Diverse Perspectives:
A Liberal Arts Core for
Colgate University's Third-Century

Revised Liberal Arts Core Curriculum

for Colgate University
January 2021

Proposed to the Faculty by the Core Revision Committee, 2019-2021:

Antonio Barrera, Associate Professor of History,
Elected from the Division of University Studies

Jeff Bary, Associate Professor of Physics and Astronomy,
University Professor for First-Year Seminar, Global Engagements, and Core Distinction

Ben Child, Associate Professor of English,
University Professor for Core 152: Challenges of Modernity (2020-2021)

Christian DuComb, Associate Professor of Theater,
University Professor for Core 152: Challenges of Modernity (2019-2020)

Geoffrey Holm, Associate Professor of Biology,
Elected from the Division of Natural Sciences and Mathematics

Padma Kaimal, Michael J. Batza Chair in Art & Art History
Division Director of University Studies, Chair of the CRC (2020-2021)

Elizabeth Marlowe, Associate Professor of Art & Art History,
University Professor for Core 151: Legacies of the Ancient World

Rebecca Metzler, Associate Professor of Physics,
University Professor for Core Scientific Perspectives

Jenna Reinbold, Associate Professor of Religion,
Elected from the Division of Arts and Humanities

Nancy Ries, Professor of Anthropology and Peace and Conflict Studies,
Division Director of University Studies, Chair of the CRC (2019-2020)

Alicia Simmons, Associate Professor of Sociology,
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Susan Thomson, Associate Professor of Peace and Conflict Studies,
University Professor for Core Communities and Identities

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Overview of the Revised Liberal Arts Core Curriculum

The proposed new Liberal Arts Core Curriculum (LACC), *Diverse Perspectives,* consists of multiple dimensions that build upon Colgate's present LACC while encouraging scholarly and pedological exploration in new directions.

There are six elements to the structure of the proposed revised core curriculum.

1. The **First-Year Seminar** completed during fall of a student's first year of enrollment at Colgate.

2. The **Living & Learning Workshop** completed with the first-year seminar. The Workshop is a graduation requirement that does not carry academic credit.

3. The **Core Components** completed during a student's first and second year of enrollment. These three courses may be completed in any sequence.

    1. Critical Perspectives: Communities and Societies
    2. Critical Perspectives: Sciences
    3. Critical Perspectives: Texts

4. The **Liberal Arts Practices** completed during any year of a student's enrollment and in any sequence.

    1. Effective Writing
    2. Foreign Language
    3. Quantitative and Algorithmic Reasoning
    4. Current Crises: Social Inequity and Climate Change
    5. Artistic Practice and Interpretation

5. The **Areas of Inquiry** requirements may be completed during any year of a student's enrollment and in any sequence.

    1. Disciplinary Perspectives: Human Thought and Expression
    2. Disciplinary Perspectives: Natural Science and Mathematics
    3. Disciplinary Perspectives: Social Relations, Institutions, and Agents

6. The **Physical Education and Wellness** requirement may be completed during any year, but students are strongly encouraged to complete it by the end of the second year. It is a two-unit requirement that does not carry academic credit.

A Note on Meeting the Requirements of the Revised LACC. To ensure a well-rounded liberal arts education, students must engage with disciplines across the curriculum and the full reach of the academic program at Colgate. Thus, to fulfill the three Areas of Inquiry and five Liberal Arts Practice requirements, students must take at least seven courses, each in a different department or a differently coded University Studies course.

Most courses will carry an Areas of Inquiry designation. Some courses can also carry one, but no more than one, Liberal Arts Practice designation. A Core Component class does not carry either designation.

Students may double-count the First-Year Seminar (FSEM) to fulfill one Core Component, Area of Inquiry, or any Liberal Arts Practice requirement except Effective Writing.

Students may double-count their Writing Practice course to also fulfill one Areas of Inquiry requirement. No other Liberal Arts Practice course can double-count in this way.

Students will fulfill the proposed LACC in no more than 12 courses.[1] In the curriculum of 2009, some students could be obligated to take as many as 16 courses to fulfill their requirements. For instance, a student who comes to Colgate with no foreign language preparation from high school, and who is also required to take a writing course is currently required to take one writing course and three foreign language classes (in order to fulfill the requirement of foreign language through the intermediate level) on top of their normal Core requirements (FSEM, 4 Core Classes, 6 Areas of Inquiry, and Global Engagements).[2] One advantage of the proposed LACC is that the requirements will be equal for all students.

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[1] This number assumes no overlap among any of the courses taken to fulfill the proposed requirements. For most students, the actual number will be lower, as the Effective Writing course can double-count as an Area of Inquiry; the FSEM can count as a Critical Perspective, Area of Inquiry, or any Practice except Effective Writing; and one course in a student's major will normally count toward the Area of Inquiry requirements.

[2] Here too, the total count of 16 assumes no overlap in any of the courses taken to fulfill these requirements. The actual number is usually lower because most students find overlaps between requirements.

Section I: Goals and Processes of the 2019-2021 Core Revision

The Core Revision Committee (CRC) is pleased to present this proposal for a revised Liberal Arts Core Curriculum (LACC). The committee's work embraces and builds upon Colgate's long-standing tradition of academic excellence in the liberal arts.

The Liberal Arts Core has been a feature of Colgate's curriculum since 1928. Colgate's current Core originates in the post-World War II curriculum developed under President Everett Case in the late 1940s. The most recent revision, *Crossing Boundaries*, was adopted by the faculty in 2009.

Roughly every ten years, the Colgate faculty engages in a complex, multi-step process of self-evaluation and reconsideration of the structure and substance of its Core. ~~Previous CRCs were composed solely of appointed faculty members.~~ In keeping with the spirit of the faculty's decision in 2012-2013 to introduce elected members to the Committee on Promotion and Tenure, the faculty elected four members to the 2019-2021 CRC, one from each division: Arts and Humanities (AHUM), Natural Sciences and Mathematics (NASC), Social Sciences (SOSC), and University Studies (UNST), who have served with the five University Professors (UPs) and the UNST division director to draft this proposal.

Several principles have guided this revision:

- Upholding the **intellectual rigor** of Colgate's current Core program

- Exposing students to **different fields of study and modes of intellectual and creative inquiry** across the curriculum

- Furthering Colgate's commitment to **diversity, equity, and inclusion**

- Creating a **common intellectual project** for the University

Taken together, these principles inform the central ambition of the revised Core, which is to foster deep understanding in a complex, rapidly changing, and diverse world. The LACC asks students to grapple with questions that shape knowledge, experience, and practice across time and space as well as across divisional and disciplinary boundaries.

The elements of the Core should be understood by Colgate students not as requirements simply to be met, but as a logical, connected approach to becoming an informed, ethical, and perpetual student of a complex world. The Core should be seen as being foundational to the liberal arts form of education that is central to the academic life of Colgate. As a liberal arts college, Colgate strives to convey to students the value of a variety of skills and a willingness to examine one's own experience and conditions from a variety of perspectives as well as to learn of contexts different from one's own.

For Colgate faculty members, the Core is a shared intellectual endeavor, as foundational to their lives as scholars on this campus as it is to students immersed in a rigorous liberal arts education. Through regular workshops and meetings about the elements of the Core, faculty can see themselves as engaged with and responsible for one of Colgate's most cherished academic traditions. Debates—even heated arguments—among faculty about what should be included within any element of this revised core are not evidence of this program's failure but rather a sign that the Core at Colgate is a source of intellectual energy and engagement.

The 2019-2021 revision affirms the academic capabilities central to a Colgate education. These practices are at the heart of Colgate's academic mission, as recently set out in the university's Third-Century Plan (2019). One particularly important goal of the *Third-Century Plan* is to expose students to "a rich diversity of perspectives and backgrounds in their educational and social experiences in order to be prepared to engage the world beyond college" (p. 15). This aspiration resonates with many of the 13 Goals of a Colgate Education, the Diversity, Equity, and Inclusion Plan (2019), and the Report on Academic Freedom and Freedom of Expression (2017). The CRC built upon the 2009 Core Legislation to foreground the values of diversity and inclusion within the revision. Our work has been similarly guided by the principles outlined in the Bicentennial Plan for a Sustainable and Carbon-Neutral Campus (2019), which calls for a merger of theory and praxis in regard to our climate crisis.

Every stage of the Core revision process was shaped by the following goals:

1. **Design a Core to which faculty members are excited to contribute.** We have sought to revitalize, refresh, and reconceive the Core while honoring its traditions and building on its current strengths. In fora, departmental and program meetings, surveys, and individual conversations, we heard our colleagues express great enthusiasm for many aspects of our Core program. These include the potential for pedagogical experimentation; the opportunities for cross-disciplinary collaboration, shared pedagogy, and common texts; the invigorating challenge of teaching outside of their areas of expertise; and the ability to reach students early in their college education. Many faculty members want a Core curriculum that emphasizes enduring questions, ideas, texts, and cultural productions, and many are eager to see a curriculum that speaks to the profound challenges of the current moment – particularly the challenges of working toward more equitable and environmentally sustainable communities. The CRC has aimed to balance and integrate these interests and desires by emphasizing their complementarity throughout the proposed curriculum.

2. **Design a Liberal Arts Core Curriculum that encourages students toward lifelong learning, thoughtful citizenship, and inclusivity.** A Core curriculum should be part of an education that current and prospective students see as compelling, coherent, and inspiring, with well-communicated goals worthy of their attention and time. The revised core continues the longstanding tradition of offering students multiple approaches to addressing contemporary challenges. The revised Core also recognizes students' call in the 2014 Colgate for All 21-point action plan for "our Core Curriculum to be revised to bring in explicit study and understanding of systemic power dynamics and inequities; and how these shape even our most personal relationships with others and ourselves." The administrative response to the Colgate for All plan represents a direct institutional commitment to address these issues in "the next scheduled major core revision, slated for 2019-2020." This call was

reiterated in the Student Government Association's 2018 "Resolution to Diversify the Core Curriculum."[3]

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[3] "The Senate strongly urges the... the Division of University Studies to make the diversification…of the Core Curriculum... in general, a priority for the 2019 Core Revision."

Section II: The Elements of the
Revised Liberal Arts Core Curriculum

The First-Year Seminar and
The Living & Learning Workshop

Intellectual Rationale. The First-Year Seminar (FSEM) Program introduces incoming students to their new intellectual community as well as to college-level expectations for reading, writing, academic integrity, and engagement with scholarly work. Populated only by first-year students in their first semester, FSEMs provide a unique opportunity for members of an incoming class to build a supportive, inclusive community as they integrate into the collegiate environment.

Overview. In accordance with longstanding practice, FSEMs comprise a menu of seminars, capped at 18, spanning all academic divisions. Any core component, introductory-level department or introductory-level program course can be taught as an FSEM. Thus, FSEMs continue to serve as opportunities to recruit future majors and minors. Many faculty members also use FSEMs as a place to innovate, experimenting with new pedagogical approaches and introducing new courses to the curriculum.

