highly technical era, career goals and economic stresses increasingly call into question the value of a liberal arts education. What many
parents and prospective students do not realize is that nearly a third of all Fortune 500 CEOs have liberal arts degrees. Training in the liberal arts prepares students to meet the challenges and seize the opportunities of a constantly changing world where interacting with other peoples of diverse cultures, religions, and styles of communication has become the norm. Employers prize the creative, communicative and problem-solving skills traditionally associated with a liberal arts education as the most valuable attributes of new hires. In any endeavor, the ability to see the big picture, to synthesize data, and to think through multiple analytical perspectives is a necessary complement to the focused expertise that students will develop in their majors and minors. Regardless of one’s major, then, courses in the social sciences, with their emphasis on the contexts of time, place, and society, provide students with essential perspectives on a host of contemporary challenges. The study of literature, historic texts, languages, and the arts helps to sharpen a student’s capacity to empathize with and evaluate situations and to imagine solutions to problems, both new and old. Courses in mathematics and the sciences help students to understand the connections and principles that underlie the physical and natural world. This interplay underscores the competitive edge that defines a liberal arts education—its commitment to critical thinking—and serves as the cornerstone of the College of Arts and Sciences. The individuals you are about to meet have all followed their own pathways through life and career, but in each instance their journeys have been made more productive and enriching—more meaningful—by virtue of the breadth of knowledge and the habits of mind forged by their liberal arts education.

1.b *Require College undergraduates to meet with their academic advisors prior to enrollment each semester.*

The advantages of a College education depend upon students recognizing the breadth of possibilities available to them and the ability to find ways to take advantage of them in timely and creative ways. The College survey of undergraduates makes it clear that students don’t always fully understand College CASE requirements, regularly confusing them with the more minimal, campus-wide General Education requirements, and that the planning of their individual curriculum can often be haphazard, making it difficult for them to take advantage of the opportunities available to them. We believe that part of the problem is that many undergraduates do not meet with their academic advisors until very late in their education and that earlier and more regular consultations would prove to be an important supplement to any revisions we make in how the curriculum is described or presented. Accordingly, we recommend that all College undergraduates be required to meet with their academic advisors prior to enrollment each semester. This will of course place added pressure on academic advisors and may well require adding additional advisors to meet increased demands, but we believe that this requirement will reap significant advantages in helping students to appreciate and to negotiate CASE requirements (and, as we will note below, to take fuller advantage of available minors and certificates).
1.c Institute a thematic model of 21st-century Challenges for completing the CASE BoI requirements.

College undergraduates are currently required to take four courses each in the arts and humanities, social and historical studies, and natural and mathematical sciences. The Task Force remains committed to the importance of this requirement to a liberal arts education, but we are concerned that students seem generally unable to articulate its value to their education or to explain how taking courses across the broad array of approaches to human knowledge and understanding encourages a fuller understanding of a particular problem or issue. To rectify this situation we recommend that students should be provided with the option of a thematic model of 21st-century Challenges for organizing how they might complete and satisfy the BoI requirements that is designed to focus their selection of courses and to help them to understand the ways in which different modes of inquiry might address a common problem or concern.2

The five Challenges we propose were selected with several criteria in mind: (1) to draw from the current strengths of the College, both with respect to research and pedagogy; (2) to reflect all aspects of the BoI curriculum, though we recognize that each challenge may do that to different degrees and in different ways; (3) to promote challenges that are recognizably contemporary while inviting historical considerations as well, and (4) to emphasize the principles of complementarity and contrast, hence each of the challenges employs a conjunction designed to encourage students to think in terms that are both expansive and focused, as much in terms of difficulties and lingering questions as answers and satisfactions. In each case we have identified a sampling of the pathways that one might follow for each challenge. The pathways we provide are for illustrative purposes only, and it is our recommendation that faculty committees of experts in each of the main challenges be commissioned by CUE to develop more specific pathways that cover a systematic and fuller range of possibilities and to calibrate the challenges with specific courses approved for CASE BoI designation.

What follows here is how we imagine the presentation of the opportunity for students to satisfy their BoI requirements by organizing their courses according to one or another 21st-century Challenge. We do not provide a detailed listing of courses for each challenge, though in Appendix 2 we offer a proof of concept by identifying a select number of courses that would satisfy Challenge #2, Health and Sustenance. In reviewing this list please note that it is not intended to be exhaustive of all courses that might satisfy the Challenge.

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2 When asked to choose between pre-defined clusters of courses based on common themes to complete CASE requirements or the flexibility to pick and choose, 75% opted for flexibility. There is nothing strange about this outcome as “flexibility” is generally considered a more attractive option than one that would appear to include fewer choices. Of course, the model we propose here is not without choices and is intended to allow for flexibility in how the particular “Challenges” are operationalized. That said, we are not recommending that students be required to follow the model we are proposing here, though we do recommend that the College website be designed to encourage them to do so by elaborating on the advantages of such an approach and that advisors be instructed to alert students to the value of working within this structure.
The five themes below lay out fundamental challenges of the 21st century. Each challenge brings together a set of courses that enables you to fulfill your CASE Breadth of Inquiry (BoI) requirements in a coherent, multi-dimensional study of a vitally important issue. Pursuing one or more of these challenges is not required and students who prefer to sample courses from across the curriculum to satisfy their own curiosity are free to do so. That said, we believe that engaging one or another of these challenges offers a powerful tool for developing a focused, personal pathway through the College’s BoI requirements and will help you to understand the integrative possibilities enabled by a liberal arts education.

*Power and Privilege:* Who has power and privilege and who does not is a fundamental question in all societies. The dynamics of inclusion and exclusion and changing definitions of citizenship, belonging, and identity have deep roots and profound impacts. Courses in this category will focus both on how power is created and maintained, and how it is contested and dismantled.

