

Question and Answer Session

Wintersteen: How do we differentiate ourselves, building on our international experience, exposing students to entrepreneurship, bringing more students into labs; how do we formalize these kinds of things in the curriculum?

Lasley: We have to tell students why these are important. We have to articulate why they should do these things. If you need to be a global citizen, you need a foreign language. We need to do a better job explaining to students why it's important. We worry about how it hurts our enrollment if we increase our standards. We should place the emphasis on quality rather than quantity. Employers come here for strong work ethic; is that all we offer?

Underwood: Discovery is driven by the A students, those with incredible skills, but it's delivered by the C students. The world is run by C students. A dual track needs to run through the curriculum or we'll lose the C student. We shouldn't dumb down. But you want both kinds of students at ISU, not just scientists. Otherwise we'll have C students coming out of community colleges, not ISU. Push a lot more , etc., and it'll shove the C kid with a great work ethic out and he'll end up elsewhere. Is there a way that an accelerated track at ISU holds the same respect as the unaccelerated.

Polito: Before making more demands of students, we need to remember they often are working outside the classroom and it can detract from the classroom.

Jungst: Are we requiring enough of our students? The implication is that we aren't.

Jolly: In a study by a distinguished economist, 5,000 Stanford MBAs were tracked over their careers and their training and work experiences. Students

with the richest work experiences and more diverse educational experiences were not the best students. They weren't dummies, though. There's something to be said about opportunity recognition; helping students recognize opportunities. One MIT invention was licensed to 8 organizations and 8 businesses developed. Part of answer is enabling people to be broader, have more experiences. Maybe a 4-year education isn't right anymore; it'll take 6 because part of it is the student going off and doing something, leading something.

Spalding: We don't want all students in labs, but we do want connections with the real world and connections with their own career aspirations and work in that area.

Underwood: We won't hire a graduate unless they've had 3 internships. Those who've had multiple internships and studied abroad are 2 career steps ahead. How do you encourage that? Mentors are critical; taking kids aside and talking about where they you headed. Encourage them to get mentors.

Tyler: There's a concern about requiring this and that. Kids who choose to do those things differentiate themselves. Don't make it a mandate.

Underwood: You should parade successful people in front of students when they arrive on campus and show them the outcome, what they need. It's critical to pound that message home. You should have an outcome seminar at the beginning when they show up on campus.

Wilson: Graduates with 2-3 internships sometimes get signing bonuses with some companies. There's a monetary incentive. They're motivated and good communicators.

Underwood: Can there be a two-tier program or different tracks for different students? Some would take 4 years, some longer. Tide is sold in 16 different kinds of containers.

Acker: What would you leave out of the equation from what we're giving students now? What's the least useful thing we do for students?

Jungst: What could we give up? Lot of students are naïve in trying to understand what's important. Do we teach them less and require more in true understanding of what's going on, ie, international experience, internships, etc. Help them understand what they're doing and why. For faculty, it's getting them to understand what they need to do to help students understand.

Lasley: Emotional maturity is important. Grade point is a poor indicator of emotional maturity. Wide range of emotional intelligence on campus.

Underwood: We need an organization that drives students to do well academically. Some students, like myself, will sort out that's it's OK to get a C in chemistry for what I really want to do in life.

Jolly: In my undergraduate experience, I could pick out the 5 courses that really meant something.

Underwood: What are the 1-2 messages that instructors need to make students think differently and will create value? Boil it down to clear messages. The world is tough and graduates will need to get on their bikes, shift gears and pedal hard. In 30 years, that state may not provide a dime to fund the university. Figure out how to create great graduates who will help sustain the program.

Tyler: Students have to be responsible for their own education. Let them make mistakes. Is requiring more an answer to the challenges? It's not just a course that will solve how they should think or be ethical or entrepreneurial.

Underwood: I'm against a cookie cutter approach or mandates. It's more about creating a philosophical tilt. Find some funds to help faculty; not everyone will retrain. Where are those funds best used? Focus on where the biggest bang for the buck.

Lasley: Study abroad or work experiences often are transforming events for students. Are there other transformative events? Identity events or processes we engage students in: internships, study abroad, mentoring, special advisers. What