

University Learning Goals

Intellect:

John Carroll students will be transformed by an integrative curriculum, in-depth study within their program(s) of study, and applied learning to fully realize their potential to enrich the world. To achieve this level of engaged learning, our students will:

- Develop habits of critical analysis and aesthetic appreciation;
- Understand the religious dimensions of human experience;
- Demonstrate an integrative knowledge of human and natural worlds;
- Apply creative and innovative thinking;
- Communicate skillfully in multiple forms of expression, and
- Demonstrate a capacity to engage in respectful civil discourse.

Character:

John Carroll students will develop an holistic awareness of self and others, acting with integrity and moral purpose for the good of society. Amidst a diverse community of learners and inspired by the Ignatian tradition of finding God in all things, our students will:

- Cultivate a habit of reflection;
- Understand, value, and respect their own and others' talents, unique characteristics, and socio-cultural identities;
- Develop a personal belief system that is inspired by

Ignatian values such as rigor, generosity, gratitude, inclusivity, solidarity, and a desire for the greater good;

- Practice mature decision making and care for the whole person; and
- Act competently in a global and diverse world.

Leadership:

John Carroll students will recognize themselves as agents of positive change with and for others. Integrating faith and reason to meet the world's needs through ethical leadership, our students will:

- Claim their identities as discerning leaders;
- Apply a framework for examining ethical dilemmas;
- Employ leadership and collaborative skills; and
- Live responsibly in accord with their personal belief system.

Service:

John Carroll students will advocate for social justice through responsible service in their local, national, and global communities. Informed by our collective faith traditions, prepared by scholarship, and in solidarity with the poor and the marginalized, our students will:

- Understand and promote social justice;
- Work actively toward creating a more inclusive, welcoming, and just community;
- Serve in their communities as engaged citizens and advocates.

Introduction

Dear John Carroll Colleagues,

The cover page of this first annual Provost Report is the text of our new University Learning Goals. These goals subsume the academic and student learning goals under them, and they express our highest aspirations for our students. As we welcome the new freshmen class and we inaugurate our new core curriculum, we will be invoking them often, asking ourselves how we can best realize them.

This year-end report is an effort to offer a summary of the activities and decisions made through the Provost's Office. Throughout, I share the rationale for the direction taken. If the decisions are part of a committee's work, I clarify the committee's charge. This clarification is part of a longer project currently underway to review all university committees in order to strengthen collaborative governance. More on this project will be forthcoming.

I have written this report both as a retrospective look and a glance ahead to our work next year. I hope its transparency contributes to improving collaboration, community, and morale—all key to the university's success and our shared well-being. Thank you for reading and reviewing it.

**Jeanne Colleran,
Provost and Academic Vice President**



Overview

Nothing made a greater impact on the University than the decision by the Higher Learning Commission to place the University on notice after its visit in Feb. 2014. Summer 2014 and fall 2014 were spent assembling materials to present to the institutional Action Committee and to put in place everything that we would need to position us for a successful focus visit. While difficult, the past year has seen the University community engage in proactive and positive efforts to make necessary changes and improvements to institutional practices. The university community deserves commendation for responding responsibly and positively to the need to embrace a culture of assessment. The president provided new resources to establish an Office of Assessment. We have made significant improvement, so much that Dr. Todd Bruce, our new Director of Assessment who has led our efforts, has suggested that we think of the culture of assessment as a culture of inquiry. This is a marvelous insight, one that fits well with our institutional culture as strong teacher-scholars. We have a common sense of what we need to do to have a successful focus visit in 2016 and accreditation visit in 2018, a dedicated self-study team

in place, with the assistance of internal and external experts, and a shared sense of forward movement to better serve our valued – even treasured—institution.

Further positive energy came with our two successful dean searches. The excellent search committees took up their tasks with focus and discernment, and we are fortunate that both of our first choices accepted our invitation to join the University. Dr. Alan Miciak and Dr. Margaret Farrar are talented and visionary leaders who will move our university forward.