In addition to learning goals that are specific to their course content, all FSEMs will have the following four features:

1. All FSEMs share the specifications of an **Effective Writing** Liberal Arts Practice course.

2. Each FSEM instructor and class are directly affiliated with a community of students and faculty based in one of the **Residential Commons**.

3. All FSEM students are automatically enrolled in the **Living & Learning Workshop**.

4. Instructors who teach in FSEMs have a number of **special obligations**, described below.

Effective Writing in the FSEM. Regardless of the disciplinary focus, all FSEM courses are writing intensive. To ensure that all first-year students begin developing mindful and rigorous writing practices from the outset of their college education the CRC proposes that FSEMs' current writing requirement – a minimum of 15 pages – be replaced with a more flexibly defined "effective writing" requirement. Students will build on their FSEM writing foundation when completing their Effective Writing Practice.[4]

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[4] When a course that normally fulfills the Effective Writing Practice is offered as an FSEM, it will not double-count toward the Effective Writing Practice.

Based on consultations with the Department of Writing and Rhetoric and the Writing and Speaking Center, the proposed revision seeks to emphasize the importance of receiving and responding to feedback as part of the writing process and a student's development as a writer. In place of the current 15-page FSEM writing requirement, all FSEMs will:

1. Include **assignments of varying length and complexity**. These could be distinctly, scaffolded parts of a larger project, or separate assignments. The form or the genre of the writing will vary and be specific to the discipline of their FSEM. These can include blog posts, music reviews, songwriting, scientific research articles, research paper, lab reports, abstracts, personal essays, short stories, artist's statements, exhibition catalog entries, and essays in the target language of foreign language classes.

2. Emphasize the **iterative process** of writing. Throughout the semester, students will write and revise their work in response to specific feedback from instructors. Peer review might also support students' growth as writers.

To support writing instruction in the FSEM, workshops developed by the Writing and Speaking Center, the Department of Writing and Rhetoric, and faculty and staff members from across campus will be offered regularly during the academic year and at the annual Core Pedagogy Retreat. In addition, students will be guided and encouraged to integrate the support services of the Writing and Speaking Center into their FSEM writing practice.

FSEM and the Residential Commons. To further encourage emerging learning communities, each FSEM and its instructor are directly affiliated with one of Colgate's Residential Commons, forming one of the most direct links between living and learning on campus. This means that, normally, all students in an FSEM belong to the same Residential Commons. FSEM instructors, in their roles as academic advisors, trusted mentors, and Residential Commons affiliates, become valuable resources for first-year students. Cohort building within the FSEM and the Residential Commons-based living and learning community begins with New Student Orientation and is sustained for the first two years through the Residential Commons program with the support of its faculty directors, residential fellows, community leaders, Residential Commons Councils, faculty and staff affiliates, and staff of the Divisions of the Dean of the College and the Dean of the Faculty.

The shared experience of the Summer Reading Program is one of many Residential Commons activities that provide incoming students with crucial connections to each other and to Colgate's academic and community values.

The Living & Learning Workshop. To prepare Colgate students to thrive as college students, the CRC proposes adding a new, non-credit bearing element to the LACC. The Living & Learning Workshop is taught by a range of library faculty, staff members, and stakeholders in the Division of the Dean of the College. The Workshop aims to educate the whole student, both inside and outside of the classroom, and to build a more inclusive community with well-adjusted and socially-aware students ready for the academic and personal challenges that lie ahead of them.

The Living & Learning Workshop is a requirement for graduation that does not carry academic credit. The Workshops are coordinated by the FSEM-Commons UP, Residential Commons directors and staff, and the Dean of the College Division. The workshops will be led by a variety of

campus partners. The modules will be developed in a partnership between faculty and staff and may change from year to year. Living & Learning Workshop modules might include:

- An effective writing module taught by Writing and Speaking Center staff members. The content of this module may be tailored to a specific writing assignment given by the FSEM instructor.

- An academic freedom, integrity, and freedom of expression module developed and taught by members of the faculty in collaboration with the Dean of the College staff.

- A library skills module taught by members of the library faculty. The content of this module may be tailored to a specific assignment given by the FSEM instructor.

- A career exploration module taught by professional advisers from Career Service. In this module, students might engage in self-assessment, gaining insight into their unique strengths, interests, preferences, identities, and values.

- A campus culture and climate module taught by staff members from Haven, Counseling and Psychological Services, and the Network Peer Group.

- A sustainability module taught by the Office of Sustainability staff members.

FSEM instructors are supported by faculty from the Library and Writing and Speaking Center, who are available to tailor Workshop meetings to support course-specific writing assignments. Instructors are not required to attend the weekly Workshop meetings, but are encouraged to stay abreast of the topics being addressed and attend when possible. Instructors have no responsibility for assessing students' achievement in the Workshop.

The CRC proposes that the Living & Learning Workshop count as a non-credit-bearing graduation requirement for an initial trial period of three years. During the third year the program runs, the FSEM University Professor will conduct a review of the workshop and work together with the Dean of the College staff and interested faculty to make any necessary adjustments to its topics, organization, or structure. This review will also consider the viability of converting the Workshop into a Pass/Fail, 0.25-credit add-on to the FSEM. Any such proposal would go before the Academic Affairs Board before being presented to the faculty for a vote.

Special Obligations for FSEM Instructors. All faculty members are encouraged to teach FSEMs with some regularity. However, because of the two-year advising obligations, instructors should not teach an FSEM in consecutive academic years. FSEM instructors are required to be on campus at the beginning of the week leading up to the first day of classes. As part of New Student Orientation, FSEM instructors meet individually with their new advisees to review their schedules and discuss future academic plans. Instructors will serve as the academic advisor to their FSEM students until students declare a major.

As with previous versions of the Core, FSEM instructors are expected to build community and provide support as students transition to college. The affiliation between FSEMs and the Residential Commons makes these obligations easier to fulfill and opens up new possibilities for creative

activities and programming. Such activities may include attending on-campus events such as lectures, panel discussions, film screenings, and hosting off-campus dinners. Instructors are encouraged to contribute to or participate in the activities of their Residential Commons.

Students may double-count the First-Year Seminar to fulfill one Core Component, Liberal Arts Practice requirement (excluding Effective Writing) or Areas of Inquiry requirement. When a course that normally fulfills the Effective Writing Practice is offered as an FSEM, it will not double-count toward the Effective Writing Practice.

The Core Components: Critical Perspectives

Foundational to this new LACC, the three Critical Perspectives courses together embody the goals of a liberal arts education. They invite students to develop the capacity and desire to call common assumptions into question, to move beyond one's limited experiences, and to ask critical questions of practices and systems in which students now operate. These courses are expected to be challenging. They stand outside departments and programs, asking students and faculty to move across disciplinary boundaries and scholarly methods.

Critical Perspectives: Communities and Societies

Intellectual Rationale. Critical Perspectives: Communities and Societies courses foreground multidisciplinary engagement with the historical and contemporary factors influencing peoples' experience in societies. Courses in this core component ask students and faculty to examine community dynamics across time and space, in order to understand the lives of peoples, places, and things in relation to social, religious, political, economic, and military networks.

Courses in this component address the ways in which peoples' lived experiences unfold in social and material worlds that have been shaped and reshaped by global, transregional, and historical phenomena. These courses also recognize that the gains and losses catalyzed by such forces are not equally shared; rather, communities are marked by legacies of difference.

To one degree or another, most existing Core Communities and Identities (Core CI) courses already address transregional, historical, and intergenerational factors. Critical Perspectives: Communities and Societies expands upon the intellectual goals of Core CI by emphasizing three pedagogical goals:

1. Gaining academic and empathetic understanding of the **experiences of people in communities** that may be different from one's own.

2. Understanding the cultural, ethical, economic, and political **significance of belonging**, in particular the degree of peoples' access to rights, resources, and respect within communities.

3. Explaining historical and contemporary **dynamics of power** that shape patterns of inclusion and exclusion within a community.

Critical Perspectives: Communities and Societies consists of a menu of courses, each focusing on a topic selected by the instructor. Although all courses in this component are expected to address the themes outlined above, the manner in which they do so and the amount of time within the course dedicated to each will vary based on the choice of the individual instructor. Faculty members from all four divisions are welcome to teach in this component.

Pedagogical Structure and Expectations. Critical Perspectives: Communities and Societies courses can be organized around any of the following categories: 1) nations and societies, 2) geographic regions, 3) historical communities, 4) transregional or transnational communities, 5) communities of practice, 6) communities emerging through things, technologies, or markets. Additional cross-cutting categories might be proposed by faculty members in consultation with the Communities and Societies UP.

Communities and Societies courses are unified by the pedagogical goals listed above, which will be achieved through multidisciplinary materials and multimodal instruction. All students will complete an academic research project designed by individual instructors that promotes information literacy and effective communication skills. Instructors are strongly encouraged to teach with primary texts and materials, so that students can engage directly with multiple voices and perspectives. Such primary sources might include maps, photographs, film, dance, music, theater, visual art, historical archives, memoirs, oral testimony, demographic and statistical data, interviews, and physical or digital artifacts. Close and critical reading of relevant literature, poetry, and sacred or political texts, or of cultural rituals and practice may be a central mode of teaching.

Critical Perspectives: Communities and Societies courses are distinct from, yet complementary to, some departmental courses in the SOSC Division. Introductory-level courses in SOSC are largely focused on specific content in a particular discipline whereas Communities and Societies courses are interdisciplinary, and must meet, to some degree or another the three pedagogical goals listed above (experiences of people in communities; significance of belonging; and power dynamics).

Practical Considerations. Faculty members who have taught Core CI are encouraged to transition their courses to fit the scope of Critical Perspectives: Communities and Societies. The revised component retains many long-standing Core CI practices:

1. The component will hold monthly staff seminars during the academic year. Each semester, one seminar will be devoted to coordinating administrative and organizational matters, and another to pedagogy. During semesters in which they are teaching, faculty members are expected to attend at least two meetings and are strongly encouraged to attend them all.

2. Communities and Societies courses can serve as gateways for study abroad or extended study, as inspiration for language study, or as requirements for some area studies majors in a range of departments and programs. This has been the case with Core CI and its predecessors for several decades.

3. New course proposals must address, to one degree or another, the three pedagogical goals of the component and be submitted to the Communities and Societies UP for approval prior to submission to the Curriculum Committee. Course proposals based on current Core CI

courses will go through an expedited approval process. An expedited review process will invite colleagues to highlight the content in their courses that already meet the new Component requirements, or the changes on their syllabi that they are making to meet them. Workshops at the Core Curriculum Retreats in 2021 and 2022 can facilitate this process.

