

BUCCS 11-28-07

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

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

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