To: Members of the Undergraduate Liberal Learning Committee (ULLC)  
    Doug Estry, Associate Provost for Undergraduate Education  
From: Subcommittee members for Dissemination of Liberal Learning Goals (LLGs) Across Campus and Stakeholder Communities.  David Stowe, subcommittee leader, Nancy DeJoy, Rebecca Jacobsen, Donald Conlon, Christina DeJong, Matthew McKeon, Dylan Miner, Lisa Robinson, Parviz Soroushian, Barry Stein  
Date: 13 April 2011  
RE: Subcommittee Report on Dissemination of LLGs  

This report details our work identifying possible key sources for creating a prominent profile for the Liberal Learning Goals (LLGs) across stakeholder groups and campus units. First, we detail our work with what emerged as four key partners: Advising, Career Services, University Relations, and Governmental Affairs. Second we make recommendations for moving forward with projects that solidify these partnerships, including listing the resources we anticipate will be needed to bring projects to completion in a timely manner.

Advising

Advisors may be one of the best ways to reach students with the liberal learning goals. However, we must ensure that advisors are fully informed about the goals. There are several mechanisms in place for communicating with advisors, but they have varying degrees of effectiveness.

- Professional development meetings are held regularly for advisors across the university; offering a training/information session at one of these meetings would be a way to ensure that at least one advisor from every unit was informed about the liberal learning goals.
- Every staff group also has regular meetings. These would be places where even more advisors would be able to learn about the liberal learning goals. We recommend that the advisor who attended the university wide meeting take the lead to share this information and spread the word at regular staff group meetings.
- There is a list-serve available for university advisors; however, those with whom we met did not feel that this was the most effective way to communicate important and dense material. The number of emails received via the list-serve often resulted in things being overlooked.

Once informed, advisors would need materials and resources to share with students. To that end, the advisors to whom we spoke noted that students do often pick up brochures and one-page flyers that are available in the advising office. Therefore, making those types of materials about the liberal learning goals available to advising offices is an important way to get the information into the hands of students.

Advisors also often help students think broadly about their overall academic program, and using the liberal learning goals as a framework for considering academic and extracurricular choices is useful. To help advisors integrate the LLGs into these conversations, a poster to which advisors could refer during appointments was recommended.

Advisers can also refer students to the web if the goals are posted there and they could also cover the LLGs at AOP. However, both of these recommendations were made less enthusiastically then those above. The advisors we spoke too felt that material delivered via these two routes is less effective.
Suggested Promotional Materials:
- Brochures, pens, wall posters

Career Services

In 2005 Career Services published *12 Essentials for Success: Competencies Employers Seek in College Graduates*. The competencies are very closely related to the LLGs, and in some cases they are identical. DeJoy met with Kelley Bishop, Director Career Services and Placement to discuss rethinking the publication to include a focus on the ways the LLGs fit into the picture of helping students meet employer expectations. Bishop is open to this idea and is willing to help coordinate a process by which the publication (currently out of print) would be rethought to include LLGs and to create a stronger appeal for an undergraduate student audience (without diminishing the ways it will also continue to position employers as important audience members). The traditional hard-copy publication, necessary as a take-away for some stakeholders, would be accompanied by a complementary web presence somewhere on the MSU web site; there may be opportunities for interactive applications on that space. The constitution of an efficient, cooperative team made up of representatives from many key stakeholder groups was discussed as vital to the project. Bishop has structures and contacts in place among many of those groups.

Suggested Promotion Materials:
- We recommend the convening of such a committee and the allocation of resources such as time and money for publication to support an efficient and effective process to publication of a revised version of *12 Essentials for Success: Competencies Employers Seek in College Graduates*.

University Relations

Spartan Sagas is by far the most visible and ambitious attempt to publicize and enrich the MSU brand for a broad audience of alumni, potential students, community members, and others. Stowe met with Pam Jennings, Senior Communications Manager with Mau’s Public Relations Office, and Michael Van Putten, Senior Marketing Communications Manager for Web and New Media at MSU to inquire about the possibility of linking publicity about the LLGs to the Spartan Sagas website. While they are reluctant to complicate their carefully orchestrated branding campaign with a new purpose, they were very willing to share ideas and make available for our purposes the videos that have been posted to Spartan Sagas (most of which are on Youtube). Our discussion moved toward a sense that rather than building a new site and dreaming up ways to get our constituencies (students, parents, employers, etc.) to go there, it would be more realistic and effective to identify social media sites that students and parents are already passing through and get our desired information about LLGs into those sites. Instead of the daunting task of pulling them in, in other words, go find them where they already live (and surf). These are a few social media that were mentioned:
  ⇒ Connecting with MSU through Social Networks: [http://www.msu.edu/social/](http://www.msu.edu/social/)
  ⇒ MSU’s Youtube Channel: [http://www.youtube.com/user/MichiganStateU#p/c/EFF729BE6C45C33B](http://www.youtube.com/user/MichiganStateU#p/c/EFF729BE6C45C33B)
⇒ Career Advice and Services Hub: http://cashforcareers.com/

⇒ And of course MSU’s Facebook page, with more than 125,000 friends: http://www.facebook.com/spartans.msu

For a directory of faculty and who could provide compelling examples and statements on LLGs, Jennings and VanPutten suggested the MSU Experts Directory: http://news.msu.edu/experts/

Suggested Promotion Materials:
- Basic LLG homepage created under the Associate Provost for Undergraduate Education website. The goal is to build on existing networks but, still, a central site seems necessary as a repository for digital materials. The page could be modeled after the Spartan Sagas homepage, with a short video statement by Dr. Estry on each of the five LLGs, followed by additional links.

Governmental Affairs

Jennings and VanPutten suggested that we consult with the Governmental Affairs Office about their perspective on the need to publicize the LLGs with their constituencies: legislators, policymakers, and so on. They pointed out that the MSU initiative aimed at fostering LLGs is part of a larger national conversation about the value and direction of higher education that is being played out at the state and national levels. Stowe contacted Ginny Hass, director of Community Relations for Governmental Affairs, who emphasized that part of the challenge facing MSU and other Big 10 institutions is the need to differentiate their activities and learning outcomes from what is delivered by community colleges. LLGs might be a way of conceptualizing what a research intensive Tier I university teaches differently than, say, Lansing Community College. Haas also emphasized that state legislators don’t handle abstractions well and pointed to a need to have LLGs presented in the most concrete terms: how is this educational experience going to help me find a job, for example. How are these classes going to teach me how to start a business and keep it going?

Stowe followed up with a March 9 meeting with Mark Burnham, newly appointed director of Governmental Affairs. He emphasized the need to get the LLGs pitch into a “one-pager” that could be adapted to many situations. The one-pager should make clear why MSU had picked these five goals over others: why are they so important? Burnham cautioned that liberal learning goals might be problematic in some circles, and that referring to them as pillars or outcomes of an MSU education might be more effective with some target constituencies. The sense that a teaching/research university like MSU is providing a public good, not just a private good, is being lost in the contemporary context and needs to be underscored where possible. He agreed that it is important for MSU to convey why a four-year degree is different and desirable compared to a two-year degree, and that the LLGs could be part of that message.

Suggested Promotion Materials:
- One-pager on LLGs modeled after the MSU one-pager widely circulated by Governmental Affairs.