

JOHN CARROLL UNIVERSITY
UNIVERSITY COMMITTEE ON THE STUDENT LEARNING EXPERIENCE

Mark McCarthy, Jim Krukones, Todd Bruce, Sherri Crahen, Carlo DeMarchi, Margaret Farrar,
Sr. Katherine Feely, Rodney Hessinger, Devvin La Barge '19,
Stephanie Levenson, Stacey Love, Brandi Mandzak, Al Miciak, Michelle Millet,
Maryclaire Moroney, Patrick Mullane, Ed Peck, Karen Schuele, Amy Wainwright

December 12, 2018
8:30 a.m.; CAS Conference Room

NOTES

Present: M. McCarthy, J. Krukones, T. Bruce, S. Crahen, C. DeMarchi, M. Farrar, K. Feely, R. Hessinger, D. LaBarge, S. Love, B. Mandzak, A. Miciak, M. Millet, M. Moroney, P. Mullane, K. Schuele, A. Wainwright

The notes from the meeting of November 28, 2018, were approved.

J. Krukones began the meeting with a brief update regarding the Academic Advising proposal. A. Miciak, M. Farrar, T. Bruce and J. Krukones had met the previous week to discuss the APR review and response documents; further consideration of options is underway. In response to questions, M. Moroney explained that the primary role of advisors in CAS remains working with freshman/sophomore cohorts while the academic advising office deals primarily with the troubleshooting of student problems and reviews of policy questions. Troubleshooting and problem solving takes place for all levels of students, including, for example, degree completion for seniors and juniors still undeclared. One concern that came up at the November general faculty meeting about earlier declaration of majors was that some majors lacked a sufficient number of faculty advisors to support students.

The meeting then moved to updates from the UCLSE working groups.

1. Retention, Persistence and Completion (RPC) Working Group. S. Love provided a summary report of JCU Retention Initiatives for all students as well as the following targeted at-risk populations: males, first-generation students, students of color/underrepresented students, athletes, commuter students, transfer students, and international students. P. Mullane indicated that, in addition to the Counseling Center drop-in hours at CSDI, Career Services also offers drop-in hours in CSDI. M. Farrar mentioned that the Model Arab League has become a key organization for international students and has resulted in a community-building experience for its members. It currently does not have sufficient funding from the Student Union to cover expenses and could use a stable source of funding in the range of \$10,000 annually. It was suggested that the organization should be integrated into an Office of Global Studies. Other suggestions included funding and support for academically talented students to pursue post-graduate fellowships, and developing and implementing programs to support the recruitment and retention of underrepresented groups. The RPC working group discussed the idea of developing a peer-advisor program to supplement the work of academic advising. D. LaBarge indicated that, as a Resident Assistant and CSDI peer mentor, she often provides assistance to students regarding selecting and scheduling classes. M. Farrar suggested that the RPC consider what current programs and resources could be enhanced or amplified to reach more students and what some best practices may be for faculty to support retention. One way for faculty to assist would be to require early and frequent feedback for first-year students, including a meaningful test or graded assignment by week three of the first semester. T. Bruce

indicated that IE has built a dashboard to keep track of student withdrawals. During the fall semester the major reason for withdrawal has been for medical reasons. At this point it appears that the predicted retention of the Class of 2022 from first to second semester will be about the same as last year, even with its considerably larger initial enrollment.

2. **Experiential Learning Working Group.** P. Mullane reported that the group is determining what data is already being collected and where the information is located for each of the experiential learning (EL) categories. Next steps include making the Pathways Template a reality for students and advisors for each major. The goal to record EL in the form of a transcript or map remains a priority. P. Mullane also mentioned a new IT project with EAB to create a Data Hub at JCU and how this might help with data integration. K. Feely said that, on January 9, the working group has a skype conference call with Elon U. to get an update on their EL transcript. M. Farrar suggested, even without a fully operationalized template, it would be helpful to work on a communications plan that could message the wide-ranging opportunities for EL available at JCU. It was also suggested that marketing needs to get involved by creating and packaging communication directed at students and parents, even prior to enrollment. Ultimately student engagement and the use of mapping tools may need to include some incentives. While a video on the professional development programs in Boler and CAS could be helpful, it should be part of a broader marketing and messaging campaign about the value of, and opportunities for, student engagement through EL.