1. Authority and Mechanisms of Privilege
2. Critique and Disruption of Power Structures
3. Symbolic and Material Power
4. Inclusion and Exclusion

*Health and Sustenance:* Life and well-being are of fundamental concern to all communities and endeavors. Our ongoing challenge is thus to understand the dynamic relations that shape our access to and experiences of food, nutrition, death, disease, wellness, and wholeness. The courses in this category examine how societies, groups, and individuals are sustained (or not), in contexts that are contemporary and historical, as well as local and global, and material and spiritual.

1. Morality and Morbidity
2. Food and Famine
3. Economies of Health and Healing
4. Body and Spirit

*Communication and Meaning:* Understanding the principles and possibilities of communication is key to success in any social, cultural, political, or economic endeavor. Communication may operate through a wide array of media ranging from the written and spoken word, to analog and digital technologies, to computer and biochemical coding, and much more as well. Courses in this category will explore the full range of communicative practices from interpersonal interaction to mass communication and its implication for the production and circulation of meaning and interpretation, the history of various expressive traditions, and the problems of communicating across cultural, linguistic, and physical boundaries.

1. Communication Across Cultures
2. Systems and Networks of Communication and Meaning
3. Modes of Persuasion/meaning Making
4. Material and Expression

**Continuity and Change:** Constant interactions between stability and dynamism have shaped human history and contemporary life. To fully understand how species, societies, structures, and relationships persist, evolve, or cease to exist, we must also grapple with the complexities and tensions between what changes and what stays the same. Courses in this category will focus on understanding this interplay in biological, cultural, economic, environmental, historical, political, and social processes.

1. Adaptation and Extinction
2. Responsibilities and Resources
3. Families, Relationships, Children
4. States, Institutions, Organizations
5. Local and Global; Temporal and Spatial

**Nature and Society:** Interactions between nature and society raise some of the most urgent issues of the 21st century. How do humans damage, reshape, and co-exist with our environment and non-human inhabitants? Courses in this category focus on natural mechanisms and processes, but also expand beyond the curtain of scientific discovery and demonstration to address the societal influences on and ethical questions raised by scientific progress, technological development, and other human practices that impact the environment and our interactions with the non-human world.

1. Human/environment Interactions
2. Understanding the Natural World
3. Human/Non-human Animal Relations
4. Science and Society

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The focus of attention here has been in demonstrating an alternate model of organization that would allow students to complete their BoI requirements in the context of a series of thematic, 21st-century challenges. The Task Force believes that this structure might also be organized so as to accommodate other CASE requirements as well, including the Public Oral Communication requirement, the new MAPP requirement recommended below, and the Culture Studies requirements.

Finally, the Task Force underscores its belief that the success of this initiative requires significant communication with and input from the College faculty. In particular, it will require drawing upon faculty expertise to develop, refine, and clarify the range and possibilities of the topical challenges that this Task Force has identified and to calibrate them to specific course lists. It is also important that newly hired faculty understand the College's pedagogical commitment to the Breadth of Inquiry and that new and old faculty be provided resources to assist in the development of courses that meet the demands of multi-disciplinary engagement and move beyond the simple boundaries of their own disciplines. Indeed, we believe it is reasonable to expect faculty who teach courses with CASE designations to identify learning outcomes consistent with the
College mission, as well as with the potential and problems of multi-disciplinary thinking in any such course, and we recommend making this a requirement for all such courses.

1.d. Substitute a team-taught “Multidisciplinary Approaches” (MAPP) course for the current CAPP requirement.

The CAPP requirement was instituted in 2011 as a revision of the earlier Topics requirement. The goal of the CAPP requirement was to introduce first and second year students to themes and methods defined by broad approaches to knowledge and understanding (e.g., arts and humanities, social and historical studies, and natural and mathematical sciences) and with attention to developing a student’s critical sensibilities while working with various sources and kinds of information, and emphasizing sound research and writing practices. More specifically, it was assumed that CAPP courses would explore subjects that fall outside the purview of a particular department and that would focus on “real life” problems through multi- and interdisciplinary perspectives.

In reviewing this requirement the Task Force arrived at several conclusions: (1) the current description of the requirement on the College website is vague and it does not provide students with a clear and compelling rationale for the course; (2) the courses currently approved for the requirement are too often discipline-specific in focus and do not develop inter- and multi-disciplinary perspectives in a way that emphasizes the value of a liberal arts education; and (3) students regularly express their befuddlement at the purposes and goals of the requirement. Additionally, students too often wait until their senior year to satisfy the CAPP requirement and rail against being required to complete a 100-level requirement; faculty regularly report that such students can be disruptive to the culture of their class.

The Task Force believes that the CAPP requirement as originally conceptualized is an important and vital part of a liberal arts education, particularly to the extent that it actively guides students in apprehending the value of engaging problems and issues from a variety of broad approaches of knowledge and understanding. Put differently, the Task Force is resolute in the belief that regardless of a student’s primary disciplinary interests they need a firm grounding in the different and sometimes competing approaches to knowledge and understanding animated by the arts and humanities, social and historical studies, and natural and mathematical sciences. The BoI requirement helps students to engage with each of these approaches, but we believe that students need more than this to help them to think through the relationships between and among them in a more focused, grounded, and critical way.

