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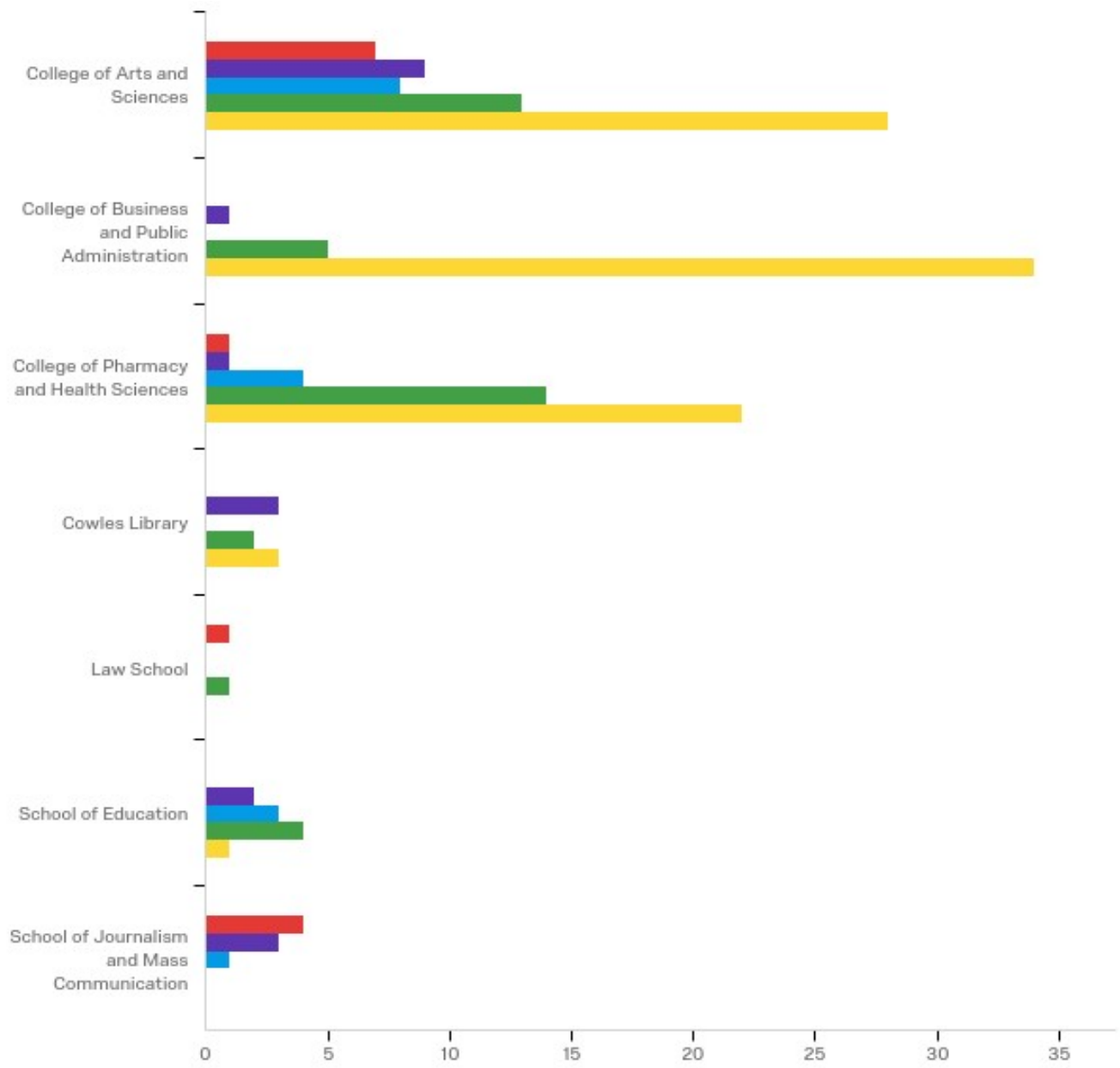
Faculty Senate - Curriculum - 2017

October 6th 2017, 1:01 pm CDT

Q2 - Please indicate your level of support for moving forward with revisions to the Drake curriculum as outlined in the RDC:

#	Field	Minimum	Maximum	Mean	Count
1	Please indicate your level of support for moving forward with revisions to the Drake curriculum as outlined in the RDC:	1.00	5.00	3.99	180

#	Answer	%	Count
1	1 Very supportive	7.22%	13
2	2 Somewhat supportive	10.56%	19
3	3 Neutral	8.89%	16
4	4 Somewhat opposed	22.78%	41
5	5 Very opposed	50.56%	91
	Total	100%	180



Q3 - Please comment on those aspects of the RDC that you support (if any):

Please comment on those aspects of the RDC that you support (if any):
(1) The focus on reworking the existing FYS courses. (2) The recognition of the importance of interdisciplinary learning and team teaching across disciplines described in the Keystone component of the RDC.
I like the idea of a having a core curriculum that builds over time (rather than just simply consisting of several distinct courses, if that makes sense), and I feel like students can certainly benefit from gaining more perspectives (via faculty from multiple departments) throughout their core classes.
I think that first year students need more than one course to adequately cover the objectives of FYS (writing, critical thinking, information literacy). The Foundations courses address that.
Two-class FYS is worth exploring (I think that the explanation that accompanies this needs work, but the basic idea is good). This would be a MUCH bigger deal than people think, in and of itself, so if the rest of this has little support, implementing a Revised First Year could still be done (that could include elements of diversity immersion) I also think the shift from "Art" to "creativity" is interesting. And finally I'll note that both the "new" FYS and the "Art/Creativity" shift (along with several others of the cornerstones) could easily be done in the context of the AOs.
I appreciate the efforts to develop curriculum such that the learning objectives of the key constituents/factors maps directly on to the previously approved general education learning outcomes.
I like the approach that Foundations I and II takes to essentially replace the FYS model.
- The reduction in hours. - The focus on assessment.
I want to thank the developers for the time and thought that went into preparing the RDC.
Attempt to do away with the AOs. These are to me very inadequate and mostly staffed by staff, which, while I do not mean to disparage our many fine staff members, seems a disservice and a failed promise to our students who deserve to be taught by Ph.Ds or their equivalent in the various fields.
I like the idea of having interdisciplinary courses as part of the curriculum.
I support the reflection and discussions that have accompanied this process. Though valuable, the process has failed to prove to me that the general curriculum needs to be changed significantly. I do not support any part of the new proposal.
Outcomes: I like that we are encouraging students to better understand relationships of power in North American, history to the present...however, the old language that included comparative contexts was better. Other places in the world have a lot to teach Midwestern students about themselves. That also better addresses the needs of international students and better suits our faculty.
none
I am very much in support of the pedagogical aspects of the RDC. I am also in support of pruning the AOs, which I find in too many cases to allow for students to circumvent the whole idea of a "general" education. I also like the concept of teaching "literacies" rather than putting students into intro courses designed for majors and expecting such courses to achieve the goal of preparing students for informed decision making.
I think that it is essential to have an emphasis on diversity in the general education curriculum. I appreciate that it attempts to move away from the check list approach to gen ed. We have a cumbersome system. I've heard criticisms of the costs to the proposed RDC, but the current system is complicated and costly.

I think the intentions are honorable, but the implementation and supporting explanation is very weak
The committee clearly has put tremendous thought and effort into developing an RDC that addresses the concerns presented. Overall the RDC seems logical.
I like the fact that the social value of a Drake education will be more integrated into the overall curriculum
Having two Foundations courses in the first year
I appreciate that the RDC is building upon the current DC rather than a complete revision. I also support the reduction of credit hours from 43 to 33/34.
I like the integrative approach to many of the areas. I like the emphasis on diversity. I like taking the foundations and spreading them out across multiple semesters.
a full-year first-year sequence, integration across disciplinary boundaries, and emphasis on equity and inclusion (though not in the way envisioned)
The individual student outcomes are appropriate.
I appreciate the committee's acknowledgement that learning and data come in various forms -- both quantitative and qualitative in nature.
I support strongly the interdisciplinarity. We talk about this all the time, but this without an aspirational general ed curriculum that embeds it in how we envision our teaching then it's just talk. I also strongly support the RDC's bedrock diversity requirements. Our general education curriculum has long failed all students (including white students) in terms of preparation to engage their professional lives in a truly diverse nation. The way the RDC has built those requirements is a visionary model (from my perspective) of inviting faculty in diverse professional fields to make that explicit in our work even as we teach our area of content. Diversity/multi-culturalism as a "box to check off" in a general ed (not just at Drake) is a major reason higher education has continued to perpetuate larger societal trajectories that fail when it comes to pluralism. This RDC proposal is innovative, appropriate and necessary relative to how higher education should (and can!) conceive of diversity relative to general education and diverse fields of study. Love it and we need it!
The ONLY aspect of the RDC worthy of attention is having a SINGLE course in diversity, NOT three, and delivering it in the freshman year.
The emphasis on interdisciplinary approaches to problems/topics is a notable strength
Interdisciplinary smaller-class approach
I appreciate the work that has been done on it. The RDC is most likely based on some good intentions.
Active pedagogy.
I appreciate the changes to the outcomes for the Gen Ed curriculum, particularly now knowing that the previous AOI system was not tied to anything for outcomes and did not have an intended purpose, from an outcomes perspective. I also like that the Foundations course is extended to an entire year, as this is a great foundation for the entire undergraduate program to build upon. I like that there was intentionality in building upon skills: such as ensuring that the big areas were touched at least 3 times prior to graduation.
I like the expanded FYS and I think it delivers needed skills. I could support the Cornerstones IF there were specific courses that are currently taught that would for sure be counted (e.g. General Chemistry for the "Topics in Scientific Literacy". Assuming faculty would change commonly taught courses (e.g. chemistry) to fit a model seems unlikely with academic freedom. I would support as a first step the creation of an expanded FYS with a diversity and inclusivity requirement (for FYS only).
Some coverage of diversity and inclusiveness but not to the extent proposed
I strongly support the use of proactive advising as an operational precept - i wonder if folks really understand what that will entail - to be done well.....
The reduction to 33/34 credit hours is another positive.

I support overhauling the AOI system in something that strives to make our core classes more interdisciplinary.
I strongly agree that we need more coverage on the issue of diversity. Why 9 keystone hours? Why not early in the students academic career? Why not work to make this issue more integrated as opposed to specific courses? I am not sure this is the best approach. This is a very important issue and we do need to improve in this area, I am just not sure this is the way to do it. Maybe my comments should be under concerns given my reservations, but I strongly agree we need to do something.
There is no single aspect of the new curriculum that I support!
I like that fewer overall credits are required and that many credits can be earned in one's major. I also support the first-year, two-class foundations courses.
I generally support dialogue and conversation regarding how we can revise AOI and FYS curriculum; I think the architectural metaphors are not bad.
I am in favor of major general education curriculum before, however, this proposal does not do enough to "fix" what is broken with our current system.
I think that it was well-intentioned and focuses on important values, but did not consider the consequences of its implementation.
Phased approach
I like the overarching outcomes and the thought behind the structural and pedagogical principles.
Like the idea of a year-long first year experience (could the second semester be one that is focused within the major so that students see the connections between the general curriculum and their major?). Like idea of graduated and integrated course, but see next response, concerned that unable to implement given our institutional challenges. Like more attention to diversity/inclusion but why concentrated in keystones and not in first year and why focus on US vs globally?
The three part structure with three or five distinct categories in each is pleasing and coherent.
I call the latest iteration of the curriculum revision process the "Curriculum of Least Offense." Our objective seems to have shifted from designing a creative, bold, and innovative curriculum informed by successful recent working models to steering anything we can through faculty senate and without a full faculty vote. As far as precedent is concerned the procedural approach is new, if not a bit undemocratic, since every new curriculum revision has come to a full faculty vote. This is the only way to ensure buy-in and meet the lofty intentions of the AAUP Appendices of the Academic Charter ("Statement on Government of Colleges and Universities" Section 5) because these guidelines have never explicitly privileged the Faculty Senate so much as the Faculty with curriculum revision. Other than this. I fully embrace the Outcomes listed on page 2 (approved by Faculty Senate). There is a new emphasis on inclusion and equity that I support especially in the current political climate but until we hire faculty of color diversity initiatives will be neutralized by our racial homogeneity.
<ul style="list-style-type: none"> ●Foundations I and II ●the possibility of lessening the AOI credit requirements by one course (can't tell if that's really possible or not
The overall concept is an improvement over our currently bloated and inconsistent gen ed curriculum.
I applaud the intention to to improve the current form.
interdisciplinary, engaged citizenship, emphasis on social justice
I struggle to find any.
I do appreciate the two Foundations courses with an emphasis on communication in both semesters and then in Foundations two the emphasis on synthesizing information.
I specifically like the directed, discipline-integrated education the students receive.
The emphasis on diversity and inclusion is laudable! It is a big improvement over the current AOI system in that regard and is, of course, a hugely important issue right now, in 2017. I support this change in emphasis.

