

## The Bradley Graduate of the Class of 2010

**What are the skills, attributes and core knowledge that would characterize a model graduate from Bradley University in the year 2010?**

### Group 1

Career – related work experience - structured or not  
Take initiative  
Thinking critically – logical and consider to evaluate evidence  
Speak and write well  
Leadership – team project, lead a group, volunteer activities  
Desire to continue to learn – independent acquisition of skills and knowledge  
Content area – cultures contribute by time spent abroad, fine arts  
Developed as people, citizen of the world, all things – the world around them  
Appreciate differences (in populations)  
Working in teams rather than in competition as individuals  
Social responsibility

### Group 2

Literacy	Ability to interact – team building skills
Work Skills – modern literacy	Local – social responsibility - respect for others
Technological literacy	National – being aware, civic minded
Writing	World – awareness of other cultures – multilingual
Problem-solving	BLL – supports of BU with time, talent and money
Reading application	Human dimension – financial responsibility
Reading comprehension	Ethical
Self-sufficiency	Independent sense of life – long learning
Work ethic	
To use language with faculty	
Citizen skills	

### Group 3

Able to think critically – able to reason, set goals  
Prepared for a career, technically competent  
Effective communicator, strong interpersonal skills  
Good citizen, well rounded with understanding of the world and cultures  
Developed leadership skills  
Ability to go beyond individual interests, a team player  
To take responsibility, an effective leader, collaborator  
Developed personal and professional ethics  
Ability to research, find reliable information, life long learner

### Group 4

Respect for others  
Adult life skills (budgeting, safety, volunteerism)  
Connections to the community beyond/after college (active citizenship)

Social responsibility  
 Diversity education (faculty, staff, and students)  
 Professionalism and preparedness for work  
 Respect for the Bradley University degree  
 Holistic student development – producing a “finished” adult student  
 “Real world” experience

**Group 5**

Very prepared as young professionals	Work ethic
Prepared to handle projects	Stronger ethics
Above average communication skills	Taking responsibility
Time management	Awareness of their privileges
Communication	Literacy (stronger)
Work well within groups	Financial
Ethical, logical, literate	Writing
Critical thinking	Responsibility/accountability

**Group 6**

Critical thinking	Depth and breadth trade off
Problem solving	Complex world – must deal
Leadership	Engaged caring
Competence	Curiosity
Principled	Optimism
Social technical	Change agent
Research question	Positive not negative
Communication	Balanced
Thoughtful	Work/play
Relevant up to date	Family/society

**Group 7**

Goals for BU: 10 years

1. Increase endowment to at least \$1 billion
2. Be more selective (acceptance rate should be around 30% (endowment allows you to do that)
3. Also offer more full tuition scholarships to excellent candidates

Purpose of 1, 2, 3 better students – better academic environment

4. Increase participation of students in undergrad research (again better students – key here)
5. Become nationally not regionally ranked
6. Hard to leave – more ideas leaders

**Group 8**

Skills	Attributes	Core Knowledge
Communication	Adaptability	Cultural
Oral: public speaking	Confidence	Theoretical & practical
Written	Respect for alternative	knowledge

Read audience and match needs	opinions	Learning styles
	Ethics	Ethical
	Cultural awareness/	
Respect		
Flexibility	Empathy	
General thinking	Analytical	
Problem solving	Skills	
Internet evaluate	ID	
Resources	Inseparable	
Resource Unit: Time, Money	Locate alternatives	Core knowledge in variety Balance
	Credibility	Broad perspective
Ethics		

How to compete in a global economy  
 Focus on social innovation and entrepreneurship

**Group 9**

Skills: Critical thinking  
 Reading and writing fluency  
 Technical literacy  
 \*Learning how to learn

Attributes: Mental health, values-based decisions, respect for self and others – ego strength,  
 decision-making (and autonomy)  
 Flexible, curious, multidisciplinary “recognize the validity of different Englishes”

**Group 10**

Communication: oral, public speaking, written

Attributes –  
 Read audience and match needs  
 Adaptability, self-confidence, respect for alternative opinions  
 Ethics, cultural awareness

