

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 Hendren, Maryclaire Moroney, Mike Nichols, Alissa Nutting, Ed Peck, Karen Schuele, Brian Williams, David Wong.

October 22, 2014

Minutes

Present: J. Colleran, S. Crahen, K. Dean, L. Koch, J. Krukones, A. Kugler, G. Lacueva, J. Martin, M. Millet, T. Mills, M. Mondello Hendren, M. Moroney, M. Nichols, E. Peck, K. Schuele, B. Williams, D. Wong.

J. Colleran noted that the two topics of today's conversation would be diversity and the University Learning Goals. She stated that diversity and inclusion needs to be incorporated in a more wide spread strategic plan as something we need to fold into many processes, i.e., mission, student affairs, academic affairs, and faculty hiring. Note: Subjects are part of a discussion in process.

T. Mills stated that this week was his two-month anniversary at John Carroll, and he wanted to make some observations and suggestions. He noted that irrespective of challenges, we need to always bring forward good things as well: examples of which are the Early College Program, the increase in number of international students, and the fact that 50% of the majors in chemistry are female. However, we have more work to do regarding demographics in order to have representation that reflects our society.

T. Mills has read through the reports of the Diversity Task Force and the Diversity Steering Committee, and noted their consistent reference to the Institutional Excellence Model. He explained the different diversity models, and noted that he endorses the Institutional Excellence Model, in that we need to think about what we are doing to enhance the learning experience of all students.

Two suggestions for change, to better align with the institutional excellence model, would be the area of faculty and job searches, and use of professional development workshops, such as those facilitated by the Diversity Center N.E. Ohio. He noted that participation in the workshops could be used as a key performance indicator.

T. Mills distributed a handout listing the Unfinished Work of the JCU Diversity Task Force and Steering Committees. T. Mills noted that accountability should be our top priority. It was noted that each division should establish goals for training. A question could be added to annual evaluations regarding participation in workshop training as a way to measure commitment to diversity and inclusion.

M. Moroney reported that groups are working on persistence issues and will report back with their findings and suggestions. She noted that disability is an important piece and one we need to be aware of.

E. Peck reported on the work done on the University Learning Goals. The committee is working to say the right thing, matching who we are with elements of aspiration.

He asked the group to look at the draft to see if there are goals from their area that might be missing. K. Schuele noted the importance of focusing on “become” rather than “do,” as this is consistent with AACSB standards. A larger goal could focus on what we hope students will become. This is something that can’t be measured at point of a student’s graduation. We need to define the impact, vision, and plan to measure.

The meeting was adjourned to the Faculty Lounge to continue with the work on the University Learning Goals. Members of the group were asked to share their comments and reactions to the goals posted on boards around the room.

Respectfully submitted,
Barbara Lovequist