

2015

PROVOST'S REPORT

2016

Introduction

Colleagues,

The following pages summarize discussions and actions taken under the aegis of the Provost's Office in fall 2015. The report is meant to be informative, but it also stands as an invitation for comment and suggestions. Woven through the activities described, discussions undertaken, and outcomes developed are several connecting threads:

- *An emphasis on how activities and actions are consonant with the University Strategic Plan.*
- *An emerging focus on reflection, analysis, and action as key components of a Jesuit education that, as internalized and habituated, produce individuals who possess the intellect, character, and leadership qualities that enable them to serve and engage the complex world we live in today.*
- *A strong desire to nurture a university community that is truly trusting, respectful, and collaborative, that has a strong sense of responsibility toward each other and the common good.*
- *Greater transparency and accountability about decisions and how they are reached.*
- *Stewardship of our new core, keeping it dynamic, attractive, and vital, since it is the primary vehicle for realizing the University's mission.*
- *Energy for the Magis, especially in supporting student learning.*
- *Moral responsibility for the university community to embrace inclusivity and to seed a culture of mutuality.*
- *The role of a Catholic, Jesuit University in addressing social inequities and violence.*

Please take the time to read this report. It goes down well with a cup of coffee in less than an hour. It is one effort to share information, invite feedback, and recognize the many hours of dedication our colleagues have given to make our community better. Thank you, and Happy New Year.

JEANNE COLLERAN

Provost and Academic Vice President

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Strategic Plan Endorsed; Implementation Begins

1

“Our prominence will be achieved by aligning mission-driven initiatives with market-driven demands. John Carroll will increase its competitiveness to expand our geographic reach, enrollment, fiscal resources, partnerships, and philanthropic gifts.”

THE STRATEGIC PLAN

As we look back over the fall semester, we have achieved a very significant milestone: the John Carroll University community—faculty, staff, students, and the Board of Directors—have endorsed the Strategic Plan.

[The final version](#) is here—it is the same as the one sent out for endorsement. This plan developed out of many hours of conversations in the USPG and in frequent consultation with all members of our community. Its title “Promise and Prominence” speaks to the promise of a John Carroll education as sustaining, empowering, and ethical; it also focuses our common goal of raising the prominence of the University.

Thank you to all who considered its merits, made suggestions, and endorsed it. Special commendation is due to the members of the USPG, who worked for over a year to bring the plan to fruition and whose work has been highly collaborative and transparent. Their dedication has been exemplary.

PLAN IMPLEMENTATION

The members of the USPG will now shift their focus from strategic planning to implementation. They will serve on the planning group until 2020. (Elected faculty members will serve out the term of their appointments, as per the Faculty Council, and may stand again for election.)

Additional members of our community, because of their expertise and responsibilities, will be invited to join the USPG, and three additional faculty members will be elected. The re-constituted USPG will be responsible for developing tactics, identifying stewards, monitoring progress, doing assessment, and reporting out to the community. Where tactics call for a faculty vote or other form of discussion and endorsement, these processes will be observed.

GOALS

Three goal groups have been formed.

Goal One focuses on Academic Excellence for Student Learning and Success;

Goal Two on Faith That Does Justice; and

Goal Three on an Engaged Campus Community.

The groups will invite input for tactics to realize that goal, and they will delegate the implementation after the review and approval of resources, including budget. This process will also be informed by the results of the academic program reviews. The charts below identify the members of the goal groups and outline the process.

OVERCOMING CHALLENGES

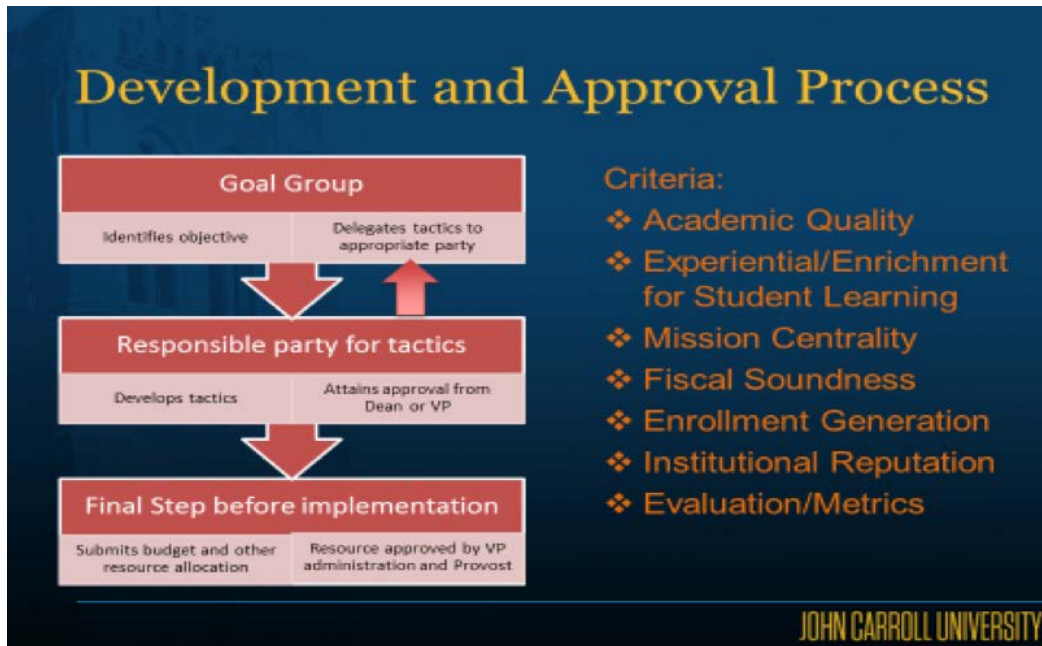
Implementing a strategic plan is more challenging than designing one. In fact, the literature on strategic planning suggests that only 10-20 % of plans succeed since the implementation stage is inherently messy. There will be dead-ends and re-starts in this process. Despite these challenges, JCU will be among the 10% who succeed. We will use our collective wisdom to think through what projects can be pursued simultaneously, what must be staged, and how they will be resourced. The key is to maintain a positive momentum. The members of the USPG will serve as chief facilitators, but the energy for forward progress must come from all of us. Simply put: our plan—our future.

