

General Education Final Structure Survey Report on Creativity Outcomes

Survey Items Relevant to Creativity Outcome

Note. All items were rated on a scale from (1) *Really Dislike* to (5) *Really Like*.

Q8 A novel element of this structure is the Lab requirement associated with the Creativity box in Tier 2. The lab would require some creative activity by the students. Please evaluate different methods of delivering the lab requirement.

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

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

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

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

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

Results

Means for Survey Items (Q10 – Q13) By Creativity Teaching Status (Q9)

Teach Creativity?	Embedded	Separate & Aligned	Separate & Not Aligned	Waiver
Yes (N = 47)	3.00	2.40	3.16	3.67
No (N = 112)	2.82	2.19	3.33	3.38
Missing (N = 89)	2.75	2.75	3.75	2.50
Overall (N = 248)	2.87	2.26	3.29	3.44

Comments from Likely Creativity Teachers

Note. Comments from all respondents are in the full report.

This is a really great idea, but is support in the form of additional faculty going to be provided to the arts departments to facilitate this? Especially if the 1 Cr lab is separate from the 3 Cr course... lab classes in creativity would need to be small classes, that means lots of sections.

Is the university prepared to let the arts departments hire more faculty for this? I love this idea but worry about support for it
I think this is critical. Anyone graduating should participate in some sort of creative arts. It is important for a balanced life.
"I like the idea of a course which requires a visual or performance ART lab. This could be drawing, digital media, improvisation, dance, glee club, theatre, newspaper, radio, song, storytelling...
However, if the course is Creativity with a Lab, then applied mathematics, CAD, or any other subject could fit into the definition of Creative Activity Lab. For example, in Daryl Smith's Lakeside Lab Tallgrass Prairie course, the final project was to develop your own classification of North American Prairie types. There was no correct answer, no hypothesis, no protocol for completion of the project. The objective was to develop organization and communicate about it - this is creativity. Maybe this is the intention is, but if it is we could end up with a campus without any arts. I sure hope not. I also hope we don't perpetuate the myth that creativity comes out of art. Art, science, cooking, farming, medicine, mathematics, every human endeavor comes out of creativity not the other way around.
I like everything about the new plan save the use of the word Creativity."
"I fully support including a creativity component in our students' educational plans. Classes that foster creativity would provide students the opportunity to engage with or continue to engage with the arts during their time at UNI regardless of their major. The arts bring diverse groups together to share in a profoundly human experience, and involvement in the arts has been demonstrated to have positive effects on mental health, which is very relevant on our campus. In my experience, students of all disciplines are hungry for experiences which stretch them beyond the everyday and ordinary, and the arts are havens for examining life in the broadest terms and frequently feature transcendental experiences.
However, the model proposed raises some concerns.
1) I know that are not many readily-available courses that provide both a lecture and lab model within the School of Music; I don't know if the art and theatre departments have these courses already in their offerings. It would require some creativity to accommodate both lectures and labs into the SOM's offerings in addition to the courses necessary for current music majors.
2) Knowing the present schedule demands of the SOM faculty, it might be difficult to offer enough courses with labs to meet this requirement for the student body without hiring additional faculty.
3) The option to count club-based creative activity toward this requirement demeans the requirement because club activities feature no objective, expert standard to judge the student's degree of participation or hold students accountable for substandard performance. How would student performance be assessed in a student-run club activity? Would a student who sporadically participated in a glee club get the same degree of waiver as a student who faithfully attended their pottery class and lab? How would such participation be

documented? Would the requirement simply be participation, or are we trying to help students gain some degree of mastery in a basic creative skill?
4) Even if the above concerns with the waiver were met, the waiver itself would place the creativity standard on a lesser tier than other subjects. It would be like allowing a student to opt out of basic accounting because they correctly used Turbo Tax to file their taxes.
5) If there were to be any waiver, it should be to students majoring in a creative field, akin to waivers for student athletes. Student athletes are held to a higher objective, measurable standard than their peers taking general physical education classes. Music, art, and theatre students should be the ones receiving a waiver, since their creative classes hold them to a higher standard than those I would anticipate having in a general education creativity course.
6) There should be a consensus among faculty teaching in this area that students should be held accountable to actually develop some creative skill. While enjoyable, the class shouldn't simply be an easy, stress-relieving outlet that they pay for as credit. It, like a communications course or accounting class, should seek to teach a skill that students can use throughout their life and career. "
I think it is a very good idea. All students need an opportunity to be creative.
I can see lots of pros and cons to how it gets delivered and don't really think the structure of it matters as much as having it required of all students.
I don't think the structure of its delivery in the curriculum matters so much as that every student is required to learn about creativity and imagination.
hard to facilitate--- think diversity across creative disciplines is important. If a student is already into music, they should learn art. If a student is in painting club, they should learn music.
Creativity through productions (theater, dance, etc) are the execution of someone else's vision (not the student's), I would for this reason discourage the participation waiver.
The creativity lab is a stupid and untested idea. Is there data to show that such a lab has any beneficial impact on students? It would both be a nightmare to schedule and intrudes into the faculty control over curriculum by changing the nature of individual classes.
Creativity shouldn't be approached as something that only exists in the arts. It can be embedded into science and history courses, and encourages the development of creative problem solving skills.
I REALLY appreciate this requirement. It also should be highly flexible. We should not limit the way this is carried out and I do believe it needs to be separate from a specific course. Tying it to a course may in fact limit a student's creative, which is besides the point.
A one-hour course is not a very substantial experience in creativity.
It is essential to have but I do not want areas who focus in creativity to lose students in their areas.

