**University of Northern Iowa**

**Higher Learning Commission**

**Quality Initiative Project Proposals**

**2015-16**

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| **1 Title** | | Student Outcomes Assessment |
| | **Summary/Purpose** | Given that we need to work on institutional assessment processes, it would seem efficient to designate this as an area to focus attention and raise this as a priority for the institution. In so doing, I believe the resulting conversations and work to develop meaningful assessment would benefit the university as a whole while satisfying the HLC requirements. |
| **2 Title** | | Liberal arts core adjustment for transfers. |
| | **Summary/Purpose** | Due to having 2+ years of college credit students with an AA degree shouldn't be required things expected of them from high school, the 2 year or 1 year foreign language. Also the humanities 2B. / |
| | **Impact on UNI/Academic Quality** | It allows transfers to start their coursework immediately. For example this jeopardizes my schedule because I have observations and am in the teaching program, and have well over 100+ hours of observation.  Asking me to complete 1 year of Spanish at 5 credits  isn't realistic for me. It will prevent me from getting a BA degree due to scheduling conflicts with my classes. |
| | **Significant/Relevant for UNI** | I feel  as transfers we are on the back burner, we deserve to be able to finish our program in 2 years, but the 2+2 initiative is not working and needs revised. |
| | **Faculty/Staff/Student involvement** | Students will be able to have truly met the liberal arts core without taking additional classes for it if they have their AA degree.  / Faculty would be able to help advise students better, classes for 2B and foreign language class sizes would be smaller for students to learn. |
| | **Other information** | It is critical that the university helps transfer students in a better way and allows us an opportunity to graduate in 2 years if we have an AA. The 2+2 plan has 6 extra credits we need if not more, and that's a semester that could apply to our program. |
| **3 Title** | | Mental Health |
| | **Summary/Purpose** | I propose spending the funding on increasing mental health awareness. Currently at the student health center, it takes weeks for someone to get in to speak with a counselor about depression, anxiety, etc. Although I have not been personally affected by this, I see many of my friends and classmates wait weeks to get in, since it is not classified as an emergency. This is negatively impacting their lives. When they finally do get in, students do not get regular appointments as the counseling center does not have room for them, and they do not speak to a certified Doctor. Mental health is very important, especially with suicides, college campus shootings, and more. This is the one thing I would like to see UNI change the most - the availability of the Student Health Center for students. The quality of care there is simply, not there. |
| | **Impact on UNI/Academic Quality** | Students will be able to stay more engaged in classrooms and student organizations, build better friendships, make smart decisions, and stay healthy. Students will be able to focus more on their academics and studies. Currently I see lots of projects that are done half-way at UNI, but if students were able to devote time to the current projects, that would improve UNI more than adding another project. Mental health initiatives should help with this. |
| | **Significant/Relevant for UNI** | College campus shootings are a hot topic, suicide impacts campus life, and our existing projects and student orgs are impacted by the lack of mental health services at UNI. |
| | **Faculty/Staff/Student involvement** | We could have seminars, activities, and involve cornerstone classes in projects relating to mental health. Mental health should be a topic addressed in the training that all incoming freshmen must take (like the drugs & alcohol videos). |
| | **Other information** | Our student health center needs improved. In order to study abroad, students must have a consultation with the center, and the center currently recommends shots & medications that students don't need. It's appalling when a student tells a nurse or doctor, that "no, I looked it up online myself before coming here, I shouldn't need that" and after further review the physician agrees with the student. Our health center needs help to ensure health for students physically and mentally. |
| **4 Other information** | | I don't necessarily have a specific "project" in mind (see blank text boxes above), but I thought I could offer my thoughts on how to improve quality education at UNI. Put more money into hiring full-time, tenure and tenure-track faculty! We have too many underfunded adjuncts hired at the last minute which is not good for our students, but more than that, we need to be more competitive with our starting salaries for new tenure-track professors. I know first hand that we have lost excellent candidates because of our low starting salary, and I know that I'm considering leaving because of the slow pace of salary growth. Also, coupled with the loss (basically - we've been priced out) of our really good insurance package, our overall benefits/salary package declined this year. I really believe that happy, well-resourced full-time faculty members MAKE high quality education happen, and we don't have that at UNI. Low faculty morale, low faculty pay, and few resources in the classroom (I don't even have a computer in some of my classrooms?!) lead to poor student outcomes. We spend too much money on upper administration and athletics, and not enough on the folks in the classroom hours and hours every week. |

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| **5 Title** | | University & Cedar Valley Partnership Addressing Issues to Elevate our Commuity |
| **Summary/Purpose** | | The purpose of the project is two-fold.  One is to provide learning opportunities for students and the other is to address issues in the community that will improve the Cedar Valley.  I'd like to see a committee comprised of both community members and university faculty, staff and students develop some strategic priorities that would address important issues of the Cedar Valley (racism, education gap, crime, just to name a few possibilities).  All service learning classes, student orgs, research opportunities would be asked to work toward address the issue(s) outlined.   It would also be determined what is going to be measure to determine success so all projects could have a defined impact. |
| **Impact on UNI/Academic Quality** | | There is more and more research outlined the benefits to students when they are engaged.  This would give some direction to community engagement efforts and help define how we can measure our success.  And student would be engaged which would benefit them mentally (new study out of Iowa State), and better prepared them to be active citizens in a democratic society. |
| **Significant/Relevant for UNI** | | It is important at this time and I've been involved in the many meetings to determine our new academic plan, I continually heard the importance of a goal of our university to be more than a job our students upon graduation.  This project speaks to defining intentional community engagement efforts. |
| **Faculty/Staff/Student involvement** | | Everyone could be involved in this project.  Faculty in their classes, faculty and staff through their leadership with student organizations and students in every situation.  This project could be inclusive for everyone. |
| **6 Title** | | Expand the common read |
| **Summary/Purpose** | | The common read is at present a foundation of the cornerstone course and a foundation of the Reaching for Higher Ground theme.  This could be expanded in two ways. 1) an effort could be made to use it to more upper level courses.  2) there could be two common reads a year, a contemporary one (written in the present century) in the fall, and a classical one (written some time ago) in the spring.  The purpose of common reads is to provide a basis for conversations, perhaps academic conversations, among persons who read the book.  Hence, to provide more (academic) engagement. |
| **Impact on UNI/Academic Quality** | | |
| **Significant/Relevant for UNI** | | The more students (and faculty) interact with each other, the higher the quality of education. UNI is trying to improve its image as having a small school atmosphere at a big school.  The cameraderie ensuing from a common read will contribute to this. |
| **Faculty/Staff/Student involvement** | | Hopefully, more students and faculty will be involved. |
| **7 Title** | | Increasing 4 year graduation rates. |
| **Summary/Purpose** | | By looking at the length of majors and minors and providing some consistency in the maximum length of these programs we may be able to  increase our 4 year graduation rate. |
| **Impact on UNI/Academic Quality** | | I solid review of what is needed and what is a preference will guide the parameters, consistency, coherence and quality of our majors across the spectrum of disciplines. |
| **Significant/Relevant for UNI** | | I am not sure when or if we have had a comprehensive evaluation of the various components which make up a degree and if what we current have is still relevant and addresses future opportunities. |
| **Faculty/Staff/Student involvement** | | A truly cooperative review of how majors are designed and delivered will engage the professionals in the field and the students in a comprehensive understanding of what is a major and what are the outcomes and expectations when the major is completed. |
| **Other information** | | I believe this effort could be a centerpiece of a quality initiative. |

