

**CASE Career Readiness Town Hall
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Presenters

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DEAN VAN KOOTEN: [SLIDE 1] Thank you very much for the people in attendance here and the people online. We'll be recording this as well. So it'll be available if anybody wants to sort of watch it afterwards, say immediately before the vote, they can go ahead and do that themselves. So then, thank you for giving us this opportunity to sort of propose this new career readiness requirement and give you the opportunity to give feedback on it and for questions and answers and then next steps as we move through.

So, this all started with this integrated undergrad experience that was started 3.5 years ago, almost. And also, it was well before the new president. I think it is the custom of the new president, but before the new provost. This is something that the college has been working on for quite a while. [indistinguishable] This where we want to, as Joe often says, connect the dots between what's foundational skills students in the college learn as part of the arts and how that connects with having a meaningful life and a career afterwards. That career can be just a regular employment, can be going to universities, going to grad school, and academic grad school, or we have a lot of students in the college that that are pre law, Pre Med, going to law school, medical school, covering all those different bases when we talk about career. That's one thing I do want to emphasize. Then it goes the other way as well, you know, letting the students know what employers and universities, what med schools are looking for, and how that is supplied by a liberal arts education and be able to allow students to essentially tell their own story in that respect. When we say career readiness requirement, people might be thinking, are we turning into professional school? Or (are) we diluting our academic program? That's definitely (is) not true. This is something where we're leaning into arts that we want to actually tell the students - why it's important right at the beginning in the first year. If anything, it enhances our academic program and strengthens our academic program. It gives meaning to our academic program when it's given the context.

Then often a question is, we have the Walter Center that does a great job. Why do we have to have a requirement for doing this rather than just having a career center? This is something and this is a quote, and maybe Joe knows where it's from, is that first gen students or students from lower socioeconomic means, they don't do option. Right? Is that

they don't know all the benefits one gets in a university, and we miss that entire population. That's something that we feel very important that we want to make this all inclusive. And what we'll be talking about a lot is that when we do this, we want to do it in a way that doesn't overburden the departments. We absolutely know how hard it is, to actually, for departments to keep up with everything we're asking you to do. If we're adding something, we need to be doing something to remove the burden, but also give flexibility to the departments, whether they want to do something themselves, but if they don't want to do it, that the college can cover it.

[SLIDE 2] With that, just the agenda. Again, we'll talk about the rationale. Joe will just talk about the integrated undergrad experience. Just give a brief overview because we've talked about it at chairs and director's meetings, at faculty meetings, and how that fits in. Then Rich, we'll talk about more details about why we're doing it. Okay. And then with that, and then we go into the how what we're doing it. And that how is not so much the implementation is, but essentially the learning outcomes. And at this point, I really want to thank the CUE, the committee for undergrad education for all the time that they've put into doing this of talking about this requirement, talking about the learning outcomes and potential proposals for how to implement it. And that actually started, those discussions started with Paul Gutjahr. And then Rich Hardy has been picking them up.

And at that point, Justin, who knows so many details about everything to do with our undergrad academic programs, is that Justin will talk about essentially the requirement details, and its implementation, and then also provide a timeline and a voting process in the next steps. Essentially, right up front, that this coming vote is going to be provisional. It's not saying that we're going to be doing a career readiness case requirement, and this is how we're going to do it. It is "are we going to be doing this?" Should we have a case requirement, and if the answer is yes, then we'll go into a lot more details of how to do it and give us time for how to do it, including along the way of getting, it's very important to have the faculty input on this of having a survey of asking a bunch of questions that are relevant to the career readiness requirement to use that as part of the discussion that'll pick up again probably early summer in the fall. And then there's a second vote in the fall about implementation of such a career readiness. So again, the point is we'll have a short presentation, and then we'll just open up the floor to questions and answers, And it'll be available for anybody online can ask questions as well. As I said before, this is going to be recorded. So that anybody in the college can view it later. Again, we'll emphasize it along the way and feel free to ask your colleagues to if you have questions, ask us. Okay. And we'll provide the answers along the way when the vote is open, for example, and it'll be opened up fairly soon. With that, I turn it over to Joe.

DEAN LOVEJOY: Okay. Hi, everybody. My name is Joe Lovejoy. I'm Assistant Dean for the Integrated Undergraduate Experience...

[SLIDE 3 Rationale (transition)], [SLIDE 4]

...here in the college, and I'm going to take just a couple of minutes and tell you what that thing is.

And so I started in the college in 2015, and I was actually hired to start the Walter Center for career achievement. And spent the first five years of my career in the college working with a really incredible team to build the Walter Center. And one of the things we did as we built the Walter Center is we tracked really carefully as we unveiled new programs and initiatives designed to support the career development of our students. We tracked how our students were engaging. We saw really beautiful growth every year for about three years with more and more students engaging in our services until we hit about 50%. When we got to the point where about half of our students were engaging in a career development activity in a year, we plateaued. We tried some new initiatives, we tried to introduce new programs. It didn't seem to matter what we did. We just really couldn't get past that 50% mark. So this is something that we wanted to investigate. We wanted to better understand.

So we hosted a bunch of focus groups, and we heard some interesting things in those focus groups. One of the things we heard from our students that I don't think will be surprising is that the breadth of opportunity in the college is a major sort of attracting factor for our students. They're very inspired by it, they love it. But our students also talked about how the size and scope can be really overwhelming. A lot of our students look at this huge set of options and are paralyzed. They don't know what to do, where to start, and for many of them, that transitions into just doing nothing. We heard students talk about wanting to better understand the relationship between what's happening in the classroom and career, wanting to better understand how what they're studying relates to what they'll do when they graduate.

