BUCCS 2 Conversation notes

Question #1

- One common theme that emerged from the first round of BUCCS conversation was our desire as educators to produce graduates who are critical and creative thinkers, life-long learners, and mature, productive, socially responsible citizens. Where would you assess that we currently stand on achieving this ideal? What needs to be done to the current curricular and support structures (if anything) to achieve this ideal?

(Missing)
Lifelong learning with critical thinking and life skills
Lack of cohesiveness in curriculum – drawing connections along areas – remedy by collaboration?
+Survey students (exit interview)
Structured multidisciplinary experience
Over-reliance on computers?
Evaluate faculty climate
  - Time, workload
  - Resources
Revising gen ed requirements “____ across the curriculum” (reading, writing, ethics. . . )
Service learning component in every major
Exocultural experiences
Teaching leadership
Student workload?
Develop coherent body of knowledge base
More interdisciplinary networking
Report undergrad research
Website on faculty interests

Action

Invite a philanthropist to campus
Reassess gen eds
Tie gen eds to majors
Vanity courses
Look at gen ed smorgasbord
General acquisitions of knowledge in discipline going well
How do you assess curiosity

Discrimination between good and poor sources of information is problematic for students
Sharpening intellect and curiosity through study abroad
Exit interview would be helpful
Opportunities exist – are they sufficient?
Student-Body fluctuation limits personal contact
Discussion/ What skills do students need?
Students understand the way they learn now may not be the best way in the future
Themes –
   1. Assessment
   2. Responsibility
   3. Engagement
Difficult to assess issues across disciplines
Over departmentalized
Need to be more specific on goals
How to assess since we don’t measure now
More writing in depth/over years
Student research apply to tenure
AEP students commit sooner
Connect international students
Link education to arts
Develop better cultural identity
Link students to civil government leaders
Better mentoring
Connectedness
Get gen eds out of way – bad idea
Themes across curriculum
Connect students to community
Leadership
People
Time need
Money 2
Change
Desire for change
Proactive vs. reactive
Culture of change
Thoughtful and reasonable change
Lack of info across disciplines
Size enables change
Technology supports change
Size advantage
Survey of students and faculty
Need to continue conversations
Assessment of social responsibility difficult, esp. with transfer students
Faculty must exemplify lifelong learning
Permanent study abroad locations?
Walmart mentality – purchase (of knowledge) is made
VS.
Health club mentality – purchase of membership is made, after which customer does the work
Addressing different kinds of intelligence
   ______ across the curriculum:
      - Ethics
- Writing

Course linkage (disparate subjects)
Global studies – mandating vs. inclusion in current courses
Creating “uncomfortability” in campus experiences
Scholarship expo for credit
Interdisciplinary faculty teams
Gen eds may not emphasize critical thinking skills
AEP students need to commit sooner
Student/support staff communication
Gen ed requirements should be reexamined
Assignments find balance between creative/critical thinking
Grade of C+
Common learning goals
Consequences for irresponsibility
Specific courses ethics/writing etc across curriculum
Link courses toward goals
Global studies expand study abroad
Question #2

- Which aspects of the current environment (student and faculty composition, institutional culture, community partnerships, etc.) can help us achieve our goals for the Bradley graduate of 2010? Which serve as barriers?

Helps –
Not using new technologies to bring experts to campus
Study abroad programs good but need
Have good community connections
Admit higher potential students
Helps 2 –
Dynamic faculty
Size of university, size of class, know students
Potential for cultural change
Learning in retirement (potential help)
Have some writing intensive courses
Helps 3 –
Have resources in retirement community
Emphasis on excellence “push students”
Diversity learning
Strong graduate program
Strong alumni program and support
Strengths –
Good internships and practicums
Rethink how to use time with students
Unique resources
Good faculty invested in university and community
Good students
Faculty model behaviors
Service learning centered needed
Dedicated faculty support IUE administration
Small size allows good student faculty collaboration
Use spring break as a structured service/learning
Improve students ability to critically think
Intuitive interest and curiosity
Need to encourage discussion and writing
Get students to synthesize
Students develop real computer skills
Critical thinking
Study abroad take students out of comfort zone
Reassess gen eds C+ on all
Faculty/student cooperation
Faculty staff, administration model critical thinking
Professional curriculum require critical thinking
5-10 year out evaluation
Faculty model life long learning
Strong relationships, strong diverse experience
Rethink what professorate looks like
Easy to work with other departments
Diverse student body
Helpful technology

**Question #2B**

Look at grads over time – evaluate student vs. graduate
Communication lacking especially writing
Not achieving goals – evaluate faculty climate
Faculty willingness to change?
Social responsibility other culture experience
Engagement in community, local & global leadership
Ethics – missing honors board, student review board
Maturity of incoming students down – Silo problem–students specialized rather than exposed to broader area
Barriers –
Gen ed in current form with limitations and restrictions imposed by major
Lack of effective evaluation, post-graduation
Students’ perception of entitlement
Accrediting associations may work within narrowly defined parameters
Study abroad needs to be more fully developed along B.U. lines
Opportunities for association with local entities not fully exploited
Top-heavy faculty in terms of service, experience with students’ generation
Institutional inertia; “buy-in” on large scale difficult
Institutional motivation of faculty
Geographical/cultural diversity
Funding
Lack of integration of technology into curriculum
Interdepartmental communication
Time to integration of plan
Student preparation for internships and practicums
Faculty modeling appropriate (ideal) behavior
Assessment of cross-disciplinary activities
Institutional inertia
Resources for faculty
Gaps between units/departments
Ongoing training for new faculty
Overly homogeneous undergrads, insular grads
No common set of experiences
Devaluing of general education
“Silo mentality” discourages cross-disciplinary work
Incoherent gen ed program
Student culture:
  - Narcissism
  - Focus on grades
  - New technology overvalued
“Discipline silos” among faculty (modeled by students)
Inadequate diversity
“Efficient management”
Not addressing diversity
Assessment of attributes is problematic
Issues student-based, not faculty-directed
“Critique of pure buccs”
Assessment facilitated by small group or individual instruction
Attention span, motivation of students called into question
Writing and other communication skills also called into question
Business model of efficiency
Adjunct professors not integrated into faculty
Internet 2
Bring world in
Cell phones
Why stop them
Embrace technology
Lack of time and monetary resources
Poor attitudes – resistance among faculty to develop
Space limitations
Failure to put discussion into practice
More cooperation needed
“Cultural literacy”
Credit for faculty in new curricular initiatives
“Get those gen eds out of the way”
Homogeneous course structures
Roadblocks to collaboration exist within existing structure
More is asked of faculty etc. with less time
(Thoughtful and reasonable risk-taking creates climate for change)
Inaccurate perspectives of students of education experience is barrier
Technology can also be confining
“We live in our own Silos”
Future employers give different lists to students than faculty