Unlike the current Core CI, Critical Perspectives: Communities and Societies courses do not require use of any shared theoretical texts across component courses. Given the multidisciplinary nature of this component, faculty members are encouraged to choose one or two theoretical sources to ground their section. Use of such sources allows students to understand and analyze questions of belonging, power dynamics, and life experiences possibly different from their own. This change gives Critical Perspectives: Communities and Societies instructors maximum flexibility to meet the intentions of the component.

Faculty members may decide to promote some commonality across the sections of Critical Perspectives: Communities and Societies being taught in a given semester, at their discretion and in consultation with the Communities and Societies UP. This might be the basis of an ongoing faculty seminar during the academic year.

Sample Course Ideas. Many courses can effectively address the study of various types of communities across time and space. Below is an emblematic list of the kinds of courses the CRC envisions fitting into this component; this list is by no means prescriptive or exhaustive, but rather is intended to give some sense of the range of innovative courses that might fit into Critical Perspectives: Communities and Societies.

1. **Nations and societies** courses might include Core Africa, Core Japan, Core Russia, Core Maya, Core France, and Core Puerto Rico.

2. **Geographic regions** courses might include the Core Caribbean, Core Danube, Core Former Soviet Union, Core Middle East, Core Mississippi Delta, and Core North Africa.

3. **Historical communities** courses might include Core: The Classical World of the Eastern Mediterranean, Core 1644: Ming to Qing Dynasty, Core 1507: Aztec Last New Fire Ceremony, Core 1915-1970: The Great Migration, Core 1945: The United Nations and the Liberal Order, Core 1968: Global Protest, and Core September 11: Memory and Mourning.

4. **Transregional or transnational communities** courses might include Core North American Indians, Core African Diasporas, Core Disabled Communities, Core European Union, Core Pacific Island Communities and Climate Change, and Core Missions and Missionaries.

5. **Communities of practice** courses might include Core Black Lives Matter, Core Urban Neighbors, Core Musical Communities, and Core Nonhuman Entities and Animal Rights, Core Evangelicalism, Core Monasticism, and Core Yoga and Its Practice.

6. **Communities emerging through things, technologies or markets** courses might include Core Ships, Core Opioids, Core Internet, Core Wall Street, Core Emergent Markets, Core Venture Capitalists, Core Urban Murals, and Core Sugar.

Critical Perspectives: Sciences

Intellectual Rationale. The present world has been fundamentally shaped by the products of the scientific endeavor, from the nearly instant global connectivity provided by information encoded on electromagnetic waves to our ability to fight diseases at the genetic level. As a result, many cultural, political, and societal issues require a scientifically literate populace to confront and settle them successfully. For such literacy, it is necessary to understand the processes and practices behind the development of scientific knowledge.

Courses in Critical Perspectives: Sciences courses, like courses in Core Scientific Perspectives (Core SP), explore the complexities of creating scientific knowledge, and applying it to broader contexts in collaborative, multidisciplinary, and wide-ranging ways. The revised component now asks that as these courses explore the broader impacts of science, they include consideration of historical forces, inequities, or social differences that influence the production of scientific knowledge, its applications, or its reception.

Overview. Critical Perspectives: Sciences courses explicitly engage a range of scientific practices and processes. They work to deepen students' understanding of the many ways these methodologies produce knowledge of the human, physical, natural, and symbolic worlds. They also help students reflect critically on the limitations of empirical and theoretical investigations and the institutional, ethical, or social contexts of scientific knowledge and practices. Students will develop this understanding by confronting the complex nature of scientific knowledge and recognizing that it is, paradoxically, both tentative and reliable.

As with Core SP, the revised component's courses also ask students to consider the connections between scientific knowledge and other areas of inquiry. Courses may address societal issues that affect and are affected by scientific research, such as climate change or agricultural sustainability. Other courses may help students make connections between scientific methodologies and areas of inquiry outside the typical purview of science and mathematics, such as courses that critically examine the rhetoric or politicization of science. Thus, the courses in this component should enhance students' capacity to critically evaluate scientific knowledge and its influence upon individuals, societies, and the natural world. Further, because many issues addressed by scientific inquiry cut across temporal, geographical, and even cultural boundaries, this component fosters habits of mind that appreciate interconnectedness in the context of human thought and activities.

Critical Perspectives: Sciences asks instructors to build on the foundations of Core SP by explicitly exploring how societal norms, socio-economic class disparities, gender, and racial biases, or other inequities influence participation in the production of scientific knowledge, its application, or its reception. There are many ways in which courses might accomplish this: they might study the distribution of technological and scientific resources in the world; they might examine the ways in which historical and disciplinary dynamics have shaped who is given opportunities to participate in science; or they might use scientific inquiry to assess the inequitable outcomes of natural or human processes. They might explore inequities in the resources committed to the production of scientific knowledge. They might examine the differential impacts of science on communities, either global, local, or ecological, and take up questions of social difference as they pertain to the topic and discipline of the class.

This component consists of a menu of courses, with each instructor determining the manner with which the pedagogical goals are addressed and the amount of time within a course that will be dedicated to each goal. Faculty members from all four divisions are welcome to teach in this component.

Pedagogical Structure and Expectations. Courses in Critical Perspectives: Sciences engage students in the scientific process, with a focus on helping them develop an understanding of the complicated ways in which observations and experiments lead to empirically-based theories about physical, human, technological, and natural worlds. Component courses offer many pathways through which students can explore the nature of scientific knowledge broadly conceived.

Critical Perspectives: Sciences courses will be menu-based, with each course focusing on a topic chosen by the faculty member. Faculty teaching in this component are expected to:

1. Address the educational goals of:
    a. understanding the **scientific process** and the **nature of scientific knowledge**
    b. **connecting science to broader society**; in discussions of the broader impacts of science, instructors should address **historical forces, inequities, or social differences,** as described above, within the frame of the course topic.

2. **Share and incorporate pedagogical tools** to model the scientific process and bring all students through that process. Such methods may include data collection and analysis, discussion, modelling, and workshopping.

3. **Attend component meetings** held in the semester in which they are teaching the course, including a component meeting held prior to the start of the semester, that will focus on the component goals and ways classes are working to achieve those goals.

4. Attend the annual Core Curriculum Retreat to discuss pedagogy and goals of the component and to **develop collaborative projects and programs** that will bring students and faculty together across the component.

The courses in this component are distinct from, yet complementary to, departmental courses in the NASC Division. Introductory-level courses in NASC are largely focused on specific content in a particular field of study. While some courses in that division consider the methods used to obtain scientific knowledge, they do not always do so in depth, and most do not explicitly address or spend time on the broader impacts of science.

Practical Considerations. Many current Core SP courses already meet the specific curricular expectation to explore the role of power dynamics and/or social difference in science; these courses may transition into Critical Perspectives: Sciences through an expedited review and approval process. This process will invite colleagues to highlight the content in their courses that already meet the new component requirements, or the changes on their syllabi that they are making to meet them. Other faculty members who have taught Core SP courses will be encouraged to transition their existing courses to fit the scope of the new component. Workshops at the Core Curriculum Retreats in 2021 and 2022 can facilitate this process. New course proposals will follow the same procedure as with Core SP.

Sample Course Ideas. This list includes both existing Core SP courses and ideas for new courses that would address the pedagogical goals of Critical Perspectives: Sciences. The list is by no means prescriptive or exhaustive, but is intended to give some sense of the range of possible courses that might fit into the component.

Core Earth Resources	Core Time and Space
Core Natural Disasters	Core Water
Core Anthropocene	Core Digital Surveillance
Core Biology of Women	Core Energy and Power
Core Living and Dying in an Unequal World	Core Mapping Linguistic Communities
Core Climate Change and Climate Crisis	Core Colorants
Core Language Acquisition Technology	Core Election Methods and Voting
Core Food	Core Nanotechnology

Critical Perspectives: Texts

This course investigates the varied ways in which people have communicated their individual and collective experience. From origin stories and sacred narratives, to philosophical provocations and political manifestos, to imaginative and aesthetic expressions, texts both reflect and shape the worlds in which we live. Literature, architecture, painting, music, dance, theater, and film—all embody the many meanings of being human.

Critical Perspectives: Texts is committed to the premise that the shared experience of engaging with, performing, and debating texts can play major roles in the formation of communities. It also takes seriously the idea that the critical study of such texts—their formal elements, their contexts, their legacies, their intended purposes and their unintended meanings—is a central and lasting element in a liberal arts education.

This component proposes four pedagogical priorities.

1. To cultivate **critical practices and habits of mind** such as close reading, focused discussion, and careful analytical writing (Goal 7 of The 13 Goals of a Colgate Education). These skills remain essential in a world that demands both the interpretation and production of texts across a variety of modes, genres, and media, and they further advance Colgate's mission to produce students who "communicate well" (Goal 8).

2. To engage Colgate students in **close and critical reading of complex and challenging texts from their own cultures and from around the world** that have had lasting impacts. Both Core Legacies of the Ancient World (Core 151) and Core Challenges of Modernity (Core 152) have begun, in recent years, to include a more global and culturally diverse range of texts. This revision would codify and deepen this commitment to geographically and culturally decentering the courses' current focus. This move harmonizes with the larger mission of the 2021 Core Revision Proposal, and encourages both students and faculty to see themselves "honestly and critically within a global and historical perspective, recognizing that their beliefs, identities, interests, and values are in part a reflection of their background, education, and life experiences" (Goal 1).

3. To **investigate the ~~deep~~ past** and to probe its dynamic relations to the present. The chronological range of this course honors the Core's tradition of exploring both the distant and the recent past. Ultimately, the geographic and chronological reach of the course empowers students to grapple with unfamiliar ideas that may challenge their own worldviews. Such experiences are central to students' ability to empathize with those who may not share their views and to "appreciate the myriad modes of human creative expression across time and place" (Goal 4).

4. To give the Colgate community of faculty, students, and alumni **a common intellectual experience centered on a body of shared texts**. Students and faculty can build upon—and contend with—this common conceptual vocabulary as they continue their studies. Furthermore, as a collaborative intellectual endeavor, the study of common texts encourages conversations across many boundaries, including sections, disciplines, divisions, academic years, and positions within the university community.

Despite their individual value, these priorities do not mesh easily. The competing demands of common texts and instructor latitude; of honoring the unique historical, literary, and political identity of each text while also corralling them into the service of an organizing principle; the enormity of the chronological and geographical span—all of these have contributed to the unique complications of developing this component. In recognition of this challenge, the CRC proposes that the faculty take *one additional year* to refine this part of the Revision Proposal. A special Critical Perspectives: Texts Working Group will work during this time to craft a component that meets the aforementioned elements.

We propose the following plan:

- Interested faculty members are invited to stand for election to the Working Group. The Working Group will consist of five members: the Core 151 and Core 152 UPs, one associate professor, one full professor, and one additional elected member who is tenured or a senior lecturer. If the Core Revision Proposal is approved by the faculty in Spring, 2021, the Nominating Committee will take immediate steps to conduct this election.