Core knowledge – cultural, theoretical and practical knowledge, learning styles

Critical thinking & problem solving: interpretation, evaluation

Attributes – interpretation, evaluation

Resource management: time, money technology

Attributes: know self, exploration, core knowledge in broad respective

Ethics

**Group 11**

Communication – oral – written	Ethical behavior/PSL responsibility
P-S and analytical skills	Career knowledge in major
Presentation skills	Interpersonal skills
Confidence	Appreciation for cultural arts
Cultural expense	Flexible
Awareness of world/national affairs	Appreciation for east/west tradition

Technological skills all 4 years  
Another language  
Professional experience (hands on)

Scientific understanding  
Mathematical competencies  
Leadership skills

### **Group 12**

Ques. Guides engineering curriculum  
Effective communication skills: gather, evaluate, \*Don't be a provider of pop culture  
Written skills  
Ethical base  
Critical thinkers  
\*Entrepreneurial mindset: social, technical, business  
World affairs and international study  
Foreign language skills  
\*Boundary crossing – moving into new areas of knowledge

### **Group 13**

Skills technology – literacy – its uses  
Higher level global responsibility  
Creative thinking, understand complex issues  
??? process plan/execute/report/problem solvers – old – new  
Research –online – academic  
Oral communication  
Attributes  
Communicate  
Relate  
Team work  
Individual work  
Appreciate one's ??? responsibility  
Engaged in world  
Global citizens  
Knowledge  
Science/math/writing/English/history/West Non WC – second language  
International education/study abroad  
Learn how to learn

### **Group 14**

Skills – writing/critical thinking/communication skills – command of their native language  
Ability and willingness to serve the community in which one lives and works  
Comfortable with technology and able to expand on that knowledge  
Positive self-image – integrity – team player  
Remaining open to life-long learning  
Basic math skills – mathematical logic  
Knowledge of world issues political, philosophical, knowledge and respect for cultures outside one's own. An experience abroad in another culture  
Proper social decorum, civil conversation, manners, etiquette

## **Group 15**

Renaissance person – able “to vote” /think critically

### Ethical

- Well rounded with world view
- Look for something new
- Open mindedness
- Take academic risks – new thought
- Know how to learn

### Self confidence

- Articulate
- Manners/etiquette
- Leader and follower work with others
- Practical experience

## **Group 16**

Written/verbal communication; synthesizing knowledge; honesty/integrity; work within groups; concerns for community; breadth of knowledge; critical thinking; well rounded; open minded and global perspective; some Spanish fluency; respectful of diverse experiences; sense of self; vision; hope; life long learning; research skills; culturally enriched; canonically knowledgeable; pluralistic in outlook

## **Group 17**

### Attributes

- Solve problems (report to, work with, work for them)
- Life long learner
- Leadership
- Professionalism
- Knowledge in service to others
- Think through an issue
- Self confidence
- Broader knowledge base fits into decision making
- Ethics
- Self responsibility/discipline
- Global perspective/understanding and better appreciation of other cultures

### Skills

- English reading and writing
- Basic (math literacy)
- Logic
- Understanding of basic scientific principles
- Management skills
- Entrepreneurial/creativity spirit
- Comfort level in expressing ideas in an open forum
- Willingness to defend position
- Interpersonal relationship skills
- Personal management/social skills
- Self knowledge of optimum work style and preference

### Knowledge

- Gen eds and logic and ethics (basic core)

Ethics across curriculum  
Writing across curriculum  
And where appropriate, mathematics across the curriculum  
Introduction to other cultures, linguistics, etc.  
Physical conditioning/wellness

### **Group 18**

Knowledgeable – articulate – social – well-rounded  
Ethical  
Compassionate  
Artistically sensitive  
Multi-cultural  
Confident  
Generous toward others  
Serene  
Understanding of others  
Competent and creative (critical thinking skills developed)  
Dedicated to profession and family and community  
A team player  
Politically involved  
Social conscience

### **Group 19**

Speak and write critically  
Become modern citizens  
Use technology  
Critical thinking  
Do research – create a product  
Travel abroad  
Historical context field  
Core knowledge A & S – why is that important  
Skills – Ability to use classical knowledge – core – every day

### **Group 20**

Skills  
    Research  
\*Think critically – take a position – defend it  
    Problem solving skills  
    Political awareness  
    Cultural literacy  
    Life functioning skills  
Learn /know how to learn  
    Analyze – see all sides – adapt if necessary  
    Ability to work with others for common goal  
Attributes  
    Curiosity

Life long learner  
Ability to adapt  
Tolerance/compassion of other's ideas and stances  
(Teach character?) Penalized for bad character?

