Key points and ideas that emerged from table discussion (bulleted list of 5-10 points with a couple sentences of description for each):

- Suggestion to add Structural Inequality theme. Understanding inequalities in all areas with an increasingly diverse society.
- Interdisciplinary exposure in a tiered set of experiences that will decrease competition between colleges. Intro to University course that explains why Liberal Education and how it will benefit you in all disciplines? Students know what they know but don’t know what they can do.
- Reference Idea of University, Uses of University (books). Need to know the broad picture so we don’t use our personal perceptions to shape Liberal Education. More practical.
- Goals of University are to build an education and contribute to society. Most students know that they are on track to get a job but don’t understand their contribution to society. How do we do that without adding burdens to students?
- 1000 level course that everyone should take. What do I know so far, values, purpose, goals, desired impact on society, place within society. Helps them not just “check the boxes” but actually establish context and make more meaningful connections to their education. Understand WHY it is important.
- Students currently “check the boxes” on Liberal Education. They don’t understand why? Just taking the class that checks the most boxes and meets at the right time instead of what they are actually interested in and what can benefit society. Example: Science prevents people from graduating with non-related major, is that fair?
- Somehow reduce long list of requirements and have students select majors/minors/emphasis that define combinations of the current Liberal Education requirements that encompass all of them.
- One person went to school in Chicago where everyone took exact same classes. He felt very prepared to work because he understood a little of everything. Core classes are kind of accepted if short but would be disempowering to colleges. More difficult for transfer students. Mostly unsupported. Don’t think it is realistic to stray too far from the current cores/themes.
- Transfer students? Maybe we don’t have the “boxes” anymore so we don’t care about making them try to check all of the “boxes.” If you get into your department, you don’t have to transfer your “boxes” traditionally one-to-one. But would transfer students be prepared to succeed here if they aren’t on the same page?
Must think of the future. Changing constantly. Everyone should take “The History of the Future” course. To understand where they are and where they are going. And what the world will like when they get there.

Research. It is brought to Honor students early on but most other students don’t ever touch it. Could have a “Research Methods Class” or integrate it into many classes. Doesn’t have to be full research with a professor but it is just an intro class.

Interdisciplinary. Interview skills. Unite colleges. Teach them how to go beyond Wikipedia.

Students have the “click” moment when they are researching, interning, traveling abroad, etc. High Impact Education creates cohesion between what you are learning and what you do after graduation. Most students don’t have time to do this because it is not embedded in the Liberal Education system.

Community Engagement should be emphasized. Beyond forced volunteering. Reflection about self and society. Service Learning. Give students the chance to contribute to society.

Need to deal with writing better. It keeps getting worse because they are putting less money into it. Should be a priority not integrated into random courses.

Important RRR’s. Reading Writing Reasoning. Course in logic and verbal reasoning. Need it to decipher “fake” news in society. Reading. Skills to learn how to read and take it seriously is being lost. Can’t get students to use library. Only use Google. Don’t want to think they just want the answer. Click on most popular not “best”

Intercultural Competence. Working with a team. Knowledge of self and other cultures. Different way of looking at things. Global perspective beyond US perception that is very prominent currently. Prepare students to be successful in other countries. Takes time, not just 1 course. What if we treat it like the W courses (Ex: need 4 courses, 2 lower level and 2 upper level)? Global Ethnology Course that everyone takes and gives a representation of what is happening in the world/other courses? Self reflection must be included. Forced integration to get students of all cultures together in groups in the classroom to learn from each other. Need the skillset to do this first.

CFANS take Intercultural Inventory Assessment about how they work with others and embrace diversity. Self reflection with a mentor. Everyone should take this including students and faculty. Need to force it but show the benefits/meaning.

Revisit learning outcomes and development outcomes. What should we focus on? Need to unite these. Faculty try to do one or the other and get rejected. Intercultural Competence is considered just a development outcome and doesn’t have the learning outcome so it might get rejected. Should it be a workshop or does it count as academic credit?

This table thinks that this (highlighted portion) is really important and needs to be a University wide thing.

Summary of discussion (300 to 500 words):

This table seemed to have a strong passion in updating the current model of Liberal Education. The ideas that they suggested are practical, realistic, and important. They talked about what
employers are looking for from students and how we can prepare them for that. Beyond that, they also considered the importance of the student’s contribution to society. They suggested having an Intro course to show the meaning of Liberal Education to students so they are aware and don’t just “check the boxes” of the requirements based on the most convenient time slot in their schedule. Other suggestions that were brought up were more integration of research, more emphasis on reading and writing, more experiences that would give students the “click” moment, and more meaningful community engagement. The last part of the discussion was regarding diversity and how important it is that students have the skills to respectfully embrace diversity. They all agreed that they liked the model that CFANS is doing with an Intercultural Inventory Assessment and think that it could be applied to all colleges both students and faculty. They also took into consideration the large amount of transfer students and how a reform of these requirements would effect them. One suggestion that was brought up was to just remove the requirements for transfer students so that they don’t get behind because they have to take a course that is unrelated to their major. This was questioned because some felt that this would not properly prepare them for their time at the University and beyond. Overall, they agreed that something needs to be done to improve the requirements and make them more meaningful for the students.

Additional context (characterize level of consensus/lack of consensus, tone and tenor of conversation, other notable aspects of the discussion):
Everyone seemed engaged. They are all working towards a common goal of improving the Liberal Education for students. The ideas that were introduced were widely accepted and everyone seemed to build upon each other. The tone was very respectful and everyone was genuinely seeking to understand each other’s points and perspectives.