Other noteworthy decisions are detailed below. I especially wish to detail the discussions and directions that are taking place in the major university committees that report to me: the Provost’s Council and the University Strategic Planning Group. These accomplishments are the work of many hours and of consultation, collaboration, dedication, and patience. None could have come about were we not a community of strong aspiration and deep commitment to our students’ learning and their well-being. For all you have done this past year, thank you.

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1 Preparing for the Focus Visit: Accreditation

As we all know, the Higher Learning Commission re-affirmed John Carroll University's accreditation – as it has since 1922 – but it also mandated a focus visit to take place in 2016. This visit will focus on the areas in which the HLC sees a need for improvement; it spells out its concern in its Action Letter. It is important to read the Action Letter for two reasons: first, because the improvement that must be shown is work that must be done by the entire institution, and second, because we must be prepared for the campus visit and demonstrate that we are all involved and knowledgeable about what measures the university has taken and why.

The text of the HLC letter is available here:
https://www.ncahlc.org/download/_ActionLetters/John%20Carroll%20University%20Action%20Letter.pdf

It states explicitly that the document we must submit by July 1, 2016 must “provide evidence of continued progress on student assessment outcomes, institutional effectiveness and planning, and communication and morale.” Here, I want to outline what we are doing to address the issues in these areas and to prepare for the focused visit in September 2017. The Self- Study

is being chaired by Dr. Cathy Rosemary, Education, Dr. Nick Santilli, Accreditation and Institutional Effectiveness and Dr. Jeanne Colleran, Provost.

On June 11 and 12, we put together a two day workshop for the members of our self- study. We have organized ourselves into three groups: the Writing Group, the Review Group, and the Expert Group.

Writing Group: Broken down into groups addressing each of the three criteria the HLC will examine through a written report and a visit.

Criterion 3: Assessment of Student Learning

Edward Peck (chair: Mission and Identity)
Maria Marsilli (History)
Rosanna Miguel (BSOB-MML)
Elizabeth Stiles (Political Science)

Criterion 4: Program Quality

Todd Bruce (chair: Assessment)
Graciela Lacueva (A&S Assoc Dean)
Mike Martin (Biology)
Tina Facca (BSOB-MML)



HLC Self- Study workshop

Criterion 5: Institutional Effectiveness and Planning

Mark McCarthy (chair: Stu Affairs)
Barbara D'Ambrosia (Math/Comp Sci)
Richard Mausser (Finance)
Alex Teodosio (HR)
Nevin Mayer (Library)

Review Group: This oversight committee will:

- 1) regularly review drafts of the self-study;
- 2) review evidence as it is collected;
- 3) lead university community input sessions; and
- 4) plan the site visit by the HLC team.

Brian Williams (chair: Enrollment)
Nick Santilli (Associate Provost)
Cathy Rosemany (Ed)
Jeanne Colleran (Provost)
Doreen Riley (Advancement)
Mike Richwalsky (IMC)
Alan Miciak (Boler Dean)
Margaret Farrar (A&S Dean)

Expert Group: This group is comprised of faculty members who have served as HLC reviewers. We will learn from them about the expectations of the Higher Learning Commission, and they will also review our materials.

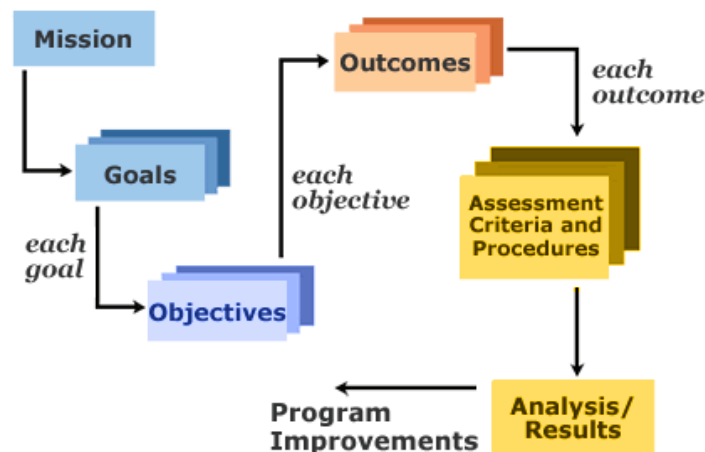
Joseph Miller (Professor Emeritus)
Elizabeth v. Swenson (Psychology)
David Wong (Academic Budget)

