[3]Something Important and Beautiful and Bigger Than Me´

Both of these tasks have a great deal of bureaucracy around them. But they are about something so much more± D E R X W W K H ³ E L J J H U ´ Y L V L R Q W K D W Z H Q H H G W R K This work is certainly about the learning that happens while our students are with us.

But it is about more than that. It is about their life journey and the foundation that you are creating for the journey, the platform from which they will launch themselves into the world. the midst of the dailin H V V R I R X U Z R U N Z H P X V W U H P H P E H U W K D W , W F U L W H U L D , W Z R Q ¶ W E H D V V H V V H G % X W L W L V W K H P R V W

Finally, academic positioning. The goal of academic positioning is to embody the spirit and to nurture the culture that underlies what we are doing with General Education. The structure and outcomes that we embed in our General Education Program are not meant to be the lasting structure and outcomes for the next forty years; they are to be assessed and reviewed annually, and refined, and overhauled as we see fit. That is, academic positioning is about learning to be innovative not in fits and starts, but as a part of who we are. We must become more nimble to be responsive to the fast changing climate of the professional world of higher education. If we do not, we will become obsolete.

At its basis, as I stated in my April 24 email, academic positioning is about H D]W> L Q J conditions under which excellence in teaching and learning, scholarship, and service can flourish L Q W R W K creating D X ³ F ´ O W X U H R I L Q Q R Y D W L Q Q reviewing and refining our academic programs; and considering our academic structure.

You will hear more about academic positioning soon. Most importantly, we must remind ourselves as we engage this work that it is about something bigger just about solving problems, one at a time, but about creating the conditions under which the University of Northern Iowa will thrive.

I ask myself this question every day: How can the work we do together make UNI a better place ±not just for ourselves, but for our future faculty, staff, and students?

7KHUH LV VR PXFK PRUH WKDW ZH DUH GRLQJ WRJHWKHU W
transformative work±collaborating with faculty leaders on shared governance and the Faculty Handbook. Our commitment to working together has been enhanced over the last few years and that commitment must be deepened and embedded in our culture, our systems, and our processes.

I want to thank all of you, all of the faculty who work so tirelessly to offer our students opportunities not only to develop their intellectual capacities, their habits of mind, but also their social-emotional and psychological capacities, their habits of heart and habits of spirit.

Students who journey with us have the opportunity to become whole human beings prepared for professional careers, prepared to be active citizens,
prepared to flourish and thrive as a result of the curiosity and engagement, the confidence and humility, the care and compassion, the resilience and persistence that you model for and nurture in them.

This work, this daily work, touches so many lives and ripples its way out into diverse communities and into the future, touching so many more lives.

Thank you for your commitment, your dedication, and your passion. The world is a better place because of what you do.