| 8 Title | A Liberal Arts Core for the 21st Century |
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| Summary/Purpose | The LAC is the signature program at UNI, defining more than anything else, the specific value-added education we offer students. Yet, the current program was developed when I first came to UN decades ago. It has been on life-support for some time. I propose a new LAC for the QIP project. If we look at AACU literature on liberal and general education, we will see that our program is far from best practices and has been for some time. We took a stab at reform several years ago; however, with concerns about turf, we lost the courage of our convictions. We need to try again. The academic excellence of UNI is really at stake here. The AACU website offers multiple models of excellence: http://www.aacu.org/campus-model/3300. Most notably, Northern Illinois, a school with some similarities to UNI, has just developed a new program that features best practices for liberal education of the 21st century student. It is the first school featured at the link above. Its program is exciting and compelling. |
| Impact on UNI/Academic Quality | The project will have a significant impact on student learning for the following reasons: / 1) If AACU models are used as a foundation, the program will promote high-impact learning derived from evidence-based recommendations. We will know before we implement a new program that "it works." / 2) The program will break down disciplinary walls that defined 1970s and early 1980s higher education. The lives our graduates will live are not disciplinary-specific. Most important, no discipline owns the compelling issues of our time: e.g., climate change, poverty, freedom and democracy, violence. Students must learn to grapple with these problems in their messiness if they are to have the skills to address them after graduation. Liberal education models, such as those exemplified on the AACU website, show the creative and compelling ways that problem-based liberal education is being furthered. / 3) A new program, focused on learning-outcomes central to the educated person and of most valued to employers, will enable us to make an intentional and focused commitment to student learning that a cafeteria menu-driven LAC has not. / 4) LAC programs today mesh with co-curricular learning, including civic engagement opportunities. Students need to prepare, more than ever, for leadership in their communities and in their jobs. Co-curricular engagement has replaced extra-curricular activity. Our LAC needs to reflect this change. / 5) The new models, exemplified on the AACU site, feature strong faculty buy-in. Faculty are energized for their own research and teaching by LAC models that fit 21st century ways of learning. AACU models in place at other schools confirm that faculty do not resist such change, once they understand how it works and see that it enables them to do more of what they love doing in a classroom, not less. |
| Significant/Relevant for UNI  Faculty/Staff/Student involvement | We are at risk of losing our claim to academic excellence in undergraduate education with an LAC program that increasingly shows us to be mired in a late 20th century (actually early 1980s mindset). Students will be more excited to come to UNI and faculty will be more excited to teach here when a community-building exercise in developing a new LAC is undertaken. We really don't need to argue about this: evidence collected over the past decade by AACU about curricular innovations in LACs show that they work. Faculty who have visited other campuses to see their new LAC programs can attest to the enthusiasm generated for a well-crafted LAC program among faculty and students. AACU posts on its website multiple guides for building a new LAC. The case studies on the website give specific guidance. Change moves up, through, and among faculty, students, and staff. We don't need to reinvent the wheel; we just need to follow a "cookbook" preserved on the AACU site for institutions with a similar size and mission. |
| 9 Title | Strategic Diversity Plan for UNI |
| Summary/Purpose | The climate for faculty, staff, and students of color at the UNI campus is troubling. Over the past year, several issues have demonstrated that UNI is far from an inclusive campus. Retention of students of color is another issue. This group of students is retained, and thus graduating, at a much lower rate than their peers. A strategic diversity effort will need to focus on reducing this disparity. |
| Impact on UNI/Academic Quality | A focus on strategic diversity will not only improve the climate for underrepresented minority groups on campus, it will have an impact on all faculty, staff and students at UNI. When all groups feel welcome on campus and are treated equally, learning is enhanced, recruitment of faculty and staff of color grows, and the overall campus mission is supported. |
| Significant/Relevant for UNI | |
| Faculty/Staff/Student involvement | Recent comments by the Provost: "What I'm interested in are not cosmetic changes, which are easy to do, but don't have any long-lasting meaningful change, so what I'm spending a lot of my time trying to do is understand the systems of culture so that I can find the leverage points to create meaningful long-lasting change in terms of diversity and inclusion," Wohlpart said. "We have serious challenges here and this is one of them." Again, this is a systemic issue that, when addressed, will have a tremendous impact on all of UNI. |

**10 Title**            The Core in the 21st Century: Engagement and Environment

**Summary/Purpose**

Sustainability and Place-based curricula become the Core Courses at UNI that all students must take to graduate (in lieu of LAC). / / Place-based curricula would be required as the core courses for students graduating from UNI (in lieu of LAC). They would provide incoming UNI students the opportunity to investigate their place in the world from across disciplines, making their program of study at UNI rhizomatic and connected across disciplines, and connecting their studies with the community and environment in which they (and all of us) live. Understanding place includes—indeed, requires—understanding how a place relates to the wider world. It takes abstract concepts and makes them real, embodied, and lived. It would open up opportunities for engagement with the local community, through service-learning and/or research, and for viewing important issues regarding place through a variety of disciplinary lenses. Why not learn introductory concepts in economics through an investigation of Main Street Cedar Falls or College Hill Partnership? What can we learn about global interactions and local responses from studying history? How can students learn about art and the importance of visual literacy by analyzing how Iowa has been represented, and envisioning it themselves in drawing? Would students be invested in the tall grass prairie if their required science class was focused on investigating its history, change, and current challenges? What better way to learn political science and civic responsibility than to analyze concepts as observed in local elections, community meetings, and city councils? / / If we are a regional, comprehensive University, we should focus on providing students with a healthy and critical understanding of the region. From such a foundation they can build, tailor, and gain more in-depth knowledge as they continue coursework in their major. I would also hope that such a revision of a foundational year would prompt departments to question hierarchical course offerings and change/open their program requirements to be more flexible and rhizomatic/horizontal—both intra and interdepartmentally. / / We will need to make UNI distinctive by clearly and deliberately aligning its programs and curricular offerings with its (under revision) mission and vision. /

**Impact on UNI/Academic Quality**

**Significant/Relevant for UNI**

Field research is already part of the sciences and education, from geology and biology to practicums and observations in schools, clinics, hospitals, and elsewhere in the community at large. This kind of outside-the-walls learning should be explicitly and concernfully integrated into what every UNI students does here. It would build community among freshmen, and probably increase retention. It would set UNI apart and show how this state school is adapting to the needs of beings living together in the global 21st century. Students would be better situated to relate and connect the abstract concepts they learn in disciplines to concrete and lived experiences of them. / While SLOs could remain the same, the ways in which departments, faculty members guide students to achieve those outcomes will change, and the order of classes may go away, reflecting a more integrated and rhizomatic structure (analogous perhaps, to the internet), and adapting to how students today process information. Each department might consider how it could restructure its programs to integrate better with other department offerings; While the department would be a home base and provide methodological and technical expertise, awareness of how other disciplines enhance thinking about local and global issues would be included by explicitly relating courses across disciplines. /
Higher education in the US is embattled by decreasing funding, increased student debt, and competition to show how any particular University can give a student the leg-up in the world. The old university model has a lot of competition—we can educate and provide real-world experience and teach critical thinking by focusing on real issues across disciplines.

**Faculty/Staff/Student involvement**

Changing what all UNI students must do to graduate (the Core Courses) would have a huge impact on what faculty teach and how programs are structured. It would take a lot of work and support for course development and revision (time and money!). However, with such revisions, the silos we have at UNI might be brought down; students and faculty alike might be better able to see the connections among disciplines, and such connections would invigorate research, and prepare students for the dynamic world we live in. / / For example, the department of Art currently separates art and art history and follows a vertical, scaffolded model for its programmatic curricula. Freshmen students often struggle to complete the Foundations year. They have difficulty relating content presented in art history (or other LAC classes, for that matter) to their studio work. We could integrate art and art history, offering hybrid courses. We could fire the canon rather than fire the canon at the students. We could focus on object-oriented learning, in the UNI Gallery and Museum, and students could research each other's work as archaeological investigations, relating them specifically to past objects. Upper level art history and studio could be taught thematically, rather than chronologically or by strict media-oriented boundaries, and students will thereby still be exposed to global examples. Courses could be purposefully linked or scheduled synchronously for potential overlaps and flips between faculty, especially at the Foundations level. Such structure would encourage faculty collaborations, and help students see the relationships between research and making, between the past and present. /

**11 Title** The Local, Global, and Diversity (GLAD) Core

**Summary/Purpose**

In lieu of the traditional Liberal Arts Core, which emphasizes basic content knowledge and which is predicated on classical and Enlightenment thinking, this curricula would ground students in fundamental skills, including sustainable thinking, root them in local and global perspectives, and allow them to explore diverse ideas of thought, race/ethnicity, and environment across multiple disciplines. In doing so, students would encounter critical methodologies and multiple cultural perspectives that teach them ways of seeing matters of scale, environment, sustainability, and racial/ethnic in places where they are and where they hope to be. The GLAD Core would also allow students opportunity to put their ideas to work in their community and the larger world. As a regional comprehensive university, UNI has the opportunity to emphasize both the liberal arts, as do small liberal arts colleges, and research, as do premiere research institutions. In addition, UNI can emphasize applied learning opportunities, which link classroom learning with tangible products outside the university setting.  /

**Impact on UNI/Academic Quality**

The Liberal Arts Core at UNI is due for an upgrade and local-to-the-global frameworks that emphasize diversity have increasingly supplanted the traditional western civilization-oriented curriculum. According the Association of American Colleges and Universities, a 21st-century liberal education consists of "learning that empowers individuals and prepares them to deal with complexity, diversity, and change," "provides students with broad knowledge of the wider world (e.g. science, culture, and society) as well as in-depth study in a specific area of interest," and "helps students develop a sense of social responsibility, as well as strong and transferable intellectual and practical skills such as communication, analytical and problem-solving skills, and a demonstrated ability to apply knowledge and skills in real-world settings." As it stands now, students at UNI are forced to choose classes in structured categories that pit different disciplines against each other in artificial ways. This does expose students to a wide variety of degree pathways and encourage students to explore different subjects, however, the existing LAC is not the best use of the core university curriculum. The GLAD Core would reconfigure UNI's liberal arts core curriculum so that it trains students in thinking locally, globally, and with sensitivity towards multiple perspectives and diversity regardless of their choice of major.

**Significant/Relevant for UNI**

UNI can lead the way among the regent's schools in Iowa in moving away from the traditional western civilization-oriented model of university education. Both University of Iowa and Iowa State University's core curriculum do not emphasize local, global, and diversity thinking. In discussions regarding UNI's new mission statement and the academic master plan, consistent dialogue across campus reiterated the need to emphasize teaching students to think locally, globally, and with an understanding of diversity. In order for UNI to become the distinctive school students, administration, faculty, and staff, hope and believe it can become, the core curriculum must reflect the school's commitment to diversity and to preparing students for success in their community and the globalized world in which we live.

