



GUIDELINES FOR FOUNDATIONS

Guidelines for Foundations Committee was co-chaired by: Kariann Fuqua (University of Mississippi), Katie Hargrave (University of Tennessee at Chattanooga), and Lauren Kalman (Wayne State University). **Members of the subcommittees included:** Marc Boyson (Southern Adventist University), Nicole Condon-Shih (Cleveland Institute of Art), Amy Evans (Walters State Community College), Shylah Pacheco Hamilton (California College of the Arts), Alexandra Robinson (St. Edward's University), Wesley Taylor (Virginia Commonwealth University), Eddie Villanueva (The College of New Jersey), and Ming Ying Hong (Mississippi State University).

Adopted and approved by the FATE Board on October 1, 2021

Outline

1. Introduction
 - a. History of this document
 - b. Definitions and Norms
 - c. A Note about Definitions and Norms
2. Coordination
 - a. Introduction
 - b. Administration of the Foundations Program
 - c. Facilities and Resources
3. Pedagogy and Curriculum
 - a. Introduction
 - b. Types of Institutions
 - c. Diversity, Equity, Access, & Inclusion in Pedagogy
 - d. Flexibility vs. Consistency
 - e. Skills, Techniques, and Trends
 - f. Assessment
4. Mentorship
 - a. Introduction
 - b. Relationships and Support Structures
 - c. Institutional Support
 - d. Advising
5. Conclusion
 - a. Process
 - b. Appendix

1. Introduction

a. History of this Document

- i. This document is a reprisal of an incredibly useful document written by a committee of FATE members as a way to support each other and advocate for support within our institution and the field more broadly. It was written and adopted in 2007 at the 11th Biennial FATE conference. Since then, much has changed in our field, and a subcommittee of the FATE Board and members was created in 2020 to undertake the revision of the document. We are grateful to the framework our predecessors created in this document, and we hope to honor their work and continue to support our colleagues in updating this document.
- ii. This committee was co-chaired by Kariann Fuqua, Katie Hargrave, and Lauren Kalman. Members of the subcommittees included: Marc Boyson, Nicole Condon-Shih, Amy Evans, Shylah Pacheco Hamilton, Alexandra Robinson, Wesley Taylor, Eddie Villanueva, and Ming Ying Hong.
- iii. The members of the 2007 committee included Ralph Larmann, Charlotte Lowry Collins, Christine McCullough, Scott Betz, James Elniski, Samantha Fields, Lari Gibbons, Jerry Johnson, Jodi Kushins, Helen Kwiatkowski, Dyan McClimon-Miller, Gary Nemcosky, Barbara Nesin, Laura Prange, Gail Simpson, Mary Stewart, Carol Struve, Patricia Walker, and Karen Moynahan.
- iv. FATE is not an accrediting body, and thus this document is intended to support faculty and administration as they develop their programs, seek support, and to provide guidance on current practices within our field. The suggestions put forth in this document should not be used to measure the effectiveness of any program; rather, they may help FATE members as they reflect upon their programs.

b. Definitions and Norms

- i. Foundations
 1. Foundations is a sequence of courses that create a shared set of tools and knowledge upon which students' individualized course of study will be built. The definition of foundations and the term used for these sequence of courses may be different at each institution. "Foundations" is used throughout this document for clarity and consistency.
- ii. Foundations Coordinator
 1. The foundations coordinator is the faculty member(s) that organize and maintain the Foundations program. Titles vary and may include Foundations Director, Head, or Chair. At some institutions, there may be no formal title for the faculty that coordinates the Foundations courses, or there may not be

someone in this role. For clarity purposes, “Foundations Coordinator” will be used throughout.