I think the AOI system does need to be updated, so this is a move in that direction. It does make sense to me that we would want to have students study diversity within the context of the United States as well, and that we're creating a category that is something more specific than "global" to capture that need.
They all seem good
Fewer required AOI/Cornerstone courses Clearer articulation of distributive/gen ed requirements
I support the learning goals and cumulative structure of the RDC. I particularly support the RDC's attention to learning about social diversity, inclusion, and equity.
interdisciplinary courses; Foundations that will be 2 semesters instead of FYS that's 1 semester
I like the idea of establishing two first-year seminars, featuring one that has a particular focus on research methods and delivery. This has the potential to help first-year students in many subsequent courses. The shrinking of the total number of credits is also helpful, particularly for students pursuing double majors or in programs that have a high number of credits required for graduation (i.e., due to requirements from accreditation agencies or state institutions in addition to the university's internal requirements).
Integrative learning, expanded first year experiences, and a holistic and interdisciplinary approach to general education.
I like that the system is more intentional, with each outcome getting "hit" multiple times, and something that looks like a sequence of courses (though they are unlikely to be taken in that order).
I appreciate the idea of building interdisciplinary inquiry into the general education curriculum. Having said that, I cannot imagine the resource constraints that would need to be overcome to make this a meaningful endeavor.
I really do not support any aspects of this proposal.
Reducing credits to 120. Better integration of content but that can be done with better teaching, not a new curriculum. Fewer number of outcomes.
It is less explicitly tied to social engineering than previous versions, but that's about it.
The curricular categories make sense to me.
The learning outcomes are fine. I also support moving away from the current FYS structure.
I like that the total number of learning objectives has been greatly reduced.
I do not support any of the proposed changes to the current general education curriculum.
The reasoning and theory behind the changes are good.
I like the focus of the RDC that is related to achievement of a limited number of outcomes, describing what we as faculty want the students to look like upon graduation from Drake.
Common educational goals which build off of each other
I like the keystone integrative core element of the proposal.
Unfortunately, when I tried to access the document, I got the statement that there was an Internal Server Error, and was unable to access the document.
It's interdisciplinary, integrative approach; the scaffolding/sequencing, rather than the more at-random approach we take; the focus on pedagogy--best practices in teaching and learning; the streamlining of outcomes and framing them at a higher level of generality than those we have currently; the concept of focusing attention on domestic issues of diversity in the cornerstone; the reduction in total credit hours for the whole thing.
Trying to simply the curriculum overall and make it match better with various majors.
I appreciate the efforts of the committee in attempting to write a revision. Having been on a similar committee that revised the general education curriculum at the University of Kansas, I know how difficult and daunting this task is. I especially appreciate the development of fairly specific outcomes that have been endorsed by Faculty

Senate. These form good guidance for a Drake curriculum.
I support the learning outcomes; I do not support the proposed model.
I am very excited by the interdisciplinary approach embedded in RDC. The emphasis on Race/Ethnicity and diversity more broadly is especially important and answers student demands.
I do like the opportunity to customize student's early experience
Adding diversity class(es) is a positive thing. Communication courses emphasized in Foundation I and II are critical courses
Changing the required number of hours to graduate to 120.
None.
A course in U.S. diversity is needed, but 3 courses should not be required of all students. Also, given recent events on campus, the diversity course clearly should be at the front end of students Drake education, not in the junior or senior year.
Focus on integrative learning and inquiry. Proposal seems a good-natured effort to keep up with trends in higher education. Appreciate emphasis on diverse perspectives. I can also understand the desire to adjust the current AOI system, which has always struck me as unwieldy/bloated.
I appreciate the design and the initiative of the curriculum. In general, I think this is an improvement over the AOI system.
The underlying aspirations / motivations are worthwhile.
I like the philosophy behind an extended FYS program
More cohesive structure compared to the prior versions
The only aspect I am happy with is decreasing the number of credits needed. However, I am not sure they should be decreased as much as is in the proposal.
2 FYS
I like that we have imagined a better gen ed curricula that focuses more on deep learning.
I appreciate the commitment to innovate our curriculum for our students.
There is absolutely nothing in the new curriculum that I support!
The effort to improve the current AOI situation and address The Wabash Report concerns.
3 credits of diversity/inclusion... not the recommended 9
I like the streamlined approach to the general education curriculum.
It is true that our students could use more diversity and inclusion training in their education. However, that's a lot of time focused just on that particular issue, and focused on the USA when global awareness is just as importance.
I am not a supporter at all!
Too many rows for PDF export, try exporting to Word or CSV

Q4 - Please

comment on those aspects of the RDC about which you have concerns (if any):

Please

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(1) Resource allocation! Will this be implemented in a budget-neutral fashion? Will resources be shifted from existing courses? For example, I understand that moves are underway to cut down dramatically on the frequency of small upper class offerings. Will faculty be expected (pressured?) to instead contribute to the RDC? What will the knock-on effect be? (Less time and resources for Special Topics or Independent Studies courses, undergraduate research, contributions to the Honors program.....?)

(2) Student recruiting. Will transfer students be less likely to come here if courses don't transfer? Will professional programs be affected?

While I think that that the RDC has some strengths, I'm not overly convinced as to how feasible they would be once put into practice and whether or not these changes would truly benefit students. One of my main concerns has to do with the role that AP/transfer credits play within the RDC and how this may affect students' decision to come to Drake, transfer into Drake and/or allow students to change majors/schools while here and still graduate in 4 years; I know I'm not the only one to bring these up, and I fully believe that, through discussions and possible revisions, these will basically be non-issues before the RDC is implemented (if it gets that far). While I have some understanding of the desire for curriculum changes, I'm also not clear if these changes are significant enough to warrant its potential flaws (depending on how the RDC changes going forward) and whether or not students will understand/see the point of why the curriculum needs to change.

I am worried that the new RDC will create barriers to coming to Drake at a time when we should be making it easier to transfer credits and attract students to Drake. I think the unique structure of the RDC will make it more difficult for students to receive transfer credit and graduate timely.

I don't think the reduced focus on science and math makes sense given our multi-million dollar STEM building we just invested in or relation to the national concern about increasing STEM knowledge and careers. Math skills are needed in all disciplines, but especially important in business roles.

My perception is that the impact of this Curriculum is fully understood in regard to comparing current AOI courses to the new RDC course requirements - will new courses have to be developed? Will we still be able to count some of our core business classes as meeting RDC requirements that currently cross-count as meeting AOIs?

Symbolic literacy is problematic, as the way it is defined is quite different than quantitative literacy, and allows students to avoid quantitative courses. If the point of the Gen Ed curriculum is to provide a strong foundation in a liberal arts education, then in this way it fails. In general, the cornerstone courses reduce the number of courses from the AOI system, and thus the RDC overall represents what I consider to be a step backwards in providing a broad liberal arts background. I think that the Keystone courses are too heavy-handed in their emphasis on diversity - it feels like indoctrination, and fails to leverage the expertise of the faculty at large. Furthermore, if one of the primary reasons for revising the curriculum is that the current AOI system is ill-suited to assessment, I have not seen any evidence that this system will be easier to assess than the current one.

I have one or two:

What on earth does reducing the number of credits from 124 to 120 to graduation have to do with this? It may well be that that is a good idea, but what data is there to back this up? Why 120 instead of 118 or 122? Are the various Schools and Colleges ok with this? And moreover, shouldn't we be figuring WHAT the curriculum is that we want and THEN worry about the number of credits? The inclusion of this in the RDC makes it look like the Cmte threw in "everything and the kitchen sink."

Much is made of the "Lumina Foundation's Degree Qualifications Profile (DQP)". At what point did the Senate adopt this as its foundational document? Why did the RDC adopt this and abandon the recommendations of its earlier Ad Hoc committee, who noted that "the requirement that all students take.. Math, Art,

Science, and History) is a strength" of what we do at Drake?

I note that no link is provided to the Lumina document, but a helpful "summary of principles" is included. One of those is: "Inclusion and Equity in the design and thematic foci of the curriculum, so that students from all backgrounds are included in the University's learning mission." While this is admirable language, it is not, as far as is discernible, from the DQP. The, presumably, definitive version is available from the Lumina site:

<https://www.luminafoundation.org/files/resources/dqp.pdf>

The entire 52 page document does not contain the word Equity and the term Inclusion is only used once, in an unrelated context. Google searches do not reveal any textual connection, either. If these are simply the authors' re-statement of their personal understanding of the DQP, they should say that; as it is, it undercuts the authors' statement that the RDC "relies on...

principles developed throughout the Lumina Foundation's DQP."

Why nine credits on Diversity? And, moreover, why isn't it EARLY in the curriculum, like in the first year? If mandatory Diversity training has any chance at effectiveness at all (and there is evidence that, at least in the workplace, it is not, see: <http://www.washingtonpost.com/wp-dyn/content/story/2008/01/19/ST2008011901990.html>) it would seem to be most likely that during the first year, when everything is new for the student and they have to get used to their assumptions being challenged, would be the time to do it, rather than as jaded upperclass students.

And speaking of those nine, how is the goal of "Analyze and understand how diversity and systems of exclusion shape society" possible WITHOUT the study of history (which the RDC has assiduously, and without comment, eliminated from the curriculum?) Is it imagined that systems of exclusion fall from the sky or spring unbidden from the chthonic depths?

An example: The eminently readable historian Ibram Kendi argues in "Stamped from the Beginning" that racist attitudes have existed (and, by extension, always will) alongside racial progress. These attitudes become most problematic for society when they are brought to bear in defense of racist policies (such as slavery, Jim Crow laws, maximum minimum laws, and private prisons). Kendi's analysis is thorough and mind-bending; it's too bad we won't have required history classes in the future where our students might encounter his thoughts. If there was ONE course, it seems to me, that would potentially be useful for our students to think in new ways about race and privilege, it would be in a History course on the topic.

Ultimately, the biggest disappointment for me with the RDC, however, is it's not really anything new at all. Some faculty criticize this as the biggest drawback of the AOIs: "It's just a bunch of checkboxes." How is this NOT just as big of a bunch of checkboxes? I guess, because there's a required nine credits on diversity, some must feel that that's a "deep dive" into a topic, but (just as with the AOIs!) students will be able to either cram them all into one semester (often at the end) or "get them out of the way" in their first two or three semesters. There is no scaffolding, no themes per year (as there is in a true Integrated curriculum (see Portland State)). Just a bunch of courses that have been approved by the UCC (who look at the syllabus of ONE person who teaches the course, give it an ok, then when someone else teaches it totally differently in the future, it doesn't matter.) This central flaw of the AOIs is not addressed at all in the RDC.

Thus, in summary, if adopted anywhere near to "as is," the RDC will be an opportunity missed.

Allusions to "integrative" or "interdisciplinary" learning are quite ambitious. As written, the process of achieving these learning outcomes is unclear. By the definition of integrative or interdisciplinary learning, I do not believe the curriculum (as mapped) meets these definitions.

While the concept of the Keystones being interdisciplinary in nature is fine, I question the practicality and logistics. It seems to me that, if we are to commit to a "wide range of courses," and if team teaching is encouraged (and in

fact may be necessary in some cases), Drake may not have the resources to support this model.

I'm also concerned about what this does to our graduate and professional programs. If the RDC does not have the support of those programs, I can't see it being successful and cannot support it.

I am deeply concerned with the impact this curriculum would have on the ability to recruit students into undergraduate and graduate programs. CPHS relies heavily, to recruit both undergrad and professional students, on AP credit transfers, dual degrees, concentrations, and the use of articulation agreements with other colleges. There have been discussions that this curriculum would eliminate articulation agreements that the new (and not even started) Athletic Training Program would need in order to recruit. It would not be positive if the university approved two new programs (OT and AT) and then approved a curriculum that would make it difficult for either of those programs to function and thrive. Admissions has already been slowly decreasing in the PharmD program. The most recently admitted class was drastically down from 103 to 86!! That is a dip of (back of the napkin calculation, including the estimated 50% discount rate) \$1,360,000 of student tuition that Drake would receive over their 4-year education per PharmD class. That isn't including those pre-pharmacy years where they are staying in the dorms. There are a great deal of students who come to Drake for pharmacy because of the opportunity to get an MBA or a concentration along with their PharmD. Until it is known what the actual financial impact would be and if there are even resources to implement this curriculum, I remain opposed.

- From the town hall I heard: "Transfer students have been the main concern from both students and professors." This concern would even include the AP credit courses that students are coming to Drake with (at times up to 30 credit hours). State schools (aka cheaper schools) are doing really well to partner with community colleges for credit hour transfer. How does this proposal allow us to compete with this?

- In relation to the transfer credit, study abroad should be considered? Does the new proposal offer a way for study abroad students to earn the right credits? Currently, we often recommend history and art AOIs as easily attainable abroad. This will not work with the new proposal. Is there a plan for this?

- I believe one FYS is valuable (e.g., creates community, network of resources, understanding of higher education, higher level thinking, etc.). I think that two semesters is unnecessary. First of all, the classes are generally not related to anything (e.g., one class watches the Black Mirrors show). Second, who is going to teach these and what are they giving up to do so? How are we going to be able to double the FYS courses that we currently offer? Where are the resources for this? Third, this plan complicates the transfer in of credits. In fact, there was a comment at the town hall that "presumably late transfer students will be able to waive FYS." If so, then why require them?

