

Date: October 9, 2015
To: Faculty Senate
From: Bob Soltis, Faculty Senate President
Re: Supporting materials, October 2015 Faculty Senate Meeting

At the October Faculty Senate meeting, we will begin a discussion on a decision-making process and timeline for potential revision of the Drake Curriculum. The following are potential motions that the Faculty Senate Executive Committee discussed and would now like to engage with the full Faculty Senate. The intent is to generate discussion and get a sense of how to proceed with a potential revision.

Please take the time to review this document and the attached materials summarizing previous work reviewing the Drake Curriculum and new models of general education curricula. In addition, Kevin Saunders will provide a presentation on assessment of the Drake Curriculum at the Faculty Senate meeting prior to our discussion.

Please note none of these motions has been put forth as formal agenda items. The intent is to have a discussion in October that will inform future agenda items and motions.

#1: A motion to move that

- Faculty Senate approve the adoption of a new general education curriculum based in one of the three models described in the report from the Ad Hoc Committee on General Education Curricular Reform (March 2015).
- University-wide open forums and other means of communication to discuss the merits of each model or variations to each model be held through March 2016.
- A vote be held in Faculty Senate in April 2016 on implementing a particular model.

#2: A motion to move that

- Faculty Senate endorse the following process for revising the general education curriculum based on the models described in the report from the Ad Hoc Committee on General Education Curricular Reform (March 2015).
- University-wide open forums and other means of communication to discuss the merits of each model or variations to each model be held through March 2016.
- A vote be held in Faculty Senate in April 2016 on whether to implement a particular model.

#3 A motion to move

to charge the University Curriculum Committee (UCC) with developing the framework for an enhanced, more mission-driven First Year Experience (FYE).

- The UCC is to report its recommendations to the Faculty Senate Executive Committee no later than 9 February 2016.
- The Senate will review and submit the recommendations (with or without amendment) to the entire Faculty after the February meeting by electronic means.
- The Senate will cast a final up-or-down vote on the UCC's FYE recommendations (with or without amendment) at its March 9 meeting.

Specifically, the charge for the UCC is to *develop recommendations for an enhanced academic experience for the First Year Experience*. Senate is requesting a summary (no more than 3 pages) document.

The recommendations **must address**:

- A specific recommendation for an implementation date of the new FYE, e.g., Fall 2018.
- Whether an initial "partial rollout" of the new FYE should be attempted, e.g., Fall 2017.
- A specific recommendation for the elimination of at least one (and no more than two) existing AOIs.
- A conceptual framework that would replace the existing FYS and one or more AOIs (above) with a two-course sequence to be taken during an incoming student's First Year.
- How the proposed sequence might address the challenges Drake students face in learning how to synthesize information into a coherent, defensible, and personalized statement, as well as understanding and respecting how others could reach different conclusions (see slide on "Reflective & Integrative Learning," prepared by Kevin Saunders and reviewed by DCAC, 2014-15).

The recommendations may address:

- How the proposed sequence will help prepare Drake students for upper-level research, experiential, multi-disciplinary, and/or interdisciplinary work.
- How the proposed sequence will address the speaking, writing, critical thinking, and information literacy skills necessary for Drake's students success."

The above is a SUMMARY VERSION of proposed motion on Gen Ed. If you would like the full version and rationale, contact bruce.gilbert@drake.edu or x4821