GOAL GROUPS

Goal 1:	Goal 2:	Goal 3:
Chair: Todd Bruce S. Crahen (SA) B. D'Ambrosia (Fac) M. Farrar (AA CAS) R. Hessinger (CTL) A. Kugler (AA) J. Krukones (AA) G. Lacueva (AA) P. Mason (AA) M. McCarthy (SA) A. Miciak (AA-Boler) M. Millet (AA-lib) M. Moroney (Advising) D. Pruce (adv) 3 elected faculty members 1 student 1 CSSA rep.	Chair: Ed Peck K. Feely (CSSI) C. Hassay (student) P. Lauritzen (Fac) L. Massa (Athletics) T. Mills (Diversity & Inc) J. Scarano (Campus Min) A. Welki (fac) 1 student athlete 1 student AAA (or other cultural organization) B. Hurd (Staff Council Mission and Identity) 1 FOCO M. Connell (Rector Jesuit) CSDI rep	Chair: Nick Santilli R. Armsworthy (HR) R. Day (Fac) C. Dietz (facilities) A. Hanicak (SA) S. Kahle (IE) B. Martin (Fac) R. Mausser (finance) D. Riley (adv) M. Bestul A. Teodosio (HR) B. Williams (Enrollment) 1 student Career Services rep

JOHN CARROLL UNIVERSITY

THE USPQ PROCESS



Accreditation

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Our work to address the concerns noted by the HLC continues to progress.

After the instructive and encouraging visit from our HLC liaison, Dr. Anthea Sweeney, the self-study committee began to draft the narrative for each of the three criteria. While we must continue to produce the necessary evidence, especially in assessment and data-driven decision making, we are beginning to craft the body of the text.

Each working group has developed an outline that directly addresses the particular concerns articulated in the HLC's Action Letter, in accord with Dr. Sweeney's advice to follow that letter specifically. The goal is to have a preliminary draft to share with the campus community and the BOD by March 6.

The Higher Learning Commission's Action Letter requires both that all departments and majors have completed their first Academic Program Review (APR) prior to the Focused Visit in fall 2016 and that the second five-year cycle of reviews has begun. A number of departments in CAS have already completed their first APR (Sociology and Criminology, Psychological Science, Political Science, History, English, Physics, Mathematics and Computer Science, Classical & Modern Languages and Cultures, and Theology and Religious Studies).

Beginning last spring, the remaining programs began gathering documents and information (including data from Banner presented via an interactive Tableau dashboard created primarily by Brian Williams) to produce a Self-Study Report, which analyzes the program's performance and operations and reflects on the strengths and weaknesses that were identified during the process. The final component of the Self-Study Report is a tentative plan for future action. Once the Self-Study Report has been approved by the appropriate dean, the program organizes a campus visit by a team of one or two external reviewers and an optional internal reviewer. Based on the Self-Study Report and the visit, the reviewers write a Visit Team Report with recommendations for the administration and for the program. Once the Visit Team Report is sent to campus, the program works with the appropriate dean to begin creating a final action plan; administrative commitments of resources (including budget and space allocations) follow once all Visit Team Reports for the cohort have been received. This will take place in summer 2016, with an effort to correlate the Academic Program Reviews with the Strategic Plan.

The following programs hosted their visit teams in fall 2015: Biology; Chemistry; Education & School Psychology; Counseling and Exercise Science; Military Science; Peace, Justice and Human Rights; Management; Economics; and the Professional MBA. The last few Visit Team Reports are expected to be returned to campus within the next two weeks.

The remaining programs' Self-Study Reports are due at the end of the first week of February, and

these programs will host their visit teams this semester: Art History & Humanities; Communication and Theatre Arts; Philosophy; Humanities (MA); Women's and Gender Studies; Non-Profit Administration; East Asian Studies; Accountancy (undergraduate); Marketing; Logistics; Human Resources Management; Finance; 5th-Year MBA; Accountancy (graduate); and International Business with Language and Culture.