**Faculty/Staff/Student involvement**

Faculty teaching in the existing Liberal Arts Core would need to share the ways in which the classes they teach in the LAC can contribute to emphasizing  local, global, and diversity concepts. Many faculty already share and teach these ideas to their students. In the GLAD Core, they would place these things at the center of their class. In addition, faculty teaching the HUM 1021, 1022, and 1023 classes would need to reframe their courses as world history courses. Several times in the past decade, UNI faculty have discussed doing this, and it is long past time that it got done. The National Association of Scholars's study on the decline of western civilization courses in 2011 found that world history courses had become much more common, despite the overall decline in the number of universities requiring any history courses as part of their core requirements. Finally, the LAC capstone would need to be reconfigured to support student work in the community. Instead of a classroom setting, the capstone would offer students an applied learning experience through a service project that put their disciplinary-based learning to work for the good of the community.

not the only configuration possible, but provides a way of seeing the LAC landscape in a different way. / * Courses that do not exist, but provide alternatives to the existing offering / / Basic Competencies (15 hours) / Communication / COMM 1000  Oral Communication    3 hours / Sustainability / TECH 1015  Intro to Sustainability    3 hours / Reading and Writing / Choose one: / UNIV 1000/1010 First Year Cornerstone    6 hours / ENGLISH 1005 College Writing and Research    3 hours / ENGLISH 2015 Craft of Academic Writing    3 hours / ENGLISH 2120 Critical Writing About Literature  3 hours / Quantitative Methods / Choose one: / MATH 1100  Mathematics in Decision Making  3 hours / MATH 1204  Mathematical Reasoning for Teachers I 3 hours / MATH 1420  Calculus I 4 hours / STAT 1772  Introduction to Statistical Methods    3 hours / CS 1025       Computational Modeling & Simulation 3 hours / STAT 1774  Introduction to Statistical Methods  3 hours / Personal Wellness / Choose one: / HPELS 1010  Personal Wellness    3 hours / HPELS 1059  Dimensions of Well-Being   1 hour / HPELS 1059  Dimensions of Well-Being-Lab  1 hour / Global Perspectives (12 hours) / HUM 1020   World History*    3 hours / (replaces HUM 1021, 1022, and 1023) / GEOG 1110   World Geography    3 hours / or / GEOG 1120   Human Geography    3 hours / RELS 1020   Religions of the World   3 hours / Choose 1: / ANTH 1002   Culture, Nature, and Society  3 hours / FAM SERV 1010  Human Identity and Relationships 3 hours / EDPSYCH 2030  Dynamics of Human Development 3 hours / POL INTL 1024  International Relations   3 hours / POL Gen 1020  Contemporary Political Problems 3 hours / SOC 1000  Introduction to Sociology  3 hours / SOC 1060  Social Problems    3 hours / SW 1041/SOC 1041  Social Welfare: A World View        3 hours / PSYCH 1001  Introduction to Psychology  3 hours / ECON 1031  Introduction to Economics  3 hours / / Local Perspectives (6 hours) / HISUS 1023   History of the United States  3 hours / or / POL AMER 1014  Introduction to American Politics 3 hours / CAP Service Project*   3 hours /     (replaces CAP classes) / Diversity Perspectives (12 hours): / Thought and Language / Choose one: / ART 1002       Visual Inventions   3 hours / ARTHIST 1004       Visual Perceptions   3 hours / ENGLISH 1120       Literature: (Topic)   3 hours / MUSIC 1100  Soundscapes: Music in Culture 3 hours / PEMES 2034       Survey of Dance History  3 hours / PHIL 1020       Philosophy: The Art of Thinking 3 hours / SOC SCI 1020       Women, Men, and Society  3 hours / THEATRE 1002       The Theatrical Arts and Society 3 hours / WGS 1040       Women's and

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| | Other information | hours / THEATRE 1002       The Theatrical Arts and Society 3 hours / WGS 1040       Women's and |
| **12** | **Title** | Creating a new LAC |
| | **Summary/Purpose** | Create a process that would lead to the creation of a new LAC. To be clear, the QIP project would involve creating the process we'd use to create a new LAC, but not propose a new LAC. Creating the process must precede the work of changing the LAC. We've never succeeded in the task of changing the LAC (Qualities of an Educated Person project in the 80s, the "Dream Team" proposal of the 90s and the LAC-RSC proposal from about 2010) because our curriculum process is too clunky to accommodate such a major change. |
| | **Impact on UNI/Academic Quality** | The LAC requirements affect every UNI undergraduate student and yet little has changed within the LAC for at least 30 years. It is time to stop the tinkering and instead create a process that will lead to real change and improvement. |
| | **Significant/Relevant for UNI** | While most faculty and students agree that the LAC needs to be changed and updated, there is not a process in place that allows us to accomplish that goal. While the current curriculum process allows for tinkering, only a parallel process would allow for a major overhaul. This is a project that will impact every single unit on campus, from admissions to all academic units. |
| | **Faculty/Staff/Student involvement** | If we agree to completely overhaul the existing LAC, be assured that everyone will want to have a voice in the conversation. This could be the first project since the Foundation of Excellence self-study to have involvement from all parts of campus. |
| **13** | **Title** | UNI RISE (Research, Innovation and Scholarship Engagement) program |
| | **Summary/Purpose** | Purpose: stimulate faculty, staff and student research, scholarship and creative activity on campus with particular emphases on (1) integrating faculty/student research, implementing a concept of research-integrated comprehensive university and (2) increasing externally funded research and scholarship in UNI portfolio |
| | **Impact on UNI/Academic Quality** | Academic quality is directly dependent on (1) quality of student experiences and (2) faculty engagement in research, scholarship and creative activity, especially when integrated with student experiences. |
| | **Significant/Relevant for UNI Faculty/Staff/Student involvement** | This project  will fulfill our mission as a leading comprehensive university that provides transformative experiences for students (such as faculty-guided or independent research) and maintains high quality of faculty scholarship and community engagement. It will also be instrumental in increasing our role in community service and economic development in the state of Iowa. If successful, it will also allow to improve budgetary situation (new flow on funds independent of enrollment and state appropriations), strengthen faculty retention and enhance UNI reputation as an educational institution and employer. Students and faculty will receive new opportunities to grow professionally and to be engaged in research, scholarship and creative activity. |
| | **Other information** | This project will require collaboration among all campus academic colleges, and could be led by ORSP and conjunction with the Provost's office. The program needs to be developed based on specific goals and available assets (funds, faculty/staff time, student programming). Various UNI units and individual faculty already do many of these things, but I think we can capitalize on existing efforts to developed a concerted, centralized program across campus that will lead to transformational results and will improve quality of student and faculty experiences on campus. |

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| **14** | **Title** | Meaningful diversity |
| | **Summary/Purpose** | Design a course in which the experiences of different races and ethnic groups in America are shown in exacting detail and discussed extensively. Students must do a project that entails significant interaction with a person or persons of a different race/ethnicity. Students take a bias test after the course. Institutional Research keeps track of the data to compare with national averages. |
| | **Impact on UNI/Academic Quality** | African American students especially seem to have bias problems on campus. This probably affects their academic outcomes. If we have a meaningful diversity course that is required in the LAC, maybe minds can be changed and minority students will have better outcomes. These outcomes are being tracked by Institutional Research and we can see longitudinally if the course makes a difference. |
| | **Significant/Relevant for UNI Faculty/Staff/Student involvement** | Please see above. Many people (faculty and students) will be uncomfortable with such a requirement but we either think diversity is important or we don't. If we do, let's get serious. |
| **15** | **Title** | Develop a minor in African American and Latino Studies. |
| | **Summary/Purpose** | The purpose is to off a minor that will help us attract more diverse students and to enhance / the curriculum for all students. The program would be interdisciplinary and offered by the CSBS college where there are already courses in several departments on related issues. |
| | **Impact on UNI/Academic Quality** | This offering will help us attract African American and Latino students to UNI and help qualify students to work in fields in which they will be working with minority populations. |
| | **Significant/Relevant for UNI Faculty/Staff/Student involvement** | The minor will help UNI be attractive to candidates for the position of director of the Multicultural Center A committee will be set up that will involve faculty who teach relevant courses, such as American Racial and Ethnic Studies, and students who are enthusiastic about the minor. |
| | **Other information** | Representatives from the social work department and probably the sociology/anthropology/criminology departments likely will take leadership in setting up a committee working with the dean of CSBS. |
| **16** | **Title** | Sharpening the LAC focus of BAS programs |
| | **Summary/Purpose** | When we were discussing the BAS programs and if they water down its LAC portion, I thought the BAS can be a good teachable moment to non-traditional adults as to the genius and intellectual power of the liberal arts. The LAC portion isn't broad, so it seems faculty teaching those courses could meet to give a certain unified focus to the entire curriculum. The focus would center on a few words that have traditionally been key to liberal education (sans major). Among the terms I think we'd consider are 1) historical consciousness 2) accuracy of perceptions and 3) imaginative perspective. / / It seems that this focus on historical consciousness is very important to these non-traditional students since the economic system has required they seek other employment and college is needed to succeed in employment. So LAC should show them - among other things - their economic situation in light of the larger and historic perspectives that college has been known to house. / |
| | **Impact on UNI/Academic Quality** | The BAS programs have become prominent in colleges these days (if not popular among faculty) and so are an inevitable part of the Academy's social landscape these days. UNI can take a lead in providing cutting edge and revolutionary insight about BAS and college at the start of the 21st century, showing culture the genius of liberal education and how it is again a force for advancing the human condition. What the faculty who develop this LAC portion arrive at can also be helpful in our own LAC program at the BA level and in Cornerstone. |
| | **Significant/Relevant for UNI Faculty/Staff/Student involvement** | UNI is just starting the BAS programs and using online resources to administer the courses. And the curriculum of them consists of fewer courses such that faculty could meet to see how the courses have common features, and these perceptions can help faculty see the unique features of each course, too. I'd see mostly faculty whose courses could be in the LAC portion of the BAS program as being involved and impacted. |
| | **Other information** | I'm not even sure I'm barking up the right tree in submitting this proposal through this venue, but because there is so much doubt out there about the value of LAC courses (its value questioned just recently in the diversity forum held in Seerley) that I think the BAS program offers a way to clarify the powers unleashed through LAC courses and then get those course to actually make student intellectual powers more potent. |
| **17** | **Title** | The Academic Advisement Report |
| | **Summary/Purpose** | The goal is to make sure that all students, staff, and faculty understand the Academic Advisement Report and how to read it. In my job, I am amazed at how many departments have "check sheets" when advising students and how many students and advisers have never even looked at their advisement report. A "check sheet" in conjunction with an advisement report is a good thing, but everyone needs to be looking at the advisement report so that everyone is looking at the same information. |
| | **Impact on UNI/Academic Quality** | Students, faculty, and staff will better understand each and every requirement for graduation. Students will be less likely to take the wrong classes and have to submit student requests. Everyone will know exactly what catalog a student was declared under and advising will be consistent. |