Common themes: Critical thinking (areas of expertise, field of study) cultural literacy (local – global)  
Gen ed ?off campus because of done correctly critical thinking is taught here \*Learn how to learn  
(research, life long learner,)

### **Group 21**

Ethics  
Study abroad/international experience – world perspective  
Use of technology – resource/research skills  
Practicum/internship/hands on skills (especially in years that don't require it)  
Critical thinking skills/problem solving skills  
Strategic thinking/management/organizational skills  
Personal responsibility  
Core knowledge – appreciation and knowledge of liberal arts/humanities  
Ability to make judgments  
Savvy consumer of information  
Personal financial skills/financial planning/debt

### **Group 22**

Modern citizens  
    Technology competent  
    Employability  
    Praxis  
Humanitarian  
    World perspective  
    Ethics  
    Multicultural  
Successful in life – competent and creative  
    Finances  
    Adaptable  
    Organizational competence  
    Relationship  
    Self-directed  
    Life long learner  
    Competence  
    Self-confidence  
    Balanced  
Awareness – don't fear change – socially, politically, environmentally, esthetically, financially, core  
knowledge – A & S – understand strands of interdisciplinary

### **Group 23**

Interest in life long learning  
Skills to be an independent learner

Better critical thinking/problem solving  
General knowledge of western culture  
Sense of personal and social responsibility  
Employability  
Introduction to nonwestern cultures

#### **Group 24**

Leadership abilities – foster those abilities – no leadership without followers  
Able to think “outside the box” – critical thinkers, what really matters  
Well-rounded individuals – different aspects of world/human endeavors balance  
Enrich their experience while on campus  
Good communicators –especially written  
Core knowledge –  
    Enrich themselves with knowledge outside of their “core” area/college  
    Adapt/discern to global change  
    Goal directed

#### **Group 25**

Skills:

Solid background in fundamentals of program  
Practical experience in the area of their major  
Breath of education to prepare for working in teams and cultures and life long learning  
Understanding of global nature of life and economy  
Communication skills  
Understanding technology and its appropriate use  
Don't be afraid of change

**What courses or experiences should we have in support of the development of the core skills, attributes and knowledge that should characterize the model graduate from Bradley University in the year 2010?**

#### **Group 1**

Leadership – team project – work as team not as competition

Engage faculty and students

1. Variety of concise formats

    Engage students with faculty  
    Intentional vs. listening/reading  
    Use of Blackboard/other technology  
    Team projects

2. Internship experience

    Study abroad, leadership

Engaged in academics, campus life, civics – raise intensity

Foreign language requirement – perhaps taught in several languages

Instill sense of wonderment, curiosity

#### **Group 2**

Strengthen the support issues outside of the classroom

Awareness/education of faculty/staff

Re: Nontraditional student population

Veteran's

Multi-cultural

More courses and discussions of ethics

Transfer students – should they be required to take more than 30 Bradley hours

### **Group 3**

With global peace and understanding as a goal integrate across the curriculum by reassessing our Gen Ed courses

### **Group 4**

Internship/co-op experiences

Opportunities to give presentations in the classroom

Opportunities to work with others in a meaningful way (required experiences)

Service – learning experiences

Diversity education integrated into the curriculum (throughout)

Requiring diversity education course for all students (3 hours course)

Affordable international study experiences

Life skill education (budgeting, contracts, health and wellness, financial planning) (an EHS 120 course for seniors preparing to graduate)

Ethics education (required course) – logic and deductive reasoning

Service requirement to graduate

Research experiences

### **Group 5**

Group projects (management of resources)