In December 2015, an orientation session for the 2016-2017 cohort was held. Sociology and Criminology, Psychological Science, Political Science, and History are now beginning work on their second APR. To demonstrate further maturation of our assessment culture, APR is expanding beyond departments and majors to include the Honors Program, the Arrupe Scholars Program, and the Leadership Program, all of which will also be included in the 2016-2017 cohort. The full schedule for the second cycle of APR is posted here.

Feedback from program faculty, administrators, and external reviewers has indicated that most find the process of APR to be highly valuable, and the fall cohort's Visit Team Reports make a number of useful suggestions that should improve the function of not only the individual programs but also the University as a whole.

March—April:

March:

- Share complete draft of self-study with campus and BOD
- Review all websites for currency and completeness
- Review evidence for sufficiency and clarity

April-May-June: Redraft self study

April: Organize schedule for HLC visit and notify areas for participation

The Provost's Council met six times during the fall semester; the minutes of the meetings are on the Provost's Office web page. To summarize the Provost's Council's work:

1. A [Leave of Absence Policy](#) for students was developed and has been implemented. It is posted on the registrar's site. Other policies are under review by Dr. Maryclaire Moroney, Dr. Sherri Crahen, Ms. Claudia Wenzel, Ms. Marty Mondello-Hendren, and Dr. Anne Kugler.
2. A Retention and Persistence Council has been established that will be a sub-working group reporting up through the Provost's Council to the Provost. This group will be a strategic entity that helps to understand the campus strategies needed to improve and monitor the persistence, thriving, and on-time graduation of our students. The group will function as a clearinghouse for best practices, share key analytics with the campus, and provide a conceptual framework and metrics for the university community. Its membership will consist of Maryclaire Moroney (co-chair), Brian Williams (co-chair), Terry Mills, Sherri Crahen, Claudia Wenzel, Elizabeth Stiles, and Shannon Kahle. A first point of business was to work with Assistant Provost Terry Mills on the First in the World Grant, as this is an important opportunity to introduce and gauge successful student support activities.
3. One topic pursued was how to connect curricular and co-curricular activities, and how to aid students in pursuing deeper insights and fuller learning about their experiences. Ed Peck and Mark McCarthy led a discussion about three stages of Ignatian pedagogy: experience, which leads to reflection, and then on to action. The result of the discussion was to charge a sub-group of the Provost's Council, with additional membership from the university community, to catalogue current reflection activities at JCU; develop a rubric to use with our data; create a paradigm for reflection; and link reflection to the University learning goals and strategic plan. One goal is to assist students in making stronger connections between classroom learning and experiential learning, and forging a dynamic relationship between the two. The end goal is to produce an enriched learning environment that combines the curricular and co-curricular and to generate evidence that students are achieving the University Learning Outcomes.
4. The PC discussed direct admit.
5. The PC undertook an examination of the potential of e-portfolios as a means for students to introduce themselves to the university community, track their achievement of University Learning Goals, archive their curricular and co-curricular materials, and begin career planning. This discussion will continue in the spring.
6. The PC discussed the AAA student protests, and they considered ways of addressing issues of racism on campus in particular, and of helping students to respond -analytically, knowledgeably, ethically—to significant local, national, and world events. The PC wishes to support President Niehoff's plans for responding to the students' requests, and it has committed itself to holding a campus community conversation on racism to be held Feb. 3rd. The Diversity, equity, and Inclusion Committee will become a sub-committee of the Provost Council so that this work can be better supported.

Discussions with African American Alliance and University Response

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During finals week, President Robert L. Niehoff, S.J., met with the leadership of the African American Alliance. Also present were Provost Jeanne Colleran, VP Mark McCarthy, VP Ed Peck, and Assistant Provost Terry Mills. The students were well prepared, articulate, informed, and respectful.

The President has formulated a number of responses that will be shared with the university community in the near future. He communicated his strong commitment to envisioning and realizing a more inclusive and equitable campus environment.

The University Committee on Collaborative Governance

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In response to some persistent concerns about the effectiveness of collaborative governance at the University—as expressed in the Great Places to Work survey, the HLC report, and our recent (2013) self-study—the President contacted the AGB (Association of Governing Boards) for consultation and advice. In AY 2014-15, the University began working with Dr. Thomas Longin, who has considerable experience in helping higher education institutions improve their operational structures and thereby shared governance. Dr. Longin met with campus leaders, gave a workshop to the Board of Directors, and made recommendations to the President. In addition, under Dr. Longin's guidance, the University Committee on Collaborative Governance (formerly the Conference Committee) was formed in fall 2015.

The UCCG consists of a representative of each of the three sectors of the University charged with decision making and collaborative governance. These representatives are: Board of Directors member David Short (representing the BOD), Provost Jeanne Colleran (representing the administration and staff), and faculty member Barbara D'Ambrosia (representing the faculty). The Committee, as constituted, will serve at the discretion of the Board of Directors. It has met twice with Dr. Longin and has had several phone conversations. We anticipate

that it will complete its work within 18 months.