To accomplish this goal we recommend substituting a team-taught “Multidisciplinary Approaches” (MAPP) requirement for the current CAPP requirement. MAPP courses will be taught by a team of three faculty members, one each from the arts and humanities, social and historical studies, and natural and mathematical sciences who will work together to provide an integrative, multi-disciplinary educational experience for their students. Each MAPP course will consist of three simultaneously scheduled sections,
with each section capped at either 60 or 120 students. One section will be designated the A&H section, one section will be designated the S&H section, and one section will be designated the N&M section. During the first eight weeks of the semester students will be introduced to approaches to the common problem of the course from the perspective of the section in which they are enrolled, i.e., A&H, S&H, N&M. A portion of the first eight weeks of instruction will include a serious and sustained discussion of the multidisciplinary aspects of the course and the importance of such an approach to a liberal arts education. The Task Force believes that such a discussion in the class is central to establishing its importance as a requirement that helps students to understand the value of a liberal arts education. During weeks 9-11 the faculty will rotate to one of the other sections where they will provide students with three weeks of instruction on the theme or topic from the perspective that they represent. During weeks 12-14 the faculty will rotate a second time. During the last week faculty members will return to their original section and focus the attention of discussion on how the three distinct approaches to knowledge and understanding complement and/or complicate one another, providing a broader, more complex and thoughtful engagement with the problem or theme. Students would then be required to take a final examination in which they would be asked to draw connections to and from the various perspectives and to reflect critically on the ways in which the three approaches complement, contradict, and otherwise complicate one another and our knowledge and understanding of the issue at hand. Faculty would be encouraged (but not required) to connect MAPP courses with the 21st-century Challenges used to organize the CASE BoI requirements.

Developing MAPP courses will require a significant amount of faculty interaction and course development in order to be successful, and the College will have to provide the resources necessary to make this possible. The Task Force recommends that the College seriously consider piloting one or two versions of MAPP courses in AY 2016 prior to full implementation of the new requirement in the Fall of 2017. In any case, it will be necessary to appoint an administrative director for MAPP courses to help in recruiting faculty, coordinating the development of these courses, and to work with the office of enrollment management in handling matters related to scheduling. This director could also be responsible for coordinating College-wide minors and certificates as discussed below (see 2(d)).

In addition, we recommend that the new MAPP requirement be instituted as a 200-level course so as to (a) allow it to be eligible for campus-wide GenEd designation, and (b) signal to students that MAPP courses are considered to be more advanced than the current 100-level CAPP course. As with the prior CAPP requirement, the new MAPP requirement must be completed in the College of Arts and Sciences and while in-residence on the IUB campus.

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3 As with the current arrangement for teaching CAPP courses each MAPP section would be assigned one or two Associate Instructors as consistent with current College rules.  
4 Students registered in the A&H section will receive A&H CASE credit for the course, students registered in the S&H section will receive S&H CASE credit for the course, and students registered in the N&M section will receive N&M CASE credit for the course.
1.e. **Review and revise the College Culture Studies Requirements.**

The College currently requires BA students to complete two Culture Studies requirements, one that focuses on Diversity in the U.S. (DUS) and one that focuses on Global Civilizations and Cultures (GCC). The Task Force reviewed both of these requirements, attending to how they are represented on the website and in the *Bulletin*, how they are represented in the list of courses that carry DUS or GCC designations, how course syllabi operationalize the requirements, and how students understand the requirements as part of their liberal arts education. The Task Force believes that both of these requirements are absolutely essential to preparing students to be productive and engaged professionals and citizens in the 21st century and thus are a vital component of a liberal arts education. As we note below, however, each of these requirements warrants both revision and more systematic and regular review than has previously been instituted.

1.e.i. We recommend revision of the Culture Studies DUS requirement to place emphasis on the actual topic of “diversity.” The Task Force is resolute in its belief that consideration of the *problems and possibilities* that diversity poses for the United States is something with which every student needs to engage; indeed, we are so convinced of the importance of this requirement that we believe that it not only needs to be sustained, but that it needs to be strengthened. The current requirement puts students in contact with different and diverse cultural experiences, and this is all to the good, but we are concerned that in general the courses that have been designated to meet this requirement do not clearly reflect on the specific implications of diversity for life in a pluralistic, liberal-democratic society. Accordingly, we propose that the goal for the DUS requirement clearly emphasize the ways in which diversity—whether racial, ethnic, gendered, cultural, economic, and so on—complicates and enables life in a liberal-democratic society. In requiring courses that specifically satisfy the demands of careful reflection on “diversity” as a social, political, economic, or cultural issue we do not mean to limit the specific ways in which this goal is achieved. Indeed, we hope to encourage a range of such approaches. That said, we also recommend that course syllabi be required to specify particular learning outcomes that satisfy this goal and that successful completion of the course requires students to develop a vocabulary for productively thinking about and engaging the problems and possibilities that diversity poses for the United States in the contemporary world.

We further recommend that no current DUS-designated courses be grandfathered into the new requirement, and that all courses for inclusion be reviewed by a subcommittee of the College Undergraduate Committee (CUE) supplemented with additional faculty members as needed and appropriate. Additionally, we also recommend that students be required to complete the DUS requirement with a College course on the IUB campus.

1.e.ii. We recommend revision of the Culture Studies GCC requirement to underscore the relational dimensions of cultural study. The Task Force is no less resolute in its conclusion that students have at least one sustained introduction to the distinctive worldview, institutions, and patterns of organization of a non-U.S. civilization or culture.
We believe that the current Bulletin description of this requirement points in the right directions, but that particular emphases need to be underscored. In particular, it is important that courses that meet this requirement attend to the relational complexities of cultural forms and ideologies, institutional arrangements, etc., whether studying a single culture and/or civilization or taking a comparative approach that examines cultures and civilizations across time and space. So, a course might focus on the art, religion, literature, political and philosophical traditions, social behavior and institutions, etc. of a particular culture or civilization, but it would fulfill GCC requirement only if it devoted a substantial amount of time to the relationship(s) between that specific aspect and the culture more generally. Alternately, a course might have a broad conceptual focus within a narrow geographical and temporal setting (such as the intellectual and aesthetic traditions of Russia under reign of Catherine the Great) or a narrow conceptual focus across a broad geographical or temporal setting (such as adulthood initiation rights across multiple cultures). In either case we recommend that the learning outcomes for such courses emphasize the relational qualities of cultures and civilizations and include developing a vocabulary of topics, tropes, narratives and strategies for thinking about and engaging different cultures and civilizations on a global scale.