- Over the course of the 2021-22 academic year, the Working Group will develop a course proposal that meets the priorities outlined above. The Working Group will consult actively with all interested faculty members.

- While all four of the Component priorities listed above are deeply valued by many members of the faculty and by the Core Revision Committee, priorities 1 and 2 are fundamental to the mission of the 2021 Core Revision Proposal. Therefore, if this Core Revision Proposal passes by a vote of the faculty in Spring 2021, priorities 1 and 2 should be considered legislated features of this Component.

- We strongly encourage the Working Group to incorporate priorities 3 and 4 into their component proposal as well, with the caveat that keeping the number of shared texts to a minimum will help both to establish a common experience and give instructors latitude in this component.

- In Spring 2022, there will be discussion and a vote during Faculty Meetings on the Working Group component proposal.

- If the Working Group's component proposal fails to garner approval ~~of 67%~~ of the faculty, this component will become a menu-driven course of individual instructors' design that fulfills priorities 1 and 2 above.

The Liberal Arts Practices

When considering future revisions, the 2009 LACC legislation emphasized the vital necessity of a universal writing requirement, as well as the need for foreign language and quantitative literacy requirements (see pp. 30-33). Almost all of these have been considered to be instructional priorities at Colgate for several decades, echoed in many other self-study and planning documents: the Task Force on Performing Arts Facilities Report of 2014-15, the Middle States self-study and report of 2017-18, the Middle Campus planning process of 2018-20, Academic Affairs Board discussions of the writing requirement in 2018-20, the spring 2020 Language Council report on a foreign language requirement, and the spring 2020 Department of Writing and Rhetoric proposal for an Effective Writing requirement.

Targeted skills are part of current best practice models for higher education, as, for example, set out in "High-Impact Educational Practices" by the Association of American Colleges and Universities. Indeed, this plan puts Colgate in line with many peer and aspirational institutions.[5]

Therefore, the CRC proposes a new set of targeted Liberal Arts Practices:

1. Effective Writing

2. Foreign Languages

3. Quantitative and Algorithmic Reasoning

4. Current Crises: Social Inequity and Climate Change

5. Artistic Practice and Interpretation

Departments and programs will oversee the tagging of their courses by identifying those that intentionally and substantively emphasize the skills outlined in each Practice description. Tags apply to courses, not to individual instructors teaching sections. Syllabi for tagged courses will include one or two sentences explaining how the course fulfills the goals of the designated Liberal Arts Practice. Applying Liberal Arts Practice tags will also become a part of the new course review process overseen by the Curriculum Committee.

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[5] See Appendix A for more information.

Effective Writing

The ability to communicate clearly, convincingly, and effectively through writing is a skill that transcends all academic disciplines.

As such, the CRC proposes adding an Effective Writing Practice to the LACC. To fulfill this Practice, students must take one course – beyond the FSEM – which emphasizes learning to write well for a particular discipline. It is expected that most departments and programs will offer at least one Effective Writing course.

All Effective Writing courses will:

1. Include **assignments of varying length and complexity**. These could be distinct, scaffolded parts of a larger project, or separate assignments. A five-paragraph essay or long research paper is one of many assignments that could satisfy this requirement as long as students receive feedback and an opportunity to revise the paper in parts or as a whole (see point 2). Others include songwriting, scientific research articles, abstracts, personal essays, short stories, artist's statements, exhibition catalog entries, and essays in the target language of foreign language classes.

3. Emphasize **the iterative process** in the work for this course. Throughout the semester, students will write and revise their work in response to specific feedback from instructors. Peer review might also support students' growth as writers.

The Effective Writing Practice is the only one of the five Liberal Arts Practices that can be fulfilled by a course that also fulfills an Area of Inquiry requirement. When a course that normally fulfills the Effective Writing Practice is offered as an FSEM, it will not double-count toward the Effective Writing Practice.

Foreign Languages

College language courses, even at the introductory level, help students learn new languages and encounter new cultures. Even students who enter Colgate conversant in more than one language can benefit from such courses, either by studying a new language at the introductory level, or by taking more advanced composition, or literature and culture courses in a non-native language. Colgate's current language requirement can be fulfilled by students who have taken three or more years of language in secondary school, scored above a 580 on the relevant SAT subject test, or by taking language classes at Colgate through at least one term at the intermediate level. The current requirement results in some students, particularly those from under-resourced schools, needing to take three semesters of language at Colgate and others needing to take none.

Thus, for reasons both of pedagogy and of equity, the CRC proposes transforming Colgate's current language requirement into the Foreign Languages Practice. To fulfill this requirement, students must complete one semester of college-level instruction in a language other than their native tongue(s). This requirement may be completed on campus, during accredited, intensive summer study, or on a Colgate study group or Approved Program. The requirement cannot be waived

through testing or coursework before college. Placement tests and guidelines are available through the W. M. Keck Center for Language Study.

Quantitative and Algorithmic Reasoning

Quantitative and algorithmic reasoning form the basis of knowledge in a variety of departments and programs across Colgate's academic divisions, and it is essential that each student be able to understand, interpret, and apply algorithmic or quantitative methods.

In response, the CRC proposes adding a Quantitative and Algorithmic Reasoning Practice to the LACC. To fulfill this Practice, students must complete one course that emphasizes themes such as how numerical evidence can facilitate the analysis of a problem; how to locate, collect, or interpret quantitative data; how to recognize the limitations of particular algorithmic or quantitative methods, or how to communicate algorithmic or quantitative arguments.

Current Crises: Social Inequity and Climate Change

A liberal arts education instills curiosity about the world and a sense of responsibility to local, national, and global communities. This Practice presents an opportunity for students to engage with acutely pressing crises facing the world today, and to develop some of the analytical tools they will need to address them. While the CRC recognizes that there are many current issues of vital concern that students would benefit from engaging, the committee identifies social inequity and climate change as being of fundamental importance at the current time and deserving of this explicit attention within the curriculum. Throughout this revision, the urgency of these issues has been stressed by colleagues from across campus.

Climate change threatens both human and nonhuman life on Earth. Social inequity—on the basis of categories such as race, ethnicity, class, gender, sex, sexual orientation, national origin, first language, age, religion, or physical, emotional, and developmental (dis)ability—is similarly urgent, impacting lives from the individual to the global level. Courses fulfilling this Practice will have as a main point of emphasis at least one of these two topics. Such courses already appear in departments and programs across the curriculum. As a Practice, this curricular addition specifically reflects Goal 10 of the 13 Goals of a Colgate Education, for students to be engaged citizens, strive for a just society, and embrace their responsibilities to local, national, and global communities.

The CRC envisions that the subject(s) of focus of this Liberal Arts Practice will be regularly assessed, in order to reflect the faculty's most pressing priorities. We suggest that the first assessment occur four years after this new core curriculum is implemented, and could be modified to reflect current emerging crises. Changes could then be implemented by year five.

Artistic Practice and Interpretation

The study of the arts, whether through practice or interpretation, exposes students to unique pedagogies and learning experiences, and enhances their understanding of the diverse modes of

creative expression. This engagement not only deepens students' appreciation for the arts, but also has the potential to nurture their creativity and increase their openness to experimentation, risk-taking, innovation, and exploration of new media.

The development of the Middle Campus as an interdisciplinary arts neighborhood on Colgate's campus, with maker-spaces and other spaces designated for artistic practice, performance, and exhibition, will encourage our students to understand artistic practice and interpretation as fundamental elements of both a liberal arts education and a lifetime of exploring and enjoying the myriad forms of human creativity and self-expression.

For these reasons, the CRC proposes adding an Artistic Practice and Interpretation Practice to the LACC. To fulfill this requirement, students must complete one course that emphasizes either applied or interpretative artistic methodologies, practices, and theories. Courses in studio art, creative writing, music, theater, dance, or the interpretation of literature, poetry, art, film or other creative or artistic media may fulfill this requirement.

The Areas of Inquiry: Disciplinary Perspectives

To ensure a well-rounded liberal arts education, this Core revision retains the three broader academic emphases outlined in the existing Areas of Inquiry (Areas of Inquiry) requirements:

1. **Human Thought and Expression.** Courses in this area develop an understanding of what it means to be human: they focus on cultural and intellectual expressions throughout time.

2. **Social Relations, Institutions, and Agents.** Courses in this area expose students to the study of social order and human behavior in societies of the past and present.

3. **Natural Science and Mathematics.** Courses in this area apply theoretical and empirical methods to the study of living organisms, the physical world, and abstract and practical mathematics.

These academic areas are organized around unique modes of study and approaches to knowledge. Classes taught by specialists in their field offer students deep training in disciplinary modes of thinking and the opportunity to discover their majors, minors, and unexpected passions in new fields of study. Approved courses from interdisciplinary programs in the University Studies Division will fulfill the Areas of Inquiry requirement, as is the case in the current Areas of Inquiry requirement.

A significant change from the current Areas of Inquiry structure is that whereas students previously were required to complete two courses in each area, they will now be required to take only one in each area. This shrinks the footprint of the Areas of Inquiry, allowing students to benefit from the targeted educational experiences of the Liberal Arts Practices.

Retaining three Areas of Inquiry requirements in the curriculum marks a significant change from the previous model for this core revision. Extensive faculty feedback during the Fall of 2020 convinced the CRC that Areas of Inquiry requirements offered several advantages, among them

breadth in study, wide student choice, and opportunities to discover disciplines, and interdisciplines, students had not encountered before college.

Most courses will carry an Areas of Inquiry designation. Some courses can also carry one, and only one, Liberal Arts Practice designation. A Critical Perspectives class does not carry either designation.

Students may double-count the First-Year Seminar to fulfill one Areas of Inquiry requirement. ~~Students are allowed to double-count the Effective Writing Practice course to fulfill an Areas of Inquiry requirement,~~

Physical Education and Wellness

Personal health and well-being are important aspects of a liberal arts education. The goals of the Physical Education and Wellness requirement are to encourage students to establish lifelong healthy habits and to expand their perspectives on personal and community well-being.

The CRC proposes leaving the Physical Education and Wellness requirement unchanged. The Department of Physical Education and Recreation offers a variety of programs and courses addressing students' physical, mental, social, and environmental well-being. The two-unit Physical Education and Wellness requirement can be met through numerous programs and courses such as dance, outdoor education, volunteerism, and varsity and club-level athletics, and five-week courses in health, fitness, positive sexuality, and stress management. Students are strongly encouraged to complete the requirement by the end of their sophomore year.

Participation in approved extracurricular activities may earn up to one unit per activity. Varsity athletes may complete the two-unit requirement by earning one unit for every full year of team participation. Further information regarding the Physical Education and Wellness requirement is available on Colgate's [Physical Education web pages](#).

