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
   Work Skills – modern literacy
   Technological literacy
   Writing
   Problem-solving
   Reading application
   Reading comprehension
   Self-sufficiency
   Work ethic
   To use language with faculty
   Citizen skills

   Ability to interact – team building skills
   Local – social responsibility - respect for others
   National – being aware, civic minded
   World – awareness of other cultures – multilingual
   BLL – supports of BU with time, talent and money
   Human dimension – financial responsibility
   Ethical
   Independent sense of life – long learning

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
Prepared to handle projects
Above average communication skills
Time management
Communication
Work well within groups
Ethical, logical, literate
Critical thinking

**Group 6**

Critical thinking
Problem solving
Leadership
Competence
Principled
Social technical
Research question
Communication
Thoughtful
Relevant up to date

**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
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

Work ethic
Stronger ethics
Taking responsibility
Awareness of their privileges
Literacy (stronger)
Financial
Writing
Responsibility/accountability

Depth and breadth trade off
Complex world – must deal
Engaged caring
Curiosity
Optimism
Change agent
Positive not negative
Balanced
Work/play
Family/society
Read audience and match needs opinions Learning styles
Ethics Ethical
Cultural awareness/

Respect

Ethics

Cultural awareness/

Flexibility Empathy

General thinking Analytical

Problem solving Skills

Internet evaluate ID

Resources Inseparable

Resource Unit: Time, Money Locate alternatives Core knowledge in variety Balance

Ethics

Credibility Broad perspective

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 fast/west tradition
Technological skills all 4 years  Scientific understanding
Another language  Mathematical competencies
Professional experience (hands on)  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; same 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
Entrepreneured 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 wiling 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
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

**Membership**
- Teamwork
- Community
- Global world view

**Developing Self**
- Professional identity
- Leadership
- Ethics
- Respect
- Deliberateness
- Balance
- Humility
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 learnaign “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
Citizenships kills – 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
Campus buy-in is important
Human development, social responsibility, etc.
Affordable international study experience
Technology skills
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
Technology competence
Sense of ethics
Multiculturalism
Employability
World perspective
International experience
Learn how to learn
Critical thinking
Interdisciplinary focus
Core knowledge base to understand pressing issues
Not fear change
Hands on experiences
Well-rounded individual
Appreciation for gen ed class
Leadership ability
Confident/Communication

Written/oral
Balanced in wide variety of areas
Expertise
Global interconnected issues, interdisciplinary global problems
Philosophy of non-materialism
Solid background in expertise area
Technological competence
Humanitarian
Sense of ethics
Better critical thinking; problem solving skills
Organizational skills
International experience
Life long learner – core gen eds –revise attitude role of advisor important
Practical experience to go along with academic ability

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)
Independent study requirement institutional commitment
Consistent, high quality – gen eds
Exchange programs
Discipline based cont. issues
“The other” – critical thinking
Internship, research experience
Undergrad capstone experience: Soc, FA, psych, study abroad
Team teaching interdisciplinary

Math requirements including statistics
Contemporary issues course
Bringing internationalism to campus
Putting oneself in the position of others/critical thinking from many perspectives
Internship and research experience
Senior level gen ed as multidisciplinary course
Modified foreign language courses
Language in context of culture
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 gene d – 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*