The Task Force also recommends that the current list of 625 GCC courses (nearly 25% of which have not been taught in the past four years) be culled through a recertification process conducted by a subcommittee of CUE supplemented with additional faculty as needed and appropriate. No current GCC-designated courses will be grandfathered in to this requirement; to be retained courses will need to satisfy the emphasis and learning outcomes identified above. It is also recommended that students be required to complete the GCC requirement with a College course on the IUB campus.

1.f. Institute a System of Regular Review and Revision of CASE Requirements

The Task Force recommends that CUE be assigned the task of developing a regular system of review and revision of all CASE requirements, making recommendations to the general faculty of the College when appropriate. As part of this process we recommend that the BoI “Challenges” be reviewed every five years and revised or replaced as is appropriate. Additionally, we recommend that CUE should review and recertify every course eligible to satisfy CASE BoI and Cultural Studies requirements on a regular and rotating basis. While CUE is the appropriate agent for such review and revision we recommend that it develop faculty subcommittees to assist in the process—both as a way of dividing labor and as a means of ensuring strong and sustained faculty understanding of and involvement in the undergraduate curriculum.

2. The College Should Develop a program of College-wide Minors and Certificates.

The Task Force was asked to consider the possibility of instituting College-wide minors and certificates that would (i) allow College undergraduates to employ CASE requirements to certify student acquisition of a defined set of foundational skills and
habits of mind, and (ii) that would be attractive to students in schools outside of the College. Our recommendation is that the College move forward to develop a program of College-wide minors and certificates and we offer several recommendations below for how the College might proceed to do so. That said, the Task Force was ambivalent about this recommendation and wants to underscore a number of challenges that must first be addressed if the program is to meet with success; these challenges are also outlined below.

Minors and certificates are typically offered by specific departments or programs and are designed to provide students with the opportunity to explore topics or develop marketable competencies with some degree of depth and sophistication without actually majoring in a particular discipline. College-wide minors and certificates, by definition, would point to materials that transcend the expertise of any given department or program and would help to introduce students to academic or professional pursuits that bridge disciplines. Two highly successful examples of this approach are PACE (Public and Civic Engagement) and LAMP (Liberal Arts and Management Program). Both are selective, interdisciplinary programs that provide students with particular pathways to complete CASE requirements while underscoring the interdisciplinary connections between and amongst bodies of knowledge and understanding.

Our review of the minors and certificates completed in the College between 2009 and 2014 indicates that students are not taking as full advantage of opportunities for minors and certificates as they might. At least part of the problem here was made clear in our interviews with advisors from across the campus and the deans, associate deans and undergraduate directors of a wide array of campus schools. First, College advisors pointed out that while students like the idea of multiple credentials, they typically don’t recognize how to fit them into their schedules so as to graduate in four years. This problem is exacerbated by the fact that many undergraduates do not meet with their College advisors until late in their academic career, and thus close off opportunities to identify and bundle current and future work into minors and certificates. Second, the deans and other administrators from outside the College indicated that it was often simply difficult for students to squeeze minors and certificates into already tightly packed programs of study (e.g., Kelley students are restricted to 12 discretionary hours, SPEA already offers numerous minors for students) and some did not see College-wide minors and certificates as a likely option for their students.

A third reason why students might not be taking full advantage of current opportunities for minors and certificates is that they do not perceive existing offerings as particularly compelling or relevant to their professional goals. While a broad range and number of minors and certificates are offered within the College, we found that only a small number of them attract students from outside the College. For example, the top two minors for outside majors were Psychological and Brain Sciences and Spanish, which together accounted for nearly half of all minors pursued by non-College majors; the most popular certificate was Business Foundations, which accounted for close to a quarter of all certificates pursued by non-College majors.
It also became apparent in our interviews that decisions about what College-wide minors and certificates to offer must be made in conversation with particular faculty—both within the College and without. For example, one suggestion from Dean Singell’s original proposal was that there be a Liberal Arts Preparation for Law minor and certificate. This made some sense to the members of the Task Force, but representatives from the Law School informed us that this would not be attractive to them and would not help students in the Law School admission process. At the same time, meetings with representatives from different units helped to identify unanticipated possibilities. For example, the School of Education indicated that their students would be interested in minors such as American Sign Language for educators, Second Language Acquisition, Environmental Sciences, LGBT issues in education, and possibly incorporating a Neuroscience track into their current Counseling minor. As another example, Informatics thought that their students would be interested in incorporating more College courses into their required 15-18 credit hour cognates, perhaps as minors in disciplines including Chemistry and Linguistics; they thought that their students would be especially interested in an actuarial certificate that would be a combination of courses in Computer Science, Economics, and Mathematics.

A final challenge that became clear to the Task Force is that the terms “minors” and “certificates” are not applied consistently across the campus and are often confused with related terms that have come into vogue, such as “concentrations,” “specializations,” “tracks,” “clusters,” “cognates.” A common misconception about certificates, in particular, is that they are a set of professionally oriented courses in an applied area of focus, as in the “certification” or “licensure” required in some professional fields. There is also no consistency in the requirements for minors and certificates across campus, oftentimes making it difficult or undesirable for students from other units to take College minors and certificates. Adding a new set of terms such as “College-wide minors” or “College-wide certificates” without further clarification risks increasing the confusion.