- iii. Instructor
 - 1. Instructor refers to any faculty member that may be teaching a course. This may include teaching assistants (TAs), Graduate Assistants (GAs), part time faculty, full-time non-tenure track faculty, and tenure eligible faculty. For consistency “Instructor” will be used throughout unless there are specific topics related to any subcategory.
- iv. Upper Division
 - 1. This refers to all coursework beyond Foundations. This coursework may be more specialized into areas of study, or it may be interdisciplinary in nature. At some institutions, there may be dedicated instructors who only teach upper division courses and some instructors who only teach in Foundations. At some institutions “upper division” may refer to 300/400 level courses; however, in this document it refers to all coursework beyond Foundations.
- v. Post-secondary
 - 1. This document is aimed at any institution that teaches Foundations-level courses in a post secondary context. Several terms are used throughout the document, including “college” and “university.” These terms are not intended to exclude those who may be teaching in different contexts, rather to be inclusive of all types of institutions where Foundations courses may be taught.
- c. A Note about Definitions and Norms
 - i. Definitions and norms are fungible, and unspoken assumptions have an impact on the institution. Care should be taken to actively participate in assessment of definition and norms.
 - ii. Defining and articulating how Foundations is situated within an institution has the ability to make clear to students the path they are embarking on, allowing students to actively understand and choose this path (or work to change it).
 - iii. Transparency and openness can be cultivated by naming assumptions. For instance, many curricula are still rooted in the history of Bauhaus, but there are other models used at institutions across our field. Administrators, Foundations Coordinators, and instructors should consider how the institution is situated within tradition, unraveling tradition, or creating a new tradition.

2. Coordination

a. Introduction

- i. This section is designed to be useful for the administration and instructors. The goal is to help the Foundations Coordinator guide the Foundations program and to be used by administration—at the department, college, and institution level—to understand the support needed by instructors teaching in Foundations and coordinating their program.

b. Administration of the Foundations Program

- i. Programs should have a dedicated full-time Foundations instructor serve as a Foundations Coordinator to ensure high quality outcomes across courses and sections.
 1. A dedicated permanent faculty member that teaches within Foundations should take an advisory role. Having a dedicated Foundations Coordinator gives a point of contact for the area and is beneficial for relationships with community colleges, with instructors teaching in upper division, academic advisors, orientation offices, and upper administration.
- ii. Duties of a Foundations Coordinator are wide ranging and impact the experience of students and instructors.
 1. These duties may include grant writing, recruiting students, orienting incoming students, facilities maintenance, overseeing curriculum, hiring and mentoring part-time and adjunct instructors, training teaching assistants, managing budgets, ordering and dissemination supplies, promoting students on social media, advising students, among other responsibilities based on their institution.
 2. Foundations Coordinators serve as a liaison with other parts of the department, college, and university.
 - a. The Foundations Coordinator should have a strong relationship with their chair, dean, or administrator, depending on the structure of the institution. They should have a direct line of communication with their supervisor to advocate for their program.
 - b. Foundations coordinators should seek and cultivate buy-in with instructors and staff across their department to avoid a perception that Foundations is of lesser importance than upper division study. Upper division instructors should be made aware of content covered in Foundations.
 - c. The Foundations Coordinator should create opportunities for students to display work in formal or informal settings,

- thereby enhancing professionalism, recruitment, and student commitment.
3. Foundations Coordinators should give input and guidance on Foundations related decisions to ensure that Foundations continue to serve all students.
 - a. A Foundations Coordinator should be included when decisions regarding hiring, evaluating instructors, scheduling, facilities maintenance, budget administration, curriculum development, portfolio review, transfer credit evaluation etc., are made.
 4. Foundations Coordinators have a responsibility to actively support and promote diversity, equity, access, and inclusion. This work is most crucial at the Foundations level as for many it is their first introduction to the art and design world.
 - a. Foundations Coordinators should champion a diverse representation of visiting artists, exhibitions, lectures, and instructors.
 - b. Foundations Coordinators should ensure that access to the Foundations curriculum is equitable through designing for access and should be consulted when designing access for physical spaces, technologies, and materials.
 - c. Foundations Coordinators should encourage instructors to use teaching strategies that are inclusive and equitable.
 5. Foundations Coordinators should be involved in the relationship between community colleges and 4-year institutions.
 - a. Foundations Coordinators should be consulted when assessing transfer credits and developing articulation agreements, both at community colleges and at 4-year colleges and universities.
 - b. Foundations Coordinators should ensure smooth and transparent policies for transfer students and create opportunities for community building between transfer and first-time freshmen students.
- iii. Foundations Coordinators need support to perform their duties to their fullest potential.
1. Foundations Coordinator duties carry a substantial service load that may be invisible outside of the area. Administration should work with the Foundations Coordinator to clearly outline responsibilities, expectations, and support.
 2. Appropriate reductions in teaching loads, service, contact hours, and/or research is warranted to support research/creative activity, managing and maintaining facilities, and administrative

responsibilities so that both the program and the Foundations Coordinator may thrive.