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| **Significant/Relevant for UNI** | This is extremely important at this moment because in 2016, we will be moving to a new catalog every year. Students will be declared under different catalogs and need to understand that their requirements may be slightly different than someone who was declared a year earlier or later than them. I have seen, and even have been told by some advisers, that many advisers have "no idea" what catalog a student is declared under. |
| **Faculty/Staff/Student involvement** | This will allow for better advising across campus so that everyone is giving the students the SAME information about the requirements for their degrees. It will cut down on exceptions and student requests and make UNI's standards higher. |
| **Other information** | Many departments allow many exceptions to their requirements simply because students and advisers are missing information that is right on their advisement report. I believe this leads to a lack of high standards for our university. |

**18 Title**  UNI Success Pathways

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| **Summary/Purpose** | Goal for UNI Success Pathways: / UNI Success Pathways creates a university-wide organizing principle focused on academics, engagement, and professional development that can be adapted and individualized for each undergraduate student and academic program. / / Issue Addressed: / UNI offers many quality individual programs for academic success and student development. Although a student may participate in a wide array of these programs, most students lack a sense of purpose and intentionality – a clearly defined plan to graduation - in selecting opportunities for their academic and professional development. / / UNI Success Pathways utilizes existing programs in a structured and purposeful context starting with the first year and extending throughout the undergraduate experience. UNI Success Pathways provides a vehicle to unify programming, and demonstrate continuity, coherence, and continuous improvement. Moreover, it provides a framework and prioritization for future efforts. |
| **Impact on UNI/Academic Quality** | UNI Success Pathways: / • Establishes a foundation for student academic success, personal and professional development. / • Utilizes and unifies diverse expertise throughout campus for a common purpose. / • Creates synergy for UNI's dedicated faculty and staff efforts. / • Builds an institutional brand centered around student development, academic, and career success. / • Becomes a marketing, recruitment, retention, and persistence tool. It illustrates how UNI provides support for students to embrace and personalize their pathway to success through a common yet unique framework. |
| **Significant/Relevant for UNI** | UNI's Foundations of Excellence study for the previous HLC review created successful programming for the first-year student: Cornerstone, Peer Mentors, First-Year Only classes, learning communities, transfer only sections, and extended orientation. UNI Success Pathways institutionalizes these in a comprehensive undergraduate studies program. In addition, it addresses foundational needs of students transitioning to university life, fostering their professional development by better integration of currently siloed programs across Academic and Student Affairs. It provides a common map, a template, for departments to define academic, engagement, and professional development experiences suitable for their major/college. Using UNI Success Pathways as our HLC Quality Initiative Project, illustrates UNI's focus on continuous quality improvement. |
| **Faculty/Staff/Student involvement** | UNI Success Pathways supports a formula for successful graduates advocated by UNI Career Services: / • Academics: Academic Major with a 3.0+ GPA / • Engagement: Two Leadership/Engagement/Community/Campus Experiences / • Professional Development: Two Pre-Professional Experiences / This formula serves as a common foundation to professor/student, and advisor/advisee conversations each semester throughout a student's time to graduation. Faculty and staff are key in providing ongoing focus on these achievement goals. As students move into their major, departments can tailor their recommendations to students based on discipline specific expectations, student goals, and student development enhancement activities (academic/engagement/professional development). / / A clearly articulated program of academic / professional preparation from recruitment to graduation provides purpose and intentionality to students, faculty, staff, and external constituents (legislators, Board of Regents, parents and significant others). |

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| Other information | Our annual MAPWORKs surveys of entering students indicate that UNI students rank very low in terms of their academic self-efficacy compared to other colleges. This indicates a need for further academic support in the first year to address this issue. Data from the 2015 Sophomore Report presented to the Retention Council, indicated students lack a sense of purpose and motivation regardless of academic ability. A summary of the Sophomore Report can be downloaded from http://goo.gl/yhejrG. / / Furthermore, the report recommended a university shift to improve the entire college lifecycle of a student's experience: Programming should focus on academics, personal and professional development, and graduation in a timely manner "with a robust affinity for their alma mater." Currently, the decentralized nature of the University undermines the overall effectiveness of quality staff and programming to benefit students. Each unit / committee layers on a program to address a need instead of utilizing an institutional approach. We need to have a strategic approach to institutional programming and investment utilizing existing expertise and resources. UNI Success Pathways addresses these concerns. / / The schema at http://goo.gl/FdsZSn illustrates a draft model of how this plan could work. The underlying principle is that students maximize their undergraduate experience by being present - purposeful and intentional - about how they spend their time. UNI should establish a mindset that student involvement is necessary and not optional. |

**19 Title** — Universal Design for Learning

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| Summary/Purpose | Universal Design for Learning (UDL) recognizes that we all learn differently and can benefit from multiple means of representation, expression, and engagement. This project would look to ways that UDL could be adopted here at UNI to enhance the learning experience for students in the classroom. We will look at ways that UDL is already being used on campus to provide a support structure for sharing ideas on how to utilize the principles as well as look towards new ways to provide support and training on adopting the principles on campus. |
| Impact on UNI/Academic Quality | UDL incorporates best practices for teaching with the understanding that we all learn differently. UDL minimizes barriers to learning by recognizing that students do not all learn, or demonstrate their learning, in one way. Adopting such practices provides a more supportive learning environment for students, leading to better academic quality and retention. |
| Significant/Relevant for UNI | UNI is looking for ways to support a diverse student population. We must realize that we all learn differently and that to support a diverse student body means that we must diversify our methods of teaching. This ensures that we are teaching to all students, not just those that can learn in the standard lecture-style classroom. / / To expand upon that idea, UNI is seeing more and more students with disabilities attending college. UDL provides a learning environment that reduces barriers to learning not only for students with disabilities, but all students. It also is a proactive approach to providing accommodations for students, reducing or eliminating their need to self-identify as a person with a disability and seek specialized accommodations. |
| Faculty/Staff/Student involvement | Faculty will be given support, techniques and tools to incorporate UDL into their classroom curriculum. Students will be impacted by the ability to learn in a method that best fits their unique learning styles and experience less barriers to the learning environment. Staff will have the opportunity to learn about UDL to identify ways that they can incorporate the methods into their interactions with students and giving presentations to various groups on and off campus. |
| Other information | Here is a website with more information on UDL: http://www.cast.org/our-work/about-udl.html#.VlNHTHarSCg |

**20 Title** — 1. Opportunity Works: Taking on chronic poverty in Black Hawk County, Iowa /

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| Summary/Purpose | The purpose is for the entire campus community study the many manifestation of poverty in our region, and engage the broader community in developing a collective action plan to significantly reduce it. / |
| Impact on UNI/Academic Quality | Instead of talking in abstraction about inequality, let's look and economic disparities in our own metro area, one of the poorerst in Iowa; more importantly, if UNI faculty and students are so smart, then let's put our talent to work and implement long term strategies that will resolve these chronic inequities. / Through, learning and community engagement we will begin to see the inequities, the immense diversity of experiences and talents, and we will begin to develop empathy and motivation to work aggressively in resolving inequities. Because so many people from all walks of life would be interested in getting involved, diversity, equity and empathy will be a consequence of this work. / / With seeming dissatisfaction with lack of diversity, this initiative might inspire us to reaffirm our community's commitment to eqality |
| Significant/Relevant for UNI | |
| Faculty/Staff/Student involvement | We read the literature together, we learn about our own region and our own people; we learn about children in poverty in our metro area; about health disparities...AND we enlist the leaders of our community and develop an action plan to confront these problems with specific strategies, such as raising the minimum wage. It will demonstrate that we are eager to solve a sociatal issue, that we have the talent and skills to do it; it will show that we are serious about actually changing the world right here where we live. It will engagae and inspire our students and the world. |
| Other information | UNI has so many talents and resources to bring to this much needed work. |