- As a country, there needs to be more emphasis on math and science (and diversity); I have a major problem with such a lack of emphasis on science, technology, and math in this proposal and in comparison such an overwhelming support for diversity. We have an entire STEM at Drake initiative and that is not represented with this proposal.

- Interestingly, diversity was chosen as a "learning objective" and the only places that identified diversity as assessable are in the three keystone/diversity courses. Shouldn't we be concerned that diversity (as a learning objective) is only assessable in a "diversity" course? I agree this topic is important, but I would rather see it integrated and not a separate objective/assessment point. For example, can we not cover diversity with the global course? Or are we not counting global as diversity (per the learning objective which only says US and not the global world per our university mission statement).

- It would be good to see some mapping of different majors across campus with the new proposal. How does the proposal impact travel time to graduation? For professional schools? For everyone?

- The assessment plans are important. It seems that the original report which triggered this exploration said we are not doing enough assessment. This plan addresses that, however we are moving from AOIs with very little assessment to each gen ed course including a MINIMUM of three university learning objectives. How is this going to work? Who is going to be doing all of this assessment? How does this change faculty workload?

- Finally, an external review of these ideas would be valuable. What do our alumni have to say about the general education they received? What would they like to see more of? What went well? What was not/has not been helpful to them in their careers? What do our student employers think? What do they want to see more of? Less of?

I'm uncomfortable with the proposed revision, for two primary reasons. First, I don't see it selling well to prospective students and their parents. I meet with many of them, and they're eager to get into "their field"; I don't see the proposed RDC as being marketable to those students or parents. I support a "liberal arts curriculum", but let's be honest that the majority of students aren't coming here expressly for a "liberal arts curriculum" in its own right. We should identify WHY students are coming to Drake / what they see as our strongest aspects using unbiased objective surveys. From that information, we then revise our gen ed so prospective or incoming students see an obvious and direct relationship between completing the gen ed and benefits to their future careers. I don't agree with building something first and then brainwashing students to buy into it once they get here, and I don't think it reflects what Drake is...it reflects what a small population wants to force Drake to become. Second, I still staunchly believe that a solid grounding in the basics is necessary to being a well-rounded and informed citizen, and the proposed RDC does not adequately address the basics...it gives the option for students to take basic classes, but it emphasizes a humanities approach and possibly overemphasizes aspects like diversity. As one example, students could get through this sequence without taking any history courses whatsoever (disclosure: I am NOT a member of the history department, and I am NOT programmatically associated with them); I believe two courses in basic history are absolutely necessary, and I'd like to see those course standardized even more to one on American history and one on global history. As another example, we've invested in a huge STEM campaign, yet the new AOI doesn't plan into that campaign whatsoever (this goes back to the proposed RDC not reflecting where Drake is).

The team teaching seems unmanageable, and something I am not interested in pursuing. I would push against this as an affront to my field. It would require much revision of courses, such that the revised courses might not even fit into my field any longer. Team teaching is not easier than single-taught courses; in fact, it is more difficult. Where are the allocation of funds going to come from to enable putting such courses together, that is, to develop such courses? I don't think the committee has thought through how much time and effort this is going to cost. We are told that Art Sanders has enough funds in his devliijj

I have three primary concerns.

First, I don't understand why the RDC shifts from a quantitative literacy requirement to a symbolic literacy requirement. Symbolic literacy seems to be considerably narrower than what one aims to achieve in a mathematics or computer science course. The manipulation of symbols is an important ingredient in these courses, but there is a broader kind of thinking that we aim to instill in our students (logical reasoning, spatial/geometrical reasoning, algorithmic thinking, etc.). Moreover, to allow for non-quantitative courses to count towards the symbolic literacy requirement would be a travesty, essentially telling our students that mathematics is not a necessary part of a Drake education. I honestly don't understand how this proposal has made it this far without consulting faculty in the Department of Math and CS as to whether the shift from a quantitative literacy requirement to a symbolic literacy requirement is worth pursuing.

Second, although I like the idea of having interdisciplinary courses as part of the curriculum, it strikes me as odd that we have the same thematic emphasis for all of these courses. I would find this to be odd regardless of the nature of the thematic emphasis (three interdisciplinary courses on civic literacy, three interdisciplinary courses on creative literacy, etc.)

In the matrix of outcomes accompanying the RDC, it appears that the aim was to have three courses satisfy the diversity/inclusion outcome. The aligning of the interdisciplinary component of the curriculum with this learning outcome is certainly one way to achieve this aim, but there are certainly many other ways to do so. For instance, why not allow for the diversity outcome to be achievable in the civic literacy category, or in the global literacy category?

My concern about the keystone courses has been somewhat ameliorated by what one might call a "side-item" interpretation of these courses, which I have gathered from discussions with Craig Wrenn and Dorothy Pisarski. A straightforward reading of the description of each keystone class gives the impression that the topic of diversity and inclusion is the main course of the meal, so to speak. That is, the primary thrust of the content of each such course is addressing systems of inclusion and exclusion in the U.S. On the so-called side-item interpretation, this need not be the case: an acceptable keystone course is one that includes a component that addresses systems of inclusion and exclusion in the U.S., but there can be other components in the course that do not address this theme. For instance, a course on computer ethics, which includes a discussion of themes such as privacy, intellectual property, and security, but also with a unit on how the use of big data can have unjust consequences for members of disadvantaged populations, would be counted as an acceptable keystone course (both Craig Wrenn and Dorothy Pisarski said as much to me).

If this is the intended interpretation of the keystone courses, I think it should be much more explicit in the proposal. I imagine there would be much more support from science faculty to contribute such courses if this interpretation were operative (as opposed to the main-course interpretation).

My third concern is that we have separated the question of the feasibility of implementing the RDC from this preliminary evaluation of the RDC. For instance, with roughly 3200 undergraduates needing to take three keystone courses during their time at Drake, this appears to require a rather large number of sections of such classes. For instance, since each student has to take an empirical keystone course, in a given semester, enough sections of such courses need to be offered to meet the demand from one-eighth of the undergraduate population (assuming students on average graduate in four years), or 400 students. If class sizes range from 25 to 40 students, we're looking at 10 to 16 sections. Can we find 10 to 16 science faculty each semester that could potentially team teach such a course? More generally, in a given semester, we need to offer between 30 and 48 sections of keystone courses. Is it feasible to carry this out?

For these reasons, I find the RDC to be problematic.

There are several aspects of the proposal that have the potential to harm University enrollment while increasing costs to deliver the curriculum:

1. Lack of flexibility - as written, the proposal will not accommodate transfer credit from high school - this will decrease enrollment, especially by the brightest HS students who have taken AP and/or dual college credit courses in high school. Furthermore, the lack of transfer credit from other institutions will limit ability for dual degrees, concentrations, and perhaps even minors. The lack of flexibility will destroy many affiliation agreements we have established with other institutions for degrees (nursing, MPA, MPH, med tech, etc) not offered at Drake. Collectively, these will decrease our competitiveness in recruiting and retaining students - especially talented ones.
2. The resources (financial and human) needed for the new curriculum seem to be excessive given the current financial environment.
3. The degree of coordination needed for team-teaching many courses will be draining and there is little to suggest it would be helpful from a pedagogical perspective.
4. Any accommodations for experiential learning and/or study abroad?

****Cart before the horse.**** First: I strongly oppose that assessment is driving a new curriculum. Second, too much committee work has been done for years without some basic information available to determine feasibility.

Members of a committee tasked with creating a revamped curriculum need to have course releases. This will allow them to do research and create/go over data to help them figure out what is feasible. The committee also needs to have a listening tour (come to dept meetings, gather info) because, faculty seem surprised by what is presented. A committee licensed to do this correctly will also have enough time to sell departments and colleges on their plan as they build it. The university failed to invest properly.

Things to be considered:

- A new curriculum should not disrupt the faculty or existing curriculum. Rather a gen ed curriculum should ****create a way for students to navigate the existing curriculum in a meaningful way.**** I'm not convinced this RDC

plan does that. Gradual shifts over time are natural but this seems like something really different than what we currently have.

- To be meaningful, and to meet complex outcomes, class size should be small (20 tops, like an FYS). That would be a recruitment plus.
- Should non-faculty teach gen ed? (FYS are frequently taught by staff or adjuncts). If not, then how many courses would we need to meet needs of our student body? What percent of faculty time would be spent on this? —for example, would half our classes need to fit the needs of this curriculum?
- Can all colleges service the gen ed curriculum? Are professional schools prepared to meet the outcomes and the tiered structure of the courses?
- Do we care if people REALLY meet the outcomes? If so, then a number of faculty in all colleges are probably going to have to change what they teach or how they teach it. This would be upsetting. We're experts in our fields and know how to teach our disciplines. I don't want to change my classes just to meet numerous outcomes that are not suitable to me, my classes, or my field. Rather, faculty should adapt their courses over time in order to achieve research/dept/discipline needs with an eye to the college gen ed.
- How many faculty would have to fabricate new courses to fit the gen eds? If new courses have to be developed, will development funds be made available? Will faculty want to design new classes for this purpose if not?
- There are entire departments who are left out of this curriculum. Since there aren't any unnecessary departments, its possible the curriculum would unfairly distribute the gen ed requirements.
- I can't believe languages aren't mentioned! And it doesn't seem overtly global which is how the current curriculum and university resources seem adapted.

Is it possible to run a simulation of current AOs and approximately match them to these outcomes and then see whether more or less courses would need to be offered?

Although perhaps well intentioned, mandating nine hours of coursework (more than 25% of a student's general education curriculum in the proposed model) specifically focused on diversity and inclusion related to race, gender or class seems excessive. Moreover, the description of content for the Keystone classes in RDC pdf comes across as particularly proscriptive, bordering on indoctrination. The reduction of gen ed hours from 43 to 33 is also concerning from the standpoint of diminished opportunity to provide a broad liberal arts foundation.

I disagree with almost all aspects of the RDC and believe it will discourage students from choosing Drake and especially discourage any transfer students

Given the global emphasis Drake is committed to, culture and language did not play a significant enough role. Courses have a less interdisciplinary approach than they could.

How we will equate transfer/AP credits?

What new resources will the RDC require?

How the RDC fits with the new university branding (how we will market ourselves)?

Diversity and inclusion should be part of our institutional culture - it cannot be accomplished through 9 required credit hours (windowdressing) or at the expense of other outcomes (science, math, arts)

I have strong concerns about this new curriculum making it very difficult for students to transfer in credits and count previous coursework. It would essentially make all of our dual degree and expedited programs unable to continue. These are huge selling points for students to come to drake. Without these options I fear enrollment will continue to decline.

I'm concerned that too few faculty are genuinely competent to teach from an interdisciplinary or even a multidisciplinary perspective. I'm concerned that we are all appointed in departments and that our first loyalty is to our majors. Academia is increasingly specialized despite the need for people who can think broadly as well as deeply.

I don't think we need to FYS. Perhaps there's even an argument for getting rid of FYS altogether. Let departments and programs determine first year experiences. I would make the same argument for senior seminar. This is really a criticism of the current Drake Curriculum, but the RDC proposal doesn't address these criticisms and could.

As we become increasingly market-driven and tuition-dependent, our ability to explain the value of our curriculum to prospective students and their families, in terms that don't sound hopelessly out of touch with the realities our graduates face, becomes every more critical. This proposal fails that test miserably.

It appears that the new structure will allow less "double dipping" for students as opposed to the current AOI system. I have some concerns about students graduating in four years.

I'm concerned about the impact on transfer students and students coming from high school with AP credits. I'm also concerned with how students who already have mastered/learned the outcomes/competencies addressed, particularly by the Foundations courses, can demonstrate those outcomes/competencies in order to be exempt from (re)taking something they've already learned in AP or community college-level courses.

I worry that the effort required to integrate social issues into the curriculum will result in token efforts

Overall, I think this is overly complex and will just confuse students. Just have seven learning outcomes and require seven courses, one related to each outcome. That is so much simpler. Why all this complexity – with cornerstone and keystone, and I,II,III, plus a name?

In terms of specific concerns:

I think it is strangely limiting to say the Keystone courses should focus on the US. It suggests a parochialism that I had hoped Drake was moving away from. I see this in learning outcome F as well. I feel non-US cases could inform the sentiments behind creating F. Alexis de Tocqueville and other scholars have pointed out how we often learn the greatest insights about our own country when we study other countries.

I also question the reduction in credits to graduate. It is not my understanding that we are having trouble graduating students in four years. In fact, many of my students are seeking to graduate early because they have all the necessary credits within three years. (And here I am talking about students who often have two majors and a minor or two.) What is the impetus behind reducing the number of credit hours? There is a national push, from outside academia, to change university practices, including a push for graduation in three years. I believe this comes from those who do not understand the wide-ranging benefits of a university education. I do not think we should join such ranks. It seems that this proposal is a solution in search of a problem rather than the opposite.

Foundations I and II do not seem sufficiently distinct to me. FI makes you communicate effectively about ethics and global citizenship; FII makes you communicate effectively after synthesizing material. Will you not have to synthesize material in FI? Can ethics and global citizenship not come into play in FII? Maybe Foundation I should be writing intensive and Foundation II should be speaking intensive instead, or the opposite. Or some other clear distinction.

