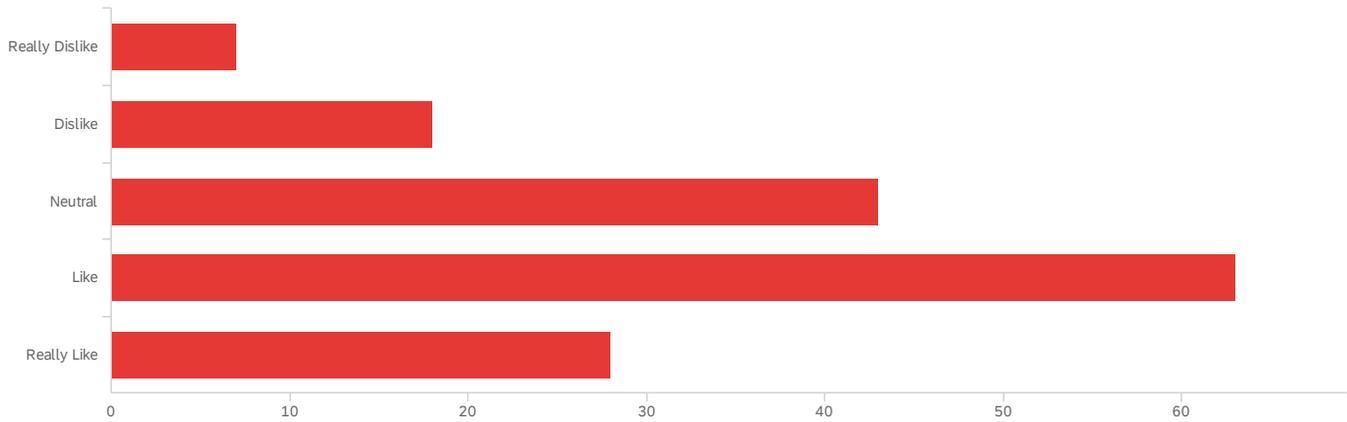


# Default Report

Final GenEd Structure Model

February 28, 2020 1:42 PM CST

## Q4 - How much do you like this structure?

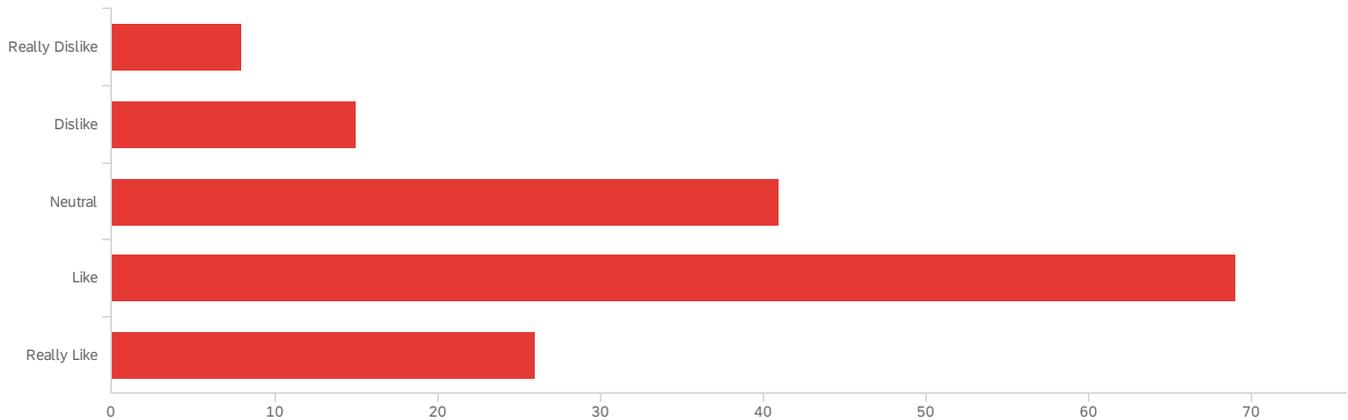


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How much do you like this structure?	1.00	5.00	3.55	1.04	1.09	159

#	Field	Choice Count
1	Really Dislike	4.40% 7
2	Dislike	11.32% 18
3	Neutral	27.04% 43
4	Like	39.62% 63
5	Really Like	17.61% 28
		159

Showing rows 1 - 6 of 6

Q5 - Since the last survey, we changed the multidisciplinary certificate hours from 12 to 9 to facilitate faculty collaboration. How much do you like this change?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Since the last survey, we changed the multidisciplinary certificate hours from 12 to 9 to facilitate faculty collaboration. How much do you like this change?	1.00	5.00	3.57	1.03	1.06	159

#	Field	Choice Count
1	Really Dislike	5.03% 8
2	Dislike	9.43% 15
3	Neutral	25.79% 41
4	Like	43.40% 69
5	Really Like	16.35% 26
		159

Showing rows 1 - 6 of 6

## Q6 - What do you like about this structure?

What do you like about this structure?

I like the ability to address common skills through our individual fields and lens.

It's very clear how it includes all of the SLOs

I like the flexibility and that it is not bound by discipline.

Generally, I think this structure is pragmatic and appropriate. I think it's tremendously valuable to permit students to earn certificates in areas that require interdisciplinary/multi-disciplinary thinking and activity. This is a great improvement over the current model.

I like repeating the outcomes between the first and third tiers

Easy to understand & accounts for most of the key skills important to faculty, future employers, & society.

Like the idea of the multidisciplinary certificate which can be earned. Is this considered the same thing as our currently established certificates (such as Entrepreneurship)?

breadth and flexibility

I like that we are being thoughtful about how to address the SLOs we deemed were important and that there is space to develop those goals throughout. It feels like the gen ed program will be more coherent for students and allow them to be more well-rounded. I also appreciate that there is an option for students to earn a certificate through taking their gen ed credits.

Simple yet inclusive

less total

The flexibility

I like the fact that there is a structure. Having students cover the fundamentals in year 1 is a good idea.

I especially like the tiered structure, in which students learn or reinforce essential skills before learning frameworks to apply them

Almost nothing. It divorces skills from content and that divorce is not viable.

Color coding. Written and oral are the focus in Year 1.

flexibility for students

I like that we are focusing on a breadth of outcomes in key areas.

based on outcomes, not course titles

possibility for certificates, but 9 hours seems too superficial for a meaningful certificate unless it is coupled with required selections from tier 1 and 2

Tiers are progressive and make sense for students

What do you like about this structure?

The structure is flexible, allowing courses from many disciplines to "fill" each box

It is clear and balanced

This feels much more flexible to me. I disliked in the previous version that students had to loop back and take an additional quantitative course-- students in my department already struggle with one.

reasonable number of hours; no personal wellness

I like that critical thinking was moved from #6 to #1 for the SLOs, then how critical thinking is key to the verbalization skills (writing and speaking) and the quantitative reasoning (where we assume critical thought is applied). I also like the different headings for Tier 2. I like how Human Condition was divided into local and global. I hope then we cannot only discern values in diversity but then see areas for unity or perception of traits that are universal to human conditions. I applaud the insertion of a lab for creativity (assuming 'creativity' refers to the arts). I've felt that we should have labs for art just like we have labs for science. Such labs can reinforce the claims behind the fact that liberal education organizes the universe of human discourse into art and science. Students can see that critical thinking is very much a core part of any artistic endeavor. Our LAC program does now try to provide practical ways to lead students to enter the "art" part of their own human condition.

Flexible, builds over time

Nothing

NOTHING

The SLO's are relevant and support a strong liberal arts education.

It is interesting, and certainly we can look at making changes based around these skills.

The 3 course certificate multidisciplinary.

certificate is shorter than before

It allows the students to have a broad spectrum in their educational experience.

flexibility

its clarity and flexibility. Also I appreciate the distribution of ideas related to diversity.

grouping

I like that it provides choice and I like that the revision is cause for instructors to evaluate their courses and how it aligns with the LAC. I also appreciate the idea of a multidisciplinary certificate, so students see the value in the LAC and why they are taking these classes instead of seeing them as hoops to jump through to get to the classes they really want to take.

tier 1 looks good

a good logical flow of content

the multidisciplinary certificate but it needs more than 9 hours

Better articulates rationale for the core courses we require.

What do you like about this structure?

#### Categories

students can explore a variety of topics, recognizes students who meet a higher level of standards

I like that this encourages the students to broaden their educational experience. Overall, it appears that this structure will help create more "whole and balanced" students.

It simplifies the process

It encourages a solid general education base

I like that this structure is progressive and has students build upon foundational skills before moving on.

Flexibility as to which boxes different courses might fit into.

Outcomes based.

Fewer Gen Ed credits will make UNI more competitive

The built-in multidisciplinary certificate.

tries to identify specific skills

to the student, will sound like they get something 'out of' the LAC which will make it less irritating to them

reduced number of categories

I like that it builds from basic skills through to more advanced critical thinking.

It allows flexibility

Diverse selection of course in the first two years.

This is easy to follow and it's short.

I like the different tiers and opportunities students have to pick and choose their areas of interest.

There a specific place for a global perspective.

Seems straightforward and multidisciplinary. The certificate approach seems appropriate for the working world today.

I like that you can stack them into credentials

I like the specifically defined outcomes that will be assessed.

I think this structure is well thought out! I am impressed by this structure and the details and potential multidisciplinary learning that will occur under this program. I think it allows for opportunity for students to create a general education program that will both meet their learning needs, but also their interests. I am so happy to see that courses can count towards the major. I think this is important, but with the variety of learning objectives and the multidisciplinary approach to Tier 2 and 3, students are not likely to be able to take only major courses throughout their time at UNI.