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| **21 Title** | | Transformative Learning |
| **Summary/Purpose** | | UNI joins other organizations and businesses nationally and internationally to promote project-based and problem-based learning; must be embedded in the curriculum, otherwise can't be done right if it's only in a few scattered courses. UNI should take pride in the Transformative Learning model that was created by our own scholars. We need to embrace it, practice it, model it and promote it. See the model and its related article: / http://www.uni.edu/coe/TransformativeLearning |
| **Impact on UNI/Academic Quality** | | Implementing this model strategically will have a significant impact on UNI and academic quality because of the way it looks at the future and the way it involves everyone in aspects that matter in education and life in general; not only for our faculty and students, but also in the area of teacher education where our graduates (future teachers) will impact their students in pk-12 schools. |
| **Significant/Relevant for UNI** | | This project (embedding the model strategically in the curriculum) is significant and relevant for UNI at this point in time because of the way it looks at "Global Citizenship". Not only that, the other three major focuses of this model are "Leadership, Collaboration, & Advocacy", "Multiple Ways of Teaching & Learning", and "Rapidly Changing Content". These focus points are very important in the world we live in today and would prepare our graduates with real-world experiences the employers seek within individuals. It broadens our relationship not only amongst each other at UNI, but also with different entities outside our institution. |
| **Faculty/Staff/Student involvement** | | The nature of this model promotes collaboration in different departments and different colleges (e.g. Geography & Health; Art & History; Textile and Apparel, Marketing, & Communication; Teaching & Interior Design, & Math!). Faculty from different areas can work together and design assignments that promote collaboration in students; assignments that are practical and allow students to apply the content knowledge. Groups of students from different majors help each other in achieving a common goal. The content of the course(s) is then taught during the semester to enrich the understanding of the project/problem. The faculty may need to decrease the amount of content. Sometimes less is more! |
| **22 Title** | | UNI as Educational Innovation Hub |
| **Summary/Purpose** | | The QI could be a project to design curricular and co-curricular requirements so that all UNI graduates will have the ability to be self-starters, problem solvers, able to take an idea of their own or a goal of an organization and realize it. This would pay off in any number of ways, including: providing our graduates with skills necessary to succeed in an increasingly fluid economy and society; a recognition by employers that UNI graduates don't need hand holding and are ready to take on responsibilities in the workplace; producing citizens who are ready to take leadership roles in solving social problems and serve on community boards and other similar commitments. / The purpose would be to build our educational experience so that every graduate is equipped with the skills to tackle challenges themselves. We'd need a snappier motto or tagline for it. "Self-starter," "entrepreneur," "problem solver," whatever we'd want to call it. / / |
| **Impact on UNI/Academic Quality** | | / This could enhance UNI's reputation as a strong liberal arts university by showing the practical implications of the liberal arts to not only the workplace but the larger community. We would demand that our graduates be able to diagnose problems, design solutions, debate ethical responsibilities and limitations, carry out designs, and communicate them to relevant populations. By intentionally designing our LAC and program curricula around such goals, we could ramp up academic expectations across the board and demonstrate the practical application of the skills we develop. / |
| **Significant/Relevant for UNI** | | With the liberal arts under attack, we should try to show the relevance and importance of these skills. This could also provide UNI with more of an identity within the state. It could build on areas of excellence we already have at UNI, such as professional development in CBA and COE, but it could be more broadly implemented. |
| **Faculty/Staff/Student involvement** | | It would be campus wide, as we'd have to set up expectations and skills we want all our graduates to have, then ask the LAC and departments to adjust their curriculum accordingly. For the most part it wouldn't be a matter of adjusting the subject matter or content, but think more intentionally about what kinds of assignments and challenges we provide to students in the classroom and outside of it--It could also include significant service learning and internship opportunities. / |
| **23 Title** | | Effective Teaching & Learning |
| **Summary/Purpose** | | The QI could be the transformation of UNI into the premier institution focused on effective teaching and learning. Currently, the literature on teaching and learning in higher ed. is dispersed among every discipline and is remarkably unscientific. Curriculum proposals are floated nationally, best practices publicized and encouraged by various consortia, but they're almost never put to any kind of rigorous, systematic test to see if they actually improve learning. / The purpose would be to set up structures to encourage innovation and encourage faculty to publish and share the results of their teaching experiments. This would distinguish UNI as a teaching-centric university, one that is constantly looking for the best student outcomes and always willing to examine new practices and content. / |

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| **Impact on UNI/Academic Quality** | | UNI could be a university where we literally experiment with our curriculum to constantly advance it and improve it, and in so doing we would be furthering the research agenda of our faculty and building a reputation as a university focused on integrating proven curricular and teaching innovations. / |
| **Significant/Relevant for UNI** | | we've seen several efforts in the past decade to reform the LAC, but they're rarely backed up with good data about whether student learning outcomes would be enhanced by the new proposed courses. We offer the ability to teach what we label experimental courses at UNI, but they're not really experimental in the sense that we never stop to see whether they actually enhance student learning before accepting them. We could encourage innovation in our curriculum and our practices by setting up procedures for regular proposal and trial of new courses and new techniques, moving them into the regular curriculum when demonstrated effective. Similarly, we have demonstrated best practices for things like retention and other student services, but nothing as far as learning outcomes go. / |
| **Faculty/Staff/Student involvement** | | Faculty members could be encouraged to set up research agendas that aligned with their teaching practices. Teams could be encouraged to form across campus, aligning faculty members with similar teaching interests, or aligning those without research design/statistical background with those who would help carry out the studies. / |
| **24 Title** | | UNI / Waterloo Partnership / |
| **Summary/Purpose** | | The QI should explore and, if possible, propose concrete steps for form systematic partnerships with key components of the Cedar Falls and Waterloo community-- its schools, small businesses, nonprofits, and health care providers--that would help to build opportunity in the Cedar Valley and engage our faculty and students in the community. / Purpose: To create educationally rewarding partnerships with the Cedar Valley communities, especially those communities in need, that will help transform the region and create opportunity for its residents / |
| **Impact on UNI/Academic Quality** | | A transformation of those areas of our community most in need of public services and enhanced opportunity; engagement embedded so deeply in the fabric of the university that it is part of our mission in everything we do. It could start with education, using Cal Long Beach as a template (http://www.nytimes.com/2015/11/15/opinion/sunday/a-new-way-to-improve-college-enrollment.html), but it could build to the nonprofit sector, small startup businesses in the area, nursing homes. UNI would benefit in many ways. Through our involvement in K-12 education in the community, we could improve the number of students who are college ready and would likely benefit from many of them enrolling at UNI, thus enhancing our enrollment and diversity. Our students would benefit from the service learning. The interactions would provide our faculty with enormous research opportunities. Close partnership with Waterloo, in particular, could make UNI more attractive to minority faculty members, increasing diversity of our candidate pools and hiring. / |
| **Significant/Relevant for UNI** | | Diversity has long been a major challenge for UNI, both in terms of students and faculty. We have never been as integrated in the Waterloo community as we ought to be. Enhancing that partnership could be a boon to the university. Enhancing service learning/internship opportunities in a systematic way would also be an immediate benefit to students / |
| **Faculty/Staff/Student involvement** | | Although the logical starting point is with the COE, this logic could be easily extended throughout the university to nearly all of its components. Faculty and students in all areas of the university would be encouraged and see opportunities to work with the local community to solve problems and improve lives. The research opportunities would be enormous--beyond preK-12 education, there would be TESOL, social work, gerontology, communication disorders, criminology, nonprofit mgt., and that just skims the surface. / |
| **25 Title** | | UNI Grads as self-starters |
| **Summary/Purpose** | | The QI could be a project to design curricular and co-curricular requirements so that all UNI graduates will have the ability to be self-starters, problem solvers, able to take an idea of their own or a goal of an organization and realize it. This would pay off in any number of ways, including: providing our graduates with skills necessary to succeed in an increasingly fluid economy and society; a recognition by employers that UNI graduates don't need hand holding and are ready to take on responsibilities in the workplace; producing citizens who are ready to take leadership roles in solving social problems and serve on community boards and other similar commitments. / The purpose would be to build our educational experience so that every graduate is equipped with the skills to tackle challenges themselves. We'd need a snappier motto or tagline for it. "Self-starter," "entrepreneur," "problem solver," whatever we'd want to call it. / / |
| **Impact on UNI/Academic Quality** | | his could enhance UNI's reputation as a strong liberal arts university by showing the practical implications of the liberal arts to not only the workplace but the larger community. We would demand that our graduates be able to diagnose problems, design solutions, debate ethical responsibilities and limitations, carry out designs, and communicate them to relevant populations. By intentionally designing our LAC and program curricula around such goals, we could ramp up academic expectations across the board and demonstrate the practical application of the skills we develop. / |

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| **Significant/Relevant for UNI** | With the liberal arts under attack, we should try to show the relevance and importance of these skills. This could also provide UNI with more of an identity within the state. It could build on areas of excellence we already have at UNI, such as professional development in CBA and COE, but it could be more broadly implemented. / |
| **Faculty/Staff/Student involvement** | Campus commitment: It would be campus wide, as we'd have to set up expectations and skills we want all our graduates to have, then ask the LAC and departments to adjust their curriculum accordingly. For the most part it wouldn't be a matter of adjusting the subject matter or content, but think more intentionally about what kinds of assignments and challenges we provide to students in the classroom and outside of it--It could also include significant service learning and internship opportunities. / |