Interestingly, unprompted, we had students across multiple focus groups ask us why the college does not have career courses as a required part of our curriculum. I think our students see this as something that's happening in the professional schools. They want to understand why it's not part of what we do. Um, and perhaps one of the most painful things for me to hear, as someone who spent five years building the Walter Center, our students talked about how their perception is when you're a student in a professional school on campus, Kelley, O'Neill, Informatics, you are sort of shepherded through a very intentional series of experiences that end in a positive result for you. When you're a student in the college, you're on your own to figure it out by yourself. We heard this sentiment over and over again.

[SLIDE 5] Trying to reach this vision of connecting the dots for every student, this was super problematic for us. And so we also talk to a lot of alums. That's actually one of my favorite things to do. I love talking to alumni who have achieved this idea of a successful career and meaningful life and asking them how do you do it? What was it about your experience that led to that? The first thing people say when you ask that question, usually is they have no idea. Series of random events can't really point to anything. But if you push them on it and say, no, really, think about it. What were the really impactful moments for you during your undergraduate experience? You usually hear two things come up. Usually people talk about an opportunity they had where they were inspired. And in that moment, they had a mentor. Right? They were given the opportunity to do something that was really interesting. It was exciting and they were like, "Whoa, this is cool." In that moment, there was someone in their community who said, "Hey, you're good at that". You should chase that. You should see where that leads you.

And so when I think about what our students are saying and I think about this recipe that our alumni give us of inspiration and mentorship. I think one side of that is really exciting because I think there are very few places that are more well poised to inspire students in the College of Arts and Sciences. I think we literally have thousands and thousands of opportunities for our students to do this. But I think it's also problematic because there's a very particular type of student with a particular type of background that has the opportunity to come to college and sort of navigate into those optional unpaid opportunities to develop relationships with faculty that result in mentorship. Right? These aren't sort of ideas that are universally available to all of our students.

[SLIDE 6] When we look at the national data, that same theme is showing. This is some research that was collected from the National Survey of Student Engagement. (It's) actually a research done right here in Bloomington, but nationally. It's looking at what they call social capital building activities for students. Things like networking with alumni or professionals, discussing career interests with a faculty member or interviewing or job shadowing someone. You can see that first gen students, students of color, female students are engaging in these activities at alarmingly lower levels than students who come to us with college educated parents.

And so, in grappling with what our students are telling us, our alumni, this national data, we thought about like, well, perhaps this is a great opportunity for the college of Arts and Sciences.

[SLIDE 7] It led us to this idea of the integrated undergraduate experience. And at its core, what the integrated undergraduate experience is about is trying to get out of the business of doing things in an optional capacity that tend to serve the students who need the least amount of help the most. Right? Instead, really transform the way we work to offer an undergraduate experience that weaves into the fabric of what every student does some of these core experiences that we know are really transformational.

[SLIDE 8] We're thinking about it in four pillars, undergraduate research, which I think we all know what that is. Life Design, which is a theory that takes design thinking principles and teaches students how to apply them to their own life. It fits very beautifully with this idea of the arts and sciences and the major doesn't equal career. We want to use life design to give students an intentional introduction to the college into what it means to be an arts and science student and how they can make well informed intentional decisions about how they spend their time here to make the most of it. Um, immersive educational experiences, that's that inspiration. These are those things that students get to do where they're applying what they learned in the classroom. They're working with the mentor. They're, they're getting inspired. Then finally, career readiness is all about how do we make sure that our students are ready to articulate the value of what they've done here, and why it matters for what's next.

[SLIDE 9] We've done some really early work in that fourth pillar. This career readiness pillar. This is the college's career competency model. This was actually designed by a committee of faculty. Some of those folks are in the room right now who worked for a whole semester to try to think about what this wheel represents, which is a series of marketable skills that we believe are already present in the curriculum that the College of Arts and

Sciences offers, but perhaps things that our students aren't aware of, or they don't necessarily see.

The Committee of faculty who developed this model spent an entire semester looking at other national models, looking at what some of our peer institutions have done. They actually painstakingly reviewed the learning outcomes on file for every program in the College of Arts and Sciences. Um, and they landed with this series of 12 competencies. With this in place, we've actually spent the last three semesters offering a workshop that same group of faculty developed that actually helps our faculty think about how they can elevate some of the marketable skills that are already present in their courses so that it's easier for students to see them and understand those connections. And this has been tremendously successful. In three semesters, we've had almost 240 faculty members become career connection fellows and complete our workshop.

So we think that this work is a really critical part of this idea of the integrated undergraduate experience. We think that integrating career readiness into our curriculum is also a really important component of that, and I'll turn it over to Rich to say a little bit more about why that is.

DEAN HARDY: Okay. Thanks, thanks Joe. So for those of you don't know me, I'm Rich Hardy, the Associate (Dean) for Undergraduate Education

[SLIDE 10] And picking up sort what Joe was touching on. We want to sort really take a look at why do we think this is a good idea to embed in the curriculum? Why do we think career readiness requirement would be beneficial to our students? Um, and I think we can all agree that [indistinguishable] the arts and sciences are good training for students for many, many different careers. Um, but oftentimes we are not making it clear to students where these skills that they acquire can be marketed to future employers. For many of us, I can certainly speak for myself, if I have a student who is looking at a career that is outside of my field of expertise, I have very few [indistinguishable] of how to point them in the direction they need to go in terms of being able to market [indistinguishable] If they want to go into some kind of banking, let's imagine, I would have no idea. I have been in the academy all my working life, and that's what I know. If you want to know how to become a professor, I could point to any one of you and you could tell them how to do it. I might be able to. But I this is, I think we need to provide an opportunity to these students to understand how what they're doing in the college can be marketed appropriately and in a very positive way to future employers who are not necessarily in our fields of study.

[indistinguishable] Rick touched on this, we think this is a really central and very key reason for why this being a requirement rather than being optional. And this is the idea of equity of access to the opportunity. If we embedded in the curriculum, we ensure that all students will be exposed to this kind of help in the context of career readiness.