To address these challenges and to move forward towards the development of a program of College-wide minors and certificates the Task Force makes the following recommendations:

2.a. The College should standardize the definitions and requirements for minors and certificates in the College.

The College should implement standard definitions and terminology for all transcripted minors and certificates as a way of reducing ambiguity and alleviating confusion among students, faculty, and advisors. Minors should be seen as demonstrating that a student has developed a depth of knowledge in a particular subject area or breadth of knowledge across several disciplines. Following current College rules, a minor requires at least 15 hours of coursework, with at least 9 credit hours at the 300-400 level, at least 9 credit hours completed in residence, and minimum competency (a C-in all courses and an overall 2.0 GPA in the minor). There is currently no cap on the number of courses that may be required for a minor and we recommend that a 20 hour cap be instituted for all minors as a measure of distinction between minors and certificates.
Certificates should be seen as providing a greater amount of both depth and breadth than a minor, and should be focused on embodying a particular set of intellectual skills. Such skills might be geared to increasing marketability for career possibilities and/or to enhance applications to professional and graduate school (e.g., Certificate in Social Research and Medicine) or it may be more thematically-based and cross traditional boundaries (e.g., Certificate in Human Biology). They can also be constructed as enhancements to existing degree programs (e.g., Certificate in Neuroscience) or as stand-alone programs not aligned with a particular department (e.g., PACE and LAMP). In any case, certificates may be between 21 and 30 credit hours of course work, and like minors, require at least 9 credit hours at the 300-400 level, at least 9 credit hours completed “in residence,” and minimum competency (a C-in all courses and an overall 2.0 GPA in the certificate). The Task Force recommends that the “in residence” requirement for College certificates be raised from 9 to 12 credit hours.

2.b. The College should compile complete and comprehensive information about College minors and certificates already available and make this information more accessible to students, faculty, and advisors.

While the Task Force supports the development of new, College-wide minors and certificates we believe that moving forward requires compiling a more comprehensive data base of current minors and certificates so as to avoid both unnecessary duplication of efforts and putting the College in unnecessary competition with its own departments and programs which already offer a wide array of such opportunities. We were struck in our investigation by the fact that there is no systematic inventory of such opportunities, a fact underscored by College advisors who indicated that this might be one of the reasons why some undergraduates forgo pursuing minors and certificates until it is too late to complete them. Creating such a data-base and making it easily available to all relevant constituencies via the College website (i.e., the interactive graphical interface discussed above in 1.a.ii) and the on-line Bulletin would be to everyone’s benefit. This data-base should be searchable by topic, keywords, department, and individual classes.

In this context, we recommend that all academic units be required to provide the College with a list of 4-6 keyword descriptors for each minor or certificate that will help prospective students to identify them in an on-line search. Further, we recommend that the College create a website that would facilitate the work of advisors and make it possible for students to identify relevant minors and certificates via simple keyword searches.

2.c. The College should initiate conversations with students and faculty to identify appropriate College-wide minors and certificates.

Developing minors and certificates that no one wants or needs would of course be a waste of everyone’s time. It is thus important that minors and certificates represent the needs and interests of students, external constituencies (whether other schools on campus and/or employers), and the faculty. The recent College survey of undergraduates was not...
especially helpful in this regard. It did indicate that 73% of the students surveyed were “somewhat interested” (45%) or “very interested” (28%) in completing professional and skill-based minors and certificates, but there is no specific information as to what those minors and certificates should be.

To rectify this situation we believe that the College should first initiate focus group interviews with undergraduates to find out what kinds of professional and skills-based minors and certificates they would like to see and would be willing to complete. We believe that the pool for such focus groups should include current students across the spectrum, but it should also include recently graduated alumni (within the last five years) to get a clear sense of what would be considered most valuable from the perspective of someone who has had to negotiate the world outside of the Sample Gates of IUB.

Of course, College-wide minors and certificates should not only be designed to address professional and/or skills-based competencies, but to help students to complete CASE requirements in an organized fashion and/or to explore multi-disciplinary problems and issues. Two possibilities that the Task Force considered are a college-wide minor and certificate in “Leadership” (Appendix 3) and a College-wide certificate in “Scientific Communication” (Appendix 4). For such a program of College-wide minors and certificates to flourish, however, it will require significant faculty participation in the identification and implementation of such degree options. To that end, we recommend that the College call for proposals from all faculty and across all departments that would initiate new inter- and multi-disciplinary minors and certificates specifically incorporating multiple CASE requirements.

2.d. The College needs to create an administrative infrastructure for College-wide minors and certificates.

The Task Force is convinced that minors and certificates are an important component of a liberal arts education in general and that in particular the potential for College-wide minors and certificates to meet a multiplicity of needs is something that should be pursued. Meeting these needs will require an administrative infrastructure to work at creating and maintaining a general catalog of minors and certificates for the College, as well as working with the faculty to identify and operationalize appropriate College-wide minors and certificates, to help in coordinating the relationships between collaborating units, to work with departments and programs in scheduling courses, to work with appropriate faculty groups (like CUE) to review and revise College-wide minors and certificates at regular and appropriate times, and a myriad of other bureaucratic tasks. We believe that these tasks could be assigned to and coordinated with the proposal for a Director of the MAPP requirement recommended above (see 1.d).
3. The College Should Promote High-Impact Educational Practices.