It seems to me that foreign language courses should fit under the communicate effectively learning outcome instead of Global Literacy.

I believe the 2 semester FYS component will create scheduling conflicts as it pertains to required courses in each major and available classrooms. This holds true particularly in the Fine Arts, where schedules are already tight and space is limited.

How does the RDC facilitate or support transfer students?

Financially this will be a challenge for the university. It will take a whole new approach to assessment.

- 1) The curriculum presents the same difficulties as the current DC--lack of clear definitions, lack of clearly defined learning outcomes, and lack of assessable outcomes.
- 2) Significant starting and ongoing professional development costs
- 3) Delivery of the curriculum will fall upon the usual suspects
- 4) This will be difficult to clearly message to prospective students and families (consistently, and by all of the parties--staff, faculty, current students, admin--charged with delivering the message).
- 5) The curriculum could be a big draw for some prospective students, but we're likely to lose as many transfer students (if not more) without a clear transfer pathway. And if a transfer pathway is constructed, we undermine the perceived legitimacy and importance of what the RDC proposes.
- 6) There's capacity within the current DC to sharpen learning goals and tighten alignment between course offerings and desired learning outcomes.

It appears very costly to implement.

How will transfer students be able to transfer in credits? Any opportunity to "test out?" Are there any existing courses that will fit into the new framework, or will this require many faculty to overhaul their courses immediately? Will it be as streamlined for students to obtain dual degrees in the new model, which is a huge recruiting advantage?

*Inclusion and equity issues should, ideally, be integrated throughout courses already in the curriculum when applicable. Thus, requiring an additional 9 hours (3 courses) devoted to this area seems to present more problems than solutions...makes it difficult for transfer students (many of whom we should be recruiting), it ignores the fact that inclusion and diversity issues are contextual and socio-cultural in nature; it ignores current academic research that suggests diversity training in the workplace actually makes the situation worse rather than better -- when the most effective method is to make a diverse group of people interact and work together.

*The reduction in mathematics and science courses required weakens our degrees and puts our students at increased risks for inability to be productive, global citizens.

*Staffing the new, proposed courses will require significant resources the university does not have.

*Administrative costs of implementing the curriculum are very steep.

*Further complicates the issue of course articulations for students and may in fact, lengthen the time required for graduation due to "required" or "allowed" courses not being offered consistently and on a regular basis.

*Virtually eliminates our ability to recruit high achieving entering first-year students who have taken a high school curriculum with several AP course offerings as these AP courses would not map onto the general education requirements of the university.

I am only concerned that those who are engaging it read it deeply before speaking and/or critiquing (and sometimes conveying misinformation about it). I realize there is implementation challenges, and that seems daunting to me and causes concern. I also am concerned about resources being there for faculty.

Too much emphasis on diversity/inclusivity and that defined in social justice terms, not true diversity.

NO attention to costs involved in the change--financial, personal, and otherwise.

No attention to the problem we were charged with fixing--assessment.

Degrades student education in math, science and history, even though these subjects are already weak.

Disrupts the educational process by slaving it to a social agenda rather than adhering to the university mission.

Also ignores developing students for professional lives if they are not already in a professional school.

My only concern is whether or not current classes in our major will meet these requirements, and what we will need to do if they do not. Will we need to change our current classes to meet these requirements in order to offer enough classes that fit the new model?

Foundation courses are described in a way that will potentially rule out many courses from counting as foundational, courses that I think serve to develop skills critical to a liberal arts education. Schematically, my worry is that to count as a foundations course, a course must do X, Y, and Z. There are lots of courses that do one or two,

but not all three, and while these courses might be modified to do all three, this might also come at the expense of doing any one of them well

It's too radical a re-writing to achieve ends which could be accomplished more directly and less disruptively. The writing of the document suggests that my particular field is undervalued which doesn't increase my interest in the proposal.

While these are important concepts, the draft is far too heavily weighted on "diversity and inclusion", clearly at the cost of math, science, and professional preparation.

Almost certainly will change the PharmD program into a 7 year program. A major driver of students to our program is the ability to do their degree in 6 years (plus perhaps a second degree). This will significantly impact our enrollment.

I have many concerns about the RDC:

- Transfer students / Student enrollment / Transferring credits into Drake, in general. I would like to see it delineated as to how transfer students will be handled within the program. For example, if a student transfer to Drake in the middle of their first year/freshman year, will they be opted out of the Foundations course? If so, how can we expect all other students to take this course/a course meeting these requirements? If we do not allow students to transfer in credits to meet the requirements of the RDC, I fear that we are risking enrollment and putting ourselves in a very vulnerable position. Why would someone pay Drake's tuition to redo credits that they have already taken? On the flip side, if this is something to set Drake students apart, how can we accept transfer credits that would allow students to bypass this special curriculum/aspect of Drake education. I feel that this needs to be more well thought through and more well flushed out prior to Senate voting on a final product.

- Outcomes. The townhall meeting that I attended was focused primarily on classes and how to change/adapt classes to meet the new outcomes. I wish that there was more discussion on how to meet the outcomes through things we are already doing. I also don't recall seeing that the outcomes [or lack of outcomes from the AOs] was failing the Drake graduates. I recognize that this is a separate issue from our outside accreditors telling us that we need outcomes, but we do not know that the AOs were failing the graduates. We only know that the lack of outcomes made the AOs very piece-by-piece and students could elect to take one-and-done courses instead of building upon each other.

- Resources. In the townhall meeting that I attended, the resources were discussed as the last step of this process. While I understand the reasons for that, I think that we also need to look at where other campus resources are going in this. It was brought up that we have a new STEM building, and yet scientific literacy is hit only once on the outcomes/grid for the RDC. This new curriculum has the potential to downplay or eliminate the focus on science and education [engineering] and seems to run counter to the university's initiatives to advance STEM. I also have concerns about how the curriculum would be rolled out: if this is designed to focus in and provide a better approach for students, we simply cannot shove more students into a lecture hall. A lot of the outcomes, as I saw them, are centered around students being more in charge and DOING more in the classes. I worry that the various requirements will require an exponential increase in the number of classes / class sessions offered to meet the requirements. While the double-teaching of transitioning between the old and new curriculum will be short-lived, I think we must consider the impact that this will have on faculty retention due to work-life balance as well as happiness within the work place. I do not see this as a consistent thought in rolling out the new curriculum.

I am deeply concerned about creating a specific focus with the keystones on diversity and inclusivity. These topics are important but I don't think having mandatory coursework addresses any issues (eating vegetables is good but putting them in kids school lunches doesn't make them eat them, they just get ignored). To me these issues are more strongly addressed in the co-curriculum. I think these are too late in the curriculum to be meaningful. I would rather see these elements included in the FYS. I also don't think that creating a rigid mandatory course series with a focus on diversity and inclusion will attract more students. In fact, I think if these are mandatory elements it will kill our ability to recruit transfer students and those students who are looking to use AP credits from high school. I would much rather see us put forth a curriculum that supports the interests of current and prospective students. A curriculum that allows students to have a individualized program of study that allows them to brand themselves in competitive job markets (e.g. dual degrees, concentrations, certificate programs).

We are proposing a change before determining the cost involved and whether the additional resources needed is realistic given our current enrollment problems. If students perceive that the general education requirement will not allow AP credit to be utilized, we will recruit even fewer students.

This curriculum will not allow students of specific majors to brand themselves with dual degrees or concentrations.

If we are indeed a liberal arts university, then why are we not making our students well-rounded across several disciplines with the RDC? The current AOI structure is at least intended to give students a liberal arts education, but the RDC is moving away from this and may in essence allow students to become more specialized (which I do not believe is the intent of the RDC). If we truly want a liberal arts education, we should require specific courses to fulfill that goal, such as 1 math, 1 business, 1 diversity, 1 writing, 1 science, 1 communication, etc. Additionally, these courses that fulfill the RDC requirements appear very ad hoc to me and unless a course is built specifically around diversity, for example, simply listing an existing course as fulfilling diversity does not necessarily mean that students will learn about the diversity we need to teach (i.e. The students will see right away if a professor does not truly buy into the diversity concept and made a course around that concept). Finally, I have serious concerns about the budgetary outcomes of the RDC. I do not feel the faculty senate should vote on the RDC until a thorough analysis of the true costs of this implementations are examined. Voting on the RDC without a complete knowledge of the costs seems irresponsible of our university at a time when Drake is acknowledging a budgetary crunch in coming years.

I am surprised that the math, science and history requirements have been decreased. These are core to a liberal arts education and I believe it is a disservice to our students to not provide them with as much knowledge in these areas. If our students are truly going to be engaged global citizens they need knowledge in these areas. I am also worried about the impact the proposed changes may have on recruitment of new students. Many students come to Drake with AP courses that will now may not count since required courses are dropped from the AOI. If I am a student and I can save a semester in tuition because I worked hard in high school, I don't want to throw those credits away. If those hours count at a different institution that is a large incentive to go some place other than Drake. We are already struggling with a difficult recruiting environment, I am afraid this could make it more difficult.

Please see my memo to the senators at large. John Rozycki

Looking at the intended outcomes, there is not a substantial change in the curriculum. The existing AOIs would meet all of these outcomes so I don't see a clear need to make this change.

The outcome on diversity doesn't also examine ability/disability in diversity. That seems to be a glaring omission.

The current curriculum is working fine and I do not believe there is a need for a change. Inclusion of diversity, etc. should be done other ways across campus and not simply thru the courses. We will need to look at other schools to figure out as to how they address such problem. The proposed curriculum will also prevent future transfer students coming to our programs and during such a hardship time that Drake is going through with low enrollment, we do not want to add additional factors that bring the enrollment even lower!

1) Too many credits devoted to Integrative Core --- while discussions of diversity are important and necessary, 9 hours is far too many

2) Reduction in science, mathematics, and history requirements is too drastic for a true liberal arts education

3) What will all of these changes cost? Without any understanding of the financial impact, it should be criminal (and embarrassing to the university) to pass such sweeping changes

I do not like the Keystone-Integrative Core. I think it is overly focused on certain pedagogical perspectives and instead should simply mandate a rigorous, multi-faceted inquiry. I think it would be difficult for certain majors to have courses that fit this sequencing and it seems the Keystone core should be completed in one's major. I also think team-teaching generally is less effective and a less satisfying experience for the students so do not agree with that recommendation either.

Arguments are not convincing enough to support the significant changes this curriculum would entail.

This seems to be a repackaging of the system that is already in place; things sound new but it still only asks students to fulfill proficiencies in certain areas.

I think that this plan is in error because it does not distinguish between Visual Literacy (something that everyone should have) and Creative literacy (something that not everyone should implement/use/think about).

Creativity is probably a bad word to use, especially in conjunction with "literacy". I think it would help to further define what is meant by that (the description doesn't really help, as it is filled with vague statements too). Perhaps Creative Production would be more fitting?

Even if it is, Creative Production, Visual Literacy, and other topics merge together wildly different disciplines and methods; I think the new RDC leaves open the possibility for a class (say, a business class) that shows documentaries about business to count towards "Creative Literacy".

Initially, I was in favor of general education curriculum reform. The current proposal, however, is nothing more than our AOI menu system re-organized.

I think this will put us at a competitive disadvantage for recruiting, especially if transfer courses and AP credits cannot count towards these requirements. I do not believe that students (and their parents) will be willing to pay extra in terms of time and tuition compared to other colleges in order to do this curriculum.

Also, this jeopardizes the pharmacy program's ability to graduate PharmD students in 6 years, one of our current competitive advantages.

This will make it nearly impossible for transfer students to bring over any of the credits from their prior institution. Thus, in turn, most likely reducing the number of transfer students that come to us. I have brought in several transfers from excellent institutions and the amount of credits that they can bring over (so that they in essence do not have to begin from scratch again) ends up being the primary final deciding factor. In this climate, when we are suffering from not meeting enrollment quotas (and thus having salary freezes), why would we limit our possible to attract an entire genre of student?

What happened to information literacy?

Concern has been raised that some schools on campus may opt out if this revision is approved because the new required classes would make their students take longer to complete the program.

As an alum and faculty member - I have several concerns with regards to this new Drake curriculum. Mostly it stems from limitations to the PharmD curriculum. From my understanding, we would be looking at adding on an additional semester to our 6 year program - in order to get all the pre-reqs completed and the Drake curriculum finished - as courses in our PharmD program that currently count towards the Drake curriculum would not count any longer. Additionally, students bringing in AP credit and other transfer credits would also not be able to count them as part of the new curriculum courses. I worry how students will be able to fit all these courses into their schedules - if they are already taking courses for their majors/minors (plus, I wonder how this will work for students who double major) - and how many openings do they have for just general ed credits? As a faculty member, I worry about the cost that this is going to be - if we have to create all these new courses - and if we need to find more spots for students in them (more upper level pharmacy students will need spots - if their PharmD courses can no longer count). I'm very concerned about how this will look for prospective students - if we are saying that they cannot use any AP courses or bring in other credits - our enrollments are already down as it is - I feel like this is just putting in more nails in our coffin. The PharmD major is also seeing record low enrollments - if we want to stay competitive and attract students, this is not the way. I don't buy into the Kool-Aid that some special Drake curriculum is going to get students to come and will actually do something for them when they graduate. If my AP and transfer credits won't work here - then I would be looking into other institutions.