The other thing again, building on this is really clearly demonstrating to students early in their undergraduate career, what the value of liberal education is. First year students coming in and maybe taking breadth requirement classes. It's not completely clear to them why they are doing what they're doing and what skills they are acquiring as they are taking these classes that relate directly to their major of choice. And again, Joe, referenced this. A number of student focus groups that the college has run have indicated that they actually want something that's structured in terms of a career readiness career preparation.

[SLIDE 11] So not meaning to be gloom here, but I think we're all aware, to agree at the moment, there is sort of a decreasing public faith in higher education in what higher education is providing for students graduating from high school. [indistinguishable] Gallup published something back in '23 that only 41% of young adults of sort of college age believe that college education is important. And that's a decrease [indistinguishable] matter [indistinguishable] of 2010, significant decrease.

Parents are questioning whether it's a good investment to send their children to college and increasing number of students are not going to college. So we've got a decrease in those going straight into college from high school down from 70% to 60%. And the student debt, the student debt is significant. Efforts at the moment in Congress to try and relieve debt. But 1.6 trillion is a significant amount, and you end up with people who graduate from college and are still in debt years and years later. And this brings us back to the idea of parents and students, when they begin, when they're looking at college idea of college education [indistinguishable]. I think that's a little more vocational. Thinking about what the return on their investment is actually going to be. And I think we have an opportunity to be able to more clearly articulate to parents through this kind of requirement what that [indistinguishable] investment can be.

[SLIDE 12] And the unfortunate thing we've seen is that this type of focus on return and investment has actually, particularly hit, the liberal arts. It's hit the college in terms of enrollments. It's hit the arts and humanities, social and historical, a little more heavily than the natural math. But in terms of market share. [indistinguishable] Natural math is down as well. Natural science is and math [indistinguishable] Matriculation on campus. So in general, in terms of share on campus, the college has been decreasing over a decade.

Leave that being more explicit about the value early in a student's career, [indistinguishable] maintain some of these students who might start to look at moving to the professional schools because they feel (they need) a direct line or direct career path.

[SLIDE 13] We need [indistinguishable], and this is different. This is a shift. [indistinguishable] It's something that may on the face of it appear as though it's a service requirement in context of an academic [indistinguishable] curriculum [indistinguishable] is different. Joe and his team would be able to explain. [indistinguishable] This is not [indistinguishable] an operation where we're going to teach you how to write a resume. Yes, those are important. Those kind of things are in there. But what we're really trying to make explicitly to [indistinguishable] to make it really legible to students, what the skills are that they're acquiring, and again, how they're applicable and how they can present themselves and really, really emphasize the value of the skills they acquired while they were being educated in the College of Arts and Sciences.

[SLIDE 14] So, Joe pointed to the career competencies wheel. As he said, this was developed by a group of faculty in a very careful and considered kind of way. And what we're trying to avoid is the idea that we've had, it seems as though we've had traditionally in the liberal arts, which is, well, you could do anything. What can I do with this? Well, you can do anything. Well, the next question really is, well, show me how I can do anything. Show me how this education that I'm receiving from you can set me up to take a career

path that I'm interested in. So, we really need to help students with this because it's not, while things may be obvious to us, it's not always obvious to an 18 to 19 year old.

The career Connections fellows program, as Joe said, has been very successful. We've had 240 faculty go through it. We're funded for the next two years by campus to send more faculty through that program. These career competencies are being embedded in courses. Well, they're already in courses. Students are requiring them, but they're being made legible in many more courses across the college now. So that hopefully, students can see this, and what we're doing with the career connections fellows is encouraging faculty to make these things obvious to the students.

What we really want to do with this career readiness requirement, however, is have students prepared to see them. Right? So, get students ready to expect to see these things in the classroom and understand where the competencies can fit from the point of view of their future.

[SLIDE 15] This brings us to this point, which I think is of concern to anyone in the college when we start thinking about a new requirement. As Rick said, what we're asking for at this point is a provisional approval for the introduction of a career readiness requirement into the curriculum. We know the curriculum is full and that we really cannot add a requirement to a student's course of study without removing something from that course of study.

The initial ballot that we'll be going up for the next week or two is asking for this provisional approval for a career readiness requirement. If it is approved, we will then survey faculty providing various options for what could be removed from the curriculum so that we can get faculty feedback as to what the faculty at large within the college might feel as an appropriate thing to take out to be able to make room for a career readiness requirement. Then in the fall, we will have a second vote informed by the survey to remove a requirement from the curriculum and add the career readiness required. That will be the formal approval of the career readiness requirement, the vote in the fall. What we're asking for now again is provisional approval.

One of the things in conversations with Joe is, I think we both feel as unfortunate, is we have employers who the Walter Center interact with who are looking for students, are looking for graduates with the skills that a liberal arts education provides. And what we're finding is a lot of students don't even know they have them. This is really what we feel is our job, our responsibility to make clear to them what their education has actually provided them with and how it can set them up for a successful career.

[SLIDE 16] Requirement details and implementation (transition)

So I'm now going to turn it over to Justin. He's going to show us the details of the requirement, including the learning outcomes and how we might implement them.

DEAN GROSSMAN: Thanks. Good afternoon, everyone. Justin Grossman, Assistant Dean for Undergraduate Education, and I direct the Office of undergraduate Curriculum Policy and records.

[SLIDE 17] Yes, I'll take you through the implementation here. So just a quick overview of how we got here is when Rick brought this brought this to the Committee for Undergraduate Education, CUE and said that he'd really like to have some type of requirement. Um, as has been outlined here. But he needed some help in figuring out what that requirement might look like. He brought this issue to Cue. He began discussing it, and then decided, we need to first get some learning outcomes before we can really design any type of requirement. So, they asked a committee to be formed to create some learning outcomes, bring in some career professionals, bring in some faculty with interest in this and see if we can formulate what those learning outcomes might look like. That work was done last year, and we started last year. In May, we had a first committee with special first meeting with the special committee, and then we picked it back up in August and then by September, those learning outcomes have been formulated and delivered to the committee for undergraduate education to CUE.