What do you like about this structure?

it invites so many possibilities

it's shorter

Fewer hours

Its a strong effort

That, in theory, it provides scaffolding for students to build upon previous knowledge.

Easier organization to understand

More focused on life long learning competencies

I like the variety in this structure.

I like that it is based on learning goals. I like that there can be variety for students, and that they can choose to complete a certificate in the context of gen.ed.

It's simple to understand and flexible to accommodate different courses. The certificate seems to give students a capstone like experience and something valuable.

attempt to have some thematic coherence

Recognizes foremost the need for students to be able to communicate and think quantitatively. Has STEAM integrated in the experience.

I like the Tier 3 -- with emphasis on interdisciplinary courses. I especially like the category of Responsibility in Tier 3.

Provides breadth. Provides meaningful coverage of learning outcomes. Forward thinking. Award winning. Brilliant. You have listened to campus. Well done.

The distribution of SLOs in tiers.

seems like a good balance and works across a reasonable developmental process

theoretically, certificates are great. Who coordinates?

It is more than just two years and has potential to match well with major areas of concentration.

That is not just two-year and that it \*could\* tie GenEd in with major area of study

It is simple, logical, and easy to comprehend.

I like how it's tiered so students can also start taking major level classes in their first year, if appropriate. It may be nice, departmentally, to indicate 'beginning level' courses for majors that could also be used as electives for students to try.

potential for diversity issues to be addressed across the curriculum

Flexibility

What do you like about this structure?

Makes sense, logical, improvement over what we currently have.

Scaffolding

This structure feels more relevant to college-level education than the current structure. I like that it comes at all topics from a multidisciplinary approach, and that students can receive a certificate for their learning based on completed Student Learning Outcomes, rather than rigid class requirements.

I like that the basics are emphasized in tier 1 (writing, speaking and math.)

I like that it gives space for some more freedom. I like that it gives education majors more ways to get what they need without overwhelming them with LAC credits.

Students will get courses that are important for higher education and learning goals.

Relevant topics; Variety

It seems logical at first glance.

34 credits, flexible

I appreciate the structuring of the content taught into categories that seem to address students as individuals eager to learn and broaden their understanding of the world, gaining a truly liberal education. The broader categories give enough leeway for the development of creative courses that wouldn't fit in a traditional bubble.

It is short

the progression, t1 and t3

Balance

The certificate option

It includes coursework in creativity and in writing

dfghgdh

## Q7 - What do you dislike about this structure?

What do you dislike about this structure?

I don't dislike the structure. I worry about maintaining consistency in outcomes.

I'm not convinced that Labs should be required for every course in the categories listed as such in the structure, but possibly optional.

It is difficult to see where study abroad fits in. Without the capstone experience, how will these kinds of offerings be promoted?

I'm not clear about the extent to which tiers 1 and 2 allow for some multidisciplinary and interdisciplinary options within the boxes. While we need disciplines, we also need to allow students to make connections through interdisciplinary experiences before they get to the third tier.

Where did those 3 hours in the multidisciplinary certificate go? Did they just get cut? We are already cutting the LAC substantially, why another last-second cut?

Doesn't account for high percentage of our students who come in with college credit (dual enrollment, etc.) We aren't assured they get the same outcomes in those programs prior to coming to UNI. Information literacy is missing & since we haven't defined critical thinking explicitly that I know of, I'm concerned these concepts might be confusing. They are not the same & we need to consult the literature to untangle how they are related.

certificate option not needed

Still not certain 9 hours of multidisciplinary is enough for a certificate.

Requiring every student to do a course in which they engage in a creative process to produce artistic work is likely to have logistical difficulties.

I can't think of anything right now.

In tier 2, it's so weird to put the word of "domestic". I don't know what it tries to imply.

the SLO's do not necessarily line up correctly... assumptions being made. Could ONE course cover MORE than you're assuming? also - LAB with creativity? need to talk to the actual folks teaching these courses - what this could be!

Might be difficult to communicate with students especially with regard to the Tier 3 certificate (or not) options. Also, the 3-course collaboration will require faculty incentives/support to get organized.

It increases complexity for the student without any assured benefits compared to the current system. Also, if we believe interdisciplinary approaches to problems is important, then tier 3 or some variant of it should be required.

I wish only that having a certificate was required, instead of optional

I'm still not sold on the certificate concept. One concern is that it might decrease enrollment in our minors. For example, a student might replace a minor in Computer Science with some type of interdisciplinary certificate in Artificial Intelligence.

It divorces skills from content. The two work in conjunction. It also does little or nothing to ensure that students share some common core of knowledge when they move on to their majors.

What if a student does not get Tier 1 completed in Year 1? Unclear why you have a certificate to take extra classes? When looking at this model, will the student see the added value or just focus on the minimum requirements?

What do you dislike about this structure?

would want the certificate courses to be additive--build a competency level versus scattered

It will need to be easy for students to follow - they will not be as interested in knowing which outcomes they are pursuing. And we must offer enough classes so students have flexibility in options (especially for certificates they may get excited about.

unclear whether the certificates will be coherent

lab components required for creativity, at least until there is clarity as to what that means EXACTLY. This is far easier to accomplish in some areas than others, particularly at a scale to accommodate large numbers of students. Also dislike the idea of creating a required lab for creativity without sharing a definition of what constitutes a creativity lab.

Second tier: Scientific reasoning (Outcomes 1, 8) uses the term "inquiry" which implies a high cognition level of analysis (convergent thinking), but does not imply the equally important high cognition level of synthesis (divergent thinking)--even though a proposed name for the Multidisciplinary Certificate includes the level of synthesis (IDEAS).

There is a lot that I am unclear about. Do the 5 courses correspond to the 5 blue boxes (1 course per box)? If so, why must there be separate boxes for domestic and global human condition. That seems like an unnecessary emphasis being imposed on students. Can courses fill more than one box? I vaguely recall being told about this in the past but can't recall and can't find the information here.

Lack of diversity requirement (SLO 6), emphasis on written communication limited to first year

It seems confusing

some outcomes, "diversity" and "responsibility" are not clear. I have no idea why you have an outcome described in such a flat way. Non western cultures are lacking. The lack of any emphasis on historical thinking is a problem--to imagine one can complete college without studying the past would shock many in the legislature, and it should.

Entire structure and lack of disciplinary focus.

Diversity should be in every part

Information literacy is no longer its own outcome. I assume it has been folded into critical thinking. Critical thinking and information literacy are two different things.

I feel that most classes won't fit neatly into this structure. I teach an LAC and I feel like teach across most of these outcomes.

Why a lab with Creativity??? Not needed for all choices at all!!!

hours cut even more now & not enough breadth of coverage in Humanities and Social Sciences

Not familiar enough with it to know a dislike at this moment.

Certificate is unlikely to be pursued - hence this just represents a skill based rework of the general curriculum with fewer hours

I do not like the lab in the creativity course. What will this look like? Why is this set up like the scientific reasoning course? Is there evidence of success in a creativity course with a lab like this at UNI? At peer institutions?

Hmm... the thoughts that come to mind are locala and minutae. I think the realy test will come when filling the boxes.

area titles

What do you dislike about this structure?

seems complex

I am a little concerned that these categories are a little reductive and/or simplistic. Maybe that is the goal; maybe we don't want to be too structured, but I think we need to be especially careful of how we are going to assess the SLOs of these courses; we have to make sure our SLOs and our assessments of those SLOs are supportive of the workforce beyond this university.

I don't understand Tier 2 or why some have a lab and others don't, why creativity is included there

It's too large and requires too many credit hours, especially the first year. Written and oral communication is better placed within departments, as it is in many other universities.

Nine hours too little for multidisciplinary certificate. Needs 15 hours.

Why does it need to change? Might be more confusing to change it than be helpful.

Difficult to see how it will match to students who transfer in credit, while university talks about interdisciplinary work/collaboration difficult to accomplish especially in depts that have faculty teaching a large level of major classes, hard to collaborate across colleges, faculty numbers have decreased

Not really a dislike, but a question. How does the lab factor in? Will it be part of the regular meeting course, or something that meets at another time? What are the qualifications for being a lab? Will the lab portion in one area be equal to the lab portion in another area? Does that matter?

There are still a lot of unknowns.

I don't like the hierarchy. It makes it seem as though some skills are more valued than others, whereas our old system made all of the skill areas students were addressing seem to be on an equal playing field.

The certificate concept is not articulated well

From an advising perspective, I wonder about the clarity of the structure. Do students need to complete Tier 1 before Tier 2, Tier 2 before Tier 3? What is the purpose of the multidisciplinary certificate? I like the idea of it, but also want to have a clear purpose to be able to articulate to students.

Information on the certificates is still confusing to me.

No room for the Non-Western category, an essential component for preparing for the modern world

Cutting the last group from 4 to 3 appears to further reduce the LAC, which had already been reduced on the previous model from the current version.

Who will approve the selection of courses for the particular bins?

ignores qualitative research

Rigidity, Overly complicated

seems confusing

too little emphasis on Tier 1 skills, in my opinion

I'm really concerned about a) how this will impact transfer students, and b) what this will be like when I'm actually advising students.

There is a lot of uncertainty

What do you dislike about this structure?

I feel like all the certificate programs are diluting programs of study at UNI.

I think it may be hard for students to understand what student learning outcomes are. I think it may especially be a challenge for students to understand SLOs that are not clear about what they mean (ex: human condition). It may also be a challenge to be able to clearly articulate what the SLOs mean to students.

I still don't know what "human condition" means or what kinds of classes meet that requirement. It seems possible that a business student could take a business ethics class, and cultural awareness business class, etc. and get most of their gen ed without leaving the business school. What would meet the requirement for a Tier 3 writing requirement?