Biggest concerns are 1) potential incompatibility between our need to increase enrollments and barriers RDC puts in the way of this (attracting students to professional programs, issue of transfer/AP credits, do we know if this curriculum will attract new applicants?).

2) We have many conflicting messages about what Drake prioritizes -- is it global citizenship (that's in our mission statement), is it STEM (we have two new buildings saying so), is it diversity/inclusion (this is the emphasis of the RDC). And we have yet to see what the branding firm says is the unified message we should be promoting. We

haven't articulated a coherent reason why students should come to Drake.

3) Related to our enrollment woes, we have serious resource problems. To make the RDC curriculum work, there would need to be concentrated resources (faculty/course development funds, new positions, fostering interdisciplinary collaboration, etc.) we don't have .

This proposal simply reshuffles the deck and moves us further from our foundation as a liberal arts university.

First, courses currently offered for AOs will simply be resubmitted to be counted for the new requirements, and while there will be changes made to those courses on paper, we all know that the courses themselves will more or less stay the same. Thus, there will be no substantive change to the actual education students get, and the only change will be the labels. Yes, I know that the proponents of this system will say that they will have a rigorous system of review, but honestly, they won't be able to turn all of those courses down, will they? They will need to have enough courses for students to take in order to meet the requirements, so approvals won't be nearly as rigorous as stated or desired. Further, any professor who has paid any attention to approval processes (J-term, AOI, department courses) will be able to hit all the right key words and buzzwords from the new system, sprinkle them into their proposals, concoct assessment and outcomes that will do all the right things, get their approval, and then go on and teach the courses as they have always done. Ergo, same courses, different names. If this is merely an attempt to rebrand our Gen Ed program, then be honest about that bc that's all this will truly accomplish.

Second, by focusing on the competencies, we move further away from our (alleged) identity and purpose as a liberal arts university. The RDC outcomes—Communications, Synthesis, Global, Ethics, Diversity, and Creative—don't even work together. I mean, what the hell is Synthesis? I know what it is from a scientific and educational perspective (e.g. Bloom's taxonomy), but if there is a course out there that doesn't require students to synthesize the discrete parts of their learning by the end of the semester, then that course needs to be shut down. ALL courses should help students learn to synthesize. And what is Global? A nod to some Other, or an actual examination of a genuine issue or universal condition that represents the human or natural world's condition? And if this is so important, why is it represented in only 3 of the 10 areas. And Creative (whatever that is) only represented in 2 of the areas? Why even have a column for it? At that point it is merely a fingers-crossed hope.

Aside from the nebulous and ill-defined nature of these concepts, they also do not ensure a liberal arts education through their acquisition; saying that they will or are is nothing but a wish and they won't be done in as comprehensive a way as a traditional liberal arts curriculum. In the liberal arts, each decently taught core course would cover all of these and more while also providing an introduction to the tools and methods of multiple disciplines. The value of a comprehensive liberal arts program is that critical thinking, reading, and writing along with receptivity to new ideas and different perspectives and cultures are a part of EACH course and then repeated in each of the disciplinary courses required across the breadth of the curriculum. ALL of these competencies are reinforced in each course. What the AOs did was to dilute that process by eliminating the breadth of multi-disciplinary exposure and thinking—a student could get 3-4 AOs covered in one discipline—and the RDC doubles down on that by divorcing the competencies, with 4 exceptions in the Cornerstone stage, from the multi-disciplinary core of liberal arts almost completely. If a clever Dean and some faculty can spend two days in a room together they will be able to come up with a series of courses that would enable a student to take all but 2 or 3 of their required courses in that school.

In the 21st Century, high schools and community colleges provide the vast majority of gen ed credits. Despite the AACU brainwashing, gen ed classes are now commodities differentiated in the consumers mind mainly by price and convenience. Drake is not a market maker here, we are instead, competing mainly on price and losing. Furthermore, Drake can't individually change this trend not should we raise resources testing. Instead, we should focus on offering a stream-lined gen Ed and facilitate transfer of gen ed credits into Drake. This will result in a more diverse student body, too, since many students of color complete their gen ed studies elsewhere. Add a three credit required course on race and ethnicity that can be completed any number of places to begin to address concerns about that component. But for heaven's sake, do not move forward with this highly stylized curriculum that will make it harder for many majors to graduate in a timely way.

Since the proposal is five years in the making I can appreciate the need for synthesis; however, the table on page 7 both summarizes the current revision and provides evidence that it is not superior enough to our current curriculum to justify five more years of effort toward full implementation. Changing a checklist of AOs to a matrix of Outcomes is not change. What exactly is new here? Foundations are gut or service courses, Literacies are Engagement courses, and Keystones are Capstones. All three terms are redundant and likely to confuse students and accreditors because the modifiers are not descriptive enough to distinguish the categories at a glance. What does "Robust use of current courses revised as necessary to meet the learning outcomes" really mean? The structure of the new proposal favors larger departments who have the numbers of faculty flexible enough to fill the Literacy categories, which comprise half of the requirements (Cornerstone 15 credits), and service their majors. Foundations can be done away with altogether because six credit hours does not constitute a significant foundation at all. What this replaces is an FYS plus one other survey course. The new proposal divides department faculty into vacuous categories and outcomes (Symbology, Synthesis, Empirical, Ethics, Diversity, etc.) that cannot possibly promote innovation or interdisciplinarity within the disciplines because department faculty will simply teach topics reflecting their research training and strengths. By multiplying the Keystones we have effectively reduced class sizes to ten or less just to fulfill the prescribed pedagogies of a capstone, but without multiplying faculty resources. Disallowing Foundations courses from counting as credit for majors does not serve any purpose. No budget on the front end? No way of telling how much this will cost the university or strain faculty resources? Since Section XVI,4, I of the Academic Charter prohibits the faculty senate from modifying the budget, it seems we are doing things backward.

- Cornerstone courses that seem so narrowly focused on diversity
- language that seems to require musical ensembles (choruses, bands, orchestras) to focus on "an issue or question of contemporary or historical importance.") In fact, I do this to some extent each semester and have sometimes done a "deep dive" in that direction. But an understanding of the goals of ensembles will lead one to acknowledge that a specific requirement such as is outlined is not appropriate or possible.
- Capstones are of varying credits. For instance, in the BME in performance, the capstone is the senior recital. This project is a part of students' ongoing applied lessons (4 credits per semester) and they do not have an additional class that is a capstone. In music education, student teaching is the capstone and it's 13 credits (a full semester of student teaching).

I am not confident in our ability to create and maintain the interdisciplinary courses without a faculty unit dedicated to these courses. I think they are likely to morph, just as the FYS has morphed, to be an inconsistent, ineffective and unaccessible segment of our curriculum.

Ideological content is very likely to backfire. Probably harder to explain to prospective students and parents than what currently exists. No logistics considered. Short changes international and STEM foci. Assumes all students are from USA? Workload for faculty a nightmare. May weaken some majors. Draws faculty away from what they know best, depriving students of their expertise.

This plan looks like nothing more than job security for certain sections of the College of Arts and Sciences. It seems to show no regard for what neither students nor their future employers would want. We already have to force faculty to teach the FYS courses or hire adjuncts. Given the university's fiscal situation, it is not reasonable that we could afford to hire additional faculty to teach even more FYS classes. These classes also have an extremely varied level of difficulty and writing required. Thus, they are struggling to prove they are achieving the desired outcomes. High school students who bring in numerous AP or transfer credits will struggle having many of those credits count towards specific requirements under the proposed system. This will strongly discourage those often high quality students from even coming to Drake. This is a dangerous undesired outcome of this proposed system. There is no direct assessment data collected on the current AOI courses. So, what evidence do you have that it is not working? Have you surveyed students or employers to ask them what type of courses or topics they would like to see required of all Drake students? The United States is already lagging desperately behind most countries in Mathematics skills. The idea of requiring no math is unfathomable to me. Also, why not have every student have to take a basic personal finance course to be more fiscally savvy? Or a technology course? Why are only classes taught out of Arts and Sciences considered useful life skills in developing more well rounded students? The idea of reducing overall credit hours and decreasing credit hours in students majors will also make our students undesirable compared to those from other universities because some employers will see them as less qualified for

certain positions. Do we not care about our placement rates and the satisfied high quality placement of our students? To ask them to pay this much in tuition and then have them not satisfied in the end would be a great disappointment to them, their parents, and all of us.

-Although I'm sure this is not intended as such, I think an outcome of this curriculum would be to place constraints on academic freedom. In order to participate in the curriculum, we will have to use certain pedagogies and teach certain content.

-the kind of interdisciplinarity this RDC seems to envision is, I think, impossible. It seems to require instructors to synthesize two or 3 different disciplines. I do teach in an interdisciplinary way in many of my classes. However, the way I do this is that I start from my discipline and use that as the foundation and then bring material from other disciplines to bear on a particular topic. I do this all the time. But, I can't synthesize 2 different disciplines and I'm not sure, given the training that academics have, that this is possible for anyone.

-I think there are real problems with the procedure as outlined. I think procedurally, we have the cart before the horse. Before anyone can take an informed vote on this, we really need to know what resources (both in faculty time and monetary) that this is going to take.

* for instance, I want to know how a team taught course is going to be counted. Do we both get credit for 1 class or for .5 each? (A side note: I have team-taught courses before. The reality is that team teaching actually requires MORE work.)

* also, I think we really need to know how current courses are going to map onto the particular categories that are prescribed in the RDC. It may well turn out that we don't have as many courses that meet these categories as is hoped or anticipated. If that's the case, this is going to put a significant strain on faculty to develop new classes.

-Finally, I think it is unconscionable to not put this curriculum up for a full faculty vote that IS binding. I have been at Drake for a few gen. ed. changes and I don't think we have ever done this without a full faculty vote. PLEASE, change the procedure so that all faculty have a chance to vote.

I am concerned that this will harm new students with AP credits and transfer students.

Reducing the math and science requirements goes against the unanimously approved (by Faculty Senate) learning outcomes. Specifically #4: "Develop skills in qualitative, quantitative, and scientific reasoning through engagement in empirical inquiry, to understand the intersection of the natural sciences, technology, and society."

How are musical analysis and mathematics interchangeable in the Cornerstone? That is absurd!

If the AOI system was too complex (as reported in the Center of Inquiry 11/12/2013 - aka The Wabash Report), then the new RDC makes the problem worse.

The Drake mission states that we focus on an "integration of the liberal arts and sciences with professional preparation," however the focus of the RDC is primarily on a liberal arts curriculum not science. While the liberal arts is important, especially in this current environment, we also need more scientifically literate citizens.

Also, by not accepting AP credits, we become less exciting as a prospective institution for students because other Universities will still accept those credits. Therefore, students could end up saving more money and time at another institution that accepts AP credits. And I know that the professional schools have voiced concern over whether or not their students would be able to finish in time with their tight curriculum requirements.

I do not like that inability of students to transfer credits (whether they are AP or from other universities) - since the directed, discipline-integrated education is so specific, it is unlikely that credits from AP classes or other universities are going to fit the criteria. As such, I believe many students will "lose" time wanting to take more discipline specific classes and students enrolled in dual degrees will find it more difficult to complete the requirements for both degrees in a timely fashion.

The emphasis on diversity and inclusion, while laudable, as I mentioned in my previous comment, goes too far, in that it then de-emphasizes (while reducing the total number of required credits) other important aspects of a gen. ed. curriculum. Specifically, the reduction in the amount of science credit hours is an abdication of a university's responsibility to educate broadly about science, especially in the age of climate denial, creation

science, and other forms of anti-intellectualism. Also if the goal is to address the needs of disadvantaged students, who may come from high schools with weak science curricula (a common happenstance), we should be promoting more science education for those students. This is not about "turf". Its about being pedagogically responsible. A better balance needs to be found.

A concern is that, the way it is described, introductory science classes, as currently configured (i.e. Intro to Psych, ...) would not fulfill requirements for the Cornerstone classes because they are too big, too specific, too content driven, and diversity and inclusion aren't necessarily major themes. The same criticism applies even more so to the Keystone Empirical classes. That is, the priorities presented in the RDC, suggest that non-science majors don't need to know anything about science unless it is used, subserviently, to address issues of diversity and inclusion with regards to race, ethnicity and gender in the United States. I couldn't disagree more with that sentiment.

Also, we no longer place any value on knowledge for the sake of knowledge --- the notion of knowing something just for the joy of it is missing through out. The only things worth knowing about seem to be if you can use it for something practical. I always thought that the bit about "meaningful personal lives" in the Drake mission was about exactly that, the joy of knowing something.

Turning FYS into a year long sequence sounds like a total nightmare. I second Art Sanders' concerns about who will staff this. As someone who has taught/teaches FYS, I can firmly say it is my least favorite class to teach. The culture around the program shapes students attitudes in a way that makes it more difficult to teach than any other class I teach. I can't imagine what the attitudes of 2nd semester freshman would be like. Well actually, I can, and that is why I am so opposed to it.