A Note: Core Distinction and Global Engagements

The Core Distinction Seminar and the Global Engagements requirement of the current LACC will be discontinued through this Core revision.

Core Distinction has long been a place of pedagogical innovation where faculty from across the university come together to team-teach on interdisciplinary topics and students partake in a senior capstone experience. In numerous surveys conducted by the CRC, faculty support for Core Distinction was consistently weak. The recent implementation of cross-divisional team-teaching initiatives from the Provost/Dean of the Faculty has also created an alternative mechanism for bringing together faculty members and students from across the curriculum. Thus, although Core Distinction has been a valued element of the curriculum since its inception in 2010 (and before that as Core High Distinction), this proposal does not include a Core Distinction element. We hope that faculty, and administration will continue to support team-teaching further and make it a more vital aspect of our teaching at Colgate.

Since the last Core Revision, nearly 250 courses from across the university have been tagged as Global Engagements (GE) courses. The goal of the GE requirement was to broaden the geographical scope of the curriculum, and now that this has been achieved, the existing GE requirement is no longer necessary. The revised Liberal Arts Core Curriculum builds other structures for attending to global issues, forces, perspectives, and connections across the world. The Current Crises Practice will continue to teach students about pressing global issues at different scales.

Thus, although Core Distinction and GE have been discontinued, the intellectual principles and values undergirding them – pedagogical innovation, interdisciplinary collaboration, living thoughtfully in a globalized world, intensive language study, human diversity in a broader world – are not lost and instead are infused throughout the proposed LACC.

Section III: Implementing a
Revised Liberal Arts Core Curriculum

Transitioning to a New Liberal Arts Core Curriculum

Given its scope, the implementation of the revised LACC will have wide-ranging effects on teaching and learning at Colgate. The CRC recognizes that faculty deserve support to revise existing courses and design new ones. This process of adaptation will also involve reflexive, interdisciplinary discussion about what we teach and how we teach. To move those conversations forward on three complex changes in this new curriculum, the CRC recommends the following three committees be created to operate through the academic year 2021-2022. Each committee will establish clear links to the faculty governance system, in consultation with the Faculty Affairs Committee and the Provost and Dean of the Faculty.

Developing the Living & Learning Workshop will require a dedicated Core Implementation Committee. This Implementation Committee, composed of faculty representatives, directors from the Dean of the College Division, and Residential Commons staff, will work with the FSEM UP and the Dean of the College to determine the modules that are to be a part of the Workshop and consider the timing of the offerings and schedule.

Establishing the Liberal Arts Practice structure will require another dedicated Implementation Committee. This process will work first with departments and programs to identify which Practices tags should be applied to their courses. In addition, all departments and programs will be strongly encouraged to add the Effective Writing Practice tag to as many of their courses as possible. This Implementation Committee will also work with the Registrar's Office on the tagging process. One UP will be dedicated to coordinating the work of this Implementation Committee and managing the Practices once the new curriculum takes effect.

The third committee should be a Working Group charged with proposing a Critical Perspectives: Texts course that adheres to the principles set forth in this document. The Working Group will also be responsible for shepherding their proposal through a vote on the floor of a faculty meeting. The Working Group will consist of the UPs for Core 151 and Core 152 joined by three elected members: one associate professor, one full professor, and one instructor who is tenured or a senior lecturer.

The work of transitioning Core CI to Critical Perspectives: Communities and Societies, and Core SP to Critical Perspectives: Science, can be managed by each Component's UP in consultation with current and future instructors. An expedited review process will invite colleagues to highlight the changes they are making on their syllabi to meet the new Component requirements. Workshops at the Core Curriculum Retreats in 2021 and 2022 can facilitate this process.

Implementation Timeline

This proposal will come to the faculty for a vote in Spring 2021. If 67% of the eligible faculty present approve, the work of assembling the Implementation Committees and Working Group ~~will~~

begin ~~immediately~~. (If the proposal receives less than 67% of the vote, a new CRC will be promptly formed composed of UPs, the UNST DD, and elected representation of the four divisions of the faculty.) This implementation schedule will enable the new curriculum to go into effect in Fall 2022 to serve the class of 2026. This timetable would allow two semesters (academic year 2021-22) for conversations among Component staffs about new pedagogies and new texts, individual work on course revision, new course development, the tagging of Practices, workshops on writing instruction, and the organization of the FSEM Living & Learning Workshop modules prior to the rollout of the new LACC.

Under this timeline, the new LACC would be presented on the Colgate website and in the catalog no later than early fall of 2021, in order to reach admissions candidates applying to matriculate in 2022. New courses would have to be approved by UPs and the Curriculum Committee no later than early February, 2022. The 2022-23 academic year would be a transitional moment during which the old Core is run alongside the new, in order to serve the sophomores who matriculated in 2021. Such overlap has happened in all earlier revisions of the LACC.[6]

To reduce the pressure to offer the regular number of sections of Core 151 and 152 during the first year of the new Critical Perspectives: Texts course (2022-23), and to encourage faculty to begin offering sections of the new course, students in the class of 2024 will be the last to be required to take two text-based component courses. The class of 2025 will be required to take a single text-based course.

Resources for Supporting
Course Transitions and New Courses

The Division of University Studies has several kinds of resources to support faculty members' work in transitioning to a new LACC. In the academic year 2018-2019, funds from a Mellon Foundation New Presidents' Discretionary Grant supported faculty members' collaborative projects on envisioning a new core. Some of those funds have been held over, with Mellon Foundation approval, to support a further round of collaborative core course development; additional support will come from existing core component resources. The annual Core Curriculum Retreat has always been and will continue to be an important moment for faculty brainstorming and creativity.

~~The successful implementation and execution of the proposed Effective Writing Practice and the Effective Writing designation for the FSEM program will require the addition of a full-time professional staff member.~~ The new Director of Campus Writing (or Director of Writing Across the Curriculum) will be charged with curricular development and assessment, programming and consulting for faculty, and coordination of student access to appropriate Effective Writing courses. Working closely with the Director of the Writing and Speaking Center and the Second Language Coordinator, the director will bridge direct support of students' writing with curricular development and pedagogical support for faculty, maintaining a robust writing culture on campus and helping faculty from all disciplines meet the goals of the Effective Writing Practice.

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[6]   See, for instance, Colgate University catalogs from 1982-83, 1990-91, 1996-97, 2010-11, and 2011-12; pdfs of the relevant catalog pages are available on the CRC website.

Leading the Core

For many years, Colgate's LACC has been led by a team of University Professors (UPs), appointed by the Provost/Dean of the Faculty and overseen by the Division Director for University Studies. In keeping with this structure, the CRC proposes maintaining a leadership team of five UPs to manage the revised LACC, one each to lead:

1. The First-Year Seminar, Living & Learning Workshop, and Residential Commons Connections

2. Critical Perspectives: Communities and Societies

3. Critical Perspectives: Science

4. Critical Perspectives: Texts

5. The Liberal Arts Practices

As the current LACC is led by five UPs, this proposal requires no new resources from the university. The two positions once needed to coordinate Core 151 and 152 can be combined into one position, freeing up a position to coordinate the Practices. This new structure also re-orients the work of the FSEM UP. That person will no longer be responsible for overseeing the Global Engagements requirement and the Core Distinction program. Instead, their work will now focus on coordinating the Living & Learning Workshop and building strong and enduring connections between the Residential Commons and FSEM communities.

We propose that the Academic Administrator of University Studies take up the new title of University Studies Program Coordinator and widen their remit to coordinate all matters related to core components and FSEMs including class scheduling, room assignment, instructors, offices, and SLA calculations. This will centralize work that is now dispersed among other offices and streamline the flow of information. The Coordinator would also serve as point-of-contact person for large remote and in-person events for the LACC.

Staffing First-Year Seminars and Core Components

The vitality of the LACC depends on the active participation of continuing faculty members. Tenured and tenure-stream faculty members are normally expected to teach either an FSEM or a core component class at least once every four semesters. We understand that faculty members in departments and programs facing exceptional enrollment or staffing challenges may contribute somewhat less frequently to the FSEM or core components, although the benefits of core component teaching to pre-tenure faculty members in the form of university-wide networking and formal and informal mentoring should be carefully weighed against departments' curricular needs.

The Core Mentoring Program

The Core mentoring program, which began in the fall of 2010, provides pre-tenure faculty members with the opportunity to both observe a core component class, normally in the semester before teaching one themselves, and develop a mentoring relationship with a faculty member outside of their home department or program (Guidelines for Core Incentives Program). This structure helps to ensure adequate staffing for the core components that is balanced across faculty ranks, as well as support for the training of new instructors. It has run continuously since its inception, with 108 pre-tenure faculty members having been mentored and 67 tenured faculty members having served as mentors.

The mentoring process should begin with a conversation between the faculty member, their chair, and the UNST Division Director to discuss their options for participation in the core components and their particular mentoring needs. Regardless of academic division, faculty members are encouraged to teach in any core component that engages their interest. While pre-tenure faculty members will normally mentor with a tenured colleague teaching in the same component, in some circumstances there may be benefits in a cross-component mentoring relationship.

To strengthen the core component staff, the CRC encourages the administration to

1. Maintain or increase current levels of incentives and compensation for core teaching and mentorship, to extend the same incentive to all first-year seminar instructors, and to change the expiration of such incentives from 10 years to 20 years.

2. Equalize class sizes across all core component courses, and prioritize small class sizes, as university resources allow.

3. Increase support for faculty collaborations across core components, such as large section team-teaching and other forms of linked or clustered teaching.

Core Component Programming and the Residential Commons

Core component instructors are strongly encouraged to collaborate with the Residential Commons program, whose faculty directors have resources, a dedicated staff, and facilities to support co-curricular events that bring students and faculty members together. Integrating core component programming and the Residential Commons program will further strengthen the connection between living and learning on campus.

Assessment

Following implementation, the new LACC will assess its effectiveness at achieving the academic goals laid out in the First-Year Seminar, the Living & Learning Workshop, the three Core Components, the five Liberal Arts Practices and the three Areas of Inquiry. The UNST Division Director, University Professors, the University Registrar and Director of Institutional Planning,

Assessment, and Research, and the Assessment Committee will work collaboratively to identify useful tools for both fine-grained assessment of individual pieces of the LACC and holistic assessment of its entirety. The Core Curriculum Retreat offers an annual opportunity for faculty assessment of and responsive adjustments to the separate pieces of the LACC and to make small tweaks. The CRC recommends an internal assessment of the LACC as a whole in eight years from implementation of this proposal, so that the results of the assessment can directly inform the next LACC revision.