Required community service

Required writing exam b/f first year courses

Basic writing/critical thinking course

Course – finance, ethics, logic

Human development

Community service

New Courses

Writing exam

Critical thinking

Community service

Human development

Finance, ethics, logic, community service, social responsibility

### **Group 6**

Multidisciplinary projects

Entrepreneurship project plan/sales/advertising

Communications and critical thinking take a world issue – research, question, compare, debate, tolerate, discuss

### **Group 8**

Bilingual

Globally aware with international experience

Confident

Well-rounded

Responsible – global aware – place in world

Competence

Entrepreneurial mindset

Intellectual curiosity

Ego strength, values

Social decorum

Less “blame shifting”

Less “entitlement”

Balance

Technical – technology literacy

Risk is acceptable and not fatal – failure/error

Technology literacy

Required service project or experience

Required language

Required international experience for all students

Interchange of ideas across discipline to creatively explore how we can improve the experience our grads have and their preparation for the future

### **Group 9**

How do we revision our core curriculum that is:

Experiential

Problem-based

Interdisciplinary

That promotes

Critical thinking

Creativity

Ambiguity (deal with)

Values-based

### **Group 10**

Develop a service of collaborative experiences – interdepartment/professional panels of faculty with students

Strengthen practice – business core course

Develop program to bring students together for cultural, intellectual, political, professional events – must be in the curriculum to be meaningful

Writing across curriculum

University-wide conversation on them – of art, ethics, politics, sociology – not a book

### **Group 11**

1. Required service learning requirement for all graduates (i.e., extracurricular. . .)

- Freshmen/Senior technology class (1 credit)
2. Incorporate technology into already structured courses  
Seminar on career counseling for all  
Interpersonal communication class  
Study abroad experience for all  
? all take another language  
Reevaluate purpose and practices used in academic advising  
Connect better with international community on campus – use networking resources

### **Group 12**

Experience based/service learning components  
More rigor with/in curriculum  
Practical uses of technology - professional base  
Institutional backing of curriculum needs and faculty development supported by University through financial assistance and faculty promotion and tenure support  
Senior level required gen ed course on cross-campus interaction  
Revise gen ed curriculum

### **Group 13**

Semester abroad  
Broad gen ed program in all areas – math/business/history/lit/writing/language/hard science/soft science  
Second language  
Community service  
Interdisciplinary projects  
Writing intensive courses in all majors  
Technology literacy  
Internships

### **Group 14**

International experience  
Service opportunities – service learning courses  
Some sort of capstone course or experience which combines public speaking, team building, manners, etiquette  
Courses on the “history of ideas” sequence of courses as a gen ed – helps create a sense of community taught by profess from various disciplines  
Course on contemporary issues  
More cluster/integrated courses ala WC and English. Combined courses – 1 course to complete multiple requirements. Less teaching in isolation  
Faculty must be willing to change the way they teach  
Campus wide “book read”

### **Group 15**

Gen eds (need to revitalize)  
Theory – practicum – connection  
Communication

Critical thinking in disciplines  
Capstone/portfolio/learn by doing  
Problem based learning  
Change culture (Pacific Institute) think new ways  
More independent/small groups/limit class sizes  
One “sacred” time for creative exchange (and place)  
Interdisciplinary  
Bring in more outside “real world”

### **Group 16**

Critical thinking as part of each course; global scholars program; study abroad; honors program  
Speakers bureau; Greek life?; honor societies; courses of study build on previous courses and help develop critical thinking skills; independent study  
More emphasis on written communication; more respect for general education by faculty  
Use interims as real interims – extend semester study into interim study abroad  
Increase recruitment for cultural diversity  
Internship within field (between junior/senior year)  
Writing across the curriculum  
    University Pub  
    Team teaching  
    Expand scholarship expo to 2-3 days  
    “All on the Same Page” – campus-wide reading of same book  
Independent study  
Human values in all courses

### **Group 17**

Restriction – 10-15 student classes  
    Placement testing freshman year  
    5 year curriculum with/accelerated curriculum  
    Study abroad  
    Ethics/logic  
    Lab science/scientific method 10-12 hours a week  
    Math  
    Student engagement