The only thing I don't like is the outcome of the human condition. What does that mean? A student isn't going to know either. We may be able to explain to them what it means, but I fear the terminology won't stick. An element of finding purpose should be an outcome. Perhaps it interweaves amongst the other outcomes, but I would argue name an outcome of purpose or pursuing purpose is something students will clearly be able to understand and articulate as they take classes.

It might seem a little confusing. The picture helps A LOT

Although I like the idea of basing the general education on outcomes, I am extremely concerned about the fact that Iowa community colleges and the other 2 state universities are not following along. I do not understand how a student without a complete AA degree would transfer to UNI. I am not sure how a student from transfer from Iowa State/Iowa to UNI. I do not know what will happen to all the agreements between UNI and community college will work once we are the only ones to adopt the new structure.

I dislike the reduction in hours for gen ed learning.

I love it! Thank you so much for all the work the committee has done with this!

Take it back to 12 hours. I'm not sure what 9 hours really gets you. I'm afraid that calling something that's only 9 hours long a certificate sets a really bad precedent for what certificate means university-wide.

I don't dislike anything about the structure; a "concern" is that we will simply "plug" existing LAC/Gen Ed classes into this model rather than re-envision what these tier courses could be...should be.

little content, much diversity

How do we concisely communicate to a transfer student how their course transfers into this program? Currently, for example, our equivalency sheets show that a course transfers into category 1A, or 4B, or 5C. With this new structure, how do we succinctly communicate that?

I'm not sure how this will affect our transfer students.

Exclusion of qualitative reasoning - reasoning involves both deductive and inductive processes, the emphasis on only quantitative reasoning is Western-Euro/North American imperialism, no room for others forms of reasoning, especially those used by non-western cultures and peoples. When will this university seriously move away from its exclusive whiteness?

A lack of clarification of how the multidisciplinary certificates will be organized amongst departments. We already have concerns about the multidisciplinary certificates that we currently have.

Nervous about the two lab component. A lot of logistics to keep straight

Not sure how the structure will be enforced with prerequisites.

I'm not sure

What do you dislike about this structure?

It is unconscionable for this committee to continue to put forward vague proposals without noting that these classes are supposed to be 2000-level existing courses. The curriculum process isn't going to change & AA degrees are still going to transfer in to cover the entire Gen Ed. C'mon, how many professors does it take to screw in a light bulb?

I personally believe Values and Ethics are paramount, so would list them first (not last). However, given today's environment I am thrilled that they made the list at all and can live with a #11 and #12 listing.

1. I think that teaching skills without substantive content is misguided, even though we have done that a lot in the past. We need something important to write and think and speak about. The content could be literature, film, history, philosophy, religion, social structures and whatnot. Mere diversity is so vague that it is not helpful. I think it really means ethnic minorities. That could be one topic, but we should open it up for other topics too. 2. 5 courses in tier 2 seems small. My greatest fear is that the committee has in mind the social sciences -- anthropology, sociology, psychology, in particular, when it comes to the Human condition. This is reinforced by insisting that these two courses address diversity. It is ok if diversity is considered widely, such as the pluralism of any society, but I fear it mean the study of ethnic minorities, or sexual/gender diversity. These are okay topics, but they should be exclusive, as the only thing to address. Does it include the diversity of different historical periods, or the diversity of philosophical writings or religious systems, or literary genres? Students need exposure to these forms of complexity and diversity too in order to make sense of diversity of ethnic minorities and gender alternatives. 3. I strongly recommend adding a capstone course in Tier 3 -- one that would have to meet two criteria: 1) that it be about an important social issue, such as global warming, or nuclear weapons buildup, or war and peace, or genocide, or the civil rights movement, issues that are sure to challenge men and women as they move into the future; 2) that they be interdisciplinary, like the certificate courses, allowing students from different fields to draw upon the strengths of their own major disciplines. This would lead our program to be 37 hours instead of 34, which is a very small program, I'm afraid, undercutting the rich possibilities of a liberal arts education.

Nothing. This is it!

Tier 3 - multidisciplinary certificate: why need to brand it as certificate?

nothing obviously problematic

The coordination of courses for a certificate, assessing certificate, and advising students/tracking may be a major hurdle....staffing? As soon as things get interdisciplinary/cross colleges, wheels seem to fall off the bus.

It is still very traditional and well suited for 20th century learning and delivery of content.

It is still hugely traditional and well suited for 20th century learning.

If it is not for certificate, what are the requirements of tier 3 courses? It is not stated clearly.

It may not be easy to understand which courses belong in which buckets. Some examples may be needed.

You are assuming students want to take a series of courses - that is unlikely. Now you are having them do less. Not good, especially when this is supposed to be multidisciplinary. This is wasting an opportunity!

few number of credit hours

Will there be consistency of outcomes across courses,

I liked Capstone.

I don't know enough to have a dislike at this time.

I'm confused on how if a student decides they don't want to pursue a certificate, is says, "Students may instead take 3 courses from Tier 2 and/or Tier 3," when I thought that students were already required to take all 5 courses from Tier 2? As long as students have met SLOs 1, 2, 3, and two others (in addition to meeting all other requirements), shouldn't they receive a certificate no matter what tier the classes are from?

What do you dislike about this structure?

I dislike the idea of a certificate program, which to me feels a bit like awarding a trophy for what is simply student participation. Why is this necessary? I do like that we are going back to calling things "writing" and "oral communication;" I have had trouble with graduate schools not understanding what "cornerstone" was and students often had to file an addendum to their applications explaining this.

Nothing that I can tell!

Do all students have the time needed to take these classes and still graduate in their majors in 4 years?

na

I worry that courses in the humanities will be under-represented.

the "certificates" will be labor intensive for faculty (team teaching requires more coordination

The ambiguity in the structure doesn't provide an easy fit for more traditional courses. Where, for example, would a typical survey of art or music history fit? Neither of the classes typically features a lab (and one can't expect a survey class to teach novice students to play in an orchestra or paint), so they don't fall under the auspices of "creativity," yet they may be too focused for the broad ideas of the domestic or global human condition, since both titles seem to evoke a "here-and-now" rather than a "then" sentiment.

Dislike the certificate requirements and that the hours have not been significantly reduced from the current structure

I don't like all of the SLOs

I HATE the misuse of creativity as a synonym for the arts - ALL subjects require creativity and come to creativity in different ways. T2 #4 should be arts.

Students may instead take 3 courses from Tier 2 and/or Tier 3. The structure is simple until this statement complicates it. I suggest that students need to complete 3 classes from Tier 3; the 3 classes may constitute a certificate or may provide 3 separate learning experiences.

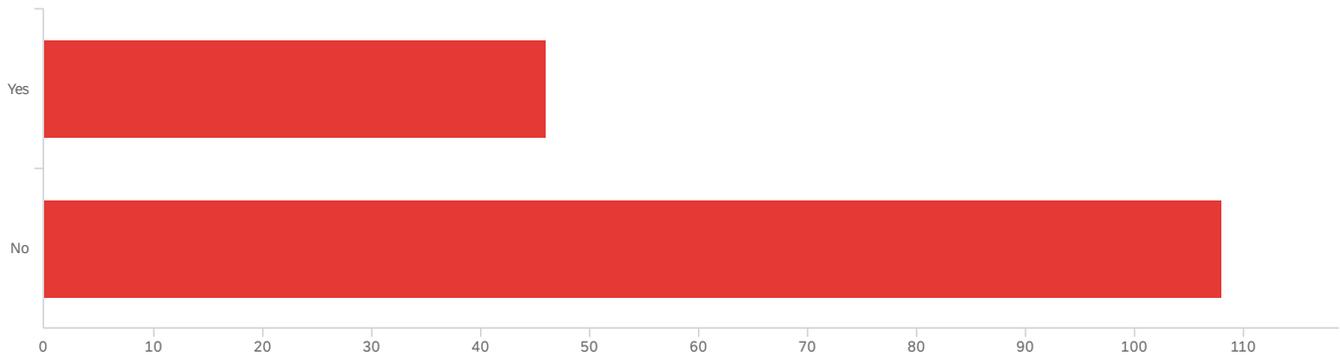
not enough hours

Nothing

Not enough coursework in writing- our students could really use more

sdfggg

Q9 - I may teach a course that includes the Creativity and Artistic Meaning SLOs.