Then CUE began deciding, well, do we want to make a few changes here? We think this might be better, but then more importantly, what might a requirement look like? So we worked on that for several months and in March, we were able to deliver February, able to deliver final product, or a product I should say, to Rick. He went through the consultation process with the College Policy Committee and the like. And now we are here today doing this town hall in preparation for a vote.

So timeline. Discussions about this have been even before last year. I think both Rick and Joe mentioned that this has been talked about a lot over the last several years.

[SLIDE 18] Here are the learning outcomes that were proposed by CUE by that committee and now by CUE as well. I'm not going to read them all for you, but they're outlined here, they're outlined on the ballots. They are part of the initiative. They break down into questions about how students identify skills, (students) look at themselves, reflect on what skills and strengths and areas of development they want to do Then there's a focus on resources and how IU can help them explore, help them develop these things. Then a shift later to using relationships to help them further their opportunities, and then creating marketing materials or materials to help them go ahead and convey that and apply for opportunities. I'm paraphrasing a great deal, but that's the thrust of these five learning outcomes.

[SLIDE 19] CUE decided, or recommends, that the requirement be structured in two ways. It would be hard to have all of those things done in one class. You could see how it might, but some of those seem to be more early career type learning outcomes as a student. Others seem to be a little bit later career. They divided the requirement or subdivided the requirement into two areas, career readiness one, career readiness two. This is why you hear you and myself talk about the requirements versus the requirement. I apologize for that confusion, but we're talking about the requirement. We're talking about two sub requirements, and that's how we talk about the requirements.

[SLIDE 20] Requirement one would cover learning outcomes, one, two, and three. At a minimum requirement two would cover four and five at a minimum. It does not mean that a course career readiness one course could also cover some of these things and readiness two course could not cover some of what's in one. It also doesn't mean that courses that are designated as these requirements can't discuss other things as well, whether it be related to

discipline or something else. These are just the minimum learning outcomes that have to be met in order to be designated one of these courses.

[SLIDE 21] So how would this actually be implemented? Well, I'll start backwards here, start with number four. First of all, a single course could be designated both CR one and CR two. We're going to allow that possibility that one course can fulfill both. We think most courses would not fulfill both, but we leave that possibility open. CR one and CR two, number three here, can also double count with other requirements. There is no limitation on that. So if you already have a breath of inquiry course, an A&H or an S&H you think the course department thinks that course is doing some of these things. Nothing says that that course cannot fulfill multiple requirements. Number two, it talks about maybe exceptions to this requirement. That really is intended for those programs that we jointly award with other schools. We have a degree program with two degree programs with O'Neill, we have one with Luddy we just want flexibility to negotiate how that requirement is filled. That's all that provision is about. Then requirement is that this would apply to students number one, this would require to students who begin their studies or move to Bulletin year 25-26 requirements.

Again, that's all assuming this gets passed provisionally, and then again, formally in a subsequent vote. But if those things that happen, we'd be looking to implement starting summer 25 and with these particular implementation details.

[SLIDE 22] If approved, we would need to establish course list, what can fulfill these requirements.

Once it's clear, we're going to have this requirement, we will do a call for proposals, and you have a period of time by which departments can propose them. We'll take an initial review, build that first list, publish that first list, and then we know that new courses come on, courses change to other courses might want to be added to the list later just as we do for all our case requirements, we would allow for that and we have an ongoing process by which departments can propose new courses and change courses to fulfill those CR one and CR two requirements.

[SLIDE 23] Once CUE drafted the policy, we had them go back through and answer a number of questions about implementation of the policy. And so if you've been paying attention to our recent additions to the curriculum, we had a codification of diversity of United States back in the pandemic there. We also last year had the case sustainability literacy. Both of those had assessment components attached to them. We're not proposing any formal assessment component to this requirement.

Um, There was a lot of discussion of whether, did you have to take CR one before you can take a CR two course. And it was decided, no. We're not going to do that. We're going to advise students to do that, but we're not going to require that. One because there are places where one course can do both. We think that will happen. Also, we might be making graduation more difficult if a student comes to the end of the career and they haven't taken these requirements, and we say, you got to stay an extra year in order to get these requirements done. That seems like not an outcome that we want. We're going to try to advise away from that situation, but in any case, we want to allow them to be completed at the same time if necessary.

There were some questions about whether an academic unit as part of their major or degree program could require their own courses to satisfy the career readiness requirement. The basic answer is not the career readiness requirement, but nothing would prevent a major from adding their own requirements within a major of career readiness as well, which in effect would lock the students into a particular course. We see this all the time in our curriculum. Think about pick on chemistry. Chemistry requires calculus in order to fulfill for the math requirements. If a student took a math modeling course that wasn't calculus, they're going to have to take calculus as well. In effect, they're making it that way, math modeling can't be fulfilled by Finite math or some other math. Effect of making it that way calculus only one that fills that requirement. Not technically what they're doing, but the effect of the other requirements. That opportunity would exist here, not recommended, but it would exist here. I know a few of you have career requirements built into your major already. This would certainly impact them, but I think this policy can work within them that way you could require students to still take your particular sequence.

[SLIDE 20 (transition back, 23b)] Then students who take career courses in other units, Kelly, Lot, et cetera, they would not be able to count those courses to our requirement. The reason for that has to do with the learning outcomes. I'd be very unlikely that the focus on the liberal arts and the translation of that, which is demonstrated throughout in many ways these learning outcomes and most explicitly in which learning outcome? The first one could not possibly be achieved through those courses, we are limiting to college knowledge and sciences courses.

