

**JOHN CARROLL UNIVERSITY
PROVOST'S COUNCIL**

Jeanne Colleran, Sherri Crahen, Barbara D'Ambrosia, Roy Day, Kathleen Dean, Linda Koch,
Jim Krukones, Anne Kugler, Graciela Lacueva, Mark McCarthy, Michelle Millet, Terry Mills,
Martha Mondello Hendron, Maryclaire Moroney, Mike Nichols, Alissa Nutting, Ed Peck,
Karen Schuele, Brian Williams, David Wong.

September 19, 2014
Minutes
Corrected

Present: J. Colleran, T. Bruce, S. Crahen, B. D'Ambrosia, K. Dean, L. Koch, J. Krukones, A. Kugler, G. Lacueva, M. McCarthy, M. Millet, T. Mills, M. Mondello Hendron, M. Moroney, M. Nichols, A. Nutting, K. O'Dell, E. Peck, K. Schuele, D. Wong.

A. Kugler distributed copies of a booklet, "A Guide to Responding to Students in Distress." As background, she explained that she, S. Crahen and M. McCarthy had talked about compiling JCU's version of Cornell University's "Red Book." The guide is an in-depth means to help faculty and staff, as a source of where to refer students. Contributions to the guide came from resource people on campus, e.g. disabilities, campus ministries. S. Crahen noted that a one-sheet contact information companion piece is in print. The Guide and information sheet will be distributed to all faculty, part-time and full-time, and staff, at various meetings. An associated email is also available: jcucares@jcu.edu.

T. Mills asked if we are at risk to misidentify or not identify students in distress. S. Crahen responded, no, not if we are making a good faith effort. She and A. Kugler further explained that they do not expect faculty or staff to diagnose, but to refer to experts on campus. It was noted that Stephanie Cerula is JCU's point person for interpersonal violence issues. All agreed that this guide is a great resource.

J. Colleran asked members' thoughts about student orientation, noting that we did not want to fix things that are not broken.

J. Colleran moved the discussion to agenda item 3 – advising around athletes' practice schedules. At the last meeting there was discussion of a possible problem of advisors not being sufficiently aware of practice schedules. G. Lacueva noted recent outreach to L. Massa, so coaches are aware of what we do, and we are aware of what they do. M. Nichols noted it would be helpful to have practice time information in advance to facilitate scheduling, noting in particular limited lab times. It was suggested that it would also be helpful for coaches to speak to the athletes about managing priorities.

Agenda item four - transition program activities and resources. Suggestion was made to gather documents and end up with strong resource set for students and faculty around orientation, advising, and transition. J. Colleran noted the need to think strategically for raising persistence.

J. Colleran transitioned to agenda item 2 -to maximize students leaving orientation with schedules that will not need much alteration, and asked if summer orientation times are suitable. M. Mondello-Hendron suggested they take a look at and identify issues that contribute to changes/dropping of classes, and report back to the Provost's Council.

J. Colleran asked about the possibility of moving orientation to later in the summer. K. O'Dell reported that next year orientation will start a week later, adding more sessions later. He noted

that this will help in particular with students who attended schools in New York, which tend to have later end dates.

The conversation turned to the agenda item of institutional learning outcomes. K. Dean reported on the work done last year regarding institutional/campus-wide learning goals. The Learning goals of Student Affairs showed clear connection and similarities with the Academic Affairs goals. J. Colleran noted that the Provost's Council's task is to find the commonality and descriptives, as an institutional statement of identity, to show where we measure learning.

K. Dean noted that it is important to think about how distinctive it is to be a Jesuit institution, and use Jesuit language. Also, it is important to reinforce that learning doesn't just happen in classroom, that it also takes place out of the classroom. It is an opportunity to point out the common framework, and also to see where we may be lacking.

D. Wong suggested a smaller committee work on this issue. E. Peck noted he would be happy to work with small group and solicited nominations/volunteers. M. McCarthy, T. Mills, A. Nutting and L. Koch will be on this committee. J. Colleran noted the desirability to have the work done quickly, and asked about the mechanism for general approval. She would hope to have a draft before the December Board meeting. G. Lacueva suggested a copy be presented to Faculty Council. K. Dean mentioned it was important to note that the current learning goals approved by faculty are not changing, and are being used as part of the framework of the university goals.

Discussion turned to the New Integrative Curriculum (CORE). Last week K. O'Dell raised the question of the students' common experience since First Year Seminar will no longer be offered. K. O'Dell noted that students have very few common experiences, and it is a missed opportunity to not have this course. M. McCarthy suggested that cohort advising is picking up pieces in a way, and asked what would be the complimentary piece.

It was noted that this year's was the largest class of AR120. This course was originally targeted to first generation students, but is now open to everyone and attracted a broader cross section of students. It was reported that the course was messaged more effectively to students and parents. Athletes and international student were also targeted for specific sections. K. O'Dell noted international students are required to take AR120, and are pre-enrolled.

M. Moroney reported that one of the goals of the year was to work more largely on transition and persistence since FYS is going away, and what common experience to put in its place. Students seem to be adjusting well and she is speaking with her staff about a trailer section of AR120 in the second half of the semester. Data needs to be tracked to see if AR120 has had an effect on persistence. She noted the need for a larger conversation with faculty about AR101.

J. Colleran suggested a small group to look into the issue of persistence, requesting T. Mills lead the diversity conversation, and then queued up a group for conversations on persistence: M. Moroney, S. Crahen, B. Williams, A. Kugler, L. Koch, L. Atkins, M. Waner, M. Millet, K. Lee, C. DeMarchi, C. Sherman, L. Brown. Others could be brought in to consult.

The meeting was adjourned at 4:30 p.m.

Respectfully submitted,
Barbara Lovequist