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| **26 Title** | Provision of First-Hand Quality-Diversity Experiences That Support Student Empowerment/Engagement |
| **Summary/Purpose** | The purpose of this project is to deal with some of the current and expressed student needs in regards to diverstiy, lack of diversity, lack of systematic university administrative, faculty, staff and student changes that are necessary for high quality educational programming. / The proposed project would include required/mandated trainings for faculty, staff and students as a part of the university's leadership role in improving the quality of UNI's climate and environment. Also there will be additional available courses for students to take that are directly focused on race, ethnicity, culture, gender, religious and other affiliations. |
| **Impact on UNI/Academic Quality** | This project would have significant impact on academic quality because it would provide eye-opening experiences for those from backgrounds with limited experiences dealing with diversity. It would enhance and widen the experiences of those who may be of a minority culture/race/ethnicity/gender and other identified backgrounds. It would provide faculty/staff with mandated opportunities to better meet the individual needs of students inclusive of their variant backgrounds. It would enhance the academic learning environment making it more conducive to learning and success for all students. |
| **Significant/Relevant for UNI** | After reading some of the statements from and listening to students, especially the Ethnic Minority / Promoters, I found it an urgent matter to submit this proposal. These students used the form of protest to draw attention to their unmet needs. Thus saying that it would not be fair nor appropriate to encourage others of diverse backgrounds to come to the University of Northern Iowa because of discrimination, racism, bias and lack of sensitivity to the needs of current students on the campus. Issues as related to daily interactions with other students, staff, faculty as well as administrators surfaced as students spoke out on some of the injustices on campus that affected them socially, emotionally, psychologically, healthwise as well as academically. Some expressed the thought of leaving the university at this point and time if some of these concerns were not dealt with. |
| **Faculty/Staff/Student involvement** | Administration- Would play the key and leadership role in the systemic changes that are needed that can only be decided at the top cabinet level. Responsible for overseeing the enforcement of any agreed upon mandates, enforcements, policies, changes, reprimands and other actions. / Faculty- Would play a key role in doing self-reflections on their own attitudes, biases, and whether they are treating students fairly, equally (as far as race/ethnicity/culture) and making their curricula one of rich diversity experiences. These should include academic opportunities that are thoughtful, well studied, non-stereotypical, free of bias and inclusive of the promotion of a positive UNI climate. Staff would be in supportive roles to enhance the work started by faculty and in many cases followed through with students. / Students- will be engaged with student to-student interactions, rap sessions, discussions, workshops, student-led panel discussions, regular meetings with the university administration in support of diversity and positive learning climate. / Each person is a part of the team and will help make an impactful difference on UNI's campus. . |
| **Other information** | This is a much needed project. We have been striving to meet diversity needs on the campus and often met up with backlashes, disagreements, expressions of no need for change. But this time, as many students have now come to the forefront and made their wishes and needs known, it is time for UNI to address them. It is time for UNI to pay attention to the serious cries of these students. It is time for UNI to look at the need for change from the good-ole-system of the past. It is time for UNI to review policies on racism, discrimination, threats and intentional harm caused on or done to others. It is time to look beyond what used to look like it is just something that individuals have to deal with. School districts all over the United States have changed their policies on "threats." If a student threatened to do something, it doesn't matter if their intentions were genuine or not, they are dealt with just as if the action was carried out. These matters must be dealt with at UNI in a similar matter. I heard Vice President and Provost, Dr. Jim Wohlpart speak saying, there is pain of the spirit and soul. These are truly deep wounds and not simply name-calling or denying a student of color an opportunity. These deep wounds can either take a long time to heal or develop into other concerns. |

**27 Title**          UNIFIED (UNI for International Education)

**Summary/Purpose**

UNI has been a leader in Global Education initiatives for over three decades; from the UNI Overseas Recruiting Fair starting in 1978 to the initial international student teachers in the early 1990's and now the 2013 launching of the MAE program for International Educators. As demonstrated by the rapid growth of the International MAE program in Teacher Leadership (6 new cohorts of students in under 3 years!), the international school community looks to UNI as a source of professional development for educators and it is time that we cohesively respond to their requests. With numerous international academic initiatives occurring simultaneously across campus, but disjointed from one another, it is becoming increasingly clear that there is a need for an over-arching umbrella to bring systematic approaches and consistency to these programs; "One stop shopping for International School". The goal of UNIFIED is two fold; 1) to increase cultural competence and confidence of our UNI students and faculty by experiencing the world in less than familiar environments (like our international students experience at UNI), but still within the area of study or expertise and 2) to increase tuition generating opportunities for international educators to enroll in workshops, online and on-site courses, certificate program and advanced degrees offered online through UNI. / /

**Impact on UNI/Academic Quality**

Students and faculty alike will be inundated with opportunities to be involved in international initiatives. These will no longer be the work of the International Programming Office and the traditional Fulbright scholarships, but rather infused into the daily work that we do on and off campus. International schools are asking (begging) for UNI workshops, online courses and onsite delivery of courses and program. These schools are willing to pay for the costs associated as it is more cost effective for them to bring one person to their campus rather than send their entire faculty abroad for professional development. This is win-win for UNI as more faculty have opportunities abroad, while utilizing our areas of expertise. The more our faculty engage with diverse races, language speakers, ethnicities, socio-economic statuses and religions- the more we will be an inclusive environment for all! / If we can use the current MAE for Teacher Leaders in International Schools as an example of what is possible, this pilot program started the first cohort in April 2013. Since then three cohorts have graduated, another is currently in session and three more are set to begin in the next six months with applicants already enrolled. In less than three years, the total number of graduate applicants that have enrolled in this program is well over 100 and of that, nearly half are international students. This same model can be expanded to other international degree programs but it is of the utmost importance that the same level of attention is dedicated to understanding the needs of international schools. / As a result, this will significantly increase enrollment, number of international students, number of graduate students and of course, tuition dollars, not to mention the tremendous increase in interactions our faculty and students have with diverse populations. /

**Significant/Relevant for UNI**

As an UNI faculty member living overseas, I am approached on a weekly basis with new ideas that internationals schools would like us to implement. As the MAE for for Teacher Leaders in International Schools has just taken off, school administrators are increasingly turning to me with more ideas as a result. While I currently am not in a position to make everything happen, many of these are excellent ideas that I would like to explore. In the past few weeks alone, I have been approached about; Level 3 field experiences offered in India, methods courses offered in India in the semester prior to student teaching (and then staying to student teach), a master's degree program in TESOL offered for international educators, a certificate program in Library Science, an internship program for UNI graduates to earn graduate credit while working in international schools in the semester after student teaching, and workshop series offered for credit on international school campuses. Some of the locations that have inquired include Mumbai, India; Pune, India; Dubai, UAE; Singapore; Uganda and Brasilia, Brazil. The current "hot" university recognized overseas is State University of New York (SUNY) Buffalo, although it is widely known that they have decreased in quality in recent years. The director of these programs recently retired and many have expressed to me that their past loyalty was to this director, not to the program. I have heard the concerns that they have had with the SUNY program and would be delighted to build our own international empire based on both the quality of our programming as well as the personal relationship that UNI is known for.

**Faculty/Staff/Student involvement**

Students would have increased opportunities to interact abroad in areas that are directly related to their major and apply credits toward their required courses (as opposed to a disconnected semester abroad that does not relate to their major and ultimately delays graduation and increases debt). / Faculty and staff would have increased interactions with international graduate students both abroad and in international settings. As relayed from the Educational Leadership faculty that teach in the MAE for Teacher Leaders, the increased number of international students has significantly impacted their teaching to be more inclusive and mindful of various perspectives. The Iowans in the course also benefit from these new insights. Additionally, PK-12 students will also benefit as UNI teaching gradutes return to Iowa and bring this global perspective into Iowa schools