Acknowledgements

As the CRC concludes its work, we would like to express our thanks to the faculty, students, and administrative leaders of Colgate University for supporting and aiding the processes that led to drafting this Core Revision Proposal. University Professors from 2016 on participated in many processes of information gathering and analysis leading up to the revision year. Professor of Philosophy Maura Tumulty, Associate Professor of History Xan Karn, Associate Professor of Writing and Rhetoric Meg Worley, Associate Professor of History Dan Bouk, Professor of Biology and Environmental Studies Frank Frey, Associate Professor of Russian and Eurasian Studies Jessica Graybill, and Associate Professor of Biology and Neuroscience Jason Meyers, all contributed in numerous crucial ways while serving as UPs or Interim UPs. Students in UNST 350: Core Revision Design class produced dynamic and informative data, which Professor of Geology and Peace and Conflict Studies Karen Harpp organized for the CRC. Faculty members who participated in Mellon Grant projects opened up new lines of imagination for the CRC and for colleagues at the 2019 Core Curriculum Retreat. Faculty across Colgate, of all ranks, provided insightful reflection, honest critique, and provocative ideas. The majority of the faculty responded to surveys, submitted models, and shared their frank views across the CRC's various modeling stages. Student leaders invited us for many conversations to share their experiences of and insight into the Core. Department Chairs, Program Directors, and Division Directors offered support and guidance. All of the Associate Deans of the Faculty were enormously helpful, individually and collectively. The teaching staff of the Core Components provided essential critique, feedback, and suggestions. Many faculty members communicated with us individually and in groups, and we hope they see their priorities, ideas, and concerns reflected in this Core Revision Proposal.

Administrative and governance bodies assisted the revision a variety of ways. University Registrar and Director of Institutional Planning, Assessment, and Research Neil Albert, Data Analyst Karen Cheal, Deputy Registrar Sue Burdick, and Manager of Academic Operations Diane Beach all patiently provided a range of institutional data, over many semesters. Members of the Academic Affairs Board and the Faculty Affairs Committee (FAC) provided crucial consultation; Associate Professor of History Alan Cooper, as Chair of FAC, was profoundly generous and helpful throughout this entire process. The FAC convened several special faculty meetings, which provided essential opportunities for discussion of the Core revision process. Web Manager Jason Kammerdiener supported the website, and Director of Learning and Applied Innovation Jeff Nugent offered invaluable advice.

Director of the W. M. Keck Center for Language Study Cory Duclos organized many very helpful Language Council sessions. Associate Professor of Writing and Rhetoric Kermit Campbell, as chair of the Writing and Rhetoric Department, Writing and Rhetoric department faculty members, and

Jenn Lutman, Director of the Writing and Speaking Center, provided key reflection on best practices for curricular innovation in intensive writing and worked closely with the Academic Affairs Board to set the grounds for a rethinking of Colgate's writing requirement. Vice President and Dean of the College Paul McLoughlin and his staff worked closely and generously with the CRC to envision the integration of the Dean of the College staff into the FSEM Living & Learning Workshop, and to better integrate Residential Commons activities into the heart of the FSEM and the Core. Many individuals from across campus have offered ideas and energy towards the Living & Learning Workshop. Many other faculty, staff, departments/offices and administrative leaders have contributed to the ideas reflected in this Core Revision Proposal.

The CRC is profoundly grateful to Kelly Snyder, Administrative Assistant in the Division of University Studies, who supported the work of the self-study and revision processes in a thousand ways over the past several years. She did that while keeping the Core itself running smoothly.

It was a pleasure to have Russell Colgate Distinguished Professor Emeritus Anthony Aveni join a Core UP meeting in the early stages of the self-study; Tony provided helpful advice about revising Cores. Around that moment, James Allen Smith '70 began research on campus for *Becoming Colgate.* Several years later, the CRC was able to discuss his finished bicentennial history as we drafted this proposal. Reading about the early Core, the post-war curriculum, the 1960s Core, and several revisions since, provided an invaluable sense of Colgate's institutional rhythms, values, and challenges. *Becoming Colgate* chronicles the many student calls for access, equity, and justice across a century, and it was fascinating to realize that the students always referenced their experience in the Core when doing so.

Dean of the Faculty and Provost Tracey Hucks '87, MA'90, engaged with the Core UPs soon after her arrival in fall of 2017, and our conversations with Dean Hucks and President Brian W. Casey generated precise, thoughtful, and meaningful guidance through this period of analysis and revision. President Casey generously dedicated his New President Mellon Grant to Core revision modeling and implementation. The President hosted two conversations for the CRC and Dean/Provost Hucks; these served to generate a collective sense of the deepest priorities for the Core revision.

Section IV: Appendices

Appendix A: Documents Consulted for the
2019-2021 LACC Revision

All documents are available through the [Core Revision Process Website](). (Colgate login required.)

Previous Liberal Arts Core Curriculum Legislation

- "CORE: 2010: Crossing Boundaries – A Revised Liberal Arts Core Curriculum at Colgate University." Core Revision Committee proposal, April 16, 2009.
- "The New Liberal Arts Core Curriculum" Core Revision Document, May 2, 1995.

Colgate University Course Catalog Pages

- 1982
- 1990
- 1996
- 2012

Colgate University Faculty Handbook

- Handbook
- "Guidelines for Core Incentives Program"

Official Reviews

- "Colgate University Liberal Arts Core Curriculum External Review Final Report," April 27, 2004.
- "Colgate University Institutional Self-Study Report Submitted to Middle States Commission on Higher Education." March 2, 2018.
- "Team Report to the Commission on Higher Education. Colgate University." Middle States Evaluation Team. May, 2018.

Colgate Planning Documents

- The 13 Goals of a Colgate Education
- "Task Force on Performing Arts Facilities Report." Colgate University, 2014-2015.
- "The Third-Century Plan: A Comprehensive and Long-Term Framework for Colgate University." Colgate University, 2019.

- "The Third Century Plan: The Plan for Diversity, Equity, and Inclusion." Colgate University, November 2019.
- "Report on Academic Freedom and Freedom of Expression." 2017.
- "Bicentennial Plan for a Sustainable and Carbon-Neutral Campus." 2019

Student Documents

- "Colgate for All" 21-Point Action Plan. June 29, 2015.
- Core Legacies Report from Student Brown Bag (2017)
- "Resolution to Diversify the Core Curriculum" passed by the Student Government Association, March 20, 2018.
- "Inclusive Colgate Open Forum Blueprint." April 16, 2018.

Scholarship

- Association of American Colleges and Universities.2008. "High-Impact Educational Practices."
- Aveni, Anthony. 2014. *Class Not Dismissed: Reflections on Undergraduate Education and Teaching the Liberal Arts*. University Press of Colorado.[7]
- Smith, James Allen ('70). 2019. *Becoming Colgate: A Bicentennial History*. Colgate University Press.[8]

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[7] Chapter 3, "What I Teach," provides a glimpse of one faculty member gradually becoming a Core teacher, advocate, and leader of the Core Revision of the late 1970s.

[8] Chapter 9, "Core Values," presents a detailed and often surprising history of the evolution of the Core from its start as the "Colgate Plan" before World War II, through the post-war period, and into the 1960s. Chapter 12, "New Century," continues the story of the evolution of the Core.

Peer Institution Curricula

The CRC studied forty peer and aspirational institutions to learn about their graduation requirements.[9] We found that most peer institutions have distribution requirements; some are conceptualized by division or theme. The most common targeted requirements include effective writing, foreign languages, quantitative reasoning, global studies, and sustainability. Distinct Core courses (like our "component" courses), are rare. Direct cross-institutional comparisons are difficult to make due to the varying ways different curricula are structured.

Links to Descriptions of Comparable Institutions' Graduation Requirements	
Peer Institutions	*Aspirational Institutions*
Bowdoin	Amherst
Bucknell	Dartmouth
Colby	Haverford
Connecticut College	Oberlin
Hamilton	Swarthmore
Middlebury	Wesleyan
Mount Holyoke	Williams
Smith	
St. Lawrence	
Trinity	
Union	
Vassar	

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[9] The CRC is grateful to the students of Professor Karen Harpp's UNST 350: Core Revision Design class, Spring 2019, for sharing with us their extensive research on these programs at other schools.

Appendix B: Documents Created for the
2019-2021 LACC Revision

Core Staffing and Mentoring Analysis

- "Staffing the Core: A Brief Report on Core Teaching Patterns" for the October 7, 2019 Faculty Meeting. (Anonymized data).
- Detailed Core Component Teaching Report (F10-S18)
- Core Mentoring Report (F10-S18)

Core Curriculum Pedagogy Retreats

- 2017
- 2018
- 2019
- 2020

Stakeholder Surveys

- 2018
  - Fall Core Faculty Survey Report, September 28
- 2019
  - Spring 2019, Student Survey of students enrolled in Core Courses (mostly first-year and second-year students). 830 responses, redacted. Core Curriculum Revision website (link above).
  - Sense of the Faculty Survey, September, 2019. A Report on the survey is on the website as is the Slides presentation on the Survey at the October 7, 2019 Faculty Meeting and other forms of analysis of the survey findings
- 2020
  - February 2020 Straw Poll Report
  - March 2020 Sense of the Faculty Survey Report
  - August 2020 Sense of the Faculty Survey Report

Stakeholder Input

- Wall of Post-its (photographs and coded transcription), Core Curriculum Pedagogy Retreat, May 15, 2018.
- Faculty Generated Model Repository, November 2019.
- Faculty Modeling Feedback Repository, January 2020.

- Faculty Modeling Feedback Repository, July 2020.
- Colgate Language Council Response to the Proposed Language Requirement.
- Department of Writing and Rhetoric Proposal for a Writing Competency Requirement, June 1, 2020.
- UNST 350 "Informal Report on Core Revision Design Class." Karen Harpp, fall 2018. The class visited and consulted with Core leaders and students at peer institutions, and interviewed several hundred Colgate students, faculty, and alumni about their view on the Core; this document is a brief summary by Karen Harpp.
- Mellon Foundation New President's Discretionary Grant.

CRC Proposals (2019-2021)

- "Draft Models of Possible Core Curricula" presented at December 2, 2019 Faculty meeting. (Four models with variations).
- "Diverse Perspectives, Inclusive Communities Core Draft Proposal." March 5, 2020. (Model with variations). "Appendix to the FSEM Proposal," March 5, 2020.
- "Diverse Perspectives, Inclusive Communities: A Core for Colgate's Third Century," June 2020.

Appendix C: Historical Record of the 2019-2021 LACC Revision

The most recent Core revision, chaired by then University Studies (UNST) Division Director Marilyn Thie, unfolded over a two-year period during which time the committee released four separate draft models, received faculty feedback on each, and returned into committee several times for rethinking and revising, until releasing a near-final draft in late January 2009.[10] After some revision and the production of official catalog copy in collaboration with the Academic Affairs Board, the Core Revision Committee then brought the final draft Core Proposal to the faculty for a binding vote in April 2009. A year of implementation followed (in 2009-10), led by then UNST Division Director Constance Harsh, before the official rollout of the new Core Curriculum, "Crossing Boundaries," in fall 2010. The class of 2014 was the first to graduate under that version of the Core.