A liberal arts education is designed, first and foremost, to help students learn how to learn. Accordingly, it is important that students be introduced to a wide array of pedagogical strategies and approaches. Recent studies indicate that students learn best when they are involved with what have become known as “high-impact practices” (HIPs). HIPs require and enable students to become more actively involved in their education than is typical of the traditional lecture and discussion model of instruction. This is not to argue that lectures and discussions are inadequate pedagogical models, but rather to suggest that students are best served when they encounter a variety of learning approaches which encourage them to be more proactive in their own education. Typical high-impact educational experience includes first-year seminars, learning communities, team-taught courses, intensive writing classes, collaborative learning assignments, simulations, undergraduate research, capstone experiences, internships, service learning opportunities, overseas studies, and so on. The value of such pedagogies is generally unquestioned, but there are problems with implementation.

The first problem is one of scale. Most HIPs are designed for smaller classes and thus necessitate relatively low student-to-teacher ratios. While such HIPs can occasionally be implemented in larger classes, and this should be encouraged where it is warranted, they are not especially at home there. Additionally, such pedagogies often require greater investments of time, space, and money than is typical of more traditional learning strategies. This can be especially stressful for large public universities with sizeable student enrollments.

The second problem is one of faculty motivation, particularly at a research intensive institution where tenure track faculty are actively encouraged—if not in many instances specifically instructed—to prioritize research over teaching. The problem here is not solved by the oft-cited cliché that “good teaching and research require one another” or are co-equal in their importance. The Task Force does not disagree with such claims, but we also do not believe that the claim to importance translates effectively into a demonstration of value when it comes to matters such as tenure and promotion or merit pay increases. This condition is especially problematic for non-tenured, junior faculty, but it is not inconsequential for associate professors either and we believe that it serves as a strong impediment to the development of HIPs. We are also mindful of the fact that this condition is systemic, not College-specific, and requires a campus-wide discussion and solution.

The Task Force believes that the College should address these problems aggressively by actively promoting the development and institution of HIPs as a regular part of a faculty member’s teaching portfolio. To that end we make a number of specific recommendations.
3.a. The College should require all undergraduates to participate in three HIPs as a condition of graduation.

The College currently requires all undergraduates to take an intensive writing class. The Task Force has recommended that all undergraduates be required to take a MAPP course which incorporates team teaching. Accordingly, all undergraduates will already have completed two courses that feature HIPs. We are thus asking that each student be required to choose one additional HIP as a condition of earning the baccalaureate degree. We recommend that the list of HIPs eligible for this requirement include the following: one year participation in a College-sanctioned learning community (e.g., Collins, Global Village, Atkins, etc.), an undergraduate research project (this could include working closely with a faculty member on a research problem or an Honors Thesis, but it would not include independent studies that do not incorporate a research project as the primary purpose and assignment for the class), a capstone class, an unpaid internship, a service learning class, or a study abroad experience. Guidelines and best practices for how courses might employ such HIPs will have to be developed by an appropriate faculty committee in conjunction with CUE.

3.b. The College should promote the importance of teaching in all job announcements.

As noted above, one of the largest impediments to faculty participation in HIPs or other innovative pedagogies is the strong belief, supported by regular experiences, that teaching takes second place to research in hiring, tenure and promotion, and merit considerations. As noted above, this is a systemic problem that needs to be addressed at a campus-wide level. That said, the Task Force offers two specific recommendations for emphasizing the future of undergraduate education in the College. We would also note that our recommendations here elicited the most vigorous and heated discussion amongst the members of the Task Force and we move forward with these recommendations with the assumption that we are provoking a much needed College-wide discussion of how to value undergraduate teaching. Accordingly, we recommend first that all future job announcements require candidates to provide an undergraduate teaching philosophy as part of their application. We further recommend that the College require all job candidates to give undergraduate teaching demonstrations as part of their on-campus interviews. Such requirements would provide a strong signal to faculty, both current and future, that undergraduate teaching plays a vital role in the College of Arts and Sciences.

3.c. The College should annually identify five to seven HIP Teaching Fellows.

The College should incentivize faculty participation in innovative and high-impact teaching practices by identifying and acknowledging five to seven HIP Teaching Fellows each year. HIP Teaching Fellows should be acknowledged and celebrated by the College and they should be given ample resources to facilitate the development and incorporation of HIPs in their classes. These resources should include multiple course releases and/or

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5 The recent Board of Aeons report on Post-Graduate Success Through High-Impact Practices (April 15, 2015) recommends that all students on the IUB campus be required to participate in at least four HIPs, though they include in their list non-academic activities such as “Leading a Student Organization.”
research account supplements with the recommendation that a one-size-fits-all approach here does not meet the needs of all faculty. Fellows would be required to meet regularly over the course of the academic year in which they were appointed in a seminar format with their cohort of Fellows to identify and discuss the use of HIPs, to present their ideas for developing innovative classes, and to react to and discuss each other’s work. These seminars will be organized by the Associate Dean for Undergraduate Education in consultation with the Center for Innovative Teaching and Learning. Teaching Fellows would be expected to teach courses incorporating HIPs or other innovative pedagogies at least twice in a three year period following the end of their term as a HIP Fellow. While the incorporation of HIPs in all courses is potentially valuable and should be widely encouraged, we recommend that special attention be given to faculty who are interested in working in teams of two or three to develop multi-disciplinary HIPs, such as team-taught capstone courses (see below).

3.d. *The College should implement multidisciplinary Capstone Seminars.*

Many departments already include capstone courses designed to insure that students engage in a synthetic educational experience within their major area of study. Such courses are typically designed to allow students to demonstrate the most advanced and comprehensive learning outcomes for a particular major and regularly include major writing assignments, artistic performances or service projects that emphasize integrating the knowledge, understanding, and skills obtained in completion of the major. The College should encourage all departments to make capstone experiences a regular option for all of their majors. That said, the Task Force believes that the College is particularly well situated to promote multi-disciplinary capstone experiences that would underscore the breadth of knowledge and understanding made available in College courses.

