

## GUR Referendum Question Results-2016 AS Elections

### General Education (GUR) Improvement Referendum Question #1: How important to you is revising General Education (GUR's) at Western?

Total Voters: **13562**

Choice 	Votes 	Percentage 
Important	998	53%
Neutral	683	36%
Not Important	204	11%

### General Education (GUR) Improvement Referendum Question #2: Which aspects of the proposed General Education program models do you think are most crucial to address in order to improve your satisfaction with the program?

Total Voters: **13562**

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Choice 	Votes 	Rank Points	Percentage 
Improved diversity requirement	1656	7171	15%
Coherent (understandable and consistent) structure and goals of program	1621	6715	14%
Relevance to major	1640	8020	17%
Fewer total required credits	1616	6024	13%
Ways to apply learning to real life situations	1633	7630	16%
Better writing and communication instruction	1596	5738	12%
General education instruction spread out across college career	1577	5041	11%

## **GUR Question Comments from Write-In Section**

When the school does not have the capacity to meet the student demand for major focused classes, why should efforts be taken to expand classes people do not want to take but are forced to take? When the issue regarding BIO 348 and BIO 349 are resolved so no student is told to apply to every nearby community college, then the issue of GUR's could be brought up. I have applied to 7 community colleges spanning the Puget Sound to take classes that are expected of me to complete by fall 2015 yet I have not been able to register for these classes due to the minuscule amount of seats available.

I believe the spreading it out amongst education, better writing and communication and ways to apply pieces are all already at play. I believe these are on here because as college students immersed in GURs it can be difficult to see that these three specifically are all at play already; we may not see their handiness because we are frustrated at the concept already. I think coherency and credit decrease, along with diversity reexamination, are most important.

GUR grading should be re-structured. Maybe on a Pass/Fail basis. So students (perhaps like a student going to law school) could take an interesting GUR without being constantly worried about their GPA and law school prospects.

I understand that Western is considered a Liberal Arts University. However, students should not be required to take the amount of GURs that we currently do. This costs students money that they do not have. The notion that GURs expand students knowledge to make them a well rounded student is outdated and inefficient. There is a reason why students tend to take the easiest GURs. Students should be able to take the courses relevant to them and to the major of their choosing.

Include a section on health education and violence prevention. What we have is inadequate

I think it would be valuable to include more GURs that pertain to sustainable practices. I think the curriculum should provide students with the information and inspiration to make more environmentally friendly choices in their careers and daily lives.

The Western/Non-Western dichotomy is a fallacious generalization which both ignores other cultures and is actually harmful to the ideal of inclusive and respectful diversity.

We need to have a required queer and gender studies course which integrates the intersectionality of race, gender, sexuality and class. Without this the student body will never be empowered with the critical thinking and knowledge which is necessary for real structural change.

As a person who suffers severe dyscalculia, I would like to see ways of supporting everyone's strengths and weaknesses instead of a pre-established cookie cutter structure. I'm a web developer for the school, got into grad school and several job offers, but am barely keeping my head above water in MATH107, and I fought hard to get into it. So if I'm okay to stand on my own and be successful, why am I not qualified to graduate or risk ruining my high GPA? I like Western but that's a horrible way to treat the people keeping you in business.

How about requiring WWU students, especially those going into Woodring College of Education, to take course(s) in American Indian sovereignty? Since they are the ones who will be teaching the future youth and we all know that the curricula in regards to American Indian sovereignty is non-existent in our current K-12 (and higher ed) institutions. Thanks!

The report you speak of is neither named, nor linked on this page. That's a real shitty thing to do, especially when some of these candidates are trying to increase transparency and the voting system isn't transparent.

As a business & Econ major, I feel that i did not have enough opportunity to take GUR/ Elective credits in the Humanities. I wish i could have been exposed to more philosophy/political theory/ history lit but never had a chance!

I didn't have the option to say that I was fine with the total number of credits, which I am. I don't think there should necessarily be fewer, but I ended up ranking it 7th.

We need to increase the QSR requirements to reflect the technological innovations of our current economy.

I think the GUR program is good. You're supposed to get a wide range of classes before deciding your major so that you have a little bit of experience in that academia. Having GURs structures around your major defeats the purpose. We're supposed to have well rounded educations. Not just an education in our chosen field.

For me, I do not see how taking Bio or Chem 101 help me in my political science/ social studies degree, in fact all it does is bring down my GPA. I feel like basic math is normal but math-based science should not be a requirement.

I transferred with my AA and have no personal experience with the GURs here

I hope that the revisions to the gen ed system do not limit people from getting a more broad education if they want it. I already think it's too bad that so many classes are limited to only students in specific majors.

I believe it is a misjudgment to think that a superficial study of a subject that a student is not interested in will help them in their education. A well rounded education is a vital part of attending a university, but I think a students time is too valuable to spend almost 2 years in general studies. In my experience GURs took a lot of time from my education that I wish could have been used in for my field of study.

We need reform around sexual assault and violence.

More gender studies would be a huge disservice to the student body (especially STEM students). Lower the GUR credit requirement to under 30cr and just let people work towards a minor/take exploratory classes they may actually have an interest in learning about. I'm a computer science major, would love to explore biology, maybe get into bioinformatics -this is impossible as a result of the current GUR system. I refuse to believe we can't do better for our future engineers and scientists.

I am not convinced that improving the "diversity" GUR is a matter that needs a vote; it is clear based on current campus climate that if WWU's cultural competence and "decolonizing" education was improved, we wouldn't have the same problems with racism that we are currently seeing. That should be a priority.

Coherent (understandable and consistent) structure and goals of program. There are a majority of students who do not agree that GURs benefit them. Helping them understand is just a front. The real goal is to convince them that they're wrong. Really, people can see right through this. Everyone knows the existing message...expanding your horizons and such.

I'm a student (1st generation European-American, straight, non-religious) who has taken African-American Experience, Jewish-American Experience, and LGBT Experience classes and what I have observed is that about 1/3 of the class is made up of people of those groups. When you ask them why they signed up, they say because they already have some background knowledge so it would be easy for them to pass the class, in short, an "easy A". I think this defeats the purpose of GURs. Telling a let's say Jewish student not to take the Jewish-American Experience class would be discrimination but I also think that it is not fair for those students who genuinely want to take the class and can't take it.

Along with restructuring of the "Comparative, Gender, and Multicultural Studies" requirements reform, I would like to see the addition of an "Environmental Sustainability/Stewardship" GUR requirement. This could easily relate to many of the majors offered at WWU, but more importantly, to being a better citizen. I believe at this point in history, it is of utmost importance for all people, especially students, to be aware of the environmental impacts of climate change and common unsustainable practices. Along with this issue, I would really like to see issues like divestment from fossil fuels and institutional transparency on future ballots.