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| **Other information** | I can't express enough how we are sitting on treasure box of possibilities. As I continue to hear of our need to increase tuition generating courses, increase graduate students, increase international students and exposure to diversity, this joint effort toward UNIFIED will significantly impact all of these needs. In 2007 I propose the idea for the MAE for International Educators, it was then rejected and I re-proposed it in 2012 in collaboration with Dr. Gilson in Educational Leadership as the MA Teacher Leadership. Through this pilot and the collaboration of numerous offices on campus, this is now a exemplary model to expand upon. UNI has a world wide reputation for two things; Education and International programs. Let us now combine those and deliver a variety of options to the world of international education and the UNI campus all under the name of UNIFIED. |
| **28 Title** | Building Blocks to Cultural Shift at UNI: Academic Support, Curriculum Infusion, Opportunities for Leadership, and Campus Visibility / |
| **Summary/Purpose** | Purpose: To increase the campus-wide recruitment and retention of first generation students and students, faculty, and staff from underrepresented groups, and create a deep cultural shift in the way we (the university community) think about diversity and inclusion. / / Examples of efforts: / 1. Curriculum infusion- faculty will be encouraged and rewarded for developing courses or course modules focused on diversity and inclusion. / a. May-term course development opportunity. A financial incentive and a structured workshop will be offered for those interested in creating a course module focused on diversity and inclusion (Annette Lynch offered a similar opportunity focused on violence prevention). / b. Piloting of a course on social justice. / c. Proposal for a theme-based liberal arts core. / 2. Systematically increasing the on-campus employment, leadership opportunity, and visibility of students of color. / a. Allocate funds specifically for hiring students of color to work within academic units as teaching assistants and mentors, supervised by faculty and staff. This would move academic support for students closer to their academic area of study. / b. Create purposeful hiring strategy focused on moving students of color into already existing on-campus jobs. / c. Opportunities for faculty to apply for funds to employ students for year-long projects. / 3. Showcase the faculty who are working to create a cultural shift in the way we think about diversity and inclusion. / a. Courses or course modules developed from the May term opportunity. / b. Other individual initiatives on campus. / 4. Restructure the Center for Multicultural Education to focus on student needs. / a. Multi-tiered mentoring drop in service, staffed by UNI alums or upper level undergraduates, and graduate students. / b. Weekly round table discussion groups, led by new director and student leadership team. / / / |
| **Impact on UNI/Academic Quality** | Overall proposal: While the benefits of diversity inclusion in higher education are already well-supported in the literature, we argue that UNI is at a pivotal time in which a systemic, layered approach to addressing the needs for diversity inclusion are critical and may determine the very future of the livelihood of this institution given its long vested history as a predominantly white institution of higher education. / / On-campus employment of first generation students: Increasing on-campus employment of first generation students- UNI data indicates that students employed on campus 20-hours a week have higher GPAs. On-campus employment will also increase opportunities for connecting with a mentor. / |
| **Significant/Relevant for UNI Faculty/Staff/Student involvement** | As students across the nation and at UNI are identifying ways that they do not feel accepted and comfortable on university campuses, it is important to be proactively responsive to that information. Practicing how to listen and create truly sensitive responses provides opportunities for learning for faculty, for students and for those who are expressing the need to be accepted. These discussions if well structured provide openings for practicing the kind of wholeheartedness that is the basis of living in community and would prepare our students to be effective citizens in the world. / / This proposal will also have a positive impact on enrollment. For example, the Western Interstate Commission for Higher Education (WICHE) indicates Iowa High School graduation rates have strong areas of enrollment growth opportunity for UNI over the next decade in African American and Hispanic communities in Iowa. In contrast with White student graduation rates, which are holding steady or declining, numbers of Black students graduating from high school in Iowa are expected to increase by 62% from 2014-15 to 2027-28. The number of Hispanic students graduating in the same time period is expected to increase by 64% (Prescott & Bransberger, 2012). If we are to position ourselves to successfully recruit students from underrepresented groups in the next decade UNI needs to move now to catch up with national statistics. On college campuses across the United States, national enrollment percentages of White American students dropped from 83 to 62 percent from 1980 to 2010, at the same time that enrollment of Black students rose from 10 to 15 percent and the enrollment of Hispanic students rose from 4 to 14 percent (NCES, 2012). On our own campus in 2012 a mere 2.82 percent of first year students were Black, with dips to 2.4 (2013) and 2.7 (2014). As we stated on our campus, "We Can Do Better". / / In particular, we are called as an institution to take action to not only increase numbers of students from underrepresented groups enrolled at our institution but also to use national best strategies to increase retention and graduation rates. National statistics indicate the 6-year graduation rates for students entering 4-year institutions in 2006 were 62.5% for White students 40.2% for Black students, and 51.9% for Hispanic students. The rates decrease to 59.8%, 35.2%, and 47.7% when only male students are considered (National Center for Education Statistics, 2014). / |

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| **Other information** | If a proposal focused on diversity and inclusion at UNI is not selected as the QIP, we strongly believe it needs to be integrated into the proposal chosen. | |
| **29 Title** | UNI Digital Literacy | |
| **Summary/Purpose** | We live in a global digital culture in which people and ideas are largely invisible unless there is an associated website. UNI has the potential to creatively make a huge impact, expanding its investment in the liberal arts by making this the most digitally literate campus in the nation. / / We are a nimble campus. We have a centrally-located library with new innovative uses and a digital media hub. We have a talented ITS staff and an underused educational technology division of ITS. We have a burgeoning new Interactive Digital Studies program, which is fostering digital creativity and web development literacy among an increasingly large number of students. We have an entrepreneurial center from which a number of tech startups have emerged. / / We think UNI can and should make a mark in public higher education by equipping every student with a curriculum-appropriate personal website or portfolio before they leave UNI. We think that giving students a way to present themselves and their ideas through the web is an incredible recruitment tool for UNI and a demonstration of UNI's academic quality. We also think that this strategy would immediately set UNI apart from every other Regent institution, with a minimum of technical work involved. / / / | |
| **Impact on UNI/Academic Quality** | Every student on campus, whether they are in the arts and humanities, the sciences and social sciences, business, or education, would benefit from having basic web development skills to create –as a minimum—their own personal website or portfolio (created in broadly popular open source systems like Wordpress or Drupal) upon graduation. Indeed, the web could be used throughout our curriculum as a means for responsibly communicating ideas to the public, and for outreach initiatives, expanding the possibilities for community engagement. If UNI advocated a fantastic liberal arts education alongside basic web development skills, our University would be known as the "digitally literate" University. The effort would involve the entire campus – faculty, students, and relevant staff. We think providing a supportive environment for web development capabilities could be pedagogically useful in every single college and program at UNI. | |
| **Significant/Relevant for UNI** | UNI could be a leader in combining the liberal arts with digital literacy. | |
| **Faculty/Staff/Student involvement** | We see the bulk of this activity happening in Rod Library, where the Digital Media Hub acts as an interface between students and ITS. We see students who have already mastered a variety of web development skills as instrumental in teaching other students. We also see UNI developing a set of standards and best practices for professional personal websites and portfolios, and for digital citizenship. / | |
| **30 Title** | Assessing the Information Literacy Skills of First-Year Students to Ensure Future Success | |
| **Summary/Purpose** | This project would assess first-year students' information literacy skills as they enter the University of Northern Iowa, in order to identify gaps in their learning, better inform pedagogy, and focus targeted library support for faculty teaching and student learning. The project would both conduct the assessment and work with campus faculty to determine a course of action to ensure that UNI students graduate with the information literacy skills that employers expect. | |
| **Impact on UNI/Academic Quality** | Information Literacy (IL) is "the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning". As an interdisciplinary skill set, IL is integral to academic success as well as career readiness and lifelong learning. The Association of American Colleges & Universities (AAC&U) explicitly supports information literacy, including the skill set in its VALUE rubrics for faculty use nationwide. Their 2015 survey results show that more than 2/3 of employers rate information literacy skills as very important, and these skills ranked higher than technology skills. / / Assessing students' IL skills early in their UNI careers is important because data gathered will inform academic and co-curricular programs and will assist faculty in planning assignments, courses, and programs of study. Currently there is only faculty-reported and anecdotal data regarding UNI students' IL skills; a spring 2015 UNI faculty survey conducted by ITHAKA S+R, a non-profit consulting firm, indicated that approximately 70% of surveyed faculty strongly agreed that their students have poor research skills (8-10 on a 10-point scale). This project will dovetail with this perception-based data and strengthen direct assessment of student skills, providing a foundation for future collaborations between the library and departmental faculty. / | |
| **Significant/Relevant for UNI** | This project correlates with the University's Strategic Plan, particularly the following goals and objectives: / / ● G1.Objective 1 – Provide a rigorous and relevant undergraduate educational experience that prepares students for the future / ● G1.Objective 2 – Provide a transformative learning experience that inspires student responsibility for their learning / ● G1.Objective 4 - Infuse an interdisciplinary approach into teaching, scholarship, and engagement / / It also articulates well with the University's renewed focus on first-year student success, as the library is also an active part of the Cornerstone program and other first-year initiatives. This project builds on strong services and resources already in place, and leverages the library's current and projected programs to best support student learning and retention. | |

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| **Faculty/Staff/Student involvement** | This project entails planning and initiating assessment of first-year students' information literacy skills. It is our intention to use a standard instrument based on Tool for Real-Time Assessment of Information Literacy Skills (TRAILS), developed at Kent State University. This free tool, which takes 20-30 minutes to administer, has been used for the past 3 years to assess first-year students IL skills at many academic institutions in Iowa under the leadership of the Iowa Association of College & Research Libraries (ILA-ACRL). / / In the future, it is the librarians' intention to track data longitudinally. This could include both pre- and post-testing the same students, and/or comparing incoming cohorts of students from year to year. / / A communication strategy will be developed to share the assessment results with stakeholders, as the results will influence faculty teaching as well as program development. Library faculty will work with campus faculty to develop an action plan to educate students and ensure that they meet an agreed upon information literacy skill threshold for UNI graduates. / / Stakeholders in this project will include departmental faculty, leaders of the Liberal Arts Core, the First-Year Cornerstone program, and Capstone Program. In addition, all academic institutions in Iowa (K-16), especially our high school and community college partners, will benefit from additional participation in the statewide IL assessment of first-year college students. / / |
| **31 Title** | A Resource Needs Assessment for Increasing Writing Requirements at UNI |
| **Summary/Purpose** | This project will identify and assess resources needed to implement the University Writing Committee's proposal to Faculty Senate, LACC and UCC to bring writing graduation requirements at UNI in line with similar institutions of higher education in the nation. Faculty groups have agreed that increased attention to students' writing development would be advantageous, but further action is not possible without accurate information regarding resource requirements. The Writing Committee's proposal is designed to avoid adding any additional credits to any curriculum or program, so the next step is to determine what courses can be enhanced, repurposed, or expanded in order to increase the number of writing courses included in a UNI degree. / / The needs assessment would include surveys of deans, department heads, and faculty to determine the nature and frequency of existing and needed courses in writing for argumentation, discovery, and communication within major and minor programs. It is important to identify already-existing courses and programs that address outcomes recommended by AAC&U, MAPP, and NSSE. Along with this is the need to identify courses that can be improved or converted to meet these standards as appropriate to the discipline in which the courses or programs are located. The survey would also identify needs in the areas of faculty development, course development, assessment, co-curricular programs, and oversight in order to ensure sustainability for the initiative. This needs assessment will be informed and guided by local data, professional research in written composition, and disciplinary conventions, purposes, and goals. The University Writing Committee will handle the operational details and analysis to ensure input from all colleges, the library, student leadership, and appropriate staff. Findings and consultation will be brought before the University Curriculum Committee, the Liberal Arts Core Committee, the Faculty Senate, and the Provost. |
| **Impact on UNI/Academic Quality** | Writing intensive courses have long been identified as a high-impact educational practice for student success and academic quality (Kuh 2008, Arum and Roksa 2010). A 2004 study by the College Board surveyed 120 major American corporations and found writing to be a "threshold skill" for hiring and promotion of salaried employees. A recent study of NSSE data from over 80 baccalaureate institutions found a strong positive correlation between the effective writing practices including Interactive Writing Processes, Meaning-Making Writing Tasks, and Clear Writing Expectations with already established NSSE constructs of Higher-Order Learning, Integrative Learning, and Reflective Learning (Anderson, Anson, Gonyea, and Paine 2015). And this same study found a "positive impact of writing beyond learning course material to include Personal and Social Development" (199). By "writing-intensive," then, we mean and accomplish more than additional pages of prose. Not only does intentional placement of writing instruction within the curriculum yield academic gains, it is also strongly correlated with a positive impact on the extra-academic variables for student success in college and beyond. / / Yet, a survey by UNI's University Writing Committee in 2014 found that UNI's curriculum offers only one, three-credit writing requirement (LAC 1A), far fewer credit hours of intentional writing-intensive coursework than its peers and other institutions accredited by the HLC require. The committee, while recognizing that adding courses to the curriculum was not feasible, proposed the integration of writing-intensive courses at two points beyond LAC 1A: one in the sophomore or junior year within the LAC and another in the senior year within the students' majors. Already existing courses would be identified and proposals would be made by programs to convert others. This plan would bring an integrated, research-informed approach to a currently capricious system; draw on all disciplines and academic areas to identify and prepare students for professional communication in their degree areas; bring UNI in line with other institutions of higher education in the nation and as accredited by the Higher Learning Commission; and address multiple areas identified for inclusion as a distinctive part of UNI's mission in the future. In short, identifying the resources needed to implement the proposals approved by the LACC, UCC, and Faculty Senate, is a logical step toward meeting the various needs identified by the UNI community and move toward the next reaccreditation. |

