

BUCCS 11 Summary

Across the three sessions the major conclusion was that, however, we develop the core experience, it needs more attention and support than the gen. eds. have received. Each session had somewhat different suggestions for how this could be accomplished.

March 26 session

1. Integrate skills and knowledge into multiple courses to encourage students to see an integrated body of knowledge.
2. Show students the importance of the core.
3. There needs to be continued scrutiny of core courses.
4. Core courses need to be delivered in small sections.
5. There needs be something like a chair of the core to manage it.
6. The core general education document is still sound.

There is a need to revitalize:

1. Include information about the core in new faculty orientation.
2. Develop strategies to get faculty “buy in”.
3. Include more about technology and its effects in core courses.
4. Develop more engineering and business courses in the core.

Resources needed:

1. There is a need for more faculty in the core.
2. There is a need to develop assessment and revitalization processes.
3. Perhaps there should be a gen ed faculty.
4. The core faculty need to be people who care about general education.
5. Some “perks” should be given for teaching in the core, \$1,000/year for travel or research support, release time or other rewards.
6. The conflict between publishing and teaching in the core needs to be addressed,

Additional thoughts:

1. The core needs to be reduced and focused.
2. The core needs to support professional development.
3. There should be a course in health care.
4. Core courses should not just be freshman, sophomore course, but be spread throughout the Bradley experience.

March 27 Session

1. There needs to be a commitment across the campus to the core experience.
2. This might be achieved by a dramatic change in the core.
3. The core needs to support the professions.
4. Either cap classes or select faculty that do well with large classes.
5. Develop a core faculty or allow people to teach in core only by invitation.
6. Restructure the gen ed committee with more control to evaluate and rejuvenate.
7. Conduct annual workshops for faculty so they understand the core.
8. Develop a continuous quality improvement program for the core.
9. Have a separate core advisor for students.
10. Focus the core on competencies.

11. Encourage more use of professional literature.
12. Have chairs and deans conduct core workshops in their departments and colleges.
13. Cover core at University Conference every 3 or 4 years.
14. Develop student events related to core.
15. Promote the core at student orientation and other events.
16. Make some core courses Pass/Fail.

March 28 Session

1. Use more technology to support core.
2. We have too many students to have an effective core experience.
3. The core should teach the origins of values.
4. Students should develop skills, knowledge and perspective in the core.
5. The core needs to be smaller and focused.
6. Develop a senior seminar.
7. Do more team teaching with a content instructor and a skill instructor.
8. For intensive writing courses, Bradley could hire graduate students or instructors to handle writing portion.
9. The core should develop an informed electorate.
10. To develop accountability, courses should be re-certified every three years.
11. The core faculty need an identity.
12. We need to communicate the importance of the core to students.
13. Tenure and Promotion need to be realigned to include student engagement, external engagement and work in the core.
14. We need a course that helps students understand the education process.