Multi-disciplinary seminars would be taught by two faculty members from two different disciplines focusing on a problem or issue to be addressed from diverse disciplinary viewpoints. So, for example, one might imagine a Capstone Seminar on the problem of “AIDS” taught by a professor of English whose focus is on the ways in which AIDS is represented in fiction and other forms of public discourse and by a professor of Medical Sociology concerned with the demographics of AIDS and the ways in which various social and political institutions respond to it. These capstone seminars would share some similarities to the MAPP CASE requirement recommended by the Task Force, inasmuch as they feature multiple modes of inquiry, but they would be unique in that students will be working at an advanced level and with the task of performing original research to address a common problem or issue. Additionally, the seminars would be team taught with both faculty members in the classroom at all times. Thus students will not only be introduced to multiple disciplinary perspectives, but they will regularly and directly engage competing disciplinary approaches with experts in those areas.
3.e. The College should develop study abroad experiences that take advantage of IU Gateway Centers.

The 21st century is increasingly defined by international relations, intercultural interactions, and the global flow and migration of information and populations. There is perhaps no better way for students to prepare themselves as citizens of the world than by incorporating study abroad experiences into their education. Study abroad can of course be expensive and not all students can afford to spend a full semester or a full year abroad. The College should thus seek out opportunities for students to study abroad without taking on the full expense of the typical study abroad experience. The Task Force recommends that the College encourage the development of mini-courses that would include the use of IU Gateway Centers in Asia and Europe (and in the not too distant future in South America). These mini-courses should be three-week intensive educational experiences that build from and complement or extend a regular course that the student has already completed while in residence on the IUB campus. We can imagine some versions of these mini-courses being literal extensions of a class that has been completed by the students, while in other instances it might be that the mini-course brings together students from several different courses with an eye to grounding the international experience in a multi-disciplinary project of some sort. In any case, the courses would carry IU credit and students would be expected to complete serious academic assignments such as exams, papers, and oral presentations as is appropriate. The perfect time for such courses would be the month of May following the end of the spring semester, but some flexibility in scheduling should be allowed.

Final Thoughts

This Task Force commenced its work in the wake of calls made from both within and beyond Indiana University’s Sample Gates to explain what the College does, or more simply, what does a College education “mean.” The College of Arts and Sciences is the largest single academic unit on the Indiana University campus. It consists of two independent schools; more than sixty departments, programs, and centers; 800+ faculty; 90+ majors; and 10,000+ students. Assigning a single, simple meaning to such a broad, protean, and diverse community is nearly impossible. Unlike more focused vocational and professional programs of study that align a relatively narrow skill set with an immediate and discretely defined career path, the College’s offerings are necessarily diffuse, emphasizing skills, knowledge, and habits of mind that will serve a lifetime of professional and civic engagement. Consequently, while our broad spectrum of offerings is a concern for some and a confusion for others, the Task Force recognizes the scale and diversity of the College as distinctive strengths. Our goal here, then, has been to clarify and enhance those strengths.

Mounting evidence demonstrates ever more forcefully the cultural, intellectual, political, and—not least—professional advantages of a liberal arts education that underscores the importance of engaging with multiple ways of knowing and understanding. With this in mind, the ultimate goal of this Task Force has not been to reshape the College, but rather to enhance student access to the considerable opportunities that we make available and to
improve the interfaces between faculty, staff, and students. One component of this enhancement involves a comprehensive review and revision of the curricular information that we present to students and faculty alike, including web pages, graphics, advising procedures, and so on. Another component involves encouraging continuing innovation in our teaching practices, including revising some of our requirements to put our greatest strengths on display and emphasizing the important synthetic possibilities of multidisciplinary ways of knowing and understanding. A third component may ultimately involve new sets of minors and certificates. These recommended changes do not stand alone, but are closely intertwined, all serving in concert to advance the College’s longstanding mission: to enable students the best opportunity to experience the very best that a higher education has to offer: the opportunity to prepare for a meaningful life that does not reach its conclusion with graduation and the first job, but rather deepens and grows in the years to come.
Appendix 1

Task Force on 21st Century Liberal Arts Curriculum

Faculty

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Appendix 2

Select List of Courses for the 21st-Century Challenge on “Health and Sustenance”

The following list is a small sample of the courses that would support the 21st-Century Challenges listed under “Health and Sustenance.” All of the courses listed currently carry a CASE Breadth of Inquiry credit: A&H (11), S&H (16), and N&M (15).

