One of the dominant themes at many tables was that the University should update the current model rather than implementing a complete overhaul. Several groups felt that the main issues are not the LE content (core and theme requirements), but rather that the structure of the coursework is burdensome for faculty and students and could use an intentional reframing. Participants called for simple, general LE guidelines with more flexibility for how they can be fulfilled (including experiential learning), and better alignment with the University's learning and development outcomes.

A central focal area for many conversations was the value of interdisciplinary coursework. Faculty members cited competition for enrollment, transportation between campuses, and difficult application processes as barriers to working across colleges to create LE curriculum. Easier implementation of interdisciplinary experiences could benefit faculty and students. One table considered an embedded curriculum where a few courses would fulfill multiple themes; this model reflected a general call for common foundational experiences for all students rather than many LE options that can be fulfilled entirely within one college. Some participants were resistant to such an approach and liked the flexibility that the current model provides within specific disciplines.

Faculty discussed the undergraduate student pool; many expressing concern for transfer student's ability to engage with LE coursework, one group citing that LE is most difficult for international students, and another lamenting students’ arbitrary enrollment due to increased pressure from their parents and high schools to go to college. To serve all of these students, most tables wanted diversity training for faculty, adjuncts, TAs, and students. The CFANS intercultural inventory was mentioned as a positive model to increase cross-cultural competency, which was an overwhelming priority for the group as a whole.

Many participants hoped that students would leave the University with self-awareness and a broad set of skills to make an impact in their workplaces and communities. Creative thinking, problem solving, logical reasoning, writing, reading, communication, and research skills were all considered important. The University’s focus on research was mentioned as a barrier to positive LE outcomes in that faculty may prioritize research over teaching, and LE courses may primarily be taught by adjuncts and TAs. Another focal point was the idea that the University could do more to communicate the value of LE. Participants called for a “rebrand” of LE with greater pedagogical transparency to better engage students and to demonstrate our worth to greater Minnesota.