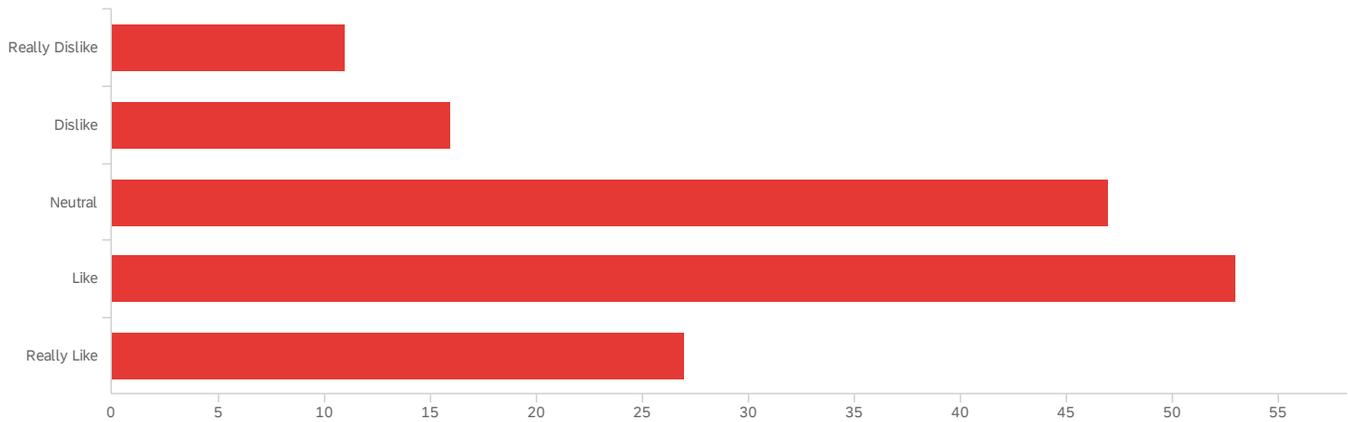
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I may teach a course that includes the Creativity and Artistic Meaning SLOs.	1.00	2.00	1.70	0.46	0.21	154

#	Field	Choice Count
1	Yes	29.87% 46
2	No	70.13% 108

154

Showing rows 1 - 3 of 3

## Q10 - The creativity lab is embedded in a 3 credit hour course.

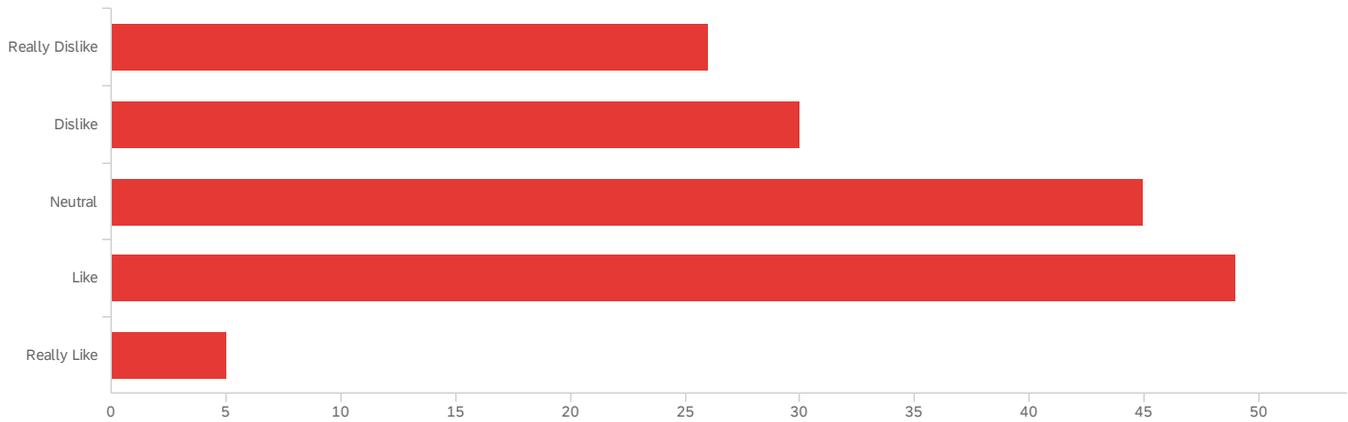


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The creativity lab is embedded in a 3 credit hour course.	1.00	5.00	3.45	1.11	1.23	154

#	Field	Choice Count
1	Really Dislike	7.14% 11
2	Dislike	10.39% 16
3	Neutral	30.52% 47
4	Like	34.42% 53
5	Really Like	17.53% 27
		154

Showing rows 1 - 6 of 6

Q11 - The creativity lab (1 credit) is separate from the course but attached or aligned with it in terms of content.

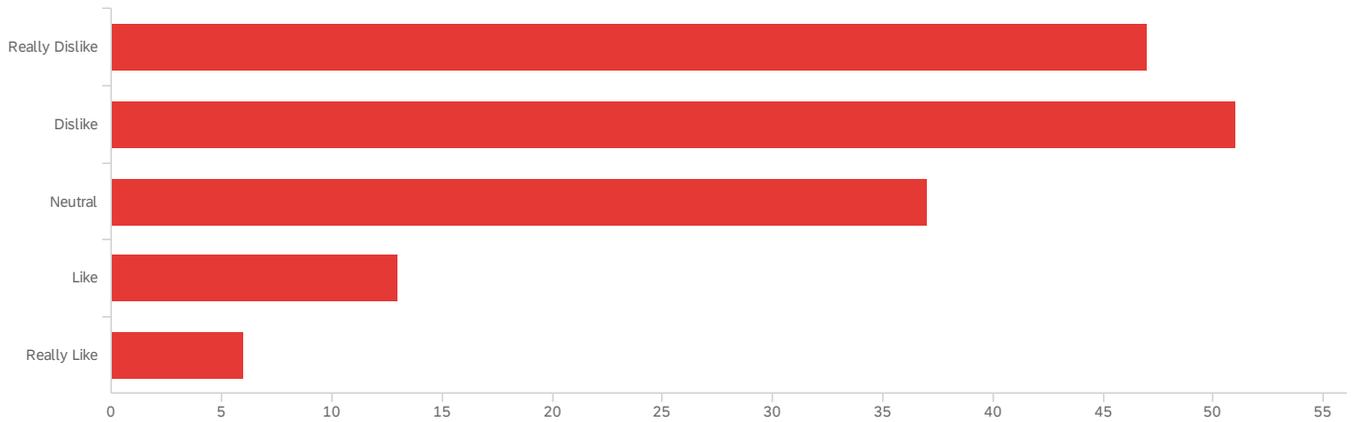


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The creativity lab (1 credit) is separate from the course but attached or aligned with it in terms of content.	1.00	5.00	2.85	1.13	1.29	155

#	Field	Choice Count
1	Really Dislike	16.77% 26
2	Dislike	19.35% 30
3	Neutral	29.03% 45
4	Like	31.61% 49
5	Really Like	3.23% 5
		155

Showing rows 1 - 6 of 6

Q12 - The creativity lab (1 credit) is separate from the course and may not be aligned with it in terms of content.

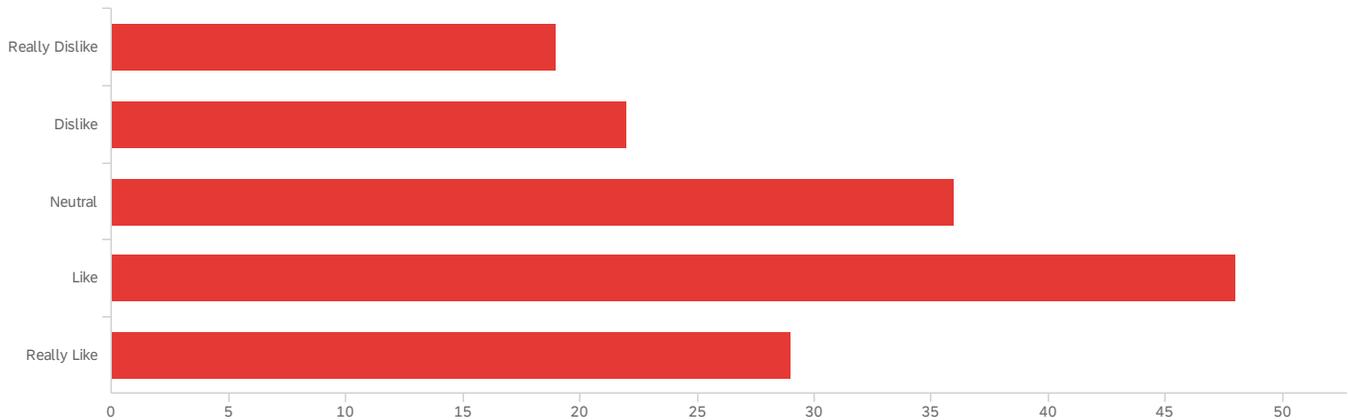


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The creativity lab (1 credit) is separate from the course and may not be aligned with it in terms of content.	1.00	5.00	2.22	1.09	1.19	154

#	Field	Choice Count
1	Really Dislike	30.52% 47
2	Dislike	33.12% 51
3	Neutral	24.03% 37
4	Like	8.44% 13
5	Really Like	3.90% 6
		154

Showing rows 1 - 6 of 6

Q13 - Through creative activity (theatre productions, dance, glee club, etc.) students may receive a waiver from the creativity lab.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Through creative activity (theatre productions, dance, glee club, etc.) students may receive a waiver from the creativity lab.	1.00	5.00	3.30	1.27	1.61	154

#	Field	Choice Count
1	Really Dislike	12.34% 19
2	Dislike	14.29% 22
3	Neutral	23.38% 36
4	Like	31.17% 48
5	Really Like	18.83% 29
		154

Showing rows 1 - 6 of 6

## Q14 - Please comment on the Creativity Lab requirement:

Please comment on the Creativity Lab requirement:

I currently embed creative thinking or making activities in most of my courses. Cost and management of materials is the main factor that impacts how that works out. I don't mind disconnect between courses and labs if the faculty members can all show how their choices in content or activities align and can be assessed similarly. I think our students should be doing as much as possible. There is a better chance of the information coming to life or being memorable.

I'm not convinced that the Lab should be required for all courses within those categories that are listed in the structure, but possibly optional?

It is unclear if the activities listed for waivers are credit-bearing or not. If they are credit bearing, I would say yes, they should replace the requirement. If not, there would have to be very concrete guidelines for a waiver.

I applaud the Committee for conceiving an experiential component for this box. Without an authentic immersion in this sort of experience, even as a complete novice, students have an incomplete and inaccurate understanding of the larger theory and content. Great work! However, I do not see the appropriateness of labeling the box "Creativity," which is a construct underlying all disciplines, not just the arts. Creativity is inherently interdisciplinary. How about labeling the box "Human Expression"? That makes it parallel with two of the other boxes, and it's no more abstract than "Human Condition." I could see many disciplines offering courses under the Human Expression heading and offering experiential labs where students could explore the profoundly important work of investigating, diverging, connecting, and co-creating within broad guidelines, but without pressure. What a great service to students and a distinction for UNI.