The rationale for having the three groups is that we want to be very critical of our own work, and we want to align our understanding of the self-study with the expectations of the Higher Learning Commission. We want to have enough time for community feedback, and we **want the HLC to experience us as a prepared community during their visit.** So you can expect many more communications about the focus visit. It is not too early to begin testing your own knowledge: do you know the University Learning Goals? Are you taking part in an assessment activity? Have you read the drafts of the strategic plan?

The self-study must be submitted by July 2016.

The focused visit will be in early fall 2016.

Outcomes Assessment Plan



2 Academic Assessment

In the past year, the entire University has taken up the call to improve assessment. So many of you have rolled up your sleeves, with results: at the program level, faculty made sure they had learning goals and assessment plans. Interdisciplinary majors and minors worked on their outcomes, as did units like the Center for Service and Social Action, the Honors Program, the Arrupe Pro-gram. John Carroll will be one of 57 colleges and universities participating in Assessment in Action, a program sponsored by the Association of College & Research Libraries, which will help John Carroll design an assessment project to examine if instruction and assignments in information literacy actually result in students applying what we are teaching them. The members of the John Carroll campus team for AIA are Mr. Nevin Mayer, Dr. Todd Bruce, and Dr. Tom Pace.

The momentum has been led by Dr. Todd Bruce who has worked with every program in the Academic Affairs Division. Though initially Dr. Todd Bruce was hired as interim, he is now is the permanent Director of the Office of Academic Assessment. If you don't have one of these buttons, then... stop by.



In the past year, Todd has established the Office of Academic Assessment, ensured that all academic programs have learning goals and an assessment plan, established a cycle, developed resources, and provided orientation for Academic Program Review. More information about assessment can be found at the website that Todd developed and maintains: <http://sites.jcu.edu/assessment/sample-page/academic-affairs-assessment-committee/>.

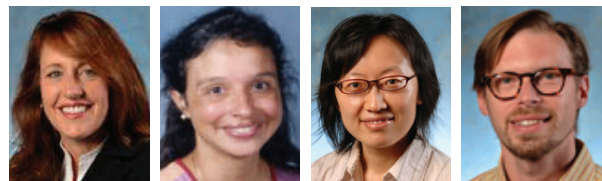
Please review it.

Annual performance evaluations and tenure and promotion decisions will also address involvement in assessment. As I review tenure and promotion documents, I am requiring that they include a statement about assessment.

Faculty participation: Many faculty members have stepped forward to help us to develop sustainable and meaningful assessment practices. These include 26 faculty members who served as departmental assessment coordinators (with seed money provided by the President's Office for one year), the eight faculty and administrators who serve as the Academic Affairs Assessment Committee (Drs. Bruce, Kvidera, Kugler, Facca, Brennan, Nichols, Kilbride, and Rosemary), and the faculty who attended the Higher Learning Conference in March (Drs. Mike Martin, Swenson, Miguel, Lacueva, Marsilli, Foreman, Bruce, and Colleran).

Todd led the writing of a successful application to the Assessment Academy. Over the next three years, JCU faculty will participate in this intensive, deep-dive into best practices and current research. Participating in the Assessment Academy are Professors Tina Facca (BSOB), Maria Marsilli (HS), Brendan Foreman, (MT), Yi Shang (ED), and Todd Bruce (Dir. Assessment). Their proposal was:

The University recently adopted a set of University Learning Goals that describe the institution's intended student learning outcomes across all divisions and programs. The Academy project will engage the efforts of a broadly constituted, representative group of faculty, staff, and administrators to assess these new Goals across campus. This effort will integrate the currently disconnected assessment efforts taking place and will include mechanisms for integrating student learning assessment data into planning processes.