The current Core revision process began in 2017-18, with administrative conversations and data gathering, culminating in a formal announcement of the self-study portion of the revision at the 2018 Core Curriculum Retreat. The University Professors (UPs) oversaw a year of intensive self-study in 2018-19. Faculty, administrative, and student perspectives were gathered in open fora, visits to the student senate, formal online surveys and hundreds of conversations. A Mellon Foundation New President's Discretionary Grant awarded to President Brian W. Casey allowed many faculty members to work together on pilot projects to develop new Core ideas and

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[10]   The history of the Core revision under Marilyn Thie is reconstructed from conversations with colleagues on that committee and from the meeting minutes of the Academic Affairs Board, the Faculty Meeting, and the Faculty Affairs Committee.

pedagogies. The UPs also organized a series of "cross-Core" reading seminars, to encourage faculty members from different Components to come together for pedagogical conversations centered on common texts.[11] In consultation with the Faculty Affairs Committee, an election was held in spring 2019 to elect four members to the Core Revision Committee, one from each academic division: AHUM, NASC, SOSC, UNST.

The CRC began its work in fall 2019 with a faculty survey focused on priorities for the revision, and an open invitation to faculty members to submit their own models for a revised Core curriculum. The committee received 183 responses to the survey and over 50 model submissions.[12] These materials, along with the data gathered the previous year, shaped the first set of models proposed to the faculty in November 2019. Feedback on these models, generated through faculty fora, a Qualtrics form, email correspondence, and discussions at faculty meetings, guided our iterative revisions and syntheses of these models, until we arrived at the proposal presented here.

On August 11 and 12, 2020, the CRC convened Colgate's annual Core Curriculum Retreat to discuss the July 2020 LACC revision. The meeting was held via Zoom video conferencing, with 215 faculty in attendance. Break-out sessions allowed faculty to join meetings specific to their interests. Meetings for each proposed Component course and individual Competencies were recorded, along with the opening and closing plenaries.

As a result of the lively and instructive Core Curriculum Retreat discussions, the CRC asked faculty to provide feedback on the July revision proposal via an additional faculty survey released in September 2020. In October 2020, we asked division directors, department chairs and program directors to host members of the CRC to discuss elements of the proposed Core revision specific to their faculty. From mid-October to early December 2020, members of the CRC held 31 of these informational meetings with our colleagues, including one only for pre-tenure colleagues and one with faculty members in the Physical Education, Recreation, and Athletic Division.

Appendix D: Detailed Chronology of the 2019-2021 LACC Revision

Core Curriculum Retreats

- May 15-16, 2018: Core Curriculum Retreat 2018: "The Liberal Arts Core Curriculum in Colgate's Third Century." This meeting produced the "Wall of Post-Its" viewable on the CRC website.
- May 14-15, 2019: Core Curriculum Retreat 2019: "A Core for Colgate's Third Century." Mellon Grant Presentations and wide-ranging discussions of goals and priorities for the Core Revision.

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[11] See Appendices A through D for lists of institutional documents consulted, documents the CRC produced, and meetings, fora, and retreats related to the Core Revision. Documents such as the faculty survey and its results are available on the CRC website, which will remain available as an archive (Colgate login required). https://www.colgate.edu/about/campus-services-and-resources/core-curriculum-revision

[12] Fall 2019 survey responses/analysis and model submissions are available on the CRC website (Colgate login required).

- August 11-12, 2020: Core Curriculum Retreat 2020: "Diverse Perspectives, Inclusive Communities." Presentations and wide-ranging discussions of the proposed revision, released to the faculty in July 2020.

Core Revision Presentations at Faculty Meetings

- October 7, 2019: Presentation of Faculty Survey results and Staffing Report.
- December 2, 2019: Presentation of Four Possible Core Draft Models.
- February 10, 2020: Special Faculty Meeting on Revision – Three Draft Models.
- February 24, 2020: Nancy Ries report on faculty feedback to Draft Models.
- March 9, 2020: Special Faculty Meeting presentation of 3-5-20 single Core model with variations – "Diverse Perspectives, Inclusive Communities."
- March 30, 2020: Faculty Meeting Update on Core Revision Timeline.

Fora and Special Revision-Related Component Meetings 2018-19

- September 14, 2018: Core CI meeting regarding the Core Self-Study.
- February 22, 2019: Core CI meeting: "Self-Study Reflections."
- March 7, 2019: Core Forum open to all faculty.
- March 18, 2019: Core Forum open to all faculty.
- March 20, 2019: Core Forum open to all faculty.
- April 11, 2019: Core Forum for pre-tenure faculty.

Core Fora and Special Component Meetings, 2019-20

- September 13, 2019: Core CI meeting with Core Revision conversation.
- September 26, 2019: Core 152 component meeting on Core Revision
- October 17, 2019: Combined 151 & 152 staff meeting to discuss the Core Revision and Brian Doerries' Theater of War.
- October 31, 2019: Core 151 component meeting on Core Revision.
- November 8, 2019: SP component meeting on Core Revision.
- December 5, 2019: Core 152 component meeting on Core Revision.
- January 23, 2020: Core Revision Forum open to all faculty.
- January 24, 2020: SP component meeting on Core Revision for pre-tenure faculty.
- January 29, 2020: Core Revision Forum open to all faculty.
- January 30, 2020: Core Revision Forum for pre-tenure faculty.
- February 6, 2020: CI component meeting on the Core and the DEI Plan, led by Danny Barreto and Mark Stern.
- February 7, 2020: SP component meeting on Core Revision.
- February 14, 2020: SP component meeting on Core Revision.
- February 20, 2020: Core 152 component meeting on Core Revision.
- March 11, 2020: Core Revision Breakfast Forum open to all faculty.
- March 12, 2020: Core Revision Lunch Forum for pre-tenure faculty.
- March 12, 2020: Combined 151 & 152 staff meeting to discuss the Core Revision (also on *Antigone* production).
- March 12, 2020: SP component meeting on Core Revision.
- July 28, 2020: Core 151 component meeting on the Core Revision.
- July 30, 2020: SP component meeting on Core Revision
- October 19, 2020: Combined 151 & 152 staff meeting to discuss the Core Revision.

CRC Discussion Zoom Meetings with Departments/Programs – Fall 2020

- October 20, 2020: Meeting with Sociology and Anthropology
- October 22, 2020: Meetings with Art and Art History, East Asian Languages and Literature, and Classics
- October 23, 2020: Meeting with Religion
- October 26, 2020: Meeting with Math
- October 27, 2020: Meeting with Biology
- October 29, 2020: Meetings with African and Latin American Studies and Native American Studies
- October 30, 2020: Meeting with Environmental Studies
- November 2, 2020: Meetings with Geography and Writing and Rhetoric
- November 3, 2020: Meetings with Chemistry, Philosophy, Theater, History, and Psychology/Neuroscience
- November 4, 2020: Meeting with Russian and Eurasian Studies
- November 5, 2020: Meeting with Computer Science
- November 10, 2020: Meetings with Geology and Educational Studies
- November 12, 2020: Meetings with the Natural Sciences Division and Peace and Conflict Studies
- November 13, 2020: Meeting with Pre-tenure faculty
- November 16, 2020: Meeting with Music
- November 17, 2020: Meetings with English and Asian Studies
- November 19, 2020: Meetings with the Social Sciences Division and Physics

Meetings with Student Leaders and SGA

- November 14, 2017: Meeting with Student Senate on Global Engagements, November 14, 2017.
- April 1, 2019: Meeting with Student Government Association (SGA) leaders on Core Revision.
- April 17, 2019: SGA Open Meeting on Core revision process and priorities.

Alumni Reunion Conversation on the Core

- May 31, 2019: "Alumni Voices: Share Your Thoughts on the Core Curriculum." All-Alumni Bicentennial Reunion panel.

Special Cross-Component Events Providing Ideas and Inspiration for the Revision (2018-20)

The UPs organized a range of events to foster collaboration across the Core Components and to further the mission of the revision.

- September 26, 2018: Combined 151 & 152 *Antigone* discussion
- October 10, 2018: Combined 151 & 152 *Home Fire* discussion
- October 16, 2018: Antigone: A Multi-disciplinary Conversation (Faculty Panel)
- October 17, 2018: Combined CI & 151 meeting: "What Do We Do in Our Component?"
- October 23, 2018: Combined 151 & 152 Seminar on Wollstonecraft's *Frankenstein*.
- February 19, 2019: All-Core Staff Reading Group on Wollstonecraft's *Frankenstein.*
- February 27, 2019: Combined 151, 152 & SP breakfast: "What We Do in Our Component?"
- March 27, 2019: All-Core Staff Reading Group on Eugenides' *Middlesex.*
- October 1, 2019: Popol Vuh discussion and dinner with Tony Aveni.
- October 3, 2019: Core CI seminar on teaching climate and environmental issues in CI courses, led by Teo Ballvé and Heather Roller.
- October 3, 2019: Commons Dinner on "Difficult Texts" with Alan Cooper, Ben Stahlberg, Ed Witherspoon and Margaret Maurer.

- October 17, 2019: Combined 151 & 152 staff meeting to discuss the Core revision and Brian Doerries' Theater of War.
- April 17, 2019: All-Core Staff Reading Group on Roy's *God of Small Things.*
- April 22, 2019: Combined Core CI and SP breakfast meeting to discuss "What We Do in Our Component."
- September 19, 2019: All-Core Staff Reading Group on Popol Vuh: discussion of materials in Special Collections.
- October 30, 2020: All-Core Staff meeting on the nature of scientific knowledge.

Appendix E: Recommendations for Future LACC Revision Processes

At the end of this intensive process, the CRC has several recommendations for the next Core revision process, which likely will begin around 2030. Some of these are administrative and some are curricular. We offer these to provide a few key starting points for a future group of faculty, as the 2009 Revision Proposal, "Crossing Boundaries," did for this iteration of the CRC.

Retain the structure of the Core Revision Committee. As detailed in section 1.C, above, the CRC consists of the five University Professors and four elected members (one from each academic division), as well as the Division Director of University Studies, who chairs the committee. This structure, which ensures that the CRC is broadly representative of the faculty, and that all parts of the curriculum are represented in the committee, should be retained.

Change the term length of positions on the CRC from one year to two. Given the enormity, complexity, and importance of the task, it is not surprising that neither the 2019-2020 CRC nor the 2008-2009 CRC were able to complete their work in a single academic year. The Faculty Affairs Committee should remove the one-year limit pressure to do so, and ensure the smooth continuity of the revision process by defining the task from the outset as a two-year process. The Nominating Committee should ensure the election of committee members who are willing and able to serve for two years.