Scheduling could be difficult with a separate lab time. Would waivers apply only to co-curricular activities or other courses (ie. marching band, voice lessons, ensembles, etc.)? I would advocate all could be eligible for waiver.

It is essential that all students have a Creativity Lab experience. Creative problem solving skills are crucial to their development which can be fostered in such an environment. Having the experience of creating in a real way is vastly more beneficial than simply talking about how one may create something.

This creativity lab requirement is likely to have serious logistical challenges in providing enough seats in classes for students to complete this requirement. Many of the best ways of providing this experience are quite expensive to offer as they require expensive instruments or supplies and have small class sizes. Adding this expensive requirement to the General Education curriculum is not the best use of limited resources.

What is the purpose of this lab? Is it to encourage risk taking? Independent perception and expression? Surely it's not to develop proficiency, and "creativity" isn't an outcome--or is it? Asking because we'll have to justify it to students and their parents, and we'll have to give guidance to would-be instructors. Without more specificity people can teach pretty much anything. If this turns into paint-your-own-pottery it would be a waste of students' time, money, and goodwill. That has to be prevented.

I like this. It gives students a change to do some project based learning in maybe a field that is not related to their major or study (but maybe something they want to explore). I think it would be helpful if it was tied to a course for a few reasons. First, it can support students' learning by providing context and support throughout the semester they are doing it. Second, it might be helpful for faculty as it is not clear who is going to be responsible for advising/supporting students on these labs? If it is tied to a course, it might lessen the load on faculty to take on "extra" work.

This has not been discussed with the folks teaching potential classes in this category. This COULD be awesome - and COULD be impossible. More info is needed, more consultation sought. Moving forward without more discussion (with involved parties) is not going to work. Assumptions being made that could potentially not work - OR could be glorious! Let's talk more before cementing an idea (without discussion).

I really like this although I think some students will hate it. I would like to see MULTIPLE options for what counts in this category. For ex, graphic design, museum or art exhibit installations, etc. Things that definitely require creativity but do not fall into "traditional" areas or art or music performance.

While I don't think art and science are equally important in their importance to the human condition, everyone should have an opportunity (i.e., be forced to) to engage in some form of hand-on artistic activity. My high-school art teacher thought I was a disaster when I made a painting of a flower exactly as I saw it. He said that's why we have cameras and I told him I didn't have one. Hopefully the creativity lab will not be like that.

I like the idea, and especially for the waiver through creative activity. I think it is rather important that it be connected to other content (e.g. disciplinary frameworks) to provide a basis for application, instead of an isolated, abstract experience.

Please comment on the Creativity Lab requirement:

UNI's athletes haven't been able to waive any of the physical activity requirements for Personal Wellness. I don't see why we should start waivers for creative activity.

The Lab involves applying content and skills learned in the Course. If we're going to require this the two must be joined. Separating the two would serve only to legitimize the divorce of skills from content.

The waiver sounds like a very manual process. If the experience is part of a class (even if it is 0 units), then I would be in favor of it [Glee club and several others are set up this way already]. Or if there is some other way to enter this in to the SIS. I estimate there are around 1700 students who graduate each year that do not have an AA degree; we need to have options and how the students can successfully complete needs to be clearly outlined and automated. Having non-curricular options to satisfy also depend on the outcome you are trying to measure. I think we also need to think very broadly about what is creative and allow experiences that may not necessarily be in the fine arts.

I think I like the idea of a Creativity Lab, but it needs to be defined further or some examples should be provided. I'm not really sure what this would be.

This very much limits the ability of some departments to take part. Some endeavors require more basic skills or equipment than others and therefore makes this requirement favor some areas more than others. However, much of this requires a definition of what constitutes a lab before one can really know what this means. For instance, music classes have often required attendance at live concerts with written reflections. Would this be a lab component? I fear that these labs ultimately could be 'creativity experiences' more so than higher level intellectual development. Also, what is the implication of the different options above for course credit hours. Would it be a 3 hour course with embedded lab vs. a 3 hour course with a separate 1 hour lab? I am not convinced we have the capacity to do this at scale given the resources/personnel currently available.

One credit lab courses can be a scheduling nightmare for students. That was a major criticism of the old Personal Wellness requirement. Would like it embedded in the course.

I do not see or understand if the "Creativity" SLO includes "Design" activities (which embodies a particular "Technological" method that is different than "Artistic" or "Scientific" methods). The above creativity examples of waiver appear to be solely artistic.

Extracurricular activities should remain extracurricular. Students should do these because they want to do something additional; they should not count toward a degree. Furthermore, how would you assign a grade for something like this? Based on perceived talent or creative achievement? That seems undesirable. Based on effort? That seems intractable. Many of the examples given are group activities and inherently hard to assess.

I love the possibilities this lab requirement opens up. I like embedding it in a course so that it doesn't just feel like a hoop to jump through but is genuinely part of the learning.

I think two things need to be distinguished here: the student should practice the sub skills of an art form that the master artist has also practiced but reached a mastery of which we would not expect of the student. The student also would not be expected to create a final artistic product at the level of the master or professional. It has been my experience that there are aspects of one's intellect which one can only enter through the practice of these subskills (whether it is literary use of words, creating a painting, practicing a musical instrument). and such subskills would be seen in things like dance and sculpture, too. Also, the faculty could incorporate a practice-lab element in one's course, but I'd prefer to see the lab as a distinct hour, like we do with science. There are many factors involved in getting such a lab set up, and in our situation this might not be possible, but I think UNI's LAC program can be distinctive and a beacon for liberal education by advocating for this creativity lab.

I do not see the need to add a lab component for creativity but will defer to the judgement of colleagues who actually might teach these courses.

Totally unnecessary and not integrated into the sequence.

Without more information on what this actually looks like it is hard to determine how useful it may be. I love the idea because students need more creative time spent with others. Learning how to spark ideas, take risks and work with others is essential to productivity.

Should be flexible with this lab and it does NOT need to be attached to a specific course. It can be more general. For example a 3 credit course on creativity does NOT need a specific lab to go with it. The lab could be any lab with creative writing or dance or brainstorming experiments or music, etc.

I think the Learning outcome on creativity is much too narrow a vision of creativity. All original work is creative. Lab is not needed. A focus on creating original work would be much better.

Please comment on the Creativity Lab requirement:

I like the idea of the creativity lab being associated with a course, whether it's part of a credit or by itself as a 1 credit doesn't matter to me. Some of the less creative inclined students can then see the reasoning behind the creative lab and possibly help them with projects in that lab. In regards to waivers, I see the reasoning and would be OK with it, but at the same time, I think it's good to explore creativity using talents students may lack in order to help them grow.

Retread

I understand the premise of the lab, but do we have the resources in all departments to have enough seats in a lab setting? I want to be sure that this is feasible on our campus.

I need to learn more about the labs, and examples...

I think this is very important to preserve due to nurturing creativity being an important, human outcome.

I think that running these creative classes as workshops would be a great idea, so students can put the knowledge they are learning to practical use in real time, instead of in a separate course and potentially with a separate instructor. I would also caution against waiving students from this lab because, while those elements are creative in nature, I don't think that it would necessarily align with the SLOs of a creative course.

As I noted on the previous page, I think this requirement is weird (and why isn't there a lab for responsibility?--that one seems more obvious--do some helping others). I think if you're going to do it, then to be fair to students it should be part of the course.

Please delete the creativity lab requirement. The number of credits devoted to general education already is too large and has a negative impact on enrollment and retention in the university.

No comment.

Important for exposure but not at the expense of additional time outside the required 3 hour course itself.

I think the waiver idea is very good.

Worth considering but most fine arts classes are taught with small numbers of students and include lab fees, who is going to teach and could there be barriers into getting into "labs"?

Not all creativity labs are created equal. Is it fair to compare participating in a group that meets twice a week for two hours, and concludes with a performance, versus a different kind of creativity lab, with varying levels of commitment and skills? How do you measure the quality of the creative lab experience? What are the expectations for the student?

Make sure the waiver works for other creative projects, such as writing code for an open source project, or other technical projects, and not just 'art'.

I think if you want areas to fundamentally change their general education offerings, you need to make sure that there is available staff to teach the courses. Right now, this is a significant problem. Also, there will be equipment needed to develop these new courses -- art supplies, equipment, etc. There has been little investment in equipment the past few years in many departments, and I am afraid that these new offerings would divert desperately needed funding for the equipment we need for majors. I like the idea of having creative elements in these classes, but without a guarantee of financial support from the administration to help departments make the changes they need to accommodate this, it would affect our ability to matriculate majors. I am also concerned about this interfering with the way students interact with general education courses offered in the arts. For example, I would find a class where I learned about how to appreciate ballet fascinating. I don't want to take a class where I have to actually dance. It is completely possible to appreciate the arts without being a participant, and I am concerned that adding any "hands on" sort of activities would cause students to shy away from these courses. It is a great thing for future citizens to understand how to appreciate visual art, attend a concert or play, or read creative works of literature. I just don't want to discourage anyone by telling them that their attention and appreciation isn't enough. In theory, I like the idea that participating in an already-formed activity, like a musical ensemble or theater production, could be a part of this. However, something to consider is that this could discriminate against students from lower-income backgrounds or rural school districts. In order to be in a theater production, one would need to audition. If you attended a school district where there was little or no theater education, it is less likely that you'd be accepted at an audition. If you come from a family where buying or renting a musical instrument or paying the fees associated with participating in a choir were out of reach, then you will be unable to participate in these activities. The way the liberal arts core courses in the arts are set up now, anyone from any background can participate and learn. We don't want it to seem like students from wealthier backgrounds are going to get a different experience at UNI than those who are not privileged.