3. **Diversity, Equity and Inclusion Working Group.** S. Crahen reported on progress related to the Strategic Plan for Inclusive Excellence in the following categories:
 - a. **Staff Training:**
 - Total training staff sessions (first of 2 sessions) on implicit bias offered: 8
 - Average number of participants at each session: 40
 - Total number of staff members trained in these sessions: 326 (82%)
 - Total number of faculty members trained in these sessions: 17
 - SLT recently held the 2nd of 4 training sessions on diversity, equity, & justice.
 - The Division of Student Affairs (included in the above reporting) is in the second year of its own diversity training program.
 - b. **Faculty Training:**
 - With the agreement of the deans of CAS and BCOB and the director of the Library, a small group (DEI and others) will collaborate with the Diversity Center to design two two-hour workshops for faculty, one more advanced than the other.
 - All faculty (including PT) will be invited to one of 5 workshops offered in the spring.
 - They are currently investigating the possibility of utilizing online compliance training as an additional option, especially for adjuncts who cannot attend regular sessions.
 - c. **Leadership for Inclusive Excellence**
 - At the request of the President, DEI is working on a framework for inclusive excellence at JCU as well as creating an office to lead, coordinate, and develop accountability structures for diversity, equity, and inclusion efforts across campus.
 - The framework is generally done. In addition to a centralized office (see below), it will include a small team of divisional diversity coordinators who will be responsible for working on divisional diversity plans with the area VP and the CDO.
 - Two models have been developed and are being refined before being presented to the president and SLT. This work should be wrapping up soon.
 - d. **Divisional and Institutional Planning**
 - As part of their training with the Diversity Center of Northeast Ohio, the VPs, Deans, Human Resources, and Legal Counsel will be working on developing

metrics and plans for implementing relevant aspects of the Strategic Plan for Inclusive Excellence within their areas of responsibility.

- M. Wilson-Reitz will work with HR, the Office of Institutional Effectiveness, and the Diversity Center to establish some baseline inventories and assessments of existing policies, practices, and data.
- E. Peck and M. Wilson-Reitz participated in an AJCU webinar on Climate Surveys administered at 14 Jesuit schools by Rankin Associates.

4. Mission Integration Committee. K. Feely reported on the following:

a. The current year's theme is Leadership.

- Two meetings were held in late spring so program directors could think of ways to collaborate and connect to the theme. There was some uncertainty on next steps.
- The hope was to create a poster and website, but this proved impossible this year. We can make more progress the rest of this year and certainly next year.
- An "opt in" approach was selected for the pilot year. Examples of opt-in so far include: the Presidential Inaugural theme of Inspired Leadership; Board of Directors Mission Moments focus on an aspect of Inspired Leadership; CSSA focus on Transformational Leadership; Ignatian Heritage Week's theme of Ignatian Leadership for Social Change; BCOB programs focused on Leadership; PJHR and Muldoon Center's upcoming program on leading difficult dialogue; Muldoon Center's focus on Women's Leadership in honor of the 50th Anniversary of women at JCU; Office of Student Engagement's programs focused on Leadership; Leadership Scholars programming; the Mission Office and Campus Ministry's plan to sponsor lunchtime book discussions on Chris Lowney's *Heroic Leadership*.
- Programs are encouraged to use the Leadership University Learning Goal icon.
- A webpage will list programs and materials focusing on Ignatian Leadership.
- Program directors were encouraged to highlight aspects of their programs that relate to or exemplify leadership themes.
- Ignatian Heritage Week is an opportunity to re-focus attention on the year's theme.

b. Next year's theme will be Service.

- Program directors will begin planning earlier and try to promote programs more collaboratively (print and web).
- A 'tagline' will be developed to provide a more nuanced understanding of service at JCU (e.g., service for social transformation).
- Coordinated programming efforts will be used to help "unpack" the pedagogical dimensions of service relative to our mission and to explain how we understand service-learning as a transformative practice.
- Program directors will be encouraged to utilize the Service University Learning Goal icon in their promotional material and to explain how their program helps illuminate aspects of service.
- CSSA will sponsor a Faculty Learning Community on service-learning as a high-impact pedagogy and thus "prime the pump" for next year.

The next meeting (January 16, 2019) will focus on the HLC Assurance Argument and preparation for the HLC visit on February 11-12.

The meeting ended at 10:00 a.m.

Notes recorded by M. McCarthy