

## **Student Focused Campus/ Student Life Learning Goals Working Group Narrative Summary**

- Understanding the process of learning has changed significantly, therefore campus resources must be utilized effectively to reflect this change.
- Every course should have at least one class devoted to ethics in their discipline.
- Increase the availability and awareness of advisement/guidance resources.
- Make certain distinctions are made between ethics and morality.
- Assessment is very important.
- Community service is an effective way to help students learn especially when there is a period of reflection after the actual service has taken place.
- Recommended that there should be a curricular requirement for civic engagement.
- As with academic schedule of courses, that there be a recommended co-curricular profile of out-of-class experiences for students with various options for volunteer service, co-curricular experiences, service learning and internship opportunities.
- Issue was discussed whether the civic engagement and service for students should be required or elected.
- It should also be possible for students to perform community service in relation to their academic major and/or earn extra credit in a course
- The suggestion was made that college credit be granted for SERVA related community service.
- Suggested that faculty has to be educated as a group regarding what is available and how to integrate these issues as well as student's civic engagement, diversity and campus citizenship into their teaching/curriculum.
- Suggestion made that civic engagement should become a part of the core curriculum, possibly in lieu of another course; or in addition to another course. Perhaps part of the CORE upper tier optional course.
- More compensation should be available for faculty involved in service learning
- With unlimited resources, build a student dormitory and faculty housing to help establish a greater sense of community on campus.
- Develop a curricular or non-curricular approach that would recognize what evening/adult students are doing in their current life.
- Provide the same resources for evening, adult and graduates students as is provided for day students.
- Collaborative and cultural or multicultural off-campus activities followed up by reflection and perhaps by incorporating the student's experience and response to their civic engagement with a research paper or establish a forum for discussion.
- Make communication about programs and resources more effective.
- Each student should be encouraged to attend an ethnic event that is not from his/her own ethnic group.

**Members:** Bruce Filosa (Athletics, Recreation and Intramurals), George Rodman (Professor, TV and Radio), Glen Hass (Professor, Psychology), Eldad Yaron (undergraduate student, Political Science major), Lena Lopez (Health Programs), Alicia Knight (undergraduate student, Education), Wilfredo Morales, Carolina Bank Munoz (Professor, Sociology ), Peter Taubman (Professor, Education), Tim Dun (Professor, Speech) Jason Siegler (Professor, Physical Education), Scott Dexter (Professor, Computer and Information Science), Wendy Maloney (Professor, SEEK), Sandy Chung (student), Margaret Cox (graduate student, English), Jacqueline Williams (Student Life), Convener, Miriam Deutch, (Professor, Library), Chair.

## **Student Life and Learning Goals Working Group**

### Minutes

#### **I. New understandings about how students learn.**

Meeting opened with the reading of the charge which focused on the shift from teaching to learning. According to recent literature, learning is perceived as a comprehensive, holistic, transformative activity that integrates academic learning and student development. Understanding the process of learning has changed significantly, therefore campus resources must be utilized effectively to reflect this change. From the article, , The chair read from the article Learning Reconsidered (p.21-22) indicating specific desirable student outcomes, e.g. cognitive complexity; knowledge acquisition, integration, and application; humanitarianism; civic engagement; interpersonal and intrapersonal competence; practical competence; persistence and academic achievement, critical thinking. .

**A.** Every course should have at least one class devoted to ethics in their discipline. For example, ethics in sports (BC's athletics already emphasizes participation over rankings); ethics is part of psychology research and required for all majors;. Topics in ethical decision-making could include plagiarism, student government use and allocation of funds, distribution of college's resources. Health issues and ethics such as alcohol and drug use I sports were also discussed.

#### **B.** Address academic integrity and plagiarism

Website with information on plagiarism should be available to students and faculty.

Suggestions made:

- Revise student handbooks to include information,
- Establish a college Honor code and then place it prominently in the bulletin,
- Faculty require students to read and sign an agreement regarding plagiarism, (e.g. on syllabus),
- Discuss values and ethics,
- Alternatives are available rather than resorting to plagiarism,
- Publicize and discuss the consequences resulting from plagiarism.

**C.** We need to address the issue of why students plagiarize to begin with, e.g., time management issues, writing problems, etc.)

**D.** Increase the availability and awareness of advisement/guidance resources. This should be structured in a way that students can make their own ethical decisions based on the information provided.

**E.** Make certain distinctions are made between ethics and morality.

**F.** The issue was raised that classes should not reflect only one type of political perspective; there should be more of a balance of viewpoints. However, it was pointed out that group work and discussions are encouraged and utilized in classes. It was recommended that public debates can be held to address this issue. The concern of faculty academic freedom was also brought up.

**G.** Also discussed was the importance of assessment. It was suggested that there were many ways to assess the attainment of the goal. For example with plagiarism, one could take faculty reports of plagiarism (survey), number of online plagiarism service hits.

## **II. Community service is an effective way to help students learn especially when there is a period of reflection after the actual service has taken place.**

**A.** Recommended that there should be a curricular requirement for civic engagement. As with academic schedule of courses, that there be a recommended co-curricular profile of out-of-class experiences for students with various options for volunteer service, co-curricular experiences, service learning and internship opportunities. The SEEK department was referred to as an example in which students are required to submit benchmark portfolios addressing civic engagement and/or community service.