(l-to-r) Tina Facca, Maria Marsilli, Yi Shang, Brendan Foreman

Academic Program Review



Thanks to all who presented and attended the Assessment Mini Conference on May 15th.

Academic Program Review: The HLC mandates that we finish ALL program reviews by June 2016. We have a template, process guidelines, orientation materials, external reviewer guidelines, and a cycle—all posted on the Assessment website. We have completed three APRs. ALL faculty are expected to review their department reports—this is also mandated by HLC. Each report will include a signatory sheet where faculty indicate their review of the report.

Administrative Response: The deans and provost will respond in two phases. First, within 6 weeks of when the team report is received and reviewed, there will be a department meeting. During this time, the administration will give its response to the report and make available approvals and resources as possible at this time. However, the deans and provost will review the academic programs reviews in total at the end of the academic year in order to align plans and resources with the University's Strategic Plan.

LOOKING AHEAD TO 2015-2016

1. Continue to incorporate assessment measures in individual courses.
2. Programs need to “close the loop” by using collected data to make changes or confirm current practices.
3. The academic program review process will be completed on all programs. The Provosts and Deans will examine all APR results in summer 2016 to link resource allocation to budgets and planning.
4. Faculty and staff development opportunities will continue to be offered.

3 Office of Accreditation and Institutional Effectiveness

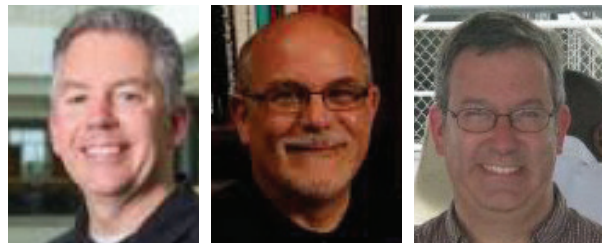
For our focus visit, we must satisfy all of the requirements of Criterion 5, the standard that groups the following concerns under the general heading of Institutional Effectiveness: budget and resources to sustain the university; strategic planning; governance, morale, communication, and university-wide institutional effectiveness.

The new Office of Accreditation and Institutional Effectiveness will be the locus of much of this activity. It will be led by Dr. Nicholas Santilli, newly appointed as Associate Provost for Accreditation and Institutional Effectiveness. As a member of the Board of Directors for the Society of College and University Planning, Nick brings particular expertise in strategic planning. During the time he served as an AAVP at JCU. Nick wrote the report on assessment in 2007 that was accepted by the HLC. With his return, we have the benefit of his deep institutional knowledge and his expanded expertise in leading student affairs as well as academic affairs. Welcome back, Nick.

Nick will be working closely with Dr. Todd Bruce. In recognition of his extraordinary contributions to our assessment effort, Todd has been appointed the permanent Director of Assessment. Todd is also leading our participation in the Assessment Academy, is active in the USPG, and has been working on faculty development around assessment issues.

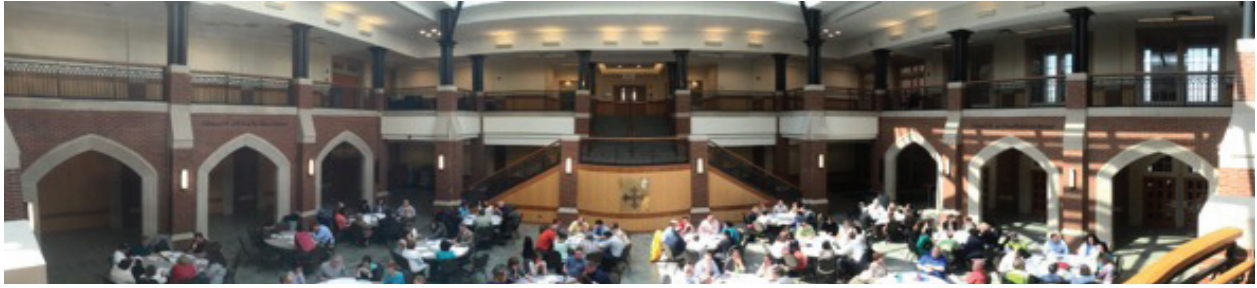
In addition, Brian Williams will have an expanded role in the University. In addition to his work in enrollment, he will provide leadership in the area of institutional data analytics. Specifically, Brian will assist faculty and staff in learning how to access, analyze, and use data as well as provide data information for university projects. He is completing doctoral work at CWRU, with a specialization in data analytics and visualization. With this group in place, we will have significantly more expertise and leadership going forward that will help us to strengthen our on-going practice of data-informed decision making.