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

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

"I think if you want areas to fundamentally change their general education offerings, you need to make sure that there is available staff to teach the courses. Right now, this is a significant problem. Also, there will be equipment needed to develop these new courses -- art supplies, equipment, etc. There has been little investment in equipment the past few years in many departments, and I am afraid that these new offerings would divert desperately needed funding for the equipment we need for majors. I like the idea of having creative elements in these classes, but without a guarantee of financial support from the administration to help departments make the changes they need to accommodate this, it would affect our ability to matriculate majors.

I am also concerned about this interfering with the way students interact with general education courses offered in the arts. For example, I would find a class where I learned about how to appreciate ballet fascinating. I don't want to take a class where I have to actually dance. It is completely possible to appreciate the arts without being a participant, and I am concerned that adding any ""hands on"" sort of activities would cause students to shy away from these courses. It is a great thing for future citizens to understand how to appreciate visual art, attend a concert or play, or read creative works of literature. I just don't want to discourage anyone by telling them that their attention and appreciation isn't enough.

In theory, I like the idea that participating in an already-formed activity, like a musical ensemble or theater production, could be a part of this. However, something to consider is that this could discriminate against students from lower-income backgrounds or rural school districts. In order to be in a theater production, one would need to audition. If you attended a school district where there was little or no theater education, it is less likely that you'd be accepted at an audition. If you come from a family where buying or renting a musical instrument or paying the fees associated with participating in a choir were out of reach, then you will be unable to participate in these activities. The way the liberal arts core courses in the arts are set up now, anyone from any background can participate and learn. We don't want it to seem like students from wealthier backgrounds are going to get a different experience at UNI than those who are not privileged. "

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

I think that running these creative classes as workshops would be a great idea, so students can put the knowledge they are learning to practical use in real time, instead of in a separate course and potentially with a separate instructor. I would also caution against waiving

<p>students from this lab because, while those elements are creative in nature, I don't think that it would necessarily align with the SLOs of a creative course.</p>
<p>I think this is very important to preserve due to nurturing creativity being an important, human outcome.</p>
<p>I need to learn more about the labs, and examples...</p>
<p>I understand the premise of the lab, but do we have the resources in all departments to have enough seats in a lab setting? I want to be sure that this is feasible on our campus.</p>
<p>Retread</p>
<p>I think the Learning outcome on creativity is much too narrow a vision of creativity. All original work is creative. Lab is not needed. A focus on creating original work would be much better.</p>
<p>Should be flexible with this lab and it does NOT need to be attached to a specific course. It can be more general. For example a 3 credit course on creativity does NOT need a specific lab to go with it. The lab could be any lab with creative writing or dance or brainstorming experiments or music, etc.</p>
<p>Without more information on what this actually looks like it is hard to determine how useful it may be. I love the idea because students need more creative time spent with others. Learning how to spark ideas, take risks and work with others is essential to productivity.</p>
<p>I think two things need to be distinguished here: the student should practice the sub skills of an art form that the master artist has also practiced but reached a mastery of which we would not expect of the student. the student also would not be expected to create a final artistic product at the level of the master or professional. It has been my experience that there are aspects of one's intellect which one can only enter through the practice of these subskills (whether it is literary use of words, creating a painting, practicing a musical instrument). and such subskills would be seen in things like dance and sculpture, too. Also, the faculty could incorporate a practice-lab element in one's course, but I'd prefer to see the lab as a distinct hour, like we do with science. There are many factors involved in getting such a lab set up, and in our situation this might not be possible, but I think UNI's LAC program can be distinctive and a beacon for liberal education by advocating for this creativity lab.</p>
<p>I love the possibilities this lab requirement opens up. I like embedding it in a course so that it doesn't just feel like a hoop to jump through but is genuinely part of the learning.</p>
<p>I do not see or understand if the "Creativity" SLO includes "Design" activities (which embodies a particular "Technological" method that is different than "Artistic" or "Scientific" methods). The above creativity examples of waiver appear to be solely artistic.</p>
<p>I think I like the idea of a Creativity Lab, but it needs to be defined further or some examples should be provided. I'm not really sure what this would be.</p>
<p>This has not been discussed with the folks teaching potential classes in this category. This COULD be awesome - and COULD be impossible. More info is needed, more consultation</p>

sought. Moving forward without more discussion (with involved parties) is not going to work. Assumptions being made that could potentially not work - OR could be glorious! Let's talk more before cementing an idea (without discussion).

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

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

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

"I currently embed creative thinking or making activities in most of my courses. Cost and management of materials is the main factor that impacts how that works out. I don't mind disconnect between courses and labs if the faculty members can all show how their choices in content or activities align and can be assessed similarly.

I think our students should be doing as much as possible. There is a better chance of the information coming to life or being memorable. "

Seems potentially redundant for some disciplines where practicing the art in question is inbuilt into the learning process (creative writing, for example). Makes more sense for some arts (theater, perhaps?) than others. Does this need to be standardized? Could both options be available, and a given instructor choose to use the lab option or no?