- a. This release time should be commensurate with the size of the program and scope of the duties. The load of the Foundations Coordinator may be different depending on the specific duties.
 - b. FATE is available as a resource for administrations seeking guidance for how to support their Foundations Coordinators and help provide comparative data.
3. Foundations Coordinators should be provided with an office in order to hold private conversations with instructors and students and/or to store supplies and student work.
 4. Foundations Coordinators should be provided with appropriate support staff to run the Foundations program including administrative assistance, technical support, and facilities support.
 5. Foundations Coordinators should be provided with professional development funds to be able to attend pedagogy workshops and conferences when desired.
 6. Care should be taken to support any faculty member who takes on the responsibilities of Foundations Coordinator; however, special attention should be paid if a junior faculty member is placed in this role. Administration should support junior faculty with additional release time or administrative assistant support in order to ensure a junior faculty member can also be successful in their other responsibilities.
- c. Facilities and Resources
- i. Foundations classrooms should be safe working environments. Foundations Coordinators should advise on safety in the classroom. This may be in collaboration with other department staff, administrators, and facilities.
 1. Safety considerations may include material storage, material disposal, maintaining SDS records, supplying PPE, and having adequate ventilation.
 - ii. Foundations classes should be accessible and promote equity.
 1. All Foundations facilities should be ADA accessible.
 2. Students in Foundations classes should have access to computers and the internet.
 3. Foundations classes should have access to adequate digital and traditional technologies and adequate technical support.
 - iii. Instructors teaching in Foundations also need support in order to teach students well.

1. Instructors should have some space to meet with students outside of class and to prepare for classes.
 2. Instructors should have access to the same materials as their students for class preparation.
 3. Instructors should have access to an adequate budget to develop and test new assignments.
- iv. Supplementary events are an important part of a Foundations experience.
1. Supplementary events may include visiting speakers, visiting artists, and exhibitions.
 2. Supplementary events can augment curriculum, add to existing instructor expertise, promote diversity, and provide examples of professional pathways for students; however, the Foundations Coordinator and upper administration should acknowledge that supplementary events should not be a long term solution for programmatic needs.
 3. Adequate budget should be allotted to ensure that an equitable pay scale is created for all visiting speakers and artists.

3. Pedagogy and Curriculum

a. Introduction

- i. This section focuses on broad themes, exploring pedagogy and curriculum holistically rather than outlining specific sets of skills covered in Foundations curriculum. Every institution is encouraged to actively consider how the Foundations curriculum impacts student learning, instructor success, and departmental culture.
- ii. Due to the variety of Foundations programs throughout the FATE community, this document does not dictate which skills and techniques should be required in Foundations curriculum; however, this section does outline some current trends in Foundations.
- iii. This section is designed to be useful for Foundations Coordinators or instructors considering the content of classes and overall curriculum.

b. Types of institutions

1. Institutions should actively define themselves and their students. By understanding and framing the context in which instructors teach and students learn, institutions can identify the support needed to create positive learning and working environments.
2. The context of the institution may impact the needs of instructors and students. Teaching in a rural environment will be different than an urban setting; a large state institution and a small liberal art college have different challenges; a school that serves residential students and commuter students might consider

different approaches to homework that utilizes shared studio spaces; a faith-based institution and a secular school may focus on different content goals.

3. Institutions should consider the type of students served. This may include: majors only, a mixture of majors and minors, or majors and nonmajors. Class needs may be different depending on other requirements these students have in their course of study.
4. The goals of the department should be considered as a part of the pedagogy and curriculum. Foundations is sometimes seen as a monolith that is the same for every discipline; however, an institution may have a specific focus, which will guide how Foundations is designed. Foundations curriculum and pedagogy may also be impacted by the material limitations of the upper division curriculum.
5. If the assumption is that most Foundations instructors come from a studio background, institutions should consider how to prepare students for a variety of disciplines, depending on the structure of the program.