[SLIDE 24] Some questions that we often get: Are departments required to have their own case career readiness course?. No, you can. But we think most of you will not be well set up to offer those things. That's where the Walter Center believes they can step in. We haven't built a course list yet. That's a step implementation process. But the courses that Walter Center currently teaches meets the supporting outcomes, and we see that certainly being among those that would fulfill the requirement. Does CR one, CR two be filled by courses in the same unit? Again, the idea is no, we want where possible. Unless some department as a part of the major locks in the pattern. The idea is allow students to move across because students change their mind, they change directions all the time, where they started and their first semester may not be where they end up at the end of the career. We're trying to build in flexibility.

How will this affect transfer students? Well, students could in theory, transfer that course IU Bloomington, but it would need to meet the learning outcomes that we have adopted. Unless it had a really specific emphasis on the liberal arts, I don't see many courses being articulated as some of these courses. But that possibility that does remain a possibility in the right circumstances.

[SLIDE 25: Voting process and next steps (transition)]

[SLIDE 26] Okay. Let me go through the voting process and next step. As it has been emphasized several times now, this is a provisional vote, very unlike how we've done recent votes. The idea here is before we do the hard work of figuring out what comes out of the curriculum or what might otherwise change in the curriculum. Let's make sure that faculty actually want something like career readiness in the curriculum. So, if the answer is yes,

we want something like readiness, and we think we want something like readiness in the curriculum, then we will move forward with a survey and deciding what to propose through CUE as the change or changes is to the curriculum in order to accommodate that. At which point the faculty will vote again to affirm career readiness and adopt a change. If the answer is no, then the answer is no. And we move on with other things for now.

[SLIDE 27] Okay. So what happens is voting is going to happen. You'll get an invitation to vote. All eligible voters will get an invitation. We'll get that out on Friday. You'll have until the 22nd to vote, and then we'll announce the results by later that week.

[SLIDE 28] As I said, if it's approved provisionally, then we'll send a survey out. Dean Van Kooten will refer the matter to CUE to work through the survey results and come up with what CUE thinks is the best process board and that same procedure where we take it to the college Policy Committee, so on and so forth. We will follow that or a new ballot. We will have another Town Hall and look at the changes in, as proposed and with the idea that you would also affirm the new requirement.

And that needs to be done according to this ballot by November 15. So if we can't get agreement before that, then we're going to have to come back and restart the process in some way. It is a mechanism for you all to say that if we can't get everybody aligned in time, we're not going to have this possible requirement out there in suspension forever. So that's the intention behind that.

[SLIDE 29 Questions and discussion (Transition)] All right. Rick, do you want to facilitate the questions.

DEAN VAN KOOTEN: So again please. Thank Justin Joe and Rich for their presentation. Again, this is something that I do feel strongly will enhance the college of arts and sciences and make sure that it has a bright future of moving on in a really different landscape that we've had in the past few decades. With this, I open up the mic for questions and answers because there's people online and recording this and then people might be watching the whole recording to determine what their vote is. If you please come up and use the mic. Any questions at all.

Vivian. You're going to say, more of a comment.

ASSOCIATE DEAN VIVIAN HALLORAN: Okay. So I just wanted to give a shout out to the members of the college Gen Ed Scenario Planning Committee. A lot of them are here because they also discussed the pros and cons of this proposal. They didn't have any say on whether or not the college put it forward, but their questions helped us, especially Rich know what to bring back to CUE. And so, Thank you.

DEAN VAN KOOTEN: Any questions from the floor? Yeah. I'll [indistinguishable] it up first.

SPEAKER 1: Yes. Hello. Thank you for this presentation. I'm sorry. I came in a tiny bit late, so I hope I didn't miss this part. So in the Department of Spanish and Portuguese, we offer experiential learning courses, which are one credit courses. And we also offer two types of service learning courses. And so I feel like we've discussed this at different

moments before, but I wonder at this current stage of the discussion. So if we are able to rationalize that the service learning or experiential learning courses align with either CR one or CR two, basically, would we be submitting a form where we rationalize that and if we are able to be convincing, then these courses can acquire that case requirement?

DEAN GROSSMAN: Yes. That would be the idea. And for context, (Ellie ?) was part of the CUE or you were on CUE.

SPEAKER 1: We're part of last year.

DEAN GROSSMAN: So that's why you have inside information on that. But yes. The idea would be that if you, if you can demonstrate that those learning outcomes are met, then those scores should satisfy the requirement.

SPEAKER 1: Okay. And either one credit courses or three credit courses can count for any portion?

DEAN GROSSMAN: There is no credit hour. Sorry. There is no credit hour maximum or minimum on the requirement. That was purposely avoided for this particular case requirement.

SPEAKER 1: Thank you.

DEAN VAN KOOTEN: And may be taking the opportunities that exponential learning component of say, the integrated undergrad experience is a little bit separated from the career readiness part. But it is in fact, I think it was a bit more than two years ago, that it was presented - this integrated undergrad experience was presented to the provost in our budget meeting, and he liked it so much that he wanted to do this cross campus. And this was actually essentially driving what ended up being included in IU Bloomington 2030 strategic plan, the requirement for exponential learning. So that's part of the whole experience, but it's not necessarily this career readiness. So you could have experiential learning, but you might have to add things to the courses to cover those learning outcomes.

SPEAKER 1: Okay. That makes sense. It satisfies only part of it, then, is that what?

DEAN VAN KOOTEN: Well, the experiential learning stuff isn't part of the career readiness.

DEAN HARDY: Right. Yeah. I mean, the experiential learning is going to have sort of a different set of course, opportunity characteristics, shall we say, right? So experiential learning. There is a push by the provost to get experiential learning ultimately as a requirement for students to graduate. At the moment, it would be a recommendation just because it would take reworking Gen Ed and all kinds of things. But the committee that's working at the campus level is setting up a series of characteristics for what would count as a designated experiential learning activity. Your court will almost certainly achieve those characteristics. They will almost certainly fit with that. This will be something else down the road. From the point of view of career readiness, though, I mean, those learning

outcomes would have to be fulfilled in order to get the career readiness designation. Does that make sense?

