

BUCCS 20 Session- NOTES

April 21, 2009

- 1) Why are other colleges not involved? (w/ BUCCS)
- 2) General Education course expectations not aligned with student expectations
 - a. Advising/ freshman not ready.
 - b. "D" is acceptable (passing)
 - c. Gen. Ed. "hoops"
 - d. Gen. Ed. Should be easy
- 3) Student writing skills are weak. "writing across curriculum"
- 4) Students don't read
- 5) Need to get "turn it in" to detect incidences of plagiarism
- 6) Earlier withdraw date: wp-wf
- 7) Raise required grade to "C"
- 8) No voice for full time temp faculty. What is being done to improve?
- 9) Class sizes are rising. Large sections. Are we lying about small classes?
- 10) Large classes = multiple choice
- 11) How are classes allocated?
- 12) Not being taught to write in intro composition classes. Is this one class enough?
- 13) Stress writing to our students
- 14) We protect our "turf"
- 15) Should promote engineering (could be good marketing tool)
- 16) How long can someone stay in an interim position (i.e. Interim Provost)? When will the provost search be initiated?
- 17) Library problem: acquisition. Electronic journals. Holdings are weak. Some historic research projects can't be assigned.
- 18) Language dept. doesn't teach languages important for international business.
- 19) Can't transfer languages from other schedules (outside colleges). Unable to transfer language course credits for languages not currently offered by BU.
- 20) Need better cost-benefit analysis.
- 21) Phys. Ed. Credit. Got rid of that.

Developed honors seminars to provide 1 hour. There is a need for 1 hour courses.
Alternative to drop back to 120 hours to graduate.
- 22) Who speaks for university? Who made Markin employee fee decision?
- 23) What can university do to improve neighborhood?
- 24) Career center: electronic deposit letters

April 22 2009

- 1) Relationship between tenure & promotion rules and mission
 - a. Teaching – vision (but not priority)
 - b. Research
 - c. Service
- 2) Institution & surrounding neighborhoods
 - a. Faculty living close by
 - b. Green issues - \$20 a month stimulus money to ride a bike to work.
 - c. District 150 schools

- 3) Uneven understanding of what scholarship expectations are
- 4) No graduate assistants to help with research data gathering
- 5) Are we failing to keep the kind of faculty we want to keep?
- 6) University wide information on turned down offers
- 7) Teaching loads 9-9 9-12 12-12
- 8) Small class size valued
- 9) How do we survive in the economic climate?
 - a. Admissions
 - b. Significant competitors
 - c. Non-traditional teaching
- 10) University of National distinction
 - a. Limited geographical draw
 - b. Lack of "bohemian index"
- 11) Peoria is discovered after you get here
- 12) Relationship & coordination with school district 150 /quality of schools
- 13) Flight away from Peoria has caused a lot of problems for Peoria (moving from Peoria to surrounding areas)
- 14) Incentive program to buy homes close to campus
- 15) BU Landlocked in a residential area
- 16) BUCCS helpful in communicating about activities going on Boundary crossing (dialogue across campus/dept)
- 17) Turf protection mentality (depts. protecting own faculty, resources & classes)
- 18) Pushing through inertia to change things
- 19) BU fairly closed campus
- 20) Drinking policy- student now playing the game (responsible students)
- 21) Parents want to see safety reports. Fear of students being criminalized for too harsh an approach
- 22) Examination of BU neighborhood relationships
- 23) Lack of confidence that shared governance is being used/concerns about bureaucratic approach
 - a. \$120 Markin center use for faculty & staff (reduction in compensation package)
 - b. Removal of department chair
 - c. Desire to be a university of national distinction contradicts the actions taken
 - d. Psychological dissatisfaction of decision making/non-transparency
- 24) How do students learn to use the library?
 - a. On-line research sources "someone else is expected to teach this?"
- 25) How do we support students for their next steps?
- 26) Learning to deal with road blocks: adversities to build persistence and stamina
- 27) Culture of teaching accomplishing substantial products or processes
- 28) Helping to help ourselves dealing with real problem-solving
- 29) Sharing successful ideas in teaching
- 30) Spousal accommodation (if qualified) when candidate is seeking position at BU
 - a. Perception of injustice