

GUIDING PRINCIPLES of UW NEXT GENERATION GENERAL EDUCATION COMMITTEE

KEY VALUES FOR PROGRAM DEVELOPMENT AND ENGAGEMENT

As we engage with one another in this process, we hold these values at the forefront of our effort and attention:

- **Transparency:** Because we seek to maintain trust with stakeholders, we value the need to keep a wide range of interested parties informed throughout the process. We value consistent documentation of the committee's work.
- **Dialogue/co-creation:** We value authentic, ongoing efforts to listen to and solicit input from stakeholders and to be responsive to feedback and input.
- **Realistic awareness of constraints:** We value the honest acknowledgment of existing structures/systems/policies. We also recognize that our work *will* disrupt current practices.
- **Intentional design:** We value a design process that is tied to learning outcomes and that does not sacrifice good design to existing structures and assumptions.
- **Attention to the needs of transfer students.** We recognize that UW students transfer to and from other higher-ed institutions both in and out of state, and we value their time, effort, and judgment. This value implies a need for early collaboration with community colleges and Wyoming Community College Commission, attention to the WICHE Passport program, input from the Registrar's Office, and communication with Wyoming Department of Education, trustees, and state legislature.
- **Diverse forms of data and evidence:** We value information what will help us integrate current trends at UW, existing and emerging practices at programs elsewhere, and research about best practices in teaching and learning.
- **An abundance mindset:** We recognize that scarcity often leads to development processes underpinned by exhaustive repetition of content-driven curriculum. We recognize the process as an opportunity to argue for resources for both educators and students to thrive in a space of abundance. We also value the NGGE process as an opportunity for change and growth (including the incorporation of slack and authentic problem solving into curricula), rather than taking for granted existing scarcities (budget, staffing, knowledge, etc.).
- **Capacity-mindedness:** We honor real limits on faculty capacity as we simultaneously recognize gen-ed revision will create new needs for faculty support and development. We also recognize that providing input takes time and energy, so we value an efficient participatory process.
- **Assessment:** We value a meaningful (learner-centered, specific, and measurable) assessment as a cornerstone of overall program design. We also value learners as co-constructors and co-participants in assessment processes.
- **Material and structural support.** The committee's work is based on a good-faith expectation of strong university investment in the programs, departments, and structures necessary to deliver a meaningful, high-quality general-education program. This means real investment (e.g. time, stipends, structures, job descriptions) and faculty development to build a culture around the philosophy that frames the new program.

PRINCIPLES OF PROGRAM DESIGN

As a *result* of our work, we seek to achieve a final program design that is ...

- Student centered
- Navigable and understandable
- Inclusive
- Expansive and holistic
- Sustainable
- Assessable
- Oriented towards transferrable skills and knowledge of civic, personal and career value
- Oriented toward students' development as self-regulated and life-long learners
- Tied to UW's mission