c. Diversity, Equity, Access, & Inclusion in Pedagogy

- i. Data suggests that systemic barriers exist for female students, students of color, first generation students, and low-income students as they enter post-secondary education. Care should be taken to ensure instructors are aware of these systemic barriers. Administration and Foundations Coordinators should strive to work against these barriers.
- ii. Access to technology is crucial. Foundations Coordinators and administration should work to ensure all students have necessary tools (through central IT, equipment checkout, or in departmental labs).
 1. Technology requirements and resources available to students should be clearly articulated in recruitment materials to ensure students can make informed decisions with a full understanding of the requirements to fully participate in their education.
- iii. Participation in the classroom should be encouraged of all and work should be undertaken to ensure all students feel their voices and opinions are valued.
 1. Instructors should be made aware of data regarding participation by students, and Foundations Coordinators should provide strategies to instructors to encourage participation in a variety of means (i.e. in person, digital discussion boards, and writing exercises).
- iv. Institutions should acknowledge that all people have implicit biases. Foundation Coordinators should consider requesting implicit bias training for themselves and all instructors, and administration should consider

ways in which checks and balances can be built into the curriculum to reduce the impact of implicit bias.

1. These checks can and should be specific to your program but might include bias training, rubrics that make expectations clear for students and for those issuing grades, classroom observation by experts, etc.
- v. Curriculum should, where possible, be built for access rather than accommodation.
1. Materials may be provided in a variety of formats to increase access for people with different learning styles as well as people with disabilities.
 2. Materials provided via learning management systems and digital platforms should be made accessible through creating PDFs able to be read by screen readers and videos including closed captions.
 3. Foundations Coordinators should interrogate goals and expectations for essential skills. Consideration should be given to essential skills and instructors should explore if pedagogy excludes students with physical limitations from being able to complete the assignment.
 4. Administrators should provide resources to assist with the creation and adaptation of curriculum into accessible formats. Support for these efforts may come from disability resource centers or centers for teaching and learning.
- vi. Care should be taken to examine data surrounding retention, progression, scholarships, graduation, and to explore if certain populations are succeeding at higher rates. If so, administration should work to ensure equity for such benchmarks.
- vii. Examples used in the classroom can create an inclusive space. Instructors should consider including artists that may have been left out of the canon of art history when developing presentations for assignments. If textbooks are used, Foundations Coordinators should evaluate textbooks for the most equitable resources available and supplement as necessary.
- viii. Care should be taken to balance flexibility and openness within the classroom and systems that can help to reduce the impact of structural barriers and implicit bias.
- d. Flexibility vs. Consistency
- i. Foundations Coordinators should be engaged in contemporary pedagogy in order to develop curriculum and mentor other instructors.
 - ii. Codifying curriculum can result in a lack of flexibility and adaptability, whereas an overly flexible curriculum can lead to inconsistent results across individual sections. Care should be taken to consider the student

learning outcomes for the courses and ensure each section meets those outcomes.

- iii. Consideration should be given to the sequencing of the order of Foundations classes. Are students required to take courses in a particular order, and does this delay student matriculation? If it does, consider the justification carefully. Does the delay maintain a sense of community and build a strong cohort? Does the sequencing of courses privilege particular disciplines, or could the sequencing increase student interest in an area?
 - iv. Instructors should be intentional about how and if power relationships are built and maintained in the Foundations program. Consider if classroom compacts can be created to increase students' commitment to classroom expectations.
 - 1. Policies in syllabi might impact student learning outcomes. Consider how policies such as attendance or late work can encourage learning and personal growth instead of penalizing students.
 - v. Consideration should be given to the needs of the individual students and decisions regarding policies for flexibility regarding specific learning outcomes should be made. These policies should be clearly outlined and consistently applied across multiple sections and instructors, where possible.
 - vi. Foundations Coordinators and administrators should consider extending flexibility to instructors to allow them to respond to current events in the classroom.
- e. Skills, Techniques, and Trends
- i. Form and content can be taught together to create a balance between formal and conceptual skills. Students can become aware of how context can influence the reception of their work.
 - ii. Many institutions are placing increasing emphasis on community engagement. Should this be the case, awareness is needed of resources and workload needed to successfully work with community partners.
 - iii. Foundations can begin highlighting the possibilities for a cross disciplinary approach by integrating research from other fields.
 - iv. Collaboration should be authentic and resist the experience of a group project.
 - v. In addition to building technical skills, Foundations instructors could consider how to develop ideation methods, conceptual development, and student success skills (often referred to as soft skills).
 - vi. Students should know the principles of 2D and 3D design and color theory principles so that they can consider when and how to use these principles and when to break the rules.