The Office of Accreditation and Institutional Effectiveness and the Office of Assessment will be housed in the AD 125 suite.



(l-to-r) Brian Williams, Nick Santilli, Todd Bruce

4 University Strategic Planning Group



In response to a request from the faculty, the President moved primary responsibility for planning to the Provost, and the USPG was re-constituted to increase faculty representation. The Faculty Council discussed the representation of faculty and agreed that including the associate deans would provide a means to have continuing consultation. USPG Membership list is available at: <http://sites.jcu.edu/uspg/welcome/members/>

The USPG met ten times (with several sub-committee meetings) throughout the late fall and spring semesters and accomplished the following:

- Development of a strategic planning guide (http://webmedia.jcu.edu/uspg/files/2015/01/StrategicPlanningGuide_v2.pdf)
- SWOT and Dynamic SWOT analysis involving the entire university community
- Refinement of SWOT results into strategic goals and objectives
- Town Hall, open period of comment, followed by discussion and editing of document.

These reports are available at: <http://sites.jcu.edu/uspg/welcome/community-input/>. Summer work will involve linking the strategic plan to budget, producing the longer narrative to support the plan's emphasis on academic excellence and student learning, and preparing for the fall presentation to the university community.

During the week of June 21st, the strategic plan was shared with a survey attached for comments.

Charge of the University Strategic Planning

The USPG is convened by the Provost. The USPG, which includes representatives from the entire University, including the staff and faculty councils, is tasked with developing, implementing, and assessing a strategic plan over a three to five year cycle.

The strategic plan reflects the mission, identity, and core values of the institution. It is linked to budgetary allocations. It requires continuous data collection and assessment. Strategic planning is consultative and collaborative. The USPG oversees implementation and progress. Recommendations of the USPG are approved by the president, and where appropriate, by the Board of Directors.

Minutes are posted at the USPG website under the Provost's Office.

LOOKING AHEAD TO 2015-2016

1. Gather feedback on plan from university community
2. Link to budget
3. Develop narrative
4. Finalize action plans
5. Develop implementation plan with specific responsibility charges.
6. Link to assessment plan
7. Submit progress reports
8. Approval by Board of Directors

5 Provost's Council

The Provost's Council was initiated in 2012 to foster cross-unit conversation about student learning. The members are chosen by position: Provost Colleran; VP Enrollment Williams, VP Mission Peck, VP Student Affairs McCarthy; Associate Provost Santilli; Assistant Provost Diversity and Inclusion Mills; Assistant Provost Advising Moroney; Associate Academic Vice President Krukones; Deans CAS Farrar, BSOB Miciak, Student Affairs Crahen, Registrar Hendron, Dir. Library Millet, Dir. Academic Budgeting Wong, and 5 elected faculty members (Chair and Vice Chair of FC, representatives from, Enrollment, CAP, Gender and Diversity).

Minutes:

<http://sites.jcu.edu/provost/pages/provosts-council/>.

Charge of the Provost Council

As a cross-unit group of elected faculty members and administrators from across the University divisions, the Provost Council will: 1) discuss and implement improvements to the student learning experience; 2) consult, as needed with university community through divisional organizational structures; and 3) serve as a decision-making body for policies and practices about student learning or as a referral body to other committees, including the Faculty Council.

Minutes and an annual report will be posted to the Provost's website.

Office of Institutional Diversity and Inclusion

Vision: to be a community that embraces diversity as a means of achieving institutional excellence, and demonstrates a commitment to inