Small Group

1. **How, specifically, can we help our students develop leadership/collaboration?**

   Immersion in problem-based team experiences with cross-level (freshmen to senior) students with cross-disciplinary focus
   Pedagogical changes by faculty
   Out of classroom experiences support the development of leadership/collaboration skills
   Reflection of the process in leadership and learning
   Focus on systems thinking
   Service-learning
   Debates, topics of discussion (for example presidential debates and subsequent discussion)

2. **What is needed in order for us to improve leadership/collaboration among Bradley students?**

   Part-time teachers often teach gen eds. Change this to value gen eds as building blocks for strengthening the shared BU experience – carefully design accumulating experiences in leadership responsibilities and collaboration
   New faculty forum to nurture young faculty to develop strong leadership
   Gen eds from minimal teacher/student contact to more
   Coordinate projects/service

1. **How, specifically, can we help our students develop ethics?**

   Model in classroom and in institutional structure and behavior
   Add humility

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**Bradley University Campus Conversations**

11-29-07

Small Group

1. **How, specifically, can we help our students develop collaboration/leadership?**

   Group projects, topic may not matter
   Emphasize the benefits of collaboration
   Serious individual work to bring a skill or component to the project
   Model behavior
   Support those who want to be workers
   Model open discussion techniques – hear and change opinions
   Leadership will fall out and then be mentored
2. **What is needed in order for us to improve collaboration/leadership among Bradley students?**

Techniques to push forward more quiet or “slower” team members

1. **How, specifically, can we help our students develop global citizenship?**

Are we in the business of cultivating these traits? There is a certain inherent cohesiveness to the approach.  
Increasing recruitment of international undergrads  
Greater emphasis on study abroad  
One or more courses on global awareness  
Ci-current world affairs (as part of core) A great common experience  
A lot we can do outside of gen ed. There have to be components external to gen ed and external to curriculum

2. **What is needed in order for us to improve global citizenship among Bradley students?**

Work to make study abroad more affordable  
We need development opportunities as we are not trained to help students with personal growth issues

1. **How, specifically, can we help our students develop ethics?**

Build accountability into curriculum  
Build atmosphere of ethics across campus

2. **What is needed in order for us to improve ethics among Bradley students?**

Discussion of ethical controversy  
Enforce rules  
Design papers that cannot be easily plagiarized  
Develop a stronger campus system to make clear that cheating is unacceptable

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**Large Group**

*Good Collaborator (Behaviors)*  
Listen well  
Communicate well  
Want to learn more  
Practice working in groups (have experience)  
Exhibit toleration of alternate points of view  
Work effectively with diverse groups  
Contributors to group success
Actively engaged in positive progress of the group
Positive and supportive towards other group members
Exhibits ethical behaviors

Things BU Can Do
Provide more opportunities to practice collaboration (e.g., service learning, partner projects, interdisciplinary projects)
Provide opportunities to lead (e.g., active department, clubs, student organizations)
Do we do this (student leadership) already? How do we continue/not screw up?
More crossing of disciplinary boundaries

BU Can Do This:
Com 103 to include a wider variety of communication tasks, small groups, listening, group collaboration
Class might not be an answer: crossing the cultural divide
Faculty collaborate more and include students
Administrative support
Students to assess leadership skills

Leadership
Teaches: educate those involved so expectations and reality are close
Well read, conversant in a variety of subject areas
Accomplished record of good things
Finishes what they start – gets other to do so
Takes risks
Personal stake in the work
Follows through on promises
Models desirable behavior
Realizes their job is to make others successful: raising accomplishment level of others
Effective storyteller
Challenging others has vision
Communicates well
Glue
Ethical principles
Change agent

Ethics
Comes from problem solving skills; critical thinking (analyze situations)
Direct instruction (published expectations)
Provide students with case studies/ethical dilemmas that can be embedded in classes at all levels (e.g. which of these 3 moral choices is ethically superior)
A gen ed course (or EHS 120 format) early specifically dealing with ethics
Must be known that this is a priority to the University (speakers, activities, modeled behaviors)
Multicultural/global issues of ethics (e.g. ethics of bribes)
Understand/appreciation that alternative ethical codes exist
How to keep your own ethical standards while working a global environment
How is this assessed?

What can we do? (Ethics)
Formalized experiences in cross-disciplinary – connections with ethics
Shared book assignment outside the classroom
Learn a lot in repetitive experiences EHS 120 personal ethics/course work: applications capstone experience and testing: revisit and integrate
Result: embedded continuum
Awareness and alignment with beliefs and activities

Bradley University Campus Conversations
11-30-07
Small Group

1. How, specifically, can we help our students develop collaboration/leadership?

Different levels of leadership – use disciplines as participating in different organization - up to the kid
Communication/articulation
Student organizations and leadership activities in those – initiative persuasion
Identifying unmet needs
Listening, small group skills
See COM 103 equivalent as a wide variety of skills, not just giving speech
Ability to acquire knowledge
Leadership is a form of performing arts/storytelling “Here is where we want to go come with me”
Teach:
Educates those are involved expectations and reality level are close
Challenging goals – goal setting
Getting things done
Risk-taking
Ethical principles
Develop trust
Following through with commitments
Accomplished and record of doing things
Crossing disciplinary boundaries

Large Group

Leadership Development:
Practice use group assignments
Desirable characteristic
Emphasize collaboration – talk about benefits model collaboration
Support those who want to be workers
Mentor natural leaders
Mentor workers
Use open discussion techniques

What Needed
Need techniques that help everyone come to a level
Don’t lose individual need to work on own
Like restructured
Library that allows collaboration
Need to maintain ability to work alone
How does this fit faculty?
Need to look at how to put groups together
Ethics:
Build into the curriculum an escalating sense of ethics
Build atmosphere of ethics across the campus – model ethical behavior, e.g., diminishing
regulation of student behavior, show respect to students
Discussion of ethical controversies in classroom – local and global (e.g., role of social workers at
Gitmo)
Better rule enforcement at BU (e.g. plagiarism)
Design papers that can’t be easily plagiarized
Explain the rules and how they will be enforced
Need to acknowledge that many times there is no right answer (or, rather, there may be multiple
ethical choices)

Citizenship:
Help students
Are we in the business of cultivating traits
Are we forcing values on students
Recruit undergrad international students
How do we get students to interact with international students
How to overcome fear you didn’t recognize
How to ? out of comfort zone
Greater emphasis on study abroad
Scholarships should cover study abroad

Citizenship 2:
Reinterpret state mandates
One or more course on global awareness
Core course in current world affairs
Need external experiences
International festivities
Faculty will need training
Course in citizenship
Employment issue
Service learning
Can value issues