Please comment on the Creativity Lab requirement:

I would like to see included in this area entrepreneurship or intrapreneurship which includes innovation, creativity, growth vs fixed mindset and independent thinking.

From an advising perspective, I advocate for the creativity lab to be associated with the lecture. Using the current LAC / Category 4 as an example, students struggle with registering for the lecture and lab component separately. Often, students when to enroll in the lecture and lab concurrently, but cannot because of course availability. As a result, they wait to take the lab, and identify this as a barrier because it would have been more beneficial to take the lab while learning the course content. Students have expressed that a course is more meaningful when they can apply what they are learning in the classroom, and I worry that if the lab is not associated with the lecture that students will not get as much out of the experience as they could.

Who determines the definition of "Creativity"?

You're going to make this arbitrarily easier for students in some majors than other majors aren't you? When in reality probably all major programs already require students to show various forms of creativity.

i like a lab component for this...the sciences shouldn't have all the hands on experiences!

There are a number of courses that deal with creativity where a lab component may not be feasible (e.g. those courses that require a specific skill set, such as music performance).

It is essential to have but I do not want areas who focus in creativity to lose students in their areas.

The Creativity Lab should be a 3 credit course that already exists at UNI.

A one-hour course is not a very substantial experience in creativity.

I think embedding the creativity lab in a 3 credit hour course is the best option so that student still gain the experience without adding additional requirements.

Do we have the resources for this?

I REALLY appreciate this requirement. It also should be highly flexible. We should not limit the way this is carried out and I do believe it needs to be separate from a specific course. Tying it to a course may in fact limit a student's creative, which is besides the point.

I like the idea of this in the abstract, but I can't imagine how it's fiscally responsible or how we have the infrastructure to support it. Do we have enough studio space to actually make this work?

unnecessary

Creativity shouldn't be approached as something that only exists in the arts. It can be embedded into science and history courses, and encourages the development of creative problem solving skills.

Too much to keep track of. Hard enough to schedule the science lab.

Horrible idea. It seems discriminatory toward the non-artistic majors. There are numerous students that are "artistically challenged". Have you looked at some students' handwriting?

I think that doing an activity doesn't really mean that one is thinking about what it means to be creative, which is what I would hope would happen in this course.

The creativity lab is a stupid and untested idea. Is there data to show that such a lab has any beneficial impact on students? It would both be a nightmare to schedule and intrudes into the faculty control over curriculum by changing the nature of individual classes.

Please comment on the Creativity Lab requirement:

Creativity through productions (theater, dance, etc) are the execution of someone else's vision (not the student's), I would for this reason discourage the participation waiver.

Creativity lab, really? You've got to be kidding me. Creativity should be a part of every course, and to make a lab out of it is to trivialize it. Place the activity in a course, not apart from a course.

We do not need to add extra complications to our General Education Program. We do not need a lab for students to exhibit creativity; we do not have a lab for writing, or speaking--they are embedded into the course. We do not have a lab for critical thinking--it is embedded into courses. Additionally, we do not have the resources to teach this. We cannot afford this. We should not do this as it will create serious problems down the road.

Alignment with "content" encourages a better understanding of creative and/or the arts as integral to virtually any post-graduate career/citizenship. In fact, I hope the performative aspects of some courses not traditionally understood as "creative arts" might be considered as potential courses to associate with a creative lab (i.e. oral communication, writing, history, sociology)

hard to facilitate--- think diversity across creative disciplines is important. If a student is already into music, they should learn art. If a student is in painting club, they should learn music.

I don't think the structure of its delivery in the curriculum matters so much as that every student is required to learn about creativity and imagination.

I can see lots of pros and cons to how it gets delivered and don't really think the structure of it matters as much as having it required of all students.

Lab should not be required.

I think it is a very good idea. All students need an opportunity to be creative.

Not good - particularly for those with "performance anxiety". Creativity is subjective - how will that be evaluated? Honestly, is there a rubric for that?

Would need clear criteria on what constitutes an appropriate waiver from the creativity lab.

I am not in this area; I think the opinion of faculty who teach in this area should be weighed more heavily than anything I might say.

I like that having the lab separately from the course because it allows students more flexibility in their schedules. However, I do see value in having the lab be related to course and highly encouraged to be taken at the same time as the course if possible, so that students get the most of the experience (i.e. directly putting into practice what they are learning through the course into the lab).

It seems as though tracking a "waiver" for participation in theater productions, dance, etc. would require more paperwork, such as a student request form. I would not be in favor of this.

NA

I would encourage other creative outlets such as service projects for the community if a creative aspect can be identified (e.g. design of adaptive technologies)

Please comment on the Creativity Lab requirement:

I fully support including a creativity component in our students' educational plans. Classes that foster creativity would provide students the opportunity to engage with or continue to engage with the arts during their time at UNI regardless of their major. The arts bring diverse groups together to share in a profoundly human experience, and involvement in the arts has been demonstrated to have positive effects on mental health, which is very relevant on our campus. In my experience, students of all disciplines are hungry for experiences which stretch them beyond the everyday and ordinary, and the arts are havens for examining life in the broadest terms and frequently feature transcendental experiences. However, the model proposed raises some concerns. 1) I know that are not many readily-available courses that provide both a lecture and lab model within the School of Music; I don't know if the art and theatre departments have these courses already in their offerings. It would require some creativity to accommodate both lectures and labs into the SOM's offerings in addition to the courses necessary for current music majors. 2) Knowing the present schedule demands of the SOM faculty, it might be difficult to offer enough courses with labs to meet this requirement for the student body without hiring additional faculty. 3) The option to count club-based creative activity toward this requirement demeans the requirement because club activities feature no objective, expert standard to judge the student's degree of participation or hold students accountable for substandard performance. How would student performance be assessed in a student-run club activity? Would a student who sporadically participated in a glee club get the same degree of waiver as a student who faithfully attended their pottery class and lab? How would such participation be documented? Would the requirement simply be participation, or are we trying to help students gain some degree of mastery in a basic creative skill? 4) Even if the above concerns with the waiver were met, the waiver itself would place the creativity standard on a lesser tier than other subjects. It would be like allowing a student to opt out of basic accounting because they correctly used Turbo Tax to file their taxes. 5) If there were to be any waiver, it should be to students majoring in a creative field, akin to waivers for student athletes. Student athletes are held to a higher objective, measurable standard than their peers taking general physical education classes. Music, art, and theatre students should be the ones receiving a waiver, since their creative classes hold them to a higher standard than those I would anticipate having in a general education creativity course. 6) There should be a consensus among faculty teaching in this area that students should be held accountable to actually develop some creative skill. While enjoyable, the class shouldn't simply be an easy, stress-relieving outlet that they pay for as credit. It, like a communications course or accounting class, should seek to teach a skill that students can use throughout their life and career.

Do we have enough staff to teach every student a lab?

I like the idea of a course which requires a visual or performance ART lab. This could be drawing, digital media, improvisation, dance, glee club, theatre, newspaper, radio, song, storytelling... However, if the course is Creativity with a Lab, then applied mathematics, CAD, or any other subject could fit into the definition of Creative Activity Lab. For example, in Daryl Smith's Lakeside Lab Tallgrass Prairie course, the final project was to develop your own classification of North American Prairie types. There was no correct answer, no hypothesis, no protocol for completion of the project. The objective was to develop organization and communicate about it - this is creativity. Maybe this is the intention is, but if it is we could end up with a campus without any arts. I sure hope not. I also hope we don't perpetuate the myth that creativity comes out of art. Art, science, cooking, farming, medicine, mathematics, every human endeavor comes out of creativity not the other way around. I like everything about the new plan save the use of the word Creativity.

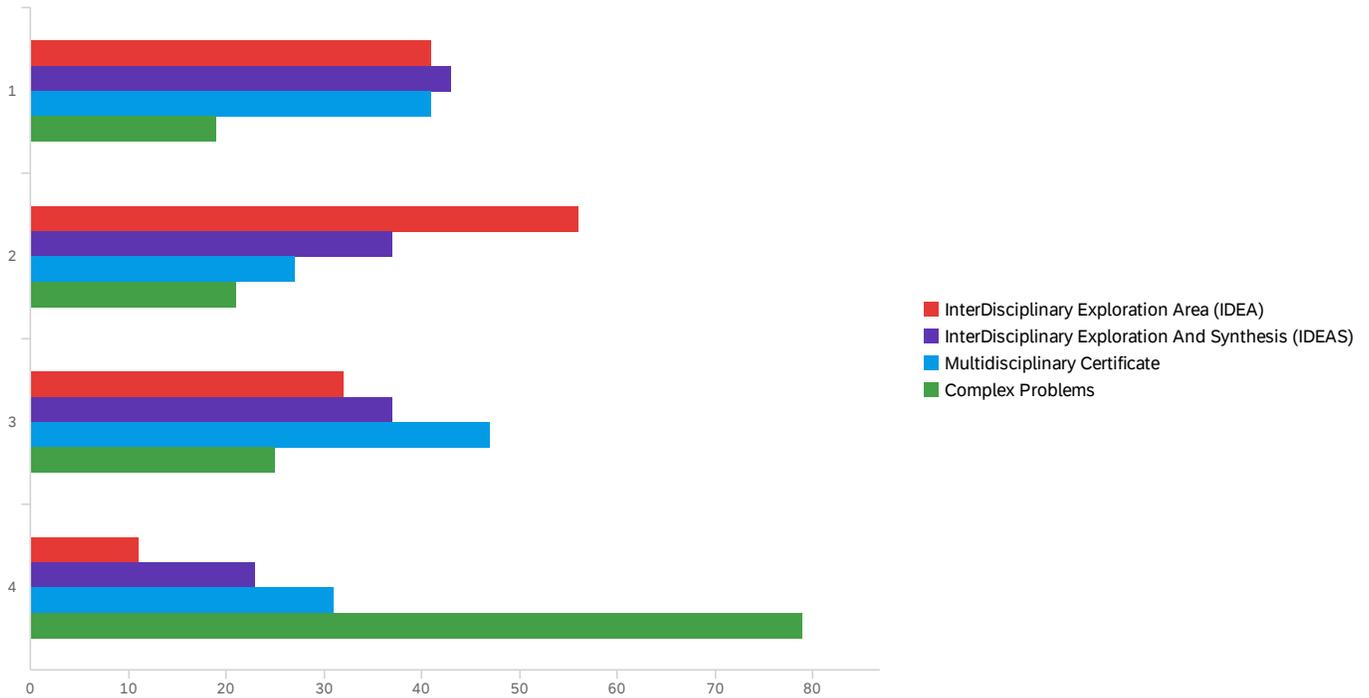
We don't use science activities to waive students from science labs. We don't use physical activities to waive students from physical activity labs. We should not use creative activities to waive students from creative labs. Having said that, I am concerned that the addition of a Creativity Lab decreases the simplicity of the new general education structure.