### **Group 18**

1. More money and energy needed for semester abroad required
2. Service learning PRAXIS following a (precourse) presenting concepts
3. Research opportunities for undergrads – funding of faculty and students
4. Out of comfort zone take – public speaking, math, art, French
5. Require all to take interdisciplinary courses – offer more break down “knowledge” “barriers”
6. More money for speakers – greater requirements
7. Theme courses – interconnectedness
8. Writing in each class – emphasis on logic in each class – critical thinking emphasized as goals for courses

9. Require foreign language competence – practical-useful language  
#Capstone course in gen ed courses at senior year - LOOK BACK  
Fine art courses required  
More lectures from outside  
Foreign language modified for globalized world

### **Group 19**

Humanitarian

- Environmentally
- Socially
- Politically aware
- Life skills
- Financially savvy
- Aesthetics

### **Group 20**

Study abroad (worthwhile? Necessary?)  
Research paper in gen ed?  
Interdisciplinary studies  
Independent study (serious institutional commitment to)  
Consistently high-quality gen ed

### **Group 21**

Study abroad/international experience/exchange experiences – draw more international students to campus  
Practicum internship experience/hands on experience  
Contemporary issues course – discussion based  
Research/independent project  
Ethics – responsible conduct of research  
Interdisciplinary courses  
Community/volunteer experience

### **Group 22**

Undergraduate capstone course in general ed at senior year (maybe research-oriented) (encompass other suggestions)  
Students would be looking back at prior experiences – sociology, psychology, fine arts courses, music (praxis and research) – outside lectures required – student abroad experience – offer more psy faculty – interdisciplinary courses – valuable to required faculty and teachers  
Modified foreign language requirement suited to travelers and to facilitate current and future globalized environment. 2 years – heavily cultural, but also utilizing discipline for learning language.  
Find out where students are and do not overwhelm them . . . less intense than past endeavors

### **Group 23**

1. Critical thinking – in many different ways
  - More material background
  - More technologically savvy

2. Required internship in field or research experiences for
3. Western civ/humanitarian
4. Foreign language/foreign experience
5. Statistics class plus one other math class – more communications courses – interpersonal, multicultural

#### **Group 24**

Involvement in undergrad research – including writing, critical thinking – provides leadership skills  
Academic rigor in a wide variety of fields as well as chosen major –then APPLY in international study, practicum, internship, volunteer interests

#### **Group 25**

Some type of international/multicultural experience

A general ed curriculum that is less a potpourri of courses in different areas and more focused on providing non-curricular knowledge and skills such as interdisciplinary teaming, cultural exposure, understanding of the society we live in and how it interacts with others – some sense of political activity

**Campus Conversation Shared Responses**  
**January 23, 2007**

**Part A**

1. What are the skills, attributes and core knowledge that would characterize a model graduate from Bradley University in the year 2010?

Incorporate values in decision making  
Social decorum civility  
Basic knowledge in Science, Math, Foreign Language, Writing  
International experience  
Appreciation for interdisciplinary connections  
Ability to communicate  
Critical thinking  
Expand horizons beyond “pop” culture  
Ego strength related to decision making; respect for self; incorporate values  
Practical uses of technology  
Emotional intelligence  
Technology integration  
Leadership/team player: “valued mates”  
Connectedness to community  
Service

Humility (opposite of sense of entitlement)  
Communication  
Adaptability  
Confidence  
Cultural awareness  
Respect for self and others  
Intellectual curiosity  
Competence in their area of study  
Intrepreneurial mindset  
Creativity  
Innovation  
Ideas to fruition  
Flexibility  
Learning how to learn  
Professional identity development  
Responsible citizens; responsible for self  
Ethics  
Deliberateness – think more before acting  
Balance

**Summary of Part A**

Ways of Thinking of Knowing

Basic knowledge  
Content and competency in discipline  
Critical thinking  
Technology  
Writing skills

Developing Self

Professional identity  
Leadership  
Ethics  
Respect  
Deliberateness  
Balance  
Humility

Membership

Teamwork  
Community  
Global world view

## Part B

2. What course or experiences should we have in support of the development of the core skills, attributes and knowledge that should characterize the model graduate from Bradley University in the year 2010?