**B.** The concern was raised that making civic engagement or community service a requirement could result in students joining clubs simply to receive credit. It was stated however that this need not be the case because some campuses have been successful with this requirement; and there is a variety of community service outlets to choose from. The suggestion was made that community service should be encouraged rather than required and that the students have choices in what to participate. Issue was discussed whether the civic engagement and service for students should be required or elected.

**C.** It should also be possible for students to perform community service in relation to their academic major and/or earn extra credit in a course. It was noted that University of Pennsylvania and Haverford College where their departments require majors to do work connected to a “professional consequence” (e.g. internships). Discussed using a program that currently exists. For example, elective courses are offered by Nancy Roemer in various areas such as schools, hospitals, etc. SEEK’s freshman benchmarks, Magner Center Internships and SERVA. The SERVA volunteer registry was mentioned as a Student Life program that encourages community service; a notation of such service would be reflected on student’s transcript. The suggestion was made that college credit be granted for SERVA related community service.

**D.** Suggested that faculty has to be educated as a group regarding what is available and how to integrate these issues as well as student's civic engagement, diversity and campus citizenship into their teaching/curriculum. An example was given as to how the focus on ethics was brought into BC's Introduction to Mass Media course. It was thought that discussion of ethics presented as "responsible decision-making" or "Ethics in (insert discipline)" could be a part of all disciplines. Also, teach faculty to have discussions or require student's to integrate their experiences into their research papers. Make faculty aware of programs/events on campus that can enhance student learning.

**E.** Suggestion made that civic engagement should become a part of the core curriculum, possibly in lieu of another course; or in addition to another course. It is also possible to choose a core curriculum course which has a civic engagement component. There should be a follow-up based on personal experiences and reflection. Discuss these areas as apart of Gateway, Core and Capstone courses.

**F.** More compensation should be available for faculty involved in service learning. Faculty needs more support and greater reward for utilizing co-curricular (e.g. service learning, independent study) as well as traditional classroom based programs.

**G.** Self reflective approach suggested: Provide discussion forums that focus on current real life dilemmas in various fields, situations "ripped from the headlines" (e.g., a big contributor to a museum, asks for his collection to be exhibited—the collection is not critically thought to be of the best quality – what does the museum curators do). These can be done within the course and/or as part of a larger campus program arranged in collaboration with Student Life that individuals could attend (café scene's dilemma workshops). These Applied Ethics programs could be moderated by faculty, and guest presenters (e.g., New York Times reporters). We could also take dilemma content from TV programs such as Law & Orders. Such outside guest presenters would help develop relationships that might provide resources for college.

**H.** Professors and classes should collaborate with existing programs on campus, e.g. Woolf Institute, Library Cultural Programs, BCBC programs, etc... Encourage people who plan these programs to coordinate with Professors who are teaching courses that would be relevant to the coursework. Program planners and Professors need to work more closely to coordinate programs and classes. Attendance to special programs would be followed up by discussion encouraging reflection and deeper learning.

**I.** It was suggested that the above could be a new CORE upper tier optional course.

**J. If there were Unlimited Resources:** Build a student dormitory to establish a greater sense of community and improve campus culture. With the addition of faculty housing, the faculty could serve as role models.

### **III. Addressing the needs of the evening, adult and graduate students.**

- A.** Utilize online interactive approach that recognizes dilemmas in their lives within the structure of a course.
- B.** On-line ethics course for everyone with a common basis and then there would be a branching off approach with content issue specific to the participants' field of study.
- C.** Also provide these students with community and personal resource information, non-course specific, e.g. housing assistance resources and financial planning information.
- D.** Provide incentives fit to the particular student population (e.g., evening) to have all students participate in these ethical explorations.
- E.** Evening, adult, and graduate students – Develop ways in which same resources are available to them as they are to day students. With regards to civic engagement and community service, the life experience of evening/adult/graduate student may be applicable. Develop a curricular or non-curricular approach that would recognize what students are doing in their current life e.g. student's who was recently involved in deciding if their grandmother should have a feeding tube inserted in her to keep her alive.

### **IV. Communication/ Participation Approaches**

- A.** Collaborative and cultural or multicultural off-campus activities followed up by reflection and perhaps by incorporating the student's experience and response to their civic engagement with a research paper or establish a forum for discussion.
- B.** Improve effective communication on campus – How does one know about the various resources available on campus? Many of these programs can enhance and assist with student's learning.
- C.** There should be more effective communication about the college's resources/programs beyond e-mail, website, flyers, and e.g.
  - Large Banners/ Billboards.
  - Placement of Information Screens (plasma) Outdoors (e.g., Disney World or BCBC's large building sign).
  - Create an area for information where there is seating, e.g., Library café's outside patio.
- D.** It was suggested that President Kimmich could promote to donors the above because they would have visibility.

### **V. Final suggestion regarding diversity: Each student should be encouraged to attend an ethnic event that is not from his/her own ethnic group.**