SPEAKER 1: Separate.

DEAN HARDY: Now one thing, to allay some concern. The other thing is, don't feel as though there is any need to add anything to your courses or to your departmental level, your major level curriculum. Remember, this will be implemented really only if we remove something else from the case requirements. So there will be space for students to take career readiness through the Walter center, for instance.

SPEAKER 1: So it's just hard to. If there is another experiential requirement that is coming down the line, then it doesn't even make sense to try to make the courses that we have right now fit the career readiness requirement. I think it's a little confusing the career readiness and then experiential credit. They're very close together, right? I think that's what makes it difficult.

DEAN HARDY: I mean, I don't think you have to be doing experiential learning to be doing career readiness. I mean, a lot of this is making explicit to students, showing them - okay, these are the skills that you've acquired in your W 131. This is how you can now market that to a future employer and not necessarily in the discipline specific way that their major might have, but it might be an employer that's not related to their major. You know, it doesn't appear to be a direct connection. But this is I think I would, I'm just going to promote the value of the Walter center, I think this is where the value of having people with career Coaching, training is really helpful from the point of view of demonstrating to students. OK. You've got all these skills that you've acquired through your liberal arts education, and you want to go in this direction. This is how we can package that. This is how you can make explicit to the future employer why your education has set you up well for this career. So it's a little bit different than actually the experiential learning, which is very much more of this is This is a doing thing, right?

SPEAKER 1: I think we like to keep our students with us. Right? We like to keep our students close to our faculty. A lot of our faculty have done the career readiness training. We'd love to be able to include that type of training and that credit into the existing courses.

DEAN HARDY: To keep them close to your faculty for other case requirements.

SPEAKER 1: As well.

DEAN HARDY: Case requirement to put the career requirement in, you wouldn't lose them. There is no loss.

SPEAKER 1: Well, somehow, you want us to tell our students to take classes with the with the Walter career Center, which is separate. Right?

DEAN HARDY: Which so is 131. So is Math 118, right? This is just another one of those, and we're taking one of those away to put a career readiness in. If you can find a way of

providing it, absolutely. Absolute We're just saying that the Walter Center a course in another department that fulfills career readiness. That would be fine too. It doesn't have to be a department that provides it. It can be and that would be great. But it doesn't have to be. And you won't lose anything. [indistinguishable]

DEAN VAN KOOTEN: That's what I was suggesting is we want to give flexibility to the departments, but also provide a path that it's not so burdensome that they don't have to do anything extra.

SPEAKER 1: Right.

DEAN VAN KOOTEN: But they can if you want. David.

SPEAKER 2: Dave Baxter from physics. I just wanted to say a couple of things. One. I think this is a really important idea. I think we need to do something like this, and I applaud the recognition that if we're going to put this in, we have to take something else out. Having said that, I still worry a little bit about how the solution always is, okay, we'll make another requirement, we'll have another course that fits into this mode. And I'm wondering if there'd been any sort of attempt at real out of the box thinking yet, I don't have any suggestions yet of ways to do it outside of a curriculum, outside creating a course with a particular designation, say, through the career center and activities outside the curriculum that are not optional. For instance, one of my examples is Everybody I think agreed that the public speaking requirement was a really good idea. But the number of students I have said who can I talked to have told me that the public speaking course was an absolute waste of time - is not zero. And I really want to make sure we're not going down that road in this requirement as well.

DEAN HARDY: Well, I mean, I think you point out something that's really important, which is whenever you require something of a student that they're not viewing as part of their natural choice in terms of an academic path, there is going to potentially be some level of resentment around that. So, I agree that we have to be careful. In terms of other means of introducing this in this sort of I'm trying to think of ways where we require students without putting it in the curriculum. I'm trying to and I'm not quite sure how we do it. And I Joe had mentioned and I'm not sure of the specifics of the ways that they'd gone about trying to increase that engagement with the Walter Center above that 50% and getting it beyond a plateau. But that was where it stuck, right? The one can view that in a way of, well, if that's where it's stuck, [indistinguishable] Well, that's the market. That's what the demand for it is. You could look at it that way. The problem is that what we find when we look at the numbers and when we look at the demographics of the students that are interacting with the Walter Center, these tend to be students with higher social capital, with a greater privilege who probably are not first generation and have a means by understanding of how to negotiate the landscape of a university. The student and probably need that guidance less than those who are not engaging with it.

SPEAKER 2: So The one follow up I would have is most of the complaints I've heard, for instance, about the public speaking. We're not saying we don't need to know how to public speak. It's that we've had all of these other courses that have forced us to do it. And they were far more valuable than the one we had to go through to check the box.

DEAN HARDY: Yeah. And I think that's what this career requirement provides the flexibility for. So there is the flexibility that a department can look at ways of embedding these learning outcomes into preexisting courses. That can certainly be done. Okay. And then there's the broader reach of the Walter center courses as well.

SPEAKER 3: Yeah, I think. One thing I think that would be really helpful for faculty is to take a look at the Walter Centers course materials for the courses that they already offer that meet these learning goals. They're one credit courses, and I looked at them and thought, gosh, I wish I had had the opportunity to take those courses when I was an undergraduate. I think they would be really, really helpful. That said, I have grave concerns about the implementation of this requirement. I mean, really, really grave concerns. A lot of these requirements that have sort of come down the pike recently have greatly increased the burden on faculty. And I think there's a potential that this would as well. And I don't agree that having departments offer their own version is necessarily going to solve a lot of these problems. If I'm an undergrad and know I have to take these career readiness things, I'm going to take the one credit courses from Walter Center instead of, say, a three credit course in a department. Also, if I don't know what I'm majoring in, I'm going to take the first CR one, and then I may be in a major that now requires me to take a three credit course and career prep that has the same learning outcome goals as the course I already took at Walters. Now, this idea that you can have departments require these courses just like chemistry requires calculus. The learning outcomes from calculus are different from the learning outcomes of other mathematical modeling courses. They're not the same for chemistry, you need the calculus. But here, we're talking about fulfilling the exact same learning outcomes with courses that are different amounts of credit and maybe some are required by departments and not by others, we're going to have students really confused by that and feeling overburdened again because they come; and they take a one credit course that they basically repeat because their major now requires them to take another course that has the same learning goals.