**Significant/Relevant for UNI**

UNI has been focusing on writing instruction in its curriculum for some time. The University Writing Committee was re-started in 2009; UNI's 2009 re-accreditation report proposed exploring Writing Across the Curriculum and Writing and the Disciplines initiatives; experiments with courses such as Cornerstone have focused attention on the high-impact practice of learning communities and integrating writing with speaking; and the Faculty Senate, University Curriculum Committee, and Liberal Arts Core Committee have all recognized a need for more intentional approaches to writing instruction. The recent Academic Master Plan Survey showed that faculty strongly believe more writing-intensive courses should be included as a distinctive part of UNI's mission in the future (question #13). While support is not as strong among students and staff, these groups supported options strongly associated with writing-intensive courses (academic learning communities, undergraduate research, interdisciplinary programs, and service and community based-programs). / / Other institutions, notably New Mexico State University (2014), Mohave Community College (2014), and St. Mary's College of Indiana (2011), have completed projects focused on writing for the Higher Learning Commission. These institutions recognize that writing instruction is aligned with their educational missions and strategic priorities, as it is with UNI. Intentional writing instruction supports our strategic goals in a strong liberal arts education with interdisciplinary approaches and transformative learning experiences, an inclusive educational environment, being a leader in education, and enhancing the social, cultural, and economic development of the state. Coupled with the growing popularity of dual-enrollment courses and fewer students earning their communication credits within the educational and professional context of UNI, both internal and external forces are making writing across the curriculum an urgent need. This project, then, is a significant step in addressing multiple areas within a tight budgetary context.

**Faculty/Staff/Student involvement**

least two more points within the curriculum, the university does not know what writing instruction already exists in the curriculum, where it occurs, or where there may be gaps in programs and areas. Thus, any plan moving forward is currently constrained by a lack of clarity regarding resources needed to bring into effect the approved curricular changes. Therefore, through the deans and department heads, program-level data will be gathered by the University Writing Committee to identify / *required courses that the program's home department already identifies as "writing intensive," irrespective of instructor, / *elective courses that the program's home department already identifies as "writing intensive," irrespective of instructor, / *required courses in each program the home department identifies as good candidates for conversion to writing-intensive (small class size, academically appropriate, timely feedback, addresses NSSE learning constructs), / *methods of instruction and common assignments to determine how well these correlate with research on high-impact practices (e.g., Anderson et al.'s 2015 clear writing expectations, meaning-making, and interactive writing tasks; connections to reading and understanding; effective and timely feedback, etc.), / *existing opportunities for university, college, and departmental professional development in writing instruction, and / *candidates who may be willing to act as a program liaison to any future writing initiatives to ensure two-way communication between university-wide efforts and local, departmental work, needs, and perspectives. / / Additional data will be compiled from NSSE and MAPP results and other writing assessment data to provide context, identify areas of strength or concern, and maintain accuracy. / / The University Writing Committee will submit a report to the Curriculum Committee and Liberal Arts Core Committee regarding the current state of writing instruction across the university and a proposal for curricular changes. In consultation with the Curriculum Committee and the Liberal Arts Core Committee, the University Writing Committee will propose to the Faculty Senate and Provost a budgetary proposal and timeline for making the curricular changes and working with staff, instructors, faculty, and administration to ensure it is enacted. / / This budget will include, but not be limited to, costs associated with SIS system integration for tracking and accountability, professional development needs in light of the findings, outreach needed to inform the UNI community of the benefits of writing-intensive coursework, institutional research and assessment needs, any course releases or fellowships,

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| **Other information** | instruction. Many actively resist it because it means more work for both students and teachers. Yet, the benefits are far more than producing good writers. Retention, educational transfer, diversity, critical thinking, content-knowledge, applied creativity, service learning, and individualized learning are all commonly correlated with an intentional curricular effort in writing instruction. Survey results and other forms of feedback should be understood in this context. There will be those who feel they are as knowledgeable and capable as anyone with a Ph.D. in written composition and while they may argue for a simple "back to basics" approach and increased rigor over grammar and research papers, the academic research on composition shows this does not work (Braddock, et al 1963, Hillocks 1986, Sternglass 1997, Graham and Perin 2007). While this attitude persists for writing (and speaking), it does not for curricula in areas such as literature, chemistry, history, physics, or sociology. These are seen as areas of specialized content, whereas writing is often not. We have therefore been careful to ground our proposal in the best research-based content knowledge of composition studies. / / That said, it is also true that no single Ph.D. in written composition can know everything about writing in every field, program, or discipline. There are multiple possibilities for intentional writing instruction in the curriculum and any plan must be made in careful consultation with faculty, staff, and students. Our past and current regents' peers, our Regents' sister institutions, and institutions recently reviewed by the HLC have robust writing programs and these take different forms, appropriate to their institution, students, and mission. Along with accreditors, they have recognized that there is no "one size fits all" approach and so have worked to implement various types of initiatives such as Writing Across the Curriculum (WAC), Writing in the Disciplines (WID), Writing Enhanced (WE) courses, or some combination of the above. Along with this, needs in writing will vary across programs and departments as each field uses different concepts, modes of reasoning, and forms of making meaning in written texts. At any level, then, intentional efforts in writing instruction must be built in dialogue with faculty and students. We have built into this proposal several means by which faculty and students can participate, inform, and learn more about written composition, but where the Writing Committee must also learn more about the programs developed by faculty and students -- their goals, purposes, and objectives. In this way, the project here represents an opportunity to blend areas of expertise, promote |

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| **32 Title** | Rich Lives, Small Footprints (see PDF attachment) |

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| **33 Title** | |
| **Summary/Purpose** | I suggest a quality initiative related to internalization, globalization, intercultural awareness. Focus on improving these related outcomes and assessing student awarenesss and proficiency. Initiative like: 1) global TV in the dorms, BBC, deutsche welle in German 2) more short term study abroad 3) more international visitors 4) more international student recruiting 5) more interactions of Iowa students with International students |

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| **34 Title** | |
| **Summary/Purpose** | My idea had/has to do with civic deliberation on public issues at the community level, drawing upon, among others, the National Issues Forum Institute's approaches and issue frames as supported by the Kettering Foundation, something with which the Iowa Writing Project has worked for several years. |

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| **35 Title** | |
| **Summary/Purpose** | Expand the CBA Professional Readiness Program across campus. (This could actually be a subset of #Lumina citation project# if we were to go with something like #it.) |

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| **36 Title** | |
| **Summary/Purpose** | The Lumina Foundation published a report "Great Jobs: Great Lives." The report focuses on things universities can do to help students have great jobs and great lives. My read of the report is that it suggests that the keys to great lives are many of the things we pride ourselves on at UNI. I would suggest that we could develop a Quality Improvement Project based on trying to make sure that our students receive such experiences. The project could begin with a survey of recent graduates to see which of these areas we are strong and not strong in. A second stage could identify ways to make such experiences an even larger part of the UNI experience. The third stage could implement plans to make these experiences an integral part of UNI. We also could develop a marketing/recruitment strategy based on these. The Lumina Foundation report can be found at: https://www.luminafoundation.org/files/resources/galluppurdueindex-report-2014.pdf |