The long title of this committee belies its straightforward, fundamental task: to discover why there is distrust among sectors of the University and why decision-making is often fraught and then to address these issues. Through conversation, we want to understand multiple viewpoints to begin diminishing the negativity that impedes our effectiveness. We will look to other models of governance as a way of improving our own. At our first meeting, we discussed the differences between shared governance, collaborative governance, and faculty governance.

At the December 7 meeting, we formulated the charge of the committee and developed desired outcomes for the committee's work and for the University. They have been shared with the BOD and the Faculty Council.

A second task was to produce a committee audit. The Office of Institutional Effectiveness developed a list of all committees operative (or still listed) in the University. The master list shows over 80 committees. We agreed that the plethora of committees, many without a public charge or public reporting, is one reason that the university community feels a lack of transparency, however unintentional. We will discuss how to improve

committee work; at the very least, we should be able to identify decision-making bodies vs. advisory ones. Moreover, everyone should understand the way decisions are made, and we should reduce or eliminate redundancies in the committee structure. We acknowledge the irony that the existence of so

many standing committees meant to solicit input has not produced the desired culture of trust and collaboration.

Charge of the University Committee on Collaborative Governance

To discuss, explore, and analyze why collaborative governance has been problematic at JCU by:

- A. Analyzing the purview of decision-making bodies or individuals, including: the Board of Directors, the President, the Provost, the Vice Presidents, the Faculty, the College and School Deans and Chairs, Faculty Council, and Staff Council.
- B. Examining the currency and effectiveness among the following governance documents: the Board By-laws, the Faculty Council Constitution, the Faculty Handbook, the Employee Handbook, and the Staff Council Constitution.

1. Desired Outcomes for University Committee on Collaborative Governance:

The University Committee on Collaborative Governance will:

- A. Provide a clear delineation of role and responsibilities for decision making in order to achieve a shared understanding of authority, responsibility, and process.
- B. Recommend processes for effective decision making.
- C. Provide interim reports to the BOD, the Administration, and the Faculty, and submit a summary of the year's work to the university community in May 2016.

2. Desired Outcomes for the University:

Enact the changes in decision making processes to transform the institutional culture to one of trust, respect, and collaboration.

Integrative Core Curriculum Update

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During the fall 2015 semester, the Integrative Core Curriculum committee and subcommittees spent much time reviewing courses submitted for Core designation. We approved a number of courses for the different categories of the Core. Many of these courses are being offered in spring 2016:

Creative and Performing Arts (CAPA): 10 courses

Engaging the Global Community (EGC): 12 courses

Examining Human Experience (EHE):

9 pairs of linked courses

Exploring the Natural World (ENW):

3 pairs of linked courses

Issues in Social Justice (ISJ): 18 courses

Quantitative Analysis (QA): 2 courses

The committee also approved criteria for 200- and 300-level TRS courses in the Jesuit Heritage section of the curriculum. Once the spring semester begins, the committee will continue to review several new courses that have been submitted for fall 2016.

The Core committee focused on assessment as well, approving rubrics for the majority of the Core courses and finalizing an assessment plan and schedule for Core course review. And as it did last year, the committee has continued to review a number of policies and procedures written into the original Core document (the APTF report, approved April 2013). With the committee's attention so often directed to course review and assessment, the policy discussions were preliminary and will continue in the spring. Any substantive changes recommended by the committee will again be presented to the faculty for review and approval. Finally, the committee also began discussing ways to make the application process and use of application forms easier for faculty. Here too, we will continue such efforts in the spring.

We have continued to offer faculty development opportunities and will again do so in the spring semester. In the fall, the Core committee co-sponsored (with the Center for Teaching and Learning) workshops on assessment, writing in integrated courses, and advising. We also held two working sessions devoted to completing application forms for Core course designation. And we brought several academic departments together to share ideas for integrated courses (team-taught courses, learning communities, and linked courses). Over the next few semesters, we will continue to offer these networking sessions, eventually including all academic departments.

Please note that President Niehoff has funded three additional course development grants for core courses on race/racism in America.

Task Force on Strategic Budgeting

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The Task Force on Strategic Budgeting, appointed by President Niehoff, met throughout the fall semester and has made good progress toward its charges, as explained at the well-attended Community Forum on Finance and Budgeting on November 11, 2015. The Task Force has recommended a more strategic, multiyear budget calendaring cycle based upon a set of annual budgetary assumptions that will be established more consultatively across campus. It has also been exploring alternative models for fiscal priority

setting, particularly in relation to the priorities being established in the University Strategic Plan, "Promise and Prominence." During the spring semester, it will continue its work of highlighting more clearly the fiscal components of academic and (as the model is finalized) administrative program reviews to enable more strategic budgeting and planning. It will provide progress reports on its work, invite input, and help dispel budgetary misunderstandings.