Also, if we're going to ask faculty to teach one credit courses in order to compete with Walter Center. Where does that fit into our credit requirements for our teaching load? Well, many departments don't have one credit card courses.

DEAN HARDY: One we would hope that we are not going to be competing within the college with one another for credit hours.

SPEAKER 3: Yeah. That's already happening.

DEAN HARDY: [indistinguishable] Does not come down to the department level, and there is no reason to worry about how many credit hours your department's teaching versus the Walter Center.

SPEAKER 3: I'm not worried about that. I'm worried about how many credit hours I have to teach each semester.

DEAN HARDY: Yeah.

SPEAKER 3: Right now, I teach six. But if we add in lots of one credit courses, do I need to teach three of those? The credit hours they're not actually equal. A one credit course takes more work than one third of the three credit course.

DEAN VAN KOOTEN: But we're always providing the PAP, where you don't necessarily have to do that. Okay. [indistinguishable]

SPEAKER 4 [on behalf of Zoom participants]: All right. So there are two questions that came in from Zoom. So the first one goes back to the conversation about experiential and crew readiness. Could experiential learning course also be counted as a career readiness course if the specific learning outcomes for creds are fulfilled?

DEAN HARDY: Absolutely.

DEAN VAN KOOTEN: Yeah.

DEAN HARDY: Yes. I think simple answer.

DEAN VAN KOOTEN: Tree answers. Three. Okay.

SPEAKER 4: All right. The second question here is, if students take career readiness courses through the Walter center, and we remove other requirements, then don't the departments of the college risk losing enrollments in our courses?

DEAN VAN KOOTEN: Okay. It depends on how it gets implemented.

DEAN HARDY: Well, that's predicated on the idea that we view the Walter Center somehow as separate from the college, which is not. I mean, it's part of the college. I'm not quite sure what I think my question with that is I'm not quite sure what we view as the competition there. So because again, I think you can review any case requirement that is not taught by your department as competition in that same light. So

SPEAKER 5: Yeah, guys. So I think you guys know we've been offering this kind of sequence of three career modules and psychological and brain sciences for a long time. And I'm assuming these would map on to the SLOs pretty well. I was a little confused about the whole prerequisite thing. So three modules, they do go in a prerequisite sequence. And how would that work? Would we have to revisit that or would that be okay given they're required as part of our beat?

DEAN GROSSMAN: I don't think you need to revisit that. I think we'll have to look at that on a case by case basis, but the idea here trying to take away barriers for students to complete that. But since it's already part of a major, it's a long established thing, I don't see a problem with sequencing there. But as a general principle, we want to avoid prerequisites on that second course. And I would say a student coming out of the PBS, they had to change major to something else. They would if they took one of your courses, whichever one fulfills CR one, we want them to be able to easily plug into any other of the CR two courses out there.

SPEAKER 6: Debating. Eskenazi School. I know a few of you. So a couple of different things. I do want to warn that we just have several faculty who feel like we don't have enough information. So of course, you know, I mean, I did a career competencies workshop, I absolutely support the philosophy and spirit, and many of our programs in Eskenazi include these learning outcomes. But without knowing what that provisional and I loved hearing today about a scenario planning group. And I think what some of the faculty need to know is what are some of those scenarios about what will be removed. But we also have degree programs who are doing something now. So We have one program that has a two credit requirement already. But that's one two credit requirement. So there wouldn't be a one and two. It's a 219. So they'd be at one level. Is that going to be allowed or are they going to have to be some staircase, no matter. I was really happy, by the way to hear Justin say that there's flexibility for credits because we have that concern from one of the other programs about how many credit is it because someone said, Well, I heard they're going to make it be two classes, and that's six credits, and I said, slow it down. That's not what they're saying

DEAN GROSSMAN: That class, that one, two credit hour class or x number credit hour class meets all five learning outcomes, and the spirit of that requirements all. Then it will give both CR one and CR two.

SPEAKER 6: And currently, so let's say because I don't know the scenarios. Let's say you're going to remove two or three credits from social and historical. I'm not saying anyone would do that. Wherever it's going to go, then our current career course doesn't satisfy a social historical. It's that balance isn't going to be thrown, within their major?

DEAN HARDY: I mean, if he Again, I agree with you. We're not going to say we're doing that. Right. Right (Eskenazi). But if we were to A as a scenario example. Yeah (Eskenzi). Let's say we were to remove three credits generally from breadth of inquiry, whether be for any student, they could they no longer have to do, how many would it be as 20

DEAN GROSSMAN: A run of the mill B.A. degree. You got four A & H courses, four S & H, four N&M. We did something like you have to take 11 breadth of inquiry courses, at least three in each area. That's one way we can achieve set a scenario.

SPEAKER 6: It that a scenario I can calm some of my faculty with because I think that's the question. They don't even want to vote provisionally, without knowing maybe what one of the scenarios may be that we'd be voting in later.

DEAN HARDY: And please reassure them. Yeah. By November, they will have had the opportunity to say, no, we don't like your scenario and we're not going to do that. They can say yes now and say no later.

SPEAKER 6: That's helpful as well.

DEAN VAN KOOTEN: But the readiness and the way it's implemented, they're not satisfied with that and then they could say no.