I think this is critical. Anyone graduating should participate in some sort of creative arts. It is important for a balanced life.

I like the option of other activities providing a waiver. BUT, without such a waiver, I think students are better served if there is a connection between the course and the activity.

This is a really great idea, but is support in the form of additional faculty going to be provided to the arts departments to facilitate this? Especially if the 1 Cr lab is separate from the 3 Cr course... lab classes in creativity would need to be small classes, that means lots of sections. Is the university prepared to let the arts departments hire more faculty for this? I love this idea but worry about support for it

Q15 - We have thought about marketable and meaningful names for the multidisciplinary certificate. Please rank your preferred name for the certificate from 1 (most preferred) to 4 (least).



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	InterDisciplinary Exploration Area (IDEA)	1.00	4.00	2.09	0.91	0.83	140
2	InterDisciplinary Exploration And Synthesis (IDEAS)	1.00	4.00	2.29	1.07	1.15	140
3	Multidisciplinary Certificate	1.00	4.00	2.47	1.11	1.24	146
4	Complex Problems	1.00	4.00	3.14	1.10	1.20	144

#	Field	1	2	3	4	Total
1	InterDisciplinary Exploration Area (IDEA)	29.29% 41	40.00% 56	22.86% 32	7.86% 11	140
2	InterDisciplinary Exploration And Synthesis (IDEAS)	30.71% 43	26.43% 37	26.43% 37	16.43% 23	140
3	Multidisciplinary Certificate	28.08% 41	18.49% 27	32.19% 47	21.23% 31	146
4	Complex Problems	13.19% 19	14.58% 21	17.36% 25	54.86% 79	144

Showing rows 1 - 4 of 4

## Q16 - Don't like these names? Suggest your own name for the multidisciplinary

certificate:

Don't like these names? Suggest your own name for the multidisciplinary cer...

I very much like InterDisciplinary Exploration and Synthesis (IDEAS) with "complex problems" as a crucial part under that broader designation.

does it have to be an acronym? Luther calls theirs a padea project - let's get creative and actually label it what it truly is/serves (but not something with the word "problem" in it!)

Although it doesn't provide a nice acronym, I actually like "Multidisciplinary Exploration and Synthesis" the best (MES). It emphasizes a MULTI-discipline approach which is really what this gets at.

Certificate in Multidisciplinary Studies

These are fine names. Good work!

Don't get fancy with names. We've run into problems with "Liberal Arts Core" confusing state legislators and others. Just use something like "General Education Program with a Multidisciplinary Certificate."

I don't understand the reason to have a certificate. If Creativity and Idea generation is that important to the future success of our students, than it should be part of the LAC not separate option.

Not really like any Seems to me that the name of the certificate should be more focused in terms of describing what was covered. Perhaps a name that speaks to broad categories (e.g. applications; creativity)

Multidisciplinary Certificate is the only one that makes sense to me and seems potentially marketable. I don't think employers would have any idea what the other three were supposed to mean.

Isn't the point of a Gen Ed requirement to be an Inter Disciplinary Exploration?

Regarding IDEAS, there seems to be no outcomes that include cognition level of synthesis.

Ask a marketing expert. Flashy acronyms are a gimmick for the masses. I hate to see our degrees being reduced to gimmicks. I suggest avoiding gimmicks and giving each certificate its own name following the template of "Multidisciplinary Certificate of \_\_\_\_" where the blank is filled in by the designers of the certificate.

LAC

This is ridiculous. Seek genuine feedback from faculty and students who are not going to rubber stamp whatever you put in front of them.

maybe capstone? It is not interdisciplinary and should not be limited to problems. certificate is confusing because we have certificates already.

Enhanced skills and knowledge certificate.

least likely to be pursued

Interdisciplinary Problem Solving

Don't like these names? Suggest your own name for the multidisciplinary cer...

Keep this simple. Faculty and administrators may care about these names, most students don't care that much. It's easier to get buy-in from students on a Complex Problems unit than some name obviously created for marketing schtick.

Interdisciplinary doesn't have a capital D (I see you're trying to show the acronym, but it doesn't look good).

Please don't do this.

There need not be one name. The name can and should reflect the certificate content. I would suggest the title " Multidisciplinary Studies in ..."

Don't like IDEA because for education students that is associated with laws related to special education.

Will there be just one interdisciplinary certificate or multiple options to choose from? I wonder if identifying tracks - Interdisciplinary Leadership Certificate, Social Science Certificate, etc may be more understandable to students and potential employers when they graduate.

Do I have to have an opinion?

it doesn't need an acronym, too cheezy

Make it simple with Multidisciplinary Certificate - don't try and be cute with acronyms that will mean nothing outside the university

Certificate is the easiest to understand.

I don't like any of the above four. A simple "Multidisciplinary" could best serve the purpose, imho.

Now I'm really confused. I thought there were going to be multiple certificates that would be proposed interdepartmentally. This seems way too vague.... what will the certificate really measure? What topic? Doesn't there have to be some glue binding the courses together? For eg: arts admin certificate would have business, art history, and music? This makes little sense to me.

NA

Certificate in Complex Problem Solving from a Multidisciplinary Approach (CPSMA for short, since everything seems to need an acronym. haha..)

Interdisciplinary Certificate

Exploration of Complex Issues ..... with the certificates themselves having names that identify the complex issue address ... well ... mine is not any better. Nothing feels right yet.

## Q17 - Any final thoughts about the proposed GenEd structure:

Any final thoughts about the proposed GenEd structure:

I'm concerned about the place of study abroad and capstone-like experiences in this model.

Thank you for the opportunities to weigh in.

I really like the idea of making every student repeat those particular outcomes. I know many will transfer some of these credits in, but this structure demonstrates a commitment to teaching our students critical thinking and communication skills. I think this will pay off in terms of their professional readiness.

It is vital for students to have more immersive experiences. This should include actual making and creative experiences alongside theoretical and analytical experiences. To process concepts into reality and solve problems in real time is tantamount to their development.

The certificate courses need to come from separate majors, not separate departments. This is a big deal for departments like SAC.

Thanks to everyone who contributed to this for their hard work!

I'm not a fan of labeling which year students do what. My own children would have rocked this system into pieces... as they would have carried in credits, and needed to do things in different orders. It appears VERY set in stone, with little variation. Kids don't like that. As a parent, not a fan. As a professor, I appreciate math/English expected first. The 2nd and 3rd tier assume that our students are NOT creative and cannot make logical connections without these classes. Again, my two children would not be fans. If there are not ways to "waive" some of these courses, my son probably won't choose UNI -- he wants to check some classes OFF the list with 30+ dual enrolled hours in HS. As a black/white thinker - math science kid, he'd detest this. He's also as creative as he can possibly be, and doesn't need these courses to be successful. Sometimes what looks great on paper is not what will truly "work" with kids. Appreciate your efforts, but the logistics may cause more road blocks than anticipated (my opinion).

As I mentioned before, I think Tier 3 is the most intriguing component of this structure but it will require faculty incentive and support to create/adapt the "cohort" courses. That takes time and if it's going to be successful faculty must be adequately supported (i.e. summer stipends/salary, or semester release time) to develop and improve these courses in collaboration with one another.

There is so much to like about this. It is well conceived, full of passion and purpose. I can't thank you enough for volunteering to contribute to this work!

Somewhere note in writing that only UNI classes count toward the certificates, not transfer classes.

At this stage everything remains ill-defined. The ugliness will come next, when some as-yet-unnamed body of people will use some as-yet-undefined procedures to select courses to populate these vague learning objective areas. It will not be pretty.

I like the idea of the multidisciplinary certificates. I have a concern that students will get excited about one, and then the departments will not offer enough classes, so we set students up for disappointment (UNI offers certificates, but I can never enroll in the classes, so it was false advertising, etc.). So, it may be helpful to have fewer options and/or have multiple classes that can satisfy the 3 parts of a certificate - rather than having to complete 3 specific classes. Another idea to help this become really great is to have a General Education funding model that is not simply another class offered in the department. If students have options to take any 3 courses from the 2nd or 3rd tier, will it be possible for a student to take all of those 3 classes from the same 2nd tier, therefore becoming less broad in their focus (an IDS major that counts 3 major classes in "Creativity"; or a Biology major that applies 3 major classes to "Scientific Reasoning" for example. It will need to be easy to understand and implement.