The skills of Information Literacy do not seem to have a designated place, leaving them to be acquired haphazardly

Administration costs of conversion at this time when budgets are tight, nine keystone hours seem excessive and should be incorporated into higher lever major coursework, and concerns about transfer credits from DMACC, state colleges, and AP credits that would increase student costs, decrease student diversity due to prohibitive cost, and limit the number of arts & sciences/business or /jsmc double majors.

reduction of science & math requirements

emphasis on diversity and "systems of exclusion" (real issue is with learning objective approved in Nov. 16.); lack of plan to implement, accommodate, and pay for

I like the idea of a two-semester first-year course sequence, but I don't think this proposal adequately addresses the existing issues we have with FYS offering widely disparate experiences in student learning outcomes. I don't understand why issues of diversity and inclusion are not included in one of these two courses; it's critical we engage with our first-year students on these issues.

This curriculum does not offer any required sequencing and scaffolding. We are essentially trading in one checklist for another. Students are free to take these courses at any time and in any order. We will end up having the same problems we have in our current system.

I think diversity and sensitivity education are an invaluable and essential piece of becoming a responsible citizen. If Drake faculty believe we need to codify additional diversity and sensitivity content into our curriculum, I'm all for it. However, I have great concern about using the changes outlined in the RDC as the preferred instrument for introducing that additional content. The AOI system is imperfect, but it represents general infrastructure that is already in place. Why not attempt to tweak the AOI system to increase accountability around teaching diversity and sensitivity content? It would be substantially less expensive than overhauling the system, in terms of both explicit outlays of cash (hiring the additional lines to teach the new required content) and implicit costs (depriving students of science and math courses, not to mention the chaos that would ensue at the Registrar if RDC were implemented). I urge the senate to scrap the RDC and proceed more practically. William of Ockham is watching.

My concerns have to do mainly with implementation. It is not clear to me how the RDC will be put into place without significantly increasing faculty workloads. I would also like to know how team-taught courses will be "counted" in terms of faculty teaching responsibilities (i.e. half a course or a whole course). In theory, I strongly support the RDC, but I'm having a difficult time seeing how theory will be translated to practice.

It will require faculty to change their courses. Do we have too stubborn and change-averse a faculty to get this done?

I am disappointed that historical studies get something of a short shrift. Reducing subject coverage in the Cornerstone classes to "a focused issue or question of...historical importance" implies that broadly-based historical studies cannot provide useful information or contribute toward a better understanding of the world; I'm also very surprised that historical study doesn't even get a mention within "Topics in Civic Literacy," where it would seem most important and applicable of all the categories.

I am also wondering who will be teaching all of the Keystone courses. How many faculty are qualified (or comfortable enough) to teach not only an interdisciplinary course, but one that takes as its focus race, gender, or class diversity in the US? What if someone could deal with diversity in a European context? Or of sub-Saharan Africa? How will faculty be motivated to develop such courses? What if faculty who *could* teach such courses already have a full load of required courses that they must teach to meet the needs of their department or area? How will faculty coordinate cross-departmental schedules that are frequently in conflict? This seems to me a tremendous amount of work that essentially focuses on different facets of a single rather narrow subject area (diversity in America) that will take up over a quarter of the total general education curriculum, which strikes me as quite unbalanced. It also seems like this could provide serious barriers to accessibility for transfer students

I am concerned about feasibility.

I worry that it is so carefully crafted that it doesn't fit well with what we have around us in terms of AP classes, community college classes, and so on. While there may be some ways to make that work, it doesn't even look like AP Chem would fulfill the science literacy cornerstone. That's going to be a hard sell. Next, it really feels to a lot of people like we're creating a minor in diversity and inclusion. This is an important issue, and belongs in the outcomes. However, having it be the required focus of all three keystones doesn't feel right. Why can't we build keystones around international human rights, sustainable development, peacemaking, social upheaval related to technology, inequality, and so on? Depending upon class size, we are going to have to find professors to teach 2-3 times as many of these courses as we currently have FYS sections. I just don't see how we can adequately cover diversity and inclusion in all of those courses without changing out half of our faculty for new experts.

I have a strong opposition to a mandatory minor in "diversity" (essentially, this is what the RDC is requiring). I believe it will empower a small number of voices who believe that they are exclusively prepared to address diversity issues -- to my mind, they are very limited in their thinking on the topic (I have seen little effort by these folks, for example, to systematically address geographic, class or viewpoint diversity). I also believe that the 2-course first year sequence would make it exceptionally difficult for a transfer student (and if this can be exempted in some way, it (a) is not addressed in the proposal and (b) renders the idea of a tiered interdisciplinary structure largely meaningless). I am also concerned about the reliance on interdisciplinary courses insofar as it seems to suggest that team teaching would be encouraged, but it is exceptionally difficult to re-orient faculty time and workload commitments, and I have rarely heard a student praise a team-taught course (far more commonly, students complain about different expectations, teaching styles, and a disconnect in the classroom setting). I suspect that, over time, this plan will simply revert to something similar to what we have now, but with far less concrete substantive learning outcomes. In this respect, I fear that it would become akin to the FYS program, where "special" courses are developed, but do not necessarily share common expectations, assignments, structure, or workload and therefore become a hodgepodge of offerings with little attention to the underlying learning goals.

Logistics and staffing have not been addressed.

Transfer student complications.

Lack of sufficient Math, Science or History.

students not able to double count classes. concerned for pharmacy students to have minors/joint degrees such as MBA/MPA, concentrations. VERY concerned that appears as not to allow transfer credit. This is very worrisome

with the decreased enrollment. Where is the data that the current way is not meeting goals - where are we falling short?

I have concerns about all aspects of the proposal. I am not a mathematician, but all of the math professors I have spoken to are very concerned about the proposal's deficiencies. I do not like the emphasis on the U.S. specifically. I am very opposed to the language about "communication" and the lack of emphasis on reading and writing. The word "writing" does not even appear. I also strongly oppose the extension of FYS to two semesters, which would be disastrous. Further, I can't imagine that Drake has the resources at present to invest in the substantial faculty development that would be necessary to make people truly able to teach interdisciplinary. It is difficult to do interdisciplinary studies well, and it takes years of development. Trying to teach interdisciplinary without enough training results in weak, and often unethical, teaching. I fear that the implementation of this curriculum without enough planning and development would result in much worse teaching than we have now.

Big questions around the ability for students to apply transfer credits, AP credits, IB. We don't want to turn people off of DU because of this curriculum.

Decreasing the ability of students to brand themselves by doing more than just their major and the RDC. We attract students because of their ability to do dual degrees, concentrations, etc.

Inability for students to get specific courses that they need for their next step- grad school, professional schools, etc. RDC limits this.

A gen. ed. curriculum will always be a balance between breadth and depth. The current DC is about breadth which has certain advantages that we've all built our programs around (like being able to bring in credits, use electives to brand themselves). The RDC is more about depth, but not across all of the important areas. Too much emphasis in the keystones at the expense of other areas.

For me, the biggest question is why the DC needs revision to begin with? What evidence do we have that the current DC is not meeting intended goals/outcomes? I continue to see the RDC as a solution in search of a problem.

The RDC describes a highly complicated curriculum with a plethora of moving parts. Even if I were in favor of it, I'm skeptical it can actually be accomplished. As I recall, the Provost's Office was supposed to determine the feasibility/practicality/cost of the RDC over the past summer. Instead, we are expected to offer our opinion without knowing if the RDC is even viable. Just like Congress - we have to vote for the legislation if we want to read it. Our planning process is backwards. Give us a sense of the RDC's viability/practicality and then I can provide a justifiable opinion on this.

As written, students will only be able to take one course in either the life or natural sciences. It's a pretty weak science foundation. But has 9 required credit hours in diversity and inclusion. It's not a balanced curriculum.

I am deeply concerned with the approval process. The RDC places A&S at the center of a new curriculum. I don't really disagree with that. But A&S already has 4 senators and 8 out of 12 at large senators are from A&S. The president and past president (not sure if they are voting members) are also from A&S. We have 1 senator for pharmacy and health sciences. Given how central A&S will be in the RDC, I'm concerned that any vote is already decided. Senate President Courard-Hauri has stated that Senate will not approve the RDC if there is substantial opposition to it, but in all honesty, I don't know how that claim can be made. Senators are free to vote as they see fit.

When the current DC was approved, it was done so by a vote of the entire faculty. The process described for the RDC is one where the faculty vote will serve as a guideline, not as a binding vote. I have not heard of any explanation for why a (arguably stacked) senate should have the final vote on the matter. Why does Senate get a veto? We're small enough that direct democracy remains viable.

I find the emphasis on team and interdisciplinary work a potential issue. It looks great on paper but the devil will be in the details. I know the Paths to Knowledge course in the Honors program long worked that way. But unless these team/interdisciplinary courses are in the hands of deeply experienced and skilled faculty who are superb teachers, I think the result is more likely to be students who are confused as to what a course is actually about and

why there is a parade of faculty, all of whom have different expectations and assessment methods for the same course. Pharmacology with Gender Studies sounds kind of interesting. But to make pharmacology comprehensible to a women's studies major (and vice versa for the PharmD students) is likely to be one very tough job.

I've expressed before and in other settings my ambivalence about making diversity and inclusion such a point of centrality in the RDC. Given the current level of debate in the country, I can see why there is a call for this emphasis. But, to be a devil's advocate, I'm pretty skeptical that there will be much discussion in the RDC that looks seriously at why there may be good reasons to limit immigration, place restrictions on visitors to the US, build a border wall, oppose same sex marriage, etc. To be clear, I DO NOT support those kinds of policies. But if our goal is to advocate for diversity and inclusion, that's not providing students with an education, that's indoctrination.

Others in CPHS can provide details, but there are are concerns here that the RDC will have a negative impact on our ability to recruit students in what is becoming an increasingly brutal competition for PharmD students. We don't know if students will be able to transfer courses in. What happens to a potential P1 who only has 3 credits in diversity from another school? Can we admit them? This ties back to what I said above - we're voting on an incredibly important policy without understanding all the implications.

I represent a Concentration (LEAD), and it seems very problematic for LEAD to try to "fit" within the various colleges' delineation of classes per category. I plan to attend the general session about the revision but my reading and conversations seem to suggest that current interdisciplinary Concentration/Minors will have a hard time continuing within the proposed framework.

1. It is imperative that students can easily transfer college credit gained in high school, transfer credits, AP credits, etc. This cannot be an after thought but must be decided before I can support any proposal. At the town meeting, it was said that this would be decided during the financial consideration process but this is not a financial consideration. It is an operational consideration and needs to be considered now.
2. The 3 courses (9 credit hours) for Keystone is too much. One or two courses is sufficient.
3. Students and parents do not desire a unique/strong general education curriculum. They desire unique/strong courses. They desire the opportunity to obtain degrees quicker (and for less tuition dollars). They desire the opportunity to obtain multiple degrees/concentrations/etc. They desire the ability to distinguish themselves among candidates which is rarely done through a general education curriculum.
4. There are multiple answers when there are questions about the RDC. How will it impact transfer students? How will it impact AP credits? What courses will count for what? What precisely needs to be considered? I hear multiple answers to questions.

I'm open to including aspects of inclusion and diversity in my courses, but focusing a whole interdisciplinary course on it is outside of my expertise. I suspect that's true of many faculty outside of the social sciences and humanities. I just don't see how it will be possible to staff the Keystone courses as they are envisioned. We already have a difficult time staffing FYS, and this proposal multiplies that problem by 5 (2 Foundations courses & 3 Keystone courses) while limiting the topics.

Also, while the number of learning objectives has been reduced, it seems that there will still be countless ways in which those objectives can be met without a plan for how they can all be assessed in a manageable way.

There are several major problems with the RDC proposal. First, it will hurt incoming students because it will not count some of their AP credits toward their gen ed requirements. Second, it will also hurt transfer students in the same way because the RDC does not match most other university gen ed programs. Third, it will also turn some students away from Drake because we are indicating that we do not value science, math and history as part of a university education. This is counter to all of the resources that we have recently put into STEM programs.

I think there will be a negative affect on enrollment.

I think increasing the FYSs is doubling down on something that already has problems.

I think that the 9 credits in diversity and inclusion is too much. The students will not like being required to take so many credits on the same topic.