Acknowledgment of Conflict of Interest Policy

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In AY 2014-2015, the administration began a process whereby all faculty and staff would annually acknowledge the Conflict of Interest Policy electronically. This acknowledgement demonstrates that an employee understands that conflicts of interest should be revealed to supervisors so that a management plan, if needed, can be put in place.

Some faculty members expressed their dismay over a process they believed was insufficiently transparent and not mandated by the Faculty Handbook. They were also disturbed that they would not be able to use Banner if they did not comply. Faculty Council brought these concerns to me. I asked Dr. Pamela Mason to chair an ad hoc committee to surface faculty concerns about the policy and its application. I was clear that the committee's charge was not to rewrite the policy. Throughout, the President and I maintained that disclosures of conflict are essential to the University's ethical operation, and that the absence

of a comprehensive policy in the Faculty Handbook does not preclude the Administration's right and duty to require acknowledgement. The Ad Hoc Committee met in spring and early fall 2015 and completed its work. I accepted all of its suggestions and the language of the policy was modified. I also communicated to the Faculty Council my willingness to set up a mechanism/committee to deal with conflicts of interest that could not be resolved by mutual agreement.

This year we had 100% acknowledgement by the end of the fall term. Please note that this acknowledgement is an annual obligation that should be completed within the first two weeks of the semester. As per our legal counsel, and with the agreement of the deans and chair of the Faculty Council, I am sending you a copy of the language that is sent to employees who fail to sign the acknowledgement.

“This email is to follow up with you because, to date, you have not met the requirements of the 2015-16 JCU Conflict of Interest Policy by acknowledging compliance with this policy and completing the on-line Annual Disclosure confirmation. As you know, this a University requirement for all staff and full-time faculty, and also is a key requirement of HLC accreditation in terms of necessary ethics policies. Despite the fact that you have not completed the Annual Disclosure, the University will manage any conflict issues of which we are aware consistent with the COI Policy and practice for handling conflicts of interest. In addition, because we are unaware of any potential conflict because of your non-compliance with the COI Policy, you will be unable to submit or receive external or internal grants or fellowships through JCU; you will not be permitted to hold any supervisory, administrative or financial position that involves any dispersal of funds even related to student workers; and you may not sit on any university-organized committees, including those addressing the COI Policy or COI issues or budget policy or issues. You also should be aware that you may not be defended and indemnified by the University if any action occurs related to a conflict issue because of your non-compliance with the policy.”

After consultation with the Faculty Council, I have authorized using a direct admit model for the Boler School of Business. Faculty Council agreed that, since direct admit does not involve a change in standards for admission to the University, it is an administrative decision. I believe that direct admit into BSOB is in line with the strategic plan: it will enhance the prominence of the University. Other reasons for approving direct admit, which I shared with the faculty in November during the annual budget report, include the following:

- About 1/3 of students who apply and enroll at John Carroll wish to study business. Supporting them from the moment of admission is the strongest commitment we can make to their success and timely degree attainment.
- Evidence shows that better students enroll in programs with direct admit.
- Most of our Jesuit peers have direct admit, as do many of our competitors, such as Dayton, OSU, Miami, and Xavier.
- The Boler School faculty is in favor of direct admit.
- The Integrative Core Curriculum does not reside in the College of Arts and Sciences. It is a University-wide curriculum in which every department has a stake and a responsibility. All students receive a liberal arts foundation in the Jesuit tradition through the Integrative Core Curriculum, and direct admit to the Boler School does not diminish or alter this educational foundation.
- Direct admit enables better planning. It allows the deans to predict course enrollment and faculty needs more accurately.

WHAT WILL CHANGE?

Enrollment and Marketing:

1. Website. Any statements on the admission and Boler websites that “all students start at John Carroll in the College of Arts and Sciences” will be changed to “admitted business students will start in the Boler School of Business.”
2. Acceptance letters will indicate acceptance into BSOB.
3. Promotional materials will be developed to highlight BSOB.
4. Campus Tour information will be changed.
5. The involvement of faculty during the recruitment process will be enhanced.

Advising:

As is currently the practice, BSOB students will be placed in BSOB cohort advising. As we have done for Pre-Health students, BSOB students will also have the services of a dedicated academic advisor who will work with both Laura Atkins and Maryclaire Moroney.

FURTHER ACTIONS?

The BSOB will work out issues as they arise, such as working with transfer students and with students who want to be admitted to Boler in the second semester of their first year. Their procedures can provide models for other programs that wish to consider direct admit. Dean Margaret Farrar has held preliminary discussions with the chairs of CAS departments as to whether any divisions or programs would also wish to enact a direct admit model.

Undergraduate Enrollment Update

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The fall 2016 application season is well underway. An interactive dashboard for application, acceptance, and deposit trends may be found at <http://sites.jcu.edu/analytics>.

INTERNATIONAL STUDENTS

This fall, our international recruiting staff spent a total of 44 days abroad in 13 cities.