Faculty development

Revamp general education curriculum

Practice in uses of technology

Experiential learning

Interdisciplinary team taught

Campus wide engagement:

Radio program

Book read

Theme

Global warming

Stem cell research

Multiple ways of knowing

Struggling with questions

Peoria poverty

Peoria infrastructure

Hazardous waste dump

Cross disciplinary approaches to learning

Change ways of teaching

Semester abroad requiring second language

Technology literacy

Writing across disciplines (WI Writing intensity)

Developing series of collaborative experiences (not necessarily course format)

Cultural/International events

Business intro course

What is the "is" and the "ought"? Envisioning a better world

Practica, internship and externship experiences

Research experience

Case study discussions

Expand service learning opportunities in course work

Problem based learnaigh "real problems" with classroom

Interdisciplinary

Integrating courses, team taught; e.g., reading assigned book

Require service learning

Freshman technology class

Language use

How we say what we say shapes the way we will be perceived

## **Next Steps**

1. Ideas
  - Barriers to change?
  - Interdisciplinary nature
  - Ambiguous environment assessment
    - Teachers
    - Students
    - Promotion and tenure guidelines revisited
2. Resources
3. Actions

**Campus Conversation Shared Responses**  
**February 1, 2007**

**Question A**

Knowledge, skills & attitudes as participant in various communities  
Literacy in and commitment to learnings across areas of knowledge  
Awareness of self personal and professional  
Experience with leadership group volunteerism  
Tolerance of differences  
Diversity education integrating into curriculum  
Career related experience  
Work ethic  
Interacting, at the community level, global level  
Bilingual  
Interpersonal skills ethics – professional ethics- collaboration  
Awareness of privilege  
Privilege of higher education  
(Where they fit on the continuum of how people live; responsibility that goes with it; social responsibility)  
Learning independently  
Life-long learning  
Communication  
Literacy –  
    Language  
    Science  
    Ecological  
    Economic  
    Fine arts  
Citizenship skills – social responsibility  
Bilingual  
Critical & creative thinking skills – ability to write and speak  
Apply logic in decision making  
Respect for others  
Accountability  
Responsibility  
Professionalism  
Fiscal responsibility  
Continued connection/responsibility for the university

**Question B**

NonGen Ed classes refer back to core knowledge from Gen Ed classes	Affordable international study experience
Campus buy-in is important	Technology skills
Human development, social responsibility, etc.	Team projects

Integrate across the curriculum – fostering  
curiosity  
Peaceful existence globally and locally  
Re-look how our knowledge/courses are sliced  
(West/east studies skills) (practical)  
Financial  
Support services  
Define what constitutes a Bradley education  
Language requirement  
    Language 101  
    Language competence  
Integrate life-long skills  
EHS 120 – acclimate to working world  
(importance grade 3 credits)  
Writing exam  
Opportunities for service learning  
inside/outside classroom  
Variety of course formats (BlackBoard, etc.)  
Internship experience  
Study abroad  
Awareness of faculty/staff to issues for  
nontraditional students  
Accountability (privilege)  
Language requirement/competence  
More training in professional development  
Revamp gen ed courses  
Quality?  
Merchant/consumer

**Campus Conversation Shared Responses**  
**February 2, 2007**

**Question A**

Modern Citizen	Written/oral
Technology competence	Balanced in wide variety of areas
Sense of ethics	Expertise
Multiculturalism	Global interconnected issues, interdisciplinary
Employability	global problems
World perspective	Philosophy of non-materialism
International experience	Solid background in expertise area
Learn how to learn	Technological competence
Critical thinking	Humanitarian
Interdisciplinary focus	Sense of ethics
Core knowledge base to understand pressing issues	Better critical thinking; problem solving skills
Not fear change	Organizational skills
Hands on experiences	International experience
Well-rounded individual	Life long learner – core gen eds –revise attitude
Appreciation for gen ed class	role of advisor important
Leadership ability	Practical experience to go along with academic ability
Confident/Communication	

**Summary Question A**

- I. Awareness through multiple lenses international/expertise/willingness
- II. Competencies
  - Literacies
  - Thinking
- III. Pursuer of understandings change, attitudes