The lack of a math requirement is problematic for many majors.
Not much of a departure from the current system
As further discussion about the curriculum happens, may need to further define the outcomes. What does it mean to "achieve" the empirical outcome. Should these outcomes be practiced at the same level throughout the entire curriculum or rather built upon. A way this could be achieved would be to have different levels of achievement for an outcome.
<ul style="list-style-type: none"> -Are students going to be able to utilize AP credits to transfer into the new curriculum? If not, then the curriculum is dead. -Are students going to be able to double count for credit for a major/concentration/minor? If not, that will severely limit the student's abilities to get into graduate programs. -How will the new curriculum impact student's abilities to pursue our articulation agreements without outside graduate/undergraduate programs? -Why are we placing emphasis only on the educational outcomes outlined in f? If we're emphasizing those, we're de-emphasizing others which means we don't value them. I think you should remove the list or include sexuality and ability level.
<p>Poor science education.</p> <p>Diversity and inclusion education is too focused on North American issues and has too many credit hours. It is illogical for so many non-diversity courses to have a diversity component.</p> <p>The number of new sections that are proposed for keystone experiences is unfeasible</p> <p>The proposed structure does not adequately address education on the major global problems such as climate change, war, global inequality, decline of democracy in technologically advanced countries. In other words the structure is too American-centered.</p>
<p>I fear this revised curriculum contributes to, rather than combating, the fear and misunderstandings some people have of science -science is too hard, cumbersome, unimportant, an irrelevant perspective, etc. The appreciation of science in our daily lives needs to be enhanced not skirted - which is what it seems this curriculum does (admittedly there are token nods to science, but I see them as token not integral to). The foundations courses also seem to warrant more labor with less assurance of quality - honestly, some FYS classes are fluff and converting existing FYS to these foundation courses and requiring MORE resources to the foundation courses (that do not apparently build upon one another from Foundation 1 to 2) in addition to the resources required for the keystone integrative core seems unduly burdensome. I would like to see data regarding how many of the FYS and engaged citizen courses are currently taught by adjunct and visiting faculty, and staff. I would imagine this proposal would require increased use of those personnel to support the RDC or this proposal would require that departments change their curricular focus. Cynically, I see this proposed curriculum as a plan to justify small departments with low majors increasing their faculty lines and potentially reducing lines for larger majors who would not necessarily contribute largely to the RDC (i.e., the sciences). I appreciate I may sound like "chicken little"; and given the current climate and limited resources - well, it feels like a part of the sky has already fallen... Where would the money come from? Using "matter is neither created or destroyed" as a metaphor, I fear some department(s) will have to cover the "created" costs.</p>
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Drake, like many schools, faces financial stresses caused by national demographic shifts. It seems to me that any proposal that might make it harder to attract good students is only going to increase those stresses. It is not clear to me that this proposal will attract more students (not that students come here because of our excellent general education program in the first case). It is also not clear to me how the faculty workload might change. I hesitate to vote for any proposal without a clear sense of what support (in the form of time, teaching workshops) will be forthcoming and without any sense of the possible consequences on existing programs.

The RDC proposal has, however, opened up the possibility for serious, honest conversations about the purpose of a general education. I hope those conversations take place.

I understand that the 'first vote' is basically meant to determine if this conversation needs to continue, and is not binding in any way, but I feel like there are still many question marks that I (and I'm sure others) are simply unsure about the RDC overall. In addition, I completely understand that it's not worth the time investment to answer these questions and address these issues without knowing that there is at least some general support for the proposal, but I can't imagine that I'm the only faculty member to be 'on the fence' simply because the RDC seems so theoretical at the moment and isn't yet able to address these issues. Either way, thanks to all those involved for developing the RDC and allowing us to have this conversation.

I think that there are also issues in terms of resources to implement this, but realize that that is a separate question which will be investigated later if warranted. My comments are regarding the RDC, feasibility aside.

It's totally unclear when you're planning on starting this (as in, admitting the first non_AOI class). DHC's memo indicated 2019, but I've seen other communications that say 2020.

I was appalled at the turnout of sitting Senators at the open fora. The one I attended (and I heard the other one was similar in turns of Senator turnout) had only six or seven voting Senators, or roughly one in four. Reading summary notes is NOT the same as sitting in the same room as your colleagues and hearing from them directly. I guess the rest have made up their minds and don't want to be troubled with alternate viewpoints.

Has any effort or consideration gone toward identifying methods for assessing the existing general education curriculum in terms of the approved outcomes? Would be curious to know if resources (i.e., time, energy, finances) required to develop assessments for the existing general education curriculum would be different than developing and launching a new curriculum AND assessments concurrently (i.e., RDC proposal, and assessments to follow). It is also somewhat concerning that there is no faculty input once the financial/resources investigation has been completed.

- Why does faculty senate make curriculum decisions? Is this a flawed process? Where is undergrad curriculum in this process?

- Why is senate making the decision PRIOR to a resource review? Doesn't that impact the decision? Should it?

- Why is a full faculty vote not needed here? Wasn't there a full faculty vote for plus/minus grading? Isn't this just as impactful to the university and faculty?

I am disappointed in that there was no input from external sources (employers, alumni, community leaders, etc) as to what skills our students are lacking which would be helped by a revised general curriculum. In this day and age of evidence-based, decision-making processes, Drake has dropped the ball.

I fail to see how the Wabash report can/should drive this process. Although assessment of curricular outcomes was described as being difficult with the AOI curriculum, we have no evidence that the curriculum is not working for our students (based on their post-grad successes). Do a better job of assessing the current curriculum (and get feedback from external constituents) before deciding to blow it up.

I HIGHLY DOUBT ANY HIGH SCHOOL STUDENT ATTENDS A PARTICULAR COLLEGE/UNIVERSITY BASED ON ITS GENERAL CURRICULUM. It is the strength and reputation of specific programs/majors, the unique experiential and co-curricular opportunities and the opportunities for second majors, concentrations, minors, affiliation agreements that add value to a Drake education - this makes recruiting and retaining much easier during these times of intense competition for students.

I showed this to a non-voter at Drake and they called it "assessment mumbo jumbo."

If we are going to do an overhaul, it had better be bold. If we're not doing an overhaul, then what's the point?

Such a change in curriculum would seemingly have repercussions in terms of transfer credit, AP coursework, study abroad substitutions as well as potential marketability ramifications for prospective students and obvious resource implications. Yet, these areas don't seem to be adequately addressed within the proposal, nor by senate reps. Greater due diligence in these areas would be helpful.

there was not enough representation from Arts and Sciences.

It is irresponsible to have spent so much time and energy on a new curriculum without also investigating how much it will cost and how it will help us attract new students. If the RDC requires additional resources (where does that money come from? what do we give up to fund the RDC?)

The RDC is idealistic and aspirational and conceives of students as citizens. Most of the criticism of the proposal strikes me as pragmatic and bottom-line oriented and conceives of students primarily as customers who are here to purchase a product.

If the issues mentioned above regarding transfer and high school students with AP and/or community college credits were sufficiently addressed, I would be very supportive of this plan.

Thank you to those who've worked on this proposal. It's a difficult process, and I appreciate the spirit of the reform proposed.

The budget impact of this proposal should be investigated BEFORE the vote. Why does the process of curricular revision seem so bureaucratic, that even if a proposal had SOME merit, it cannot be modified in the voting process to the needs of the students and faculty? How many proposals will this be that will most likely fail because they need some modification? So disappointing for all the people who worked so hard on this.

While I appreciate the work the committee and various sub-committees have undertaken the past few years -- and I believe the process was appropriate -- the outcome is unacceptable. It doesn't matter if it took 4 years or 4 hours...this proposal does not serve the needs of our students, faculty, or institution.

I simply want to say that any curriculum change causes pain and friction and it is difficult for faculty to move out of "turf protection." I really hope Senate will have the fortitude to remind all of us that this general ed proposal has a SMALLER footprint (thus should not negatively impact majors/minors); that many existing courses can be taught through this curriculum; and that just saying "no" but not having put in the blood, sweat, tears and HOURS that this multi-school, multi-field task force put in (so much hard work doing nuts-and-bolts) to construct something is an almost unethical posture. We must transform the curriculum; accreditation depends on it. And, while there may be small changes that are needed, we should TRUST the diverse committee (folks with very different commitments, expertises and institutional locations), trust our colleagues, and support this exciting, innovative curriculum.

I believe the proposal could be modified to address my concerns while still maintaining the emphasis on interdisciplinary approaches. Such a modified proposal would receive my support.

I think we should look concretely at what we are trying to achieve -- more interdisciplinary courses, smaller courses, more writing-intensive courses -- and create incentives for faculty to create and offer more of those courses.

Even if the Faculty Senate were to pass something close to the current draft, I doubt that Drake's financial situation right now allows for finding the necessary funds. Just look at who is teaching the current FYS sections. There seem to be many instructors who were NOT hired to teach originally rather than actual full-time faculty members (i.e., not adjuncts either). How are we going to staff the second round of such classes, i.e., those suggested for Foundations II? If the administration were determined to find the funds, it would almost certainly have to come at the cost of other programs (math, science, professional preparation; see above) that I consider vital for a

comprehensive university.

I am not sure anyway why it is so difficult to assess the outcomes of the current General Education Curriculum. Just because some report from 2013 "identified deficiencies in the AOI system" doesn't mean that they were/are too serious to overcome. If assessment is really the problem, we could just as well work on addressing that issue (in fact, we could have worked on this already for four years!), instead of coming up with something new, just because the new thing contains a bunch of buzzwords.

To summarize: Let's just face reality and forget it.

Drake will lose competitiveness due to the extra coursework required with the new curriculum. The transfer of science credit hours from high school should be maintained.

I would not support a curriculum until we are able to map current available courses to the RDC within the context of our curricular requirements. This is not the field of dreams ("...if you build it, they will come..."), because we mandate something, doesn't mean people will create course work that meet the requirement. Even though there are less required credits than the AOI system, we are able to double count many for our major, thus allowing enough flexibility to meet both the needs of our professional requirements and the Drake curriculum.

I hope that the results of the survey will be shared publically unedited.

Please see my memo to the senators at large. John Rozycki

I am not supporting change for the sake of change. If something is working, continue with it. Unfortunately, there are a few faculty in the University that are promoting the change but in my opinion it will not serve the overall University well!

While I question the keystone sequence, I think this is a move in the right direction.

As a parent, I would look elsewhere for colleges if I found out my student's previous collegiate work would not count toward the curriculum.

Sounds like this could widen the occasional campus split between the liberal arts and professional schools, which would not be good for Drake.

I think we should look into some type of hybrid - "best of both worlds." Allow transfer and AP credits to count - set it up so we do not have to add on an additional semester for our professional PharmD program. Perhaps some of the earlier and later courses are not so specialized. I really like the new outcomes - perhaps we can look at making adjustments to our courses that we already have in place for the AOIs/current Drake curriculum.

In the end - perhaps the Pharmacy program should not be a part of the Drake Curriculum - perhaps there should be a special 2 year undergrad program - and then we just go into our 4 year professional program.

I am very aware of the drawbacks in the AOI system, but is there a way to tighten/refine this system such that we do a better job of creating a meaningful general curriculum.

Why reinvent the wheel? We have Liberal Arts courses that can serve the purpose that they have served and can continue to serve. Do you truly think a student can achieve some Global competency without studying abroad or being forced out of the Iowa/Drake bubble? Do you really believe that desiring an outcome called Synthesis will actually mean that our existing courses (that will simply change their window dressing) will get students to whatever that is? If you truly want to do this (the RDC), then you need a wholesale construction of new courses that are specifically designed to meet those competencies, that are then offered in multiple sections each semester (i.e. the SAME course, not 5 courses from different schools that claim to meet that competency) and taught by a core faculty who are capable of and interested in teaching a course that achieves those competencies. We all know that Drake wouldn't spend the time and money required to make that happen, and that faculty are all going to put their fingers to their noses and shout "not it!" when it comes time to design and teach those courses. Other than losing our way as a liberal arts institution, we also have a faculty problem. Faculty would rather teach upper-level courses of 8 students in areas of our interest than teach FY/SO intro courses to 25-30 students. Thus begat the AOIs. RDC is not going to solve any of those problems, and most importantly, not be any different than what we have.

Let's save some time and strip out all the courses currently approved for AOIs that don't actually do what they are supposed to do. ENG courses for History credit? Really? 20th Century American Lit is a LITERATURE course, not a History course. Do you really believe that a History of Mathematics course capably and effectively introduces students to historiography? Or the same for History of Research Methods? Here's an idea: require students to take a HISTORY course in order to get History credit. Stop creating categories such as Quantitative Literacy and Values and Ethics that allow for ambiguous bleed and justification for any course and instead require students to take a Mathematics course and a Philosophy course in Ethics or Moral Philosophy to meet those requirements. Why is that so difficult? I am not a fan of the AOI system we have, but I'd rather keep them than spend time and money to do something wherein the only improvement might be that they are simpler to navigate—a goal we can achieve by hewing more closely to the liberal arts foundations it contains. There should be no AOI course offered outside of A&S. If we go with the RDC, then none of the professional schools should be able to offer an RDC course, because by definition they are not Gen ed.

Either we are a liberal arts university or we are not. If we don't care about the liberal arts, then let's at least be honest about it. If we DO care, then let's create a Gen Ed program that actually demonstrates that we do.

Students attend Drake because of majors. Focus resources on offering majors that are competitive in the 21st century job market at UG level, and on extending grad offerings. Three year degrees will become more and more the norm. We should work towards that with depth in majors.

Is our Achievement Rate really 99 percent? Does our current curriculum contribute to that rate? If so, there is greater risk slipping backward than reward capturing the final one percent. Next time give me larger boxes to fill in.