Additional activities include:

- This past year, JCU entered a new international transfer partnership agreement with American Degree Program universities in Malaysia and admitted our first such transfer pathway student for the Fall 2015 semester.
- JCU now has a deeper international social media presence by adding a Vietnamese-specific Facebook and a Chinese Youku account to our existing portfolio of Facebook, YouTube, Flickr, Weibo, and ZinchChina. We continue to keep the content fresh at those locations by leveraging international work-study students and volunteers.
- This fall JCU again successfully conducted a campus reception, orientation, and transition program in collaboration with Global Education for all arriving international students, both degree-seeking and exchange students, welcoming the combined total of 36 new international students to our campus.
- Enrollment has partnered closely with the leadership of the Boler graduate programs to create improved international recruitment opportunities.

STUDENT VETERANS

The JCU Student Veteran Program was selected to the 2016 GI Jobs Military Friendly Schools list (for the 7th consecutive year) and the 2016 Military Times “Best for Vets” list (for the 2nd consecutive year, and the only private university in Ohio to make the list).

- We maintained our student veteran enrollment numbers, even as a sizable cohort of students graduated in May 2015, by recruiting and enrolling 14 new student veterans. All told, the GI Bill student population has brought in over \$450,000 in tuition revenue to the campus during the Fall 2015 semester alone. We conducted our third Networking Night with 3 corporate partners to create professional development, internship, and employment opportunities for our upper-level student veterans.

This report details discussions and actions undertaken in CAS; a report from BSOB will be included in the next Provost's Report.

Graduate program enrollments in CAS have declined from approximately 600 in 2009 to about 400 in 2015-16.

This trend was partly masked by the development of grant-supported limited-term programs in Education, but these programs have now concluded. In the short term, then, there is a shortfall in anticipated graduate studies revenue for this fiscal year. This loss of revenue significantly impacts the entire University budget. In the longer term, partly in line with national trends and the consequences of recent state legislation regarding teacher evaluation, there will be continuing enrollment challenges for some of our larger revenue-generating programs. In addition, we must look closely at those programs that generate very small or no revenue and assess their viability.

As overall enrollment has declined, John Carroll has nonetheless maintained a steady number of graduate assistantships.

Although the awarding of graduate assistantships is a normal practice for traditional liberal arts and sciences graduate programs, and while GAs provide many services to the University from teaching, lab preparation, and coaching to programmatic support, John Carroll has never systematically articulated and assessed the value and appropriate scale of graduate assistantships. Accordingly, in the short

term, fiscal necessities require cuts in the number of graduate assistantships awarded for next academic year. For next year, I have asked Deans Farrar and Kugler to identify savings around \$50,000.

This fall, the Graduate Studies Committee and CAS deans reviewed and analyzed enrollment data and discussed current recruitment strategies.

Spearheaded by Dr. Cathy Rosemary, CAS Graduate Studies also began collaborations with Lorain Community College and Lakeland Community College to offer graduate-level courses. This coming semester, informed by academic program reviews either completed or underway, and in collaboration with the Graduate Studies Committee as well as offices and groups across campus, CAS will examine current program viability, expectations for program directors, the nature and contributions of graduate assistantships (and where cuts for next year can therefore be made), and possible directions for growing existing programs or developing new ones.

These are all elements of a larger conversation about the purpose and place of graduate education at the University. That conversation will occur in the context of the development of a program prioritization process for CAS graduate studies to be accomplished in fall 2016.

Registrar

13

JCU implemented a new campus event management system, named JCU SpaceFinder. Phase I of a campus rollout and initial training was successful.

More work and improvements in the space request process for events and classes will continue into 2016.

Academic Advising

14

A new [academic petition process](#) was launched on January 4. When this project is completed, the University will be able to automate and manage other information and campus workflows. The new system utilizes the electronic forms and Workflow capability of Hyland Software's OnBase system. The new system is accessible from anywhere you have Internet access with virtually any operating system or browser. In addition to the new software, the process has been refined so that staff in the

Registrar's Office can triage incoming petitions before the review process starts. This will ensure that all necessary information has been provided by the student; additional information can be added by Registrar's Office staff as needed to facilitate the review and decision process. For now, students will continue to use the existing links to initiate the petition process, which will redirect them to the new system.

ANNOUNCEMENT

We are sorry to report that Dr. Shannon Kahle has resigned her full-time position as Coordinator of Institutional Effectiveness. A search for her replacement is underway. Shannon will remain with JCU on a part-time basis for the near future to assist with specific data projects.

DATA NEEDS

In order to move toward improved coordination of data requests and analysis support needed across campus, a new email address was established earlier this fall: data@jcu.edu. A request can be sent to this address to assist with your data needs, whether they are more operational in nature or related to support for assessment, program review, or other research in our institutional work. An email request to data@jcu.edu is routed to enrollment staff, assessment staff, institutional research, and ITS. The appropriate person will respond to the request and work through your needs appropriately. This group email is the first step toward an online data/analysis request form that will go live in early 2016 with an improved web presence and information on more public data sets and dashboards that are accessible to the campus community.

LEARNING OPPORTUNITIES

Spring 2016 will usher in a few learning opportunities to facilitate the understanding of, and participation in, our data analytic efforts on campus.