- vii. Skills and techniques should be balanced with a relevancy to the moment in which these skills are being offered. Instructors should consider:
 1. What is being normalized in disciplines, practices, and classrooms.
 2. How topics relate to the greater world.
 - viii. The digital space of learning management systems (such as D2L, Blackboard, or Canvas) should be considered a classroom space not unlike the studio. As much care and attention should be paid to helping students understand the norms of a digital classroom as the comportment taught in studio courses.
 - ix. Critique is an essential part of the Foundations experience. Building skill for verbal and written critique helps create community amongst students, encourages students to build their discipline-specific vocabulary, and encourages students to integrate self-critique into their own processes.
 1. A balance of different critique methods should be used.
 2. Care should be taken to encourage different learning styles and sensibilities to take an active role in critique.
 3. Instructors should be able to engage in specific and thoughtful critique regardless of media or topic. If an instructor is unable to cultivate a thoughtful critique because they find the subject difficult to engage with, they should request—and be supported for—professional development to be able to support students fully. Particular attention should be paid to being able to manage a critique around issues of importance to marginalized communities, as students from these communities might feel unsupported in the institution and instructors from marginalized communities are otherwise asked to pick up slack where others will not.
- f. Assessment
- i. Assessment fits into three categories: assessment of student outcomes, assessment of instructors, and assessment of the program.
 - ii. Assessment of teaching and curriculum can be an authentic and generative experience, and should not be approached in a punitive sense.
 - iii. A variety of people will engage in assessment activities, including members of committees related to program accreditation or tenure decisions. Beyond these formal moments for assessment, all instructors should be involved in self-assessment and the Foundations Coordinator should engage in program assessment on a routine basis.
 - iv. From time to time an external evaluator can help to see challenges and opportunities from a new perspective. Support for such assessment should be available from the administration, when necessary.

- v. Assessment of Student Outcomes
 1. Instructors should work together to define the goals for student learning objectives and look at student work on a routine basis to ensure that it is meeting these objectives.
 2. There should be regular assessment of student work. This may be through moments built into the curriculum, such as a BFA portfolio review.
 3. Assessments should be multi-modal to account for differences in learning styles and disciplines. This may include writing, interviews, portfolios.
- vi. Assessment of instructors
 1. Ideally, instructors are engaged in learning to be more effective teachers, and they should set goals and request evaluation of their progress towards those goals.
 2. For adjuncts, graduate assistants, and junior faculty, evaluation should be seen as a generative process to support building pedagogical methods and support student learning.
- vii. Assessment of the Foundations Program
 1. Curriculum mapping across the entire department or program can be helpful to allow all instructors to understand what is essential to your specific program.
 2. Learning outcomes should be set for Foundations courses in consultation with the Foundations Coordinator and instructors teaching in Foundations.
 3. Some institutions use a unified curriculum and some institutions allow for customization by individual instructors; however, learning outcomes per course should be met.
 4. Routine meetings with instructors from all disciplines may help to ensure that Foundations is supporting and reinforcing the goals of those disciplines and departments, while also educating area faculty on the complexity of what occurs in the Foundations classroom
 5. Program assessment should recognize that many studio art standards hold implicit biases toward materials, processes, and forms. When assessing a program and curriculum it is imperative to recognize biases and actively seek help in rectifying those biases.

4. Mentorship and Support

a. Introduction

- i. This section is written for all instructors who work in Foundations programs, Foundations Coordinators to understand the needs of those instructors, and upper administration to acknowledge the support structures needed for their instructors to succeed.
- ii. Mentorship connotes a one-on-one relationship that provides support to succeed and thrive. It is a collective shared responsibility but can be critical for community building within a department and model a support structure to a diverse student body. Mentoring relationships should focus on being non-hierarchical and easily incorporated into departments.
- iii. Support covers many types of relationships and tangible needs and is also broader in context.