I wonder where the financial and human resources to do this will come from - we can't even come up with money to replace nasty tables in classrooms.

The absence of any plan for a faculty vote has no precedent at Drake. Students deserve trust and respect in finding their own way. Drake has been a solid, moderate, centrist university for a long time. How would rebranding as liberal-determinist be sold in Drake's traditional markets?

I support making changes to the AOI system. Implementing the proposed RDC would be irresponsible.

I support the addition of 3 credit hours specifically devoted Keystone topics, especially for new students. I do not support the current RDC proposal of the 9 credit hour Keystone sequence, that is too much to require of all students.

I would be happy to see amendments to the RDC to correct some of the issues I mentioned in my other comments. That is, I am not opposed in principle to it, but it needs some significant fixing ...

I appreciate the years of work that has gone into this proposal. If you really want to modernize the program in a way that is appealing to students, I suggest reducing the number of requirements/restraints. Freedom and individualized study is the future. It might not be the best thing for all students, but if advising was beefed up, it could work. I think Grinnell's system is something we could look towards. In a previous institution I worked at, students took a first year sequence (first year writing and first year research seminar), 2 humanities, 2 social sciences, 1 math and science. The rest was up to them. There is an elegance and appeal to such simplicity.

Having 3 advanced courses focused on the same issue (race and diversity) even thought through different approaches, seems a bit overwhelming. I do not know what to say.

thanks

I think that the current AOI program could be modified in such a way so as to effectively address the issues that these revisions are meant to cover. Information Literacy could be switched to FYS Part II, in line with the First Year Foundations proposal. It's possible that several of the existing AOIs could have requirements at least partially shifted to the descriptions in the Cornerstone category (Artistic Experience, Global Citizenship, Scientific Literacy, Quantitative/Critical Thinking [potentially merged for Symbolic Literacy], and Historical Foundations/Engaged Citizen [potentially merged for Civic Literacy]). A new category of Topics in Diversity—given similarly broad scope to the others—would be absolutely appropriate; one could even organize two required courses based on oppositional lines (Topics in Historical Diversity and Topics in Contemporary Diversity; Diversity in America and

Diversity in the World; or other such classifications.
I think the current RDC might simply be too ambitious for us to undertake right now. It's not obvious to me that we can evolve into it, and given resource constraints I'm not convinced that we can get "there" from "here."
A would much prefer to see Drake invest its resources into revamping/rehabilitating the AOIs one at a time.
This doesn't work well with our professional programs and how we've built them to attract and advance students. It doesn't work well for our undergraduate students either since it severely jeopardizes our excellerated tracks and articulation agreements- all which attract students.
What happens when the faculty "vote" goes 53% to 47% and the Senate vote is 13 to 11?
I would like to be able to support the RDC, but given the current process, I cannot do so in good conscience.
The current faculty senate does not represent the diverse opinions on what constitutes a general education curriculum. If it did represent all faculty then this proposal would have been stopped long ago. If it is adopted it will have dire consequences for Drake's future because it will hurt enrollment and will make our current budget problems even worse. I am strongly opposed to the RDC because it is more related to indoctrinating our students rather than educating them to compete in a highly technical world.
I don't see any problems with the current Drake Curriculum. The proposed changes will incur significant costs to implement and may limit or significantly discourage transfer students.
Transfer process/evaluation process for transfers should be more clearly defined. I get that you can't say how many transfers would be counted...but maybe defining the process that would be used if determine if outside courses meet the standards of the new RDC would help.
No matter what opinion I may have, it will be passed anyway, so why take up my time with this farce of a survey?
I would welcome a further reduction in its footprint: eliminate one of the three required courses in the cornerstone, one of the two semesters of FYS, and the lab (why does one need a lab to learn about the kinds of issues and methods of science as part of a GENERAL education. Lab experience is not a mode of discovery in the sciences at Drake and, as techniques-based courses, they have little bearing on the broader aims of a gen-ed for the non-scientist.
Some options to consider are: <ol style="list-style-type: none"> 1. Using a tiered approach to previous degrees, transfer credit or AP/IB credit. An example could be that college course work in one or more areas meets requirements at least through the cornerstone level. An IB diploma would meet all levels of requirements, including keystone level, in all areas. This is due to the very robust and in depth study that required to receive an IB diploma. AP could count toward fulfilling at least cornerstone level courses in areas where the student has taken course work. This may be a more complicated approach, but it does a better job of recognizing student achievement than the RDC proposal. 2. An assessment system revolving around the approved outcomes needs to be developed. This should validate the "deep learning" that the RDC is striving to produce. It also allow for additional flexibility for students to demonstrate understanding that provides a path for them to opt out of some requirements. 3. With a set of approved outcomes, each degree program could define their own way of meeting these outcomes through course work or other activities. Degree programs would need to demonstrate the outcomes are being achieved, but the pathway toward achieving them could be very different for various programs across campus.
Bottom line; If this plan affects financials negatively because of the points above it will be not only a failure but have the potential to have catastrophic financial effects on the University
What do you mean that this is a non-binding survey? Does this mean that ultimately the senate will decide no matter the vote? This is ridiculous and you ought to be ashamed of yourselves if this what you are planning on doing? The senate should represent the will of the people and so let our votes count. Otherwise, don't bother asking for out votes if you will end up ignoring them.
As I read Pisarsky's note and attachment, it seems the "impetus" for reforming Drake's Gen Ed was that Drake's AOI courses were too varied to assess properly, according to the Center of Inquiry consultants. Yet our competitors seem to have quite similar Gen Ed requirements—lists of courses "varying in class size and pedagogy." So I question the need for reform.

COMPREHENSIVE UNIVERSITIES SIMILAR TO DRAKE

Creighton University general education requirements

<http://catalog.creighton.edu/undergraduate/undergraduate-curriculum-degree-requirements/>

Bradley University general education requirements

<https://www.bradley.edu/academic/colleges/las/departments/bcc/AI/>

University of Richmond general education requirements

<http://registrar.richmond.edu/registration/undergraduate/gen-ed.html>

Ithaca College general education requirements

<http://catalog.ithaca.edu/undergrad/programsaz/integrative-core-curriculum/>

University of Evansville general education requirements

<https://www.evansville.edu/registrar/downloads/EnduringFoundationsGenEdJune2017.pdf>

University of Dayton general education requirements

<http://catalog.udayton.edu/undergraduate/cap/approvedcourses/>

OTHER DRAKE COMPETITORS

Cornell College of Iowa general education requirements

<https://www.cornellcollege.edu/registrar/degree-requirement-checklists/>

Iowa State University, College of Liberal Arts & Sciences general education requirements

<https://las.iastate.edu/students/academics/general-education/>

University of Iowa, College of Liberal Arts & Sciences general education requirements

<http://catalog.registrar.uiowa.edu/liberal-arts-sciences/general-education-program/>

Course lists at

<https://clas.uiowa.edu/clas-core/requirements>

I would love to see a gen ed curriculum that's more like the Honors curriculum. Fewer AOIs, more opportunities for integrative learning. Also, I don't love teaching FYS once a year, and I sure wouldn't want to teach it twice. Who will staff that second required first-year course? Art has enough struggles finding faculty for one FYS, let alone two.

I would be very supportive if the foundations II courses were eliminated and another science/math/computer science course were required.

The Wabash Study indicated that we need to do a better job of assessing the learning outcomes of our curriculum, not that the current AOI system wasn't working, which was directly stated at the first Town Hall meeting. That was misleading. We need to just re-work the current Gen Ed curriculum to improve it. Now is not the time (budget & enrollment challenges) to attempt to implement a new Gen Ed curriculum. In order for it to work for transfer students & the professional schools, it'll have to be watered down so much as to make it unrecognizable.

I am very concerned about several things.

1) It seems very resource-intensive. At a time when we already find it difficult at best to cover all the expectations of our faculty (e.g., FYS), they will be increased. Any required changes in what we teach, how we teach, or with whom we teach we be added on top of our faculty's workload.

2) If the RDC is adopted, the transition to the new curriculum looks like a big job. How will we handle students who have one, two, or three years invested in fulfilling AOIs? Will the RDC result in changes to majors, and if so, how will that affect students who are part way through their programs when the RDC takes effect? At any one

time, will we be teaching courses to satisfy different curricula (i.e., the old one and the new one)?

3) How will this affect transfer students? How will this affect their progress toward a degree? And if they are allowed to satisfy significant parts of the RDC with transfer credits, will the RDC actually be accomplishing for those students what it sets out to do?

4) More important, how will changes in the curriculum affect recruitment of students coming directly out of high school? As a draw for these students, the new curriculum would need to be at least a neutral. Obviously, being a positive would be better. Is there reason to believe this would help recruitment - or at least not hurt it? Do we have (could we get) data to support that belief?

5) The financial condition of the university must be considered. We already face challenges. We should engage in careful, thoughtful study before adopting any kind of change, whether in curriculum or any other area that could significantly impact the university's revenues or costs.

We should have data-based reasons to believe that either a) the RDC would have a positive (or at least neutral) effect, or b) not adopting the RDC would have a negative effect on the financial strength of the university, before we do this. Are we willing to take a potentially serious risk without learning what we can about this first?

Can we please go back to the basics? Every student takes courses in history, social science, natural science, math, and English. Isn't this what liberal arts education supposed to mean?

In a time when enrollment numbers are critically low, this is more likely to hurt the university than help it

I don't understand what is wrong with the current AOI system. It seems to me we could make some tweaks to the current system rather than scrapping it and starting with something extremely different.

The admin at Drake has pounded into everyone's head - "enrollment! enrollment, enrollment!" "we need faculty to make calls to high-schoolers, do more visits with parents, be more involved in the push for enrollment!!!!!" Faculty have, we have responded to the call.

This initiative and pressure from admin, seemly appropriate, to get faculty to have more 'skin in the game' with the keeping the institution afloat during this difficult time in private-higher education, as done a disservice to any hopes of gen ed reform. By essentially using fear of budgets and enrollment into the minds of faculty - everyone is in the mode of survival. Anything that will take a reorientation of teaching, additional resources, lower the teacher-student ratio, ect. is falling on ears who have been primed to resist. This is not the fault of the faculty. Personally, I love the RDC. I think it is both admirable and important to do. However, the current environment is not amendable to this change. In part, due to the 'fear' that faculty have in declining enrollments and tighter budgets, AS WELL AS the push for GRADUATE programs (in response to market demands) rather than a focus on improve the quality of existing programs/units, i.e. gen ed.

The only solution I can think of, is somehow separate the requirements for the RDC from those getting graduate degrees as well as those who are transferring in. I know that waters it down. But I don't know what else I can suggest.

I think the initiative needs re-branded to 'firming the foundation' that the combined+grad programs are built on. New graduates in recent years are criticized by being emotionally immature and not responding well to conflict, not having 'grit' or resilience. I think this new RDC could address those concerns, but the RDC committee should talk to schools in terms of responding to what we are hearing about final year students or employers of new alumni. Rather than framing the RDC as just the 'right thing' to do.

We do not have sufficient data to make an informed decision.

We will never have all the data we want to make this decision... but it would be reckless to make the decision with the data we currently have.

It seems to me that an incremental alteration of the existing AOI system would be far more attainable given current budget conditions than a wholesale overhaul of the curriculum. Faculty are already being asked to do much more with less. The realities of implementing the RDC seems like an overwhelming additional burden.

think it through before implementing!

Stop this!

Please, please, please pass this curriculum as soon as possible. We have been discussing the need to revise the gen ed since I arrived at Drake more than a decade ago! This system is UNQUESTIONABLY better than what we have now! Let's start improving our students' experiences right away.

Please do not implement RDC and make the enrollment issues even worse. Student advising is already very administrative (I spend most of the time ensuring that they have the right classes and should be allowed the ability to visit with them about career planning). With the drastic changes in the RDC, I am very nervous about being responsible for the administrative aspects of ensuring that my students are meeting all the criteria for graduating on-time.

NA

The proposed timeline is incorrect. The feasibility study or resource impact of the RDC should be done BEFORE the faculty and Senate vote the first time. I need a CBO score to understand how this will impact the college and university before I can support this. Once this passes, even if the resource impact is negative, will the Senate then really vote it down? I would be far more comfortable in voting for something if I had all the details.

Currently curriculum shows no issues that are well documented. Changing to change will cause issues for many professional programs. Move back to each college having their own or have specific requirements for each and waiver circumstances.

I don't know that we have the skill set to teach the courses are they are outlined without major training for faculty. We can't co-teach all core classes.

We are struggling as a university to recruit freshman: our numbers are dropping each year. With that in mind, any changes in curriculum should encourage admissions rather than discourage. I understand the desire for a "Drake Identity", but if that is complete at the sacrifice of admissions, then the process has failed.

No. Just no.

Q6 - What

College/School are you a faculty member of:

#	Answer	%	Count
1	College of Arts and Sciences	36.93%	65
2	College of Business and Public Administration	22.73%	40
3	College of Pharmacy and Health Sciences	23.86%	42
4	Cowles Library	5.11%	9
5	Law School	1.14%	2
6	School of Education	5.68%	10
7	School of Journalism and Mass Communication	4.55%	8
	Total	100%	176