**Question B**

Appreciation of diversity (age, culture)	Math requirements including statistics
Independent study requirement institutional commitment	Contemporary issues course
Consistent, high quality – gen eds	Bringing internationalism to campus
Exchange programs	Putting oneself in the position of others/critical thinking from many perspectives
Discipline based cont. issues	Internship and research experience
“The other” – critical thinking	Senior level gen ed as multidisciplinary course
Internship, research experience	Modified foreign language courses
Undergrad capstone experience: Soc, FA, psych, study abroad	Language in context of culture
Team teaching interdisciplinary	Statistics for functional literacy

How do you take a material kid and make  
him/her globally responsible  
Understanding how our culture works; politics  
Involvement in research as an undergraduate  
including writing skills  
Opportunity to apply knowledge  
Independent studies  
Interconnectedness of global issues  
    Study abroad – expand horizons  
    How do you take a material kid and turn  
them into a globally responsible person  
Multicultural/international experiences –  
vehicle  
    Gen Ed – Core issues  
        Cultural exposure  
    Understand society  
    Sense of political activity  
    Leadership roles:  
        Writing, thinking, reporting  
        Academic rigor, apply rigor  
practica  
Emergent themes  
Re-emphasizing  
Rethinking general education – importance  
(align message) (capstone course – cornerstone  
as undergrad)  
Preparation for change  
Study abroad  
Experience through technology  
Whet appetites

**This was the pilot conversation which had three questions that covered about the same information as the two questions used above**

## What Next?

Council of Chairs – Added discussions,  
networking possibilities, move forward  
Departmental & Interdisciplinary  
Conversations, (ownership – champions)  
Required & paid all faculty  
    Saturday conversation  
    Future of the institution  
    Fresh perception “its own animal”  
Student participation  
Staff participation – common leaders

Weekend-long meeting intense immersion  
Consciousness raising  
Pub-idea  
Honors program  
    Talk about a book  
    3 p.m. Fridays  
3-4 pub packages  
Clusters: Critical thinking  
    Ethics across the curriculum

## Experiences

Honor's Program  
    Integration  
More General eds  
    Basic course in logic and ethics

Writing

Ethics     } Across the curriculum  
Math

Intro to other cultures  
Wellness, physical condition  
General eds revitalized  
Smith Career Center  
Problem-solving

Smaller group  
Bring the outside world into the classroom  
Critical thinking  
Global scholars  
Study abroad – more  
Speakers' bureau  
Greek life  
Honors societies  
Independent studies  
    What if we had no restrictions?  
Critical thinking  
Breadth/depth problem  
Change in attitudes toward gen eds  
    Common experience

## What If?

Capstone/portfolio  
Culture change  
Possibility thinking faculty training  
Sacred time for creative exchange  
Combined gen eds  
Emphasis on written communication

Respect for  
gen ends  
Real interims – abroad – practice  
Placement tests  
5 year curriculum accelerated curriculum  
Study aboard  
Full year course on ethics and logics  
10-12 hours/week on scientific research  
Student engagement  
More service learning  
Branch out thinking to other disciplines  
Less emphasis on declaring major  
immediately  
Linked classes (themes, perspectives)  
Foundations of Western Civ  
1. Relook at core curriculum

2. Faculty networking outside  
of our silos  
10-15 student classes  
Cultural diversity  
Internship  
Independent study = student research (pay  
faculty)  
“We’re all on the same ‘age’”  
Shared reading  
Expo 2-7 day scholarship festival  
Change in thinking on what students need to  
know  
Grad school  
Exploratory learning

## Graduate 2010

Honesty, integrity\*\*  
Team work \*\*  
Critical thinking skills III  
Open minded \*  
Global perspective \*\*  
Culturally enriched \*  
Pluralistic outlook \*  
Wide knowledge base \*  
Dreamer  
Passion  
Concentric circles  
Global  
Multifaceted  
Critical thinking \*  
Future orientation\*  
Ethics  
Sense of community (linking) \*  
Communication  
Manners and etiquette  
Practical knowledge  
Leaders and followers  
Able to vote  
Fluency in Spanish  
Professionalism  
Life-long learning

Broader base general – decision making  
Self-responsibility  
Self-discipline  
Knowledge and service to others  
Confidence in abilities \*  
Resourcefulness \*  
Ability to find knowledge \*  
Excited and prepared for next step \*