- AAST-A 101 Introduction to Asian American Studies (S&H, DUS)
- AMST-A 150 Introduction to Native American and Indigenous Studies (S&H, GCC)
- AMST-A 202 U.S. Arts and Media (A&H)
- ANTH-A 221 Anthropology of Food (S&H)
- ANTH-E 260 Culture, Health and Illness (N&M)
- ANTH-B 340 Hormones and Human Behavior (N&M)
- ANTH-E 464 Body, Power, and Performance (A&H)
- BIOL-B 364 Ethnobotany (N&M)
- BIOT-T 312 Societal Issues in Biotechnology (N&M)
- CEUS-R 416 Religion and Power in Islamic Central Asia (S&H, GCC)
- CHEM-C 100 The World as Chemistry (N&M)
- CLAS-C 102 Roman Culture (A&H)
- CMCL-C 220 Performing Human/Nature: Defining Relationships With the Environment (A&H)
- EALC-E 160 The Daoist Body (A&H, GCC)
- FOLK-F 215 Health and Morbidity in Traditional Cultures (S&H)
- FOLK-E 496 African American Religious Music (A&H, DUS)
- GEOL-G 105 Earth: Our Habitable Planet (N&M)
- GEOG-G 208 Environment and Society (N&M)
- GEOG-G 369 The Geography of Food (S&H)
- GNDR-G 105 Sex, Gender and the Body (S&H)
- GNDR-G 215 Sex and Gender in Cross-Cultural Perspective (S&H, GCC)
- GNDR-G 310 Representation and the Body (A&H)
- HIST-H 213 The Black Death (S&H; GCC)
- HIST-A 230 American Pleasure: Leisure and Enjoyment in Modern U.S. History (S&H)
- HIST-A 393 American Sexual Histories: Salem Witch Craze to the Age of Viagra (S&H)
- HPSC-X 305 History and Philosophy of Medicine (N&M)
- HUBI-B 200 The intricate Human (N&M)
- HUBI-B 400 Complex Problems of Humanity (N&M)
- INTL-I 202 Global Health and Environment (S&H)
- PHIL-P 360 Introduction to Philosophy of Mind (A&H)
- PHYS-P 211 Global Energy Problems: Technological Options and Policy Choices (N&M)
- PSY-P 303 Health in Psychology (N&M)
- REL-A 326 Early Christian Monasticism (A&H, GCC)
- REL-A 355 The Right Belief: History of Orthodox Christianity (A&H, GCC)
- REL-C 401 Religion, Illness and Healing (S&H, DUS)
- REL-D 250 Religion, Ecology, and the Self (A&H)
- SOC-C 358 Social Issues in Health and Medicine (S&H)
- SOC-S 365 Social Foundations of Behavior: Applications for Health Settings (S&H)
- SPHS-S 444 Voice Physiology Across the Lifespan (N&M)
- STAT-S 303 Applied Statistical Methods for the Life Sciences (N&M)
- THTR-T 278 Applied Theatre (S&H)
Appendix 3

Sample Minor & Certificate in “Leadership”

“Leadership” is a topic that cuts across the divisional units of the College and is engaged by artists, humanists, social scientists, and scientists alike. It is also a matter of concern to many if not all students who, regardless of their particular educational goals or career aspirations, are being trained to serve as leaders in whatever social, political, or professional contexts that they might find themselves. Additionally, it is a primary concern of U.S. public culture and students are well-served by developing appropriate vocabularies for describing and evaluating the leadership abilities and practices of those around them. A College-wide minor or certificate in leadership would thus serve the interests of a liberal arts education in general, providing students with a multi-disciplinary path through CASE BoI requirements, while also allowing students to certify their study of an important body of transferable knowledge and skills.

A College-wide minor in Leadership would consist of at least 5 classes (15 credit hours) in the following categories:

1. Historic Leaders
2. Contemporary Leaders
3. Leadership Theory
4. Applied Leadership
5. At least one elective in Leadership

A College-wide certificate in Leadership would consist of at least 7 classes (21 credit hours) including:

1. Historic Leaders
2. Contemporary Leaders
3. Leadership Theory
4. Applied Leadership
5. At least two electives in Leadership
6. Capstone in Leadership.

Many of the courses needed to satisfy such a minor or certificate already exist, though clearly a number of new courses would be required. We do not see this as an impediment to such a minor or certificate, but rather a way of getting faculty actively involved in working with colleagues across units and contributing to goals that exceed their disciplinary interest and concerns.
Appendix 4

Sample Minor and Certificate in “Scientific Communication”

Many students are interested in the study of science. Some, of course, will go on to careers that incorporate post-graduate study in one or another science as medical doctors and/or PhD.’s. Many others will pursue careers in science or science-related fields without advanced training. In either case, students interested in the sciences need to develop basic skills required for researching, analyzing and communicating science-related topics to both peers and a broader public. Contemporary issues with important ethical, political and economic implications might include attempts to understand the human brain and mind; treatments for mental illness; genetic engineering of humans and other organisms, global warming and other environmental issues; the development and use of robotics, including drones, cyber-surveillance and other military technologies, and the list goes on. Whether working in pure or applied sciences, including the social sciences and fields related to engineering, technology, and medicine, or pursuing careers in science journalism or science communication for corporate, governmental and non-profit organizations, those interested in science would be well-served to develop their skills and capacity for communicating about matters relating to science and technology. A minor or certificate in “Scientific Communication” would allow students to satisfy CASE BoI requirements at the same time that they develop an important skill.\(^6\)

Current College courses that would support a minor or certificate in Scientific Communication are already available and listed below, while others could be developed in consultation with appropriate and interested faculty.

- BIOL-L 369 Heredity, Evolution, and Society *CASE N&M*
- BIOL-L 322 Writing Workshop in Biology *CASE N&M, CASE IW*
- BIOT-T 322 Biotechnology Writing and Communication *CASE N&M, CASE IW*
- CHEM-G 207 Chemical Scholarship and Presentation (1 cr.)
- CHEM-G 209 Ethics in Science (1 cr.)
- COLL-P 155 Public Oral Communication (w/special section dedicated to Issues in Science)
- CMLT-C 349 Literature and Science *CASE A&H*
- ENG-W 231 Professional Writing Skills
- ENG-W 321 Advanced Technical Writing
- HPSC-X 200 Scientific Reasoning *CASE N&M*
- HPSC-X 253 Inductive Reasoning (3 cr.) *CASE N&M*
- HPSC-X 394 Structure and Methods of the Life Sciences *CASE A&H*
- HPSC-X 226 Issues in Science: Natural and Mathematical *CASE N&M*
- JOUR-C 327 Writing for Publication *
- PHIL-P 105 Thinking and Reasoning *CASE A&H*
- STAT-S 201 Networks 2.0: Quantitative Literacy *CASE N&M*
- STAT-S 303 Applied Statistical Methods for the Life Sciences *CASE N&M*

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\(^6\) This description draws heavily upon a course of study available at the Steven’s Institute of Technology website.