- Two general sessions will be offered by Brian Williams in partnership with Human Resources and its campus training series. A session on “thinking visually” will be offered in January 2016, and a session on data-informed decision making will occur in February. Please check the HR website and “Inside JCU” in the weeks ahead for confirmed times and locations.
- If you are interested in learning how to use Tableau and access campus data sources, a new group will be formed in Spring 2016. (Thirty Tableau users at JCU have already been meeting regularly.) Please email Brian Williams directly at bwilliams@jcu.edu if you would like to take advantage of the opportunity.

First in the World Grant

16

On May 15, 2015, the U.S. Department of Education opened solicitations for the First in the World grant competition, with applications due by June 30. The four-year, \$1.3 million JCU proposal was among 17 awardees from more than 300 applications. JCU is the only institution in Ohio to receive this award, which focuses on development of a linked-learning community intervention to enhance the learning outcomes of “at-risk” students. Beginning in fall 2016, the entering cohort will be divided into control and intervention groups based upon pre-test measures and baseline equivalency. The core members of the project team include: Dr. Terry Mills (Project Director), Dr. Graciela Lacueva

(Project Co-director), Dr. Beth Rosenthal (Project Coordinator), and Dr. Melissa Demetrikopoulos (External Evaluator). Since the announcement of the award in October, the core project team has been meeting with departments that will participate in developing the learning community model (English, Communication & Theatre Arts, Biology, Theology & Religious Studies, Economics, Registrar, Academic Advising, and Enrollment Management). Dr. Mills has been invited to present an overview of the project at the general faculty meeting on January 27, 2016. In anticipation of this meeting, you are encouraged to review the proposal that is available on the faculty CANVAS site.

Post-Doctoral Minority Fellowships

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In spring 2015, a preliminary draft of a postdoctoral teaching fellowship program was presented and discussed at a meeting of the Provost’s Council, and recommended modifications were incorporated into the proposal. Subsequently, in consultation with the academic deans, the draft was finalized. At the fall 2015 faculty convocation, Dr. Terry Mills announced the fellowship program. A team of three reviewers was appointed by the academic deans to evaluate department applications after the November 5 deadline. Four departments were selected for this

hiring opportunity: Economics & Finance, Sociology & Criminology, Philosophy, and Biology. The purpose of the JCU Postdoctoral Teaching Fellowship is to enhance the diversity of our teaching ranks with persons from underrepresented backgrounds, and to contribute to the overall campus climate and quality of the educational experience of our students by providing instruction and student engagement from diverse perspectives. The posted announcement has already garnered over 700 views, and the application pool already has 15 applications.

In addition to online and in-person training sessions required for all first year-students, education and prevention efforts during the fall 2015 semester included 17 awareness raising campaigns, 25 bystander intervention programs (including programs for athletes, members of fraternities/sororities, student organization leaders and residence hall students), as well as 2 trainings for employees, 2 new staff orientation sessions, a training for the Board of Directors as well as 3 trainings for hearing board members and 6 trainings for staff and faculty members involved in investigating or responding to Title IX cases.

All members of our community need to understand the guarantees articulated under Title IX. For this reason, training sessions are being offered to different sectors of the community.

These sessions will provide an overview of:

1. How to respond to allegations regarding sexual harassment and gender discrimination under the law and under University policies.
2. Definitions and examples of sexual harassment.
3. Responsibilities of faculty, supervisors, and other employees in reporting these issues.
4. University processes for investigating reports, taking appropriate sanctions, and remedying the effects of sexual harassment; and suggested strategies and resources for assistance to the parties involved.

Academic Affairs: Training on How to Respond to Sexual Harassment

When:

January 15, 2016

9:30 to 10:30

Where:

LSC Conference Room. All faculty and academic affairs staff members need to attend this important presentation.

Courageous Conversations

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Courageous Conversations is a pilot program that emerged in the fall semester as a collaboration between Academic Affairs, Student Affairs, and the Office of Mission and Identity, and was designed to focus on campus conversations that matter. Students, faculty, and staff gathered on four Monday afternoons from 2:00-3:15 p.m. to talk to one another about issues such as race, immigration, gun violence, and relationship violence.

Twenty-five to fifty community members attended these conversations, which offered them a distinct opportunity to talk openly about things that are important to our community. As hoped, a few faculty brought their classes to discussions that related to their coursework. A new slate of topics and dates will soon be announced through the Office of Mission and Identity.

Forever Carroll Campaign Gifts to Enriching the Academic Experience

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As the Forever Carroll Campaign nears its close—it stands at nearly \$97 million—I would like to recognize some recent gifts to Enriching the Academic Experience.

Earlier, Advancement announced a gift from Ray and Eleanor Smiley and the Smiley Family Foundation to support and highlight the emphasis on ethics and personal integrity in John Carroll's nationally ranked business curriculum.

[This](#) \$2.5 million endowed chair in Business Ethics will make a difference to our future.