Compensation for the members of the Core Revision Committee. Gathering viewpoints from across the faculty, generating written proposals, and revising those proposals in response to feedback requires many hours of weekly committee work. Currently, elected members are entirely uncompensated for this labor. At a minimum, the committee strongly recommends granting a course release to all members for work on the Core Revision. These labor reallocations or stipends should be standardized and transparent.

Develop a Faculty Handbook entry on the Core Revision Process. The Faculty Affairs Committee is urged to develop Faculty Handbook guidelines for initiating a Core revision, constituting its committee, establishing the committee's mandate, setting up voting protocols for Core-related motions, and implementing a revised Core. The practices of 2018-2020, as detailed in this text and its appendices, might provide starting points.

The Revised LACC and The 13 Goals of a Colgate Education

	First-Year Seminar and Living and Learning Workshop	Critical Perspectives: Communities	Critical Perspectives: Sciences	Critical Perspectives: Texts	Areas of Inquiry	Effective Writing	Foreign Languages	Quantitative and Algorithmic Reasoning	Current Crises: Social Inequity and Climate Change	Artistic Practice and Interpretation
1 See themselves honestly and critically within a global and historical perspective: recognize that their beliefs, identities, interests, and values are in part a reflection of their background, education, and life experiences.	□	■	□	■	□		□		□	□
2 Understand the methodology, modes of thought, content, and discourse of a particular scholarly discipline: articulate questions for research and craft a coherent argument so as to produce a substantial work in their chosen field.	□		■		■	■		□	□	■
3 Conduct interdisciplinary inquiry: synthesize viewpoints from multiple disciplinary perspectives so as to overcome the limitations of any one perspective.	□	■	■	■					□	
4 Appreciate the myriad modes of human creative expression across time and place	□	□		■	□	■	■			■
5 Investigate human behavior, social relations, and institutions in order to understand the complex relationship between self and society.	□	■			□				□	□
6 Examine natural phenomena using the methods of science and understand the role of science in contemporary society.	□		■		□				□	□
7 Acquire valuable habits of mind: listen and read well; think critically and creatively; ask challenging questions; gather relevant information and construct cogent arguments to answer them.	■	■	■	■	■	■	■	■	■	■
8 Communicate well: speak and read correctly and precisely; speak and read a second language; present information effectively.	■		■	■		■	■	■		■
9 Set an example of ethical behavior in public and in private: take a principled stand for what they believe and be accountable for their actions; uphold the legal and ethical uses of information.	■		□						■	□
10 Be engaged citizens and strive for a just society: embrace their responsibilities to local, national, and global communities; use their influence for the benefit of others.	■	■							■	□
11 Respect nature and the diversity of life on earth: recognize their individual and collective responsibilities for the stewardship of the earth's resources and natural environment.	□		□						■	
12 Grow in both confidence and humility: affirm a set of values while respecting and learning from the diverse perspectives, identities, ways of life, and philosophies of others.	■	■	■	■	■		■		■	■
13 Continue learning beyond college: sustain a lifelong curiosity and grow in knowledge and wisdom.	■	■	■	■	■	■	■	■	■	■

□ = some courses meet the goal
■ = all courses meet the goal

First Year Seminars and the Living & Learning Workshop. All courses would further students' ability to "communicate well: speak and write correctly and precisely" and "present information effectively" (Goal 8), as well as to "acquire valuable habits of mind" (7). FSEMs would allow

students to "grow in both confidence and humility: affirm a set of values while respecting and learning from the diverse perspectives, identities, ways of life, and philosophies of others" (12). These courses, at the start of a Colgate education, also set the stage for the practice of lifelong learning (13). The Living & Learning Workshop would provide many opportunities for students to "set an example of ethical behavior in public and private; take a principled stand for what they believe and be accountable for their actions; uphold the legal and ethical uses of information" (9). They also would encourage students to "be engaged citizens: embrace their responsibilities to local, national, and global communities" and "use their influence for the benefit of others" (10). The heterogeneity of the FSEM courses means that students, depending on their particular course, may also engage with several of the other Goals (1-6, 11).

Critical Perspectives: Communities and Societies. All courses would allow students to "see themselves honestly and critically within a global and historical perspective: recognize that their beliefs, identities, interests, and values are, in part, a reflection of their background, education, and life experiences" (Goal 1); "conduct interdisciplinary inquiry: synthesize viewpoints from multiple disciplinary perspectives so as to overcome the limitations of any one perspective" (3); "investigate human behavior, social relations, and institutions in order to understand the complex relationship between self and society" (5); "acquire valuable habits of mind" (7); "be engaged citizens and strive for a just society: embrace their responsibilities to local, national, and global communities; use their influence for the benefit of others" (10); "grow in both confidence and humility: affirm a set of values while respecting and learning from the diverse perspectives, identities, ways of life, and philosophies of others" (12), and inspire learning beyond college (13). Many Core Communities and Societies courses would also encourage students to "appreciate the myriad modes of human creative expression across time and place" (4).

Critical Perspectives: Sciences. All courses would allow students to "understand the methodology, modes of thought, content, and discourse of a particular scholarly discipline" (Goal 2) and to "understand the role of science in contemporary society" (6). A great number would teach students to "respect nature and the diversity of life on earth: recognize their individual and collective responsibilities for the stewardship of the earth's resources and the natural environment" (11), and many would allow students to "see themselves critically within a global and historical perspective (1). Courses also introduce students to the work of: "conduct[ing] interdisciplinary inquiry," teaching them to "synthesize viewpoints from multiple disciplinary perspectives so as to overcome the limitations of any one perspective" (3). Courses would also facilitate students' communication skills (8), and teach valuable habits of mind (7). In addition, most Critical Perspectives: Sciences courses would address Goal 9: "set an example of ethical behavior in public and in private: take a principled stand for what they believe and be accountable for their actions; uphold the legal and ethical uses of information."

Critical Perspectives: Texts. All courses cultivate critical practices and habits of mind such as close reading, focused discussion, and careful analytical writing (Goal 7). These skills remain essential in a world that demands both the interpretation and production of texts across a variety of modes, genres, and media, and they further advance Colgate's mission to produce students who "communicate well" (8). To engage Colgate students in close and critical reading of complex and challenging texts from around the world will encourage both students and faculty to see themselves "honestly and critically within a global and historical perspective, recognizing that their beliefs, identities, interests, and values are in part a reflection of their background, education, and life experiences" (1). To use these texts to investigate the deep past and to probe its dynamic relations to

the present can help students empathize with those who may not share their views and to "appreciate the myriad modes of human creative expression across time and place" (4), and to "synthesize viewpoints from multiple disciplinary perspectives" (3). These courses will also allow students to "grow in both confidence and humility" (12), and inspire "continued learning beyond college" (13).

Areas of Inquiry: Disciplinary Perspectives. The Areas of Inquiry requirements are grounded in allowing students to "understand the methodology, modes of thought, content, and discourse of particular scholarly disciplines (Goal 2). In facilitating student engagement across the disciplinary/divisional structures of the university, the holistic effect of these required courses is to instill "valuable habits of mind" (7), to "grow in confidence and humility" (12), and to facilitate "lifelong curiosity" across the range of scholarly enterprise (13). Many courses will also allow students to "see themselves honestly and critically within a global and historical context" (1). Across the three Areas of Inquiry courses, students will appreciate the myriad modes of creative expression (4), investigate human behavior, social relations, and institutions (5), and examine natural phenomena using the methods of science (6).

Effective Writing. All courses will help students to "communicate well" (Goal 8), and "understand the methodology, modes of thought, content, and discourse of a particular scholarly discipline" (2). Writing intensively helps, as well, to develop "valuable habits of mind," learning to "listen and read well; think critically and creatively; ask challenging questions; gather relevant information and construct cogent arguments to answer them" (7). As well, Effective Writing courses allow students to "appreciate the myriad modes of human creative expression" (4). Effective Writing courses will also, fundamentally, facilitate continued learning beyond college (13).

Foreign Languages. All courses will help students "speak and read a second language" (Goal 8) and "grow in both confidence and humility… [by] learning from diverse perspectives, identities, ways of life, and philosophies of others" (12). They will also give students an opportunity to "appreciate the myriad modes of human creative expression" (4). Studying a foreign language, as well, is a valuable habit of mind (7), and provides lifelong access to "learning beyond college" (13) as it opens gateways to living, studying, and working in diverse and global settings.

Quantitative and Algorithmic Reasoning. All courses will allow students to "acquire valuable habits of mind" (Goal 7) and to "present information effectively" (8). These skills will facilitate a lifelong ability to "grow in knowledge and wisdom" (13). Many of these courses will also allow students to "understand the methodology...of a particular scholarly discipline" (2).

Civic Engagements: Social Inequity and Climate Change. **All courses will** help students "think critically and creatively" (Goal 7), "be engaged citizens" (10), and "grow in both confidence and humility" (12). These courses will allow students to "set an example of ethical behavior in public and in private" (9), and "respect nature and the diversity of life on earth," (11) and "continue learning beyond college" (13). Depending on which track they pursue, students might also "investigate human behavior, social relations, and institutions" (5), or "examine natural phenomena using the methods of science" (6). Many of these courses will also allow students to "see themselves honestly and critically within a global and historical perspective" (1), and to either "understand the methodology, modes of thought, content, and discourse of a particular scholarly discipline (2), or conduct interdisciplinary inquiry (3).

Artistic Practice and Interpretation. Courses will help students "appreciate the myriad modes of human creative expression" (4), "think critically and creatively" (7), "communicate well" (8), and "grow in both confidence and humility" (12). They will also allow students to "understand...the modes of thought of a particular scholarly discipline (2). Many will allow students to "be engaged citizens" (10) and allow students to "set an example of ethical behavior in public and in private" (9), and some courses may "investigate human behavior, [or] social relations," (5) or "examine natural phenomena using the methods of science" (6).

Physical Education and Wellness. **Courses fulfill** an important aspect of Colgate's Mission Statement by immersing students in "the exhilaration of physical challenge, the value of group effort to achieve common ends, and the confidence that comes with developing the skills we need to participate in a lifetime of healthy activity." It can also encourage students to "set an example of ethical behavior in public and in private" (9) and "grow in confidence and humility" (12). Another aim is to create the grounds for lifelong learning (13). Some programs and courses that fulfill this requirement also allow students to "appreciate the myriad modes of human creative expression" (4).

Appendix G: Supplemental Information About the Living & Learning Workshop in the Revised First-Year Seminar Program

The Core Revision Committee (CRC) proposes the addition of the Living & Learning Workshop to the First-Year Seminar (FSEM) Program. The goals of the workshop will be to provide students with a deeper and more meaningful engagement with the topics outlined in the longstanding pedagogical and programmatic expectations of the FSEM program. These topics, which have typically been in competition with discipline-based course curriculum, will now find more adequate and standardized coverage in the stand-alone Workshop. For a detailed discussion of such workshops, go to the First-Year Seminar Linked Living & Learning Workshop Appendix.