Thank you to the committee and leadership for efforts to modernize UNI's GenEd program!!!

I am concerned about how study abroad (particularly Capstone trips) will be incorporated into this new structure. I feel strongly that we need to protect and promote study abroad trips. They should be integrated into the GenEd structure so that students continue to be motivated to study abroad abroad. These experiences should count toward their GenEd credits.

With the exception of changes to the required SLOs for Certificates that I find more acceptable in this model, I prefer the previous model that was shared.

Any final thoughts about the proposed GenEd structure:

The GenEd structure appears to be lacking the very important SLO of Technological Literacy: \* Improving Decision Making \* Increasing Citizen Participation \* Supporting a Modern Workforce \* Enhancing Social Well-Being \* Narrowing the Digital Divide (See: <https://www.nae.edu/24574/Making-the-Case-for-Technological-Literacy>)

Thank you for the work you (the committee) have put into developing this.

I've been teaching the 1005 course here for 20 years and have come to believe that the Gen Ed courses are significant for these reasons: it completes the education of students with regards to adult ideas that they are taught in childhood. so I think it is important to show them that this Gen Ed is in real ways Adult Education, and it can complete their transition to adult understanding (which can only occur during one's adult years). The new Gen Ed structure helps them see this more clearly, and then they can see that a new array of adult ideas (and problems) await them once they can get this adult engagement with words and adult ideas learned in childhood. The Gen Ed structure can help them see that there is a verbal basis to adult thinking, to critical thinking, and that they can develop objectivity and unbiased reception of diverse viewpoints by submitting to these courses. We have a chance to really show the students the universal nature of words (among other things), whether in qualitative thinking or quantitative thinking, though this structure.

The entire restructuring shows a complete lack of familiarity with general education, pedagogy, and is led by those who do not teach students as shown by its poor implementation and design.

Diversity should be included in every single segment not a "separate" thing. SEPARATE IS NOT EQUAL.

At one point, I believe information literacy was part of the structure. I assume it has been folded into critical thinking. I strongly encourage GERC to reconsider this as there is a distinction between the two. Information literacy is defined as a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information. Fundamentally, critical thinking involves the systematic and appropriate exploration and evaluation of ideas for the purpose of making a decision or forming an opinion on a topic or problem. While critical thinking skills provide the theoretical basis for the process, information literacy provides the skills for practical, real world application.

The 3 credits removed from the certificate should move into tier 2 - the coursework that deals with skills linked to the humanities and social sciences have been cut dramatically from the current LAC - at least put 3 more hours there. The earlier version of the new structure had already cut enough hours.

It looks like it will really benefit the students. One question, how does the new structure compare credit wise to the old structure?

Reduce the number of credits in GenEd. I believe the proposal is damaging to enrollment and retention in the university.

Not great by any means but better than the present so-called Liberal Arts Core.

What are the benefits of having a certificate??

Are more faculty going to be hired to support this endeavour and how will transfer students fit into this model?

Focus less on art and more on technical topics, and real world skills

While not here, I have heard that, if a student completes their AA degree, they would be exempt from these courses. My understanding is that this was to get more students to come here who have already earned an AA degree. However, I wonder if this could backfire. In other words, students who might transfer to UNI after a year in community college might choose to finish at the community college because then they could avoid all of the new LAC, meaning that they would be at UNI for fewer credits. I also think that we need to have some aspect of the LAC, characteristic of us, which is required of all students for a BA here. Capstone served that in the past, something needs to do so in the future. A student shouldn't be able to avoid all of our LAC.

Why have a certificate program for GenEd?

I have concerns about the creativity lab, but otherwise this looks good.

I'm mostly concerned about what we don't know yet in terms of how these ideas will actually be implemented.

Any final thoughts about the proposed GenEd structure:

I've said it before and I'll say it again: some element of finding and pursuing purpose NEEDS to be a part of the GenEd structure/marketing. 20-50% of students entering college don't know what they want to major in (I would argue that number is actually higher because most students come in with a major selected that a parent recommended or a friend is pursuing). Furthermore, 75% of students change their major at least once. I've heard students change their major as many as 8 to 15 times. More recently, studies show 80% of graduates believe finding purpose in their work is of great importance and less than 50% are actually finding purpose. For the investment students are making, we absolutely need to be helping them pursue meaning in their life and it is so congruent with the curriculum we offer. Thanks!

do it

Sometimes, I think we (in higher ed) over-complicate things with the nomenclature we choose. It suits OUR needs - but only confuses students (i.e. "Liberal Arts Core" instead of Gen Ed, "Exploratory" instead of Undecided/Deciding). I think we should choose names and categories that students (and parents) understand.

Remove all lab components from Tier 2 and place them in Tier 3

Thanks for all of the hard work you've all done on developing this structure. I think it has a lot of promise.

This multiple iteration process seems to have really produced an interesting structure to deliver a good, solid general education to our students.

Though I'm glad to see study abroad opportunities given a mention, unless faculty leading study abroad are able to recruit from a broad cross section of the student population (as is currently the case in Capstones), this will not work. It is hard to get Study Abroad trips to make minimum enrollment now. This change may make it impossible. Is there no one on this committee with Study Abroad experience?

Fails to expose students to an adequate range of academic disciplines and knowledge, which is the purpose of required General Education (as opposed to chosen specializations and electives).

Please reconsider adding a capstone course to Tier 3. This has the potential of adding exciting and creative opportunities for students that will enrich their whole undergraduate experience. I have taught many different versions of capstone over the past 20 years, and students constantly express their gratitude for how these courses have expanded their understanding of the complexities of the world in which they live and taught them to think critically about important matters that will affect their futures.

Really great job. Thank you for listening to campus!

Tier 3: "This tier invites faculty to develop a series of three courses around a common theme or topic." - this could be a real challenging proposition - hard to develop and implement!

I am concerned with how assessment of only pre-determined outcomes will drive curricular decisions, planning, and teaching in those courses. It is not enough to keep saying "oh, you can have others too," because that is disingenuous as to how the social process works. Assessment of outcomes will drive courses to exemplify them when it may not be appropriate. For example, Written Communication is as much about diversity and collaboration as oral comm -- perhaps more so because those dimensions are rarely seen or explored. Assessing only critical thinking and "writing" in some ill-defined way simply reinforces models of textual production that do not match field-based best practices and it limits the kinds of embedded assignments used for assessment purposes to the traditional and outmoded forms of the last century. Beyond that, where will students learn to learn? Research shows that such metacognitive skill is crucial, yet this curriculum does not reflect it. Additionally, communication is far from binary, but multimodal. How is this incorporated? Can a class satisfy both written and oral? Or even oral and quantitative reasoning? Where is spatial reasoning in this or other kinds of mental skills? And where should information literacy go? Will that be assessed? How and where? If we want to succeed and not just limp along in the higher ed marketplace, we need to step out of last century and the silos that are still evident in this plan.

what about transfer students, how would they complete this

Don't like the multidisciplinary certificate idea in general. It is better than the previous version since the certificate is now optional. The requirements on tier 3 courses should be clarified if those courses are not for the certificate.

I like the tiered structure. While it is not dissimilar from the current scheme, it is much clearer and provides for a much stronger integrative experience than the current 'capstone' does.

Any final thoughts about the proposed GenEd structure:

I would like to propose an optional tier 2 format. Have 4 required courses from 5 categories. Include a new "technology" category. They need to know more about tech than just downloading the latest app....Though I suppose a technology impact type course could belong in tier 3. Meh.

There needs to be a clear way for faculty to propose multidisciplinary certificates, and a transparent evaluation and decision-making process. This might also have to be incentivized (like paid summer hours to brainstorm and create).

As a recent graduate now working for the University, I like the direction this is going!

I struggle to understand the value of a certificate program embedded in the general ed program. I honestly don't see how this will add value in terms of marketability. I really feel as though we, at the university, tend to over-value the importance of certificate programs in the eyes of employers (unless teaching a particular skill.)

We need be attentive of ways to accommodate students with differing needs into our GenEd structure. There has been quite a bit of talk about making UNI a good choice for students on the Autism Spectrum, and thinking about how these students learn need to inform our concept of the pathways toward degree fulfillment (likely looking at the timeline for completion of these segments).

I am not happy that the committee decided that diversity was the most pressing problem facing humanity. It smacks of political correctness and the time could be better spent on more serious issues. Other than that, I am happy with the program as proposed.

Thanks much! This is overall exciting!

Courses should fit into only one box. Anything else complicates a nicely simplified structure.

From what I can tell, the Gen Ed requirements will consist of 34 hours. That seems inadequate. Requiring only one science class seems inadequate. Ignorance and the embrace of ignorance is on the rise in US society at this time. We need better-prepared citizens to address the complex problems that continue to plague the country. I don't see how this can be done with only 34 credit hours. How will transfer students from Community Colleges fare when trying to transfer credits to count toward Gen Ed requirements? I can't imagine how difficult it would be to try and evaluate CC courses based on a bare-bones syllabus and determine which, if any tier to count it in.

Give some thought to the name. GenEd just doesn't cut it. Sadly, Liberal Arts has too much baggage in today's "hot" political climate. This feels innovative and OURS. Univeristy Core, UNI-Core, something we can market. Hats off to this committee. I am really looking forward to seeing the courses that populate this program. Thank you! Thank you!

**End of Report**