b. Relationships and Support Structures

- i. Different relationships require different needs. Instructors and students both need support structures to allow their success.
- ii. Faculty-to-Faculty Support
 1. Instructor support is integral to maintaining and developing a productive and healthy learning atmosphere. Foundations Coordinators should create a space that feels open and transparent. When instructors feel comfortable to request the support they need, it benefits the students.
 2. Teaching in Foundations is unique, and uses different strategies than in other areas of higher education art education. In collaboration with departmental administration, the Foundations Coordinator could establish a mentor for any incoming instructor member teaching in Foundations, regardless of rank, to develop strategies that work for Foundations. This relationship should be beneficial for both parties.
 3. Foundations Coordinators provide support, mentoring, and guidance to part-time instructors teaching in the area, including adjuncts, non-tenure track instructors, and teaching assistants.
 - a. If Foundations Coordinators work with part-time instructors or graduate assistants, mentorship structures will ensure that consistent support is given to every instructor.
- iii. Faculty-to-Student Support
 1. Foundations instructors provide an umbrella support system to students in the first year. Teaching, advising, mental health, college readiness, and many soft skills are nurtured through instructor/student relationships but can also be facilitated both ways. Students can provide feedback to instructors about student

body needs, curriculum issues, and support systems not currently in place to improve their experience.

iv. Student-to-Student Support

1. Peer-to-peer mentorship can help foundation level students feel more connected with the larger student body. Student ambassadors who have successfully passed through the Foundations curriculum, could provide support and guidance to bridge the gap between Foundations and defined studio areas.

c. Institutional Support

- i. Departments, colleges, and upper administration should make institutional support structures more transparent, equitable, and available to all instructors, regardless of rank, to help them succeed. Access to internal opportunities for professional development creates a more engaged, committed faculty while alleviating issues of individual instructor burnout.

1. Foundations Coordinators need time to devote to this level of service. Course release time can assist those with duties associated with the role of coordinator. Foundations programs often serve the largest number of students in a department and a defined budget should be established to align with its programmatic or curricular needs. This also could include the aid of a student worker or staff to assist where needed.
2. Access to technological or facilities needs to support the Foundations program and its curricular development should be addressed through the department chair in coordination with IT or Facilities management.
3. Access to resources, content, project development, curricular development, workshops, and feedback from other instructors provide vital pedagogical support. Consider meeting with all instructors teaching in Foundations once per semester to address course development and consistency of student outcomes. Workshops in inclusive, humanist, and decolonizing pedagogy can be held to achieve a more equitable curriculum. Graduate students and non-tenure track instructors assigned to teach in a Foundations program should be given the same resources as tenure-eligible instructors.
4. Foundations instructors should be able to make time for research and professional development. Departments can support instructors by giving studio access, if available, and monetary resources to attend professional conferences. Such support is generally regarded as good practice that has a beneficial effect for the future of the institution.

d. Advising

- i. Ideally, advising should take a holistic approach to help students navigate the academic world by not only addressing issues related to degree progression, but also provide individualized guidance to create a welcoming, inclusive community to a diverse student body. Best practices would include listening to student needs and feedback, widening their exposure to other disciplines and career paths, and educating ourselves on the gaps of the student experience.
- ii. Informal advising does, however, bring up issues of hidden emotional labor. Institutional support from upper administration should recognize this labor as part of our position, and provide junior faculty with standards to navigate those relationships.
- iii. Students admitted to BFA, BS, or BA programs in art and design, through open enrollment or by portfolio review, should have access to an advising system that lends structure and understanding to the required foundation courses. FATE advocates continuity of advising, preferably by full-time faculty members or professional advisors of the institution who work with each advisee one-on-one. Advising duties should not be assigned to teaching assistants. This interpersonal communication should be structured to help students identify individual strengths and weaknesses in order to devise a program of study suited to their unique needs and goals and identify required courses to reach their degree objectives.
- iv. Institutions should provide clear and honest advising to ensure retention, progression, and graduation. A dedicated Foundations or department advisor, an assigned advisor, or any other organized arrangement should exist to facilitate a student's ability to identify future goals, review course selections, and evaluate his/her progress in developing competence in course criteria.
- v. It is recommended that institutions provide an organized freshman orientation to provide an overview of Foundations and emphasize the importance of consultation with their advisor or instructors appropriate to their intended course of study.
- vi. A periodic assessment of advising can help uncover areas of inequity in student progression. Particular attention should be paid to assigned advisor/student relationships and determine what is best for each student.
- vii. Individual institutions should consider the responsibilities of part-time instructors and graduate instructors of record and consider their capacity to develop materials for courses based upon their rate of pay.

5. Conclusion

a. Process

- i. This document was written by a subcommittee consisting of members of the FATE board and members at large. Care was taken to include members from a variety of ranks, regions, and disciplines in order to consider our field broadly. The FATE Board intends to update this document in a routine fashion with input from our members, through anonymous surveys, open forums, and writing subcommittees.