More than \$10,000 in small gifts have been designated for the discretionary use of the dean of the CAS. There had never been a significant discretionary fund in CAS before, so this is a great development.

Just last week, we learned that Dr. Patricia Kearney left the University more than \$350,000 through her estate to strengthen graduate programs in the Department of Education and School Psychology.

Every dollar matters, of course, but just as important is the message sent to our friends and alumni about the faculty and staff support of the Forever Carroll Campaign. Many of you already give something annually or have made a donation to the Campaign. It sends a strong and significant message if the final report includes the names of every member of our faculty and staff. The size of the contribution may be small, but the gesture of investment and support is huge. Please consider making a gift by May 31, 2016. You can give through payroll deduction through this link: go.jcu.edu/facstaffgiving.

We are pleased to announce two important new academic partnerships that will greatly benefit our students.

JCU-CWRU Early Entry Law

We have signed a revenue-sharing agreement with CWRU Law School that will allow JCU students to complete 3 years here and directly enter CWRU Law School. Case Western Reserve University School of Law is a Cleveland institution with a highly ranked healthcare law program. In addition to health law, students have the option to specialize in a concentration such as international law, national security law, or law, technology, and the arts. Case Western also runs a unique War Crimes Research Lab, which performs background work for international criminal tribunals. These concentrations fit well with our curricular strengths, and we are delighted to offer this opportunity to incoming students.

Notre Dame ESTEEM program

The University of Notre Dame will reserve seats each academic year for John Carroll graduates from science and social science/humanities majors in its Engineering, Science, Technology, Entrepreneurship, Excellence, Master's (ESTEEM) Graduate Program. Science majors will include biology, biochemistry, cell and molecular biology,

chemistry-comprehensive chemistry, and general chemistry, computer information systems, computer science, computer science: healthcare information systems, engineering physics, environmental science, exercise science, healthcare information technology, mathematics, physics, pre-health professionals, and psychological science. Social science/humanities majors may include economics, history, political science, psychology, and sociology & criminology as long as they have a STEM minor or strong technical coursework. Student Internships.

EXPERIENTIAL LEARNING

The University continues to move forward in the efforts to increase experiential learning opportunities for all students. This year we obtained a three-year Career Ready Great Lakes Grant which will support 79 internships annually. Spring placements have been secured for 32 students in a wide variety of fields covering Humanities, Science, Social Science, and Business.

The Advancement Office is working with alumni to provide more (paid) internships for students. For example, we have secured two internships with Kowa American, an excellent opportunity for Chemistry students.

SURF PROGRAM

JCU's SURF (Summer Undergraduate Research Fellowship) program, generously supported by the Weaver fund, continues to thrive. Applications for this summer will open soon. Last summer 7 students in the sciences participated in research with faculty over the summer. Look for their posters at Celebration!

In addition, 2 more biology students can be supported this summer thanks to a contribution from this year's Ride for Miles.

Endowment Funds In October 2015: CAS Dean Margaret Farrar charged the associate deans with developing award guidelines for Applied Ethics funds, Weaver funds, and other sources of funding for program development, faculty development, and student opportunities in the College. The CAS associate deans will develop draft guidelines on the use of endowment funds for Dean Farrar's approval by March 1st, and in time to solicit applications for 2016-17.

The guidelines will include the following information:

- Funding priorities of the different funds and the anticipated amount to be made available each year.
- Eligibility criteria for applicants.
- Proposed application process/es.
- Proposed deadlines for grant applications.
- Discussion of the body or bodies that should make the funding decisions.
- Maximum amounts of awards, maximum # of awards Applied Ethics Fund.

Library

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Some updates from the library include:

Library instruction, information literacy, and the Learning Commons all have stated student learning outcomes that align with University Learning Goals, and all have assessment plans.

The demand for drive e-book projects, especially JSTOR, have taken off. Meanwhile, Kanopy digital media is new and growing in popularity.

Instruction sessions have grown significantly. The Library is achieving its goal of working with faculty to partner on instruction appropriate to particular courses. As information literacy is one of the learning outcomes, the collaboration between Library faculty and other faculty is very significant. There are more face-to-face information literacy sessions, especially in co-operation with composition instructors.

Searches

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Status of Searches:

- Director of the University Counseling Center (underway; a replacement)
- Director of the JCU Police Department (in process replacement)
- Assistant Professor of Accountancy (completed; a replacement)
- Smiley Chair in Business Ethics (underway; endowed)
- Chief Financial Officer (search firm engaged; replacement)
- Director of Career Services (to begin later this spring; replacement)
- IR Coordinator (posted; replacement)

Clinical Faculty Proposal

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I will be proposing the approval of clinical faculty.

We have examined this issue before, but I believe strongly that instructional excellence can be improved with the addition of clinical faculty.

I will be sharing my rationale with the University community in the weeks ahead.

In Closing

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Thank you for reading. You may send any feedback or comments to: [Jeanne Colleran \(jcolleran@jcu.edu\)](mailto:jcolleran@jcu.edu).
Best wishes for a productive semester.

Sincere thanks,
Jeanne Colleran