

JOHN CARROLL UNIVERSITY
PROVOST'S COUNCIL

John Day, Kathleen Dean, Lauren Bowen, Jeanne Colleran, Sherri Crahen, Barbara D'Ambrosia,
Dwight Hahn, Jim Krukones, Mark McCarthy, Sheila McGinn, Paul V. Murphy, Karen Schuele,
Brian Williams, David Wong, Sheri Young.

December 12, 2012

Minutes

Present: J. Day, L. Atkins, L. Bowen, S. Crahen, K. Dean, D. Hahn, J. Krukones
S. McGinn, J. McBratney, M. Moroney, P. Murphy, D. Norris, K. Schuele, P. Shick, T. Short, B.
Williams, D. Wong.

The meeting was called to order at 9:00 a.m.

J. Day convened the meeting, thanking everyone for coming. He explained that the purpose of today's meeting was to widen the "focused advising" conversations that had taken place recently in the Provost's Council and other groups. The focus of the conversations included student advising, enrollment, academics, summer orientation and fall-to-spring retention efforts. Today the conversation is expanding to include members of the Faculty Council Enrollment Committee and members of APTF Committee on Advising.

M. Moroney spoke on the evolving conversations on advising and the pilot cohort advising program, including vocation discernment and how students might map their goals.

The importance of the integration of cohort advising and curriculum planning was noted, in order to shape and navigate the Core in a meaningful way so students get better results. It is also important to identify students who need more support.

L. Bowen noted the importance of M. Moroney's collaboration with others to create support for students, for example, the Learning Commons in the Library, tutoring, and time management workshops.

L. Atkins spoke on the cultural and resource shift regarding advising, noting that surveys show that students are unhappy when they don't have a business advisor in their first and second years. It was best to connect students with advisors in the area they express an interest as early as possible in their undergraduate career.

A faculty member noted that, if the issue was accuracy of information, the problem could easily be handled by faculty development.

K. Schuele spoke from the perspective of the deans. She noted that many students come to John Carroll with a clear idea of what they want to study, but face difficulties without early advising in their area of study. The specific areas in which students need early advising are business, education and pre-health. If a student has a strong interest in an area of study, they can be brought into an advising cohort to help them make better choices regarding internships and activities on campus. K. Schuele noted that John Carroll is losing students in the Boler School of Business since other universities already directly accept students into their school of business.

It was asked whether the University had data regarding this issue. It was noted that we have enough data about how other universities accept students, and we also have heard anecdotally from students. J. Day said that the AACSB self-study's recently advised the Boler School to pay

attention to this issue. L. Atkins also noted that on the basis of a recent AJCU meeting, John Carroll was one of only two Jesuit university that do not direct admit.

It was pointed out that there are consequences on the academic side that have to be thought through regarding direct admit. J. Day noted that we are not looking at a systemic change; we need to think about what we can do now to impact the class we are recruiting to begin in the Fall 2013.

Discussion ensued regarding summer advising and the number of faculty available to advise, including the difficulties students face when they are assigned a different advisor in the fall semester.

P. Shick noted that the math faculty meet with the computer science faculty in order to better advise students. He suggested workshops for those advising outside of their area of teaching; in addition, that faculty can be “certified” in areas for advising.

B. Williams noted the need to think about the difference between academic home vs. majors, noting that a student can still be undecided within an area of study. The idea persists whereby students think they have until sophomore year to decide their course of study and still graduate in four years, when in fact this is not always the case.

There was further discussion on advising issues, and how to better transition the student to the major advisor, as well as from the first to second year of advising. It was suggest that the cohort advising model helps guide the conversation and provides more detailed information for the advisor.

J. Day adjourned the meeting at 10:40 a.m.

Respectfully submitted,
Barbara Lovequist