DEAN HARDY: If we take out three credits of breadth of inquiry in the way Justin just described. It's not that your career readiness class would now have to fulfill lost from the breadth of inquiry, right? You wouldn't have to do

SPEAKER 6: Perfect. And I promise short but final question. We also have a program where this is really embedded, but it's embedded across several of their courses, interior design BS. They have an accreditation body and standards and all of the things that they follow. So that program director is very stressed about it, but would they be able to fulfill those outcomes across four courses? As long as they're showing where they are, is that something that we think

DEAN GROSSMAN: That's possible. It needs to be part of one course or part of two courses. I think you would want to show two courses where those are being done.

SPEAKER 6: That's at least helpful.

DEAN GROSSMAN: Because if that student changes majors, and they completed one fourth, learning outcome one here, we're not creating five. One approach would be we create five CR requirements, and this course has CR one and CR four.

SPEAKER 6: That either. Justin.

DEAN GROSSMAN: That's the alternative here, and I don't think anybody would be signed onto that.

SPEAKER 6: Right. Yeah. Thank you.

DEAN VAN KOOTEN: Are there other online one things?

SPEAKER 4 [on behalf of Zoom participants]: There is some follow up to the conversation from the individual who posted the question about if students were to take the in courses through the Walter Center and remove the other requirements and the concern about losing enrollments. And so to clarify that question, what they're wondering is if they offer, for instance, an IW course or a GCC course, and we remove one of those requirements, so students can take a career readiness course at the Walter Center, their course may not fill. That's what they meant by losing enrollments in their courses. I see the sit one other point that was a follow up on that is that if CR were to replace the speaking requirement, this would in fact affect enrollments in specific courses as well as teaching opportunities for numerous graduate students. I wonder if you might speak to some of those concerns about the removal of particular requirements, but I also wonder if it might be helpful to speak to whether the types of changes that could be made following implementation of a new requirement are limited to the removal of existing requirements, or it sounded like there were other options that were maybe possible. And so if you might elaborate on types of changes beyond removal of existing requirements.

DEAN HARDY: So let me address sort of the GCC and the IW for a minute. Um, there would be no removing IW would almost certainly not create any space in the curriculum for

this. IW is a course designation frequently associated maybe with another case requirement like S&H, A&H. And and students, you know, would probably be taking a class like that anyway. So it's not it's unlikely that that would help a student. It certainly wouldn't consistently help students. Um, the goal is the hope the removal of something is that we actually make a credit hour space. So yeah. It would be the thought of inquiry, possibly foreign language, possibly P 155. These are places where with faculty feedback, we could potentially make space for the introduction of another requirement. Um, For example, we could keep a public and oral communication requirement and rather than have a one specific class be the only way that that requirement can be fulfilled, we could have a court designation that was similar to IW. Such that a given course, as long as it fulfilled the learning outcomes required of a public and oral communication class could fulfill that requirement within case and potentially double count as an A&H or a S&H that would make space while maintaining the idea that we are asking our students to fulfill these public and oral communication learning outcomes.

DEAN VAN KOOTEN: But leave in the option of taking that. Right now, of course, the only way to require allow you can satisfy a requirement with a little bit more flexibility.

DEAN HARDY: Again, I would go back to the idea that we've been trying to keep this particular vote this particular ballot clean in terms of, we're not asking people to make decisions about what should go or what should stay at this point. We're just simply asking, do you think it would be beneficial to our students to introduce a career readiness requirement into the curriculum. If we get a positive vote on that, then we will bring forward a scenario where we can make space in the curriculum to bring that requirement in and the faculty will have the opportunity to vote again as to whether they like that proposal or not. So in many ways, how can I put it? There's no real danger with this ballot.

DEAN VAN KOOTEN: But it gives a signal to us proceeding.

DEAN HARDY: It allows but it does allow us to proceed.

SPEAKER 3: I do have a question. It's about implementation, but it also goes to the learning outcomes. So are these envisioned as small classes or could it be a large course? And could this course be taught by a graduate student or must it be a member of the faculty? I mean, not... I know those are implementation questions, but they're also sort of about the learning outcomes we're hoping to have and whether you can or cannot get those in a large or small class or a class taught by a graduate student.

DEAN HARDY: Yeah. I have not but we have not put restrictions that address those questions on on these classes yet. So there is no upper limit to the class size. And there's nothing the way things are written at the moment that prevents a graduate student from teaching,

DEAN GROSSMAN: That's correct. We very much essentially left that open and each proposal let the stand. What we're asking does it meet the learning outcomes. That's what we're focused on.

DEAN HARDY: Yeah.

SPECIAL ADVISOR TO THE EXECUTIVE DEAN MARTHA OAKLEY: Full disclosure. I've been on the periphery of this conversation for a while. And I don't want to be just writing for the brand as my friend would say. But my good friend was on Redit the other day and the read it about which school you go to at IU, the conversation is basically, if you want a job, you can't go to the college. The college is only to train you for graduate school. And so for me, the reason, and I was not involved with this decision. The reason to keep keep it clean right now is do we want to change that? Do we want people to believe that they can get jobs when they leave the college. If we do, I think we need to proceed. It's a hard question of what we take out. That's the second part and it wasn't worth doing the work. We're not trying to fool anyone. It's not worth doing the work to get that part done if we don't have agreement that this is important. But this is what students are saying in their own conversations. If you want to go to grad school, go to the college. If you want a job, you have to go somewhere else? I think they're wrong. I think everyone in this room thinks they're wrong, but we have to do something to change that perception.

DEAN VAN KOOTEN: Okay. Thanks, Martha. Other questions. Anything else online? Any closing questions? All right, then. Thank you very, very much for coming today. Really appreciate it. And again, don't hesitate to ask us questions along the way that could inform us to make things clear for when we put the ballot out or inform people while the vote is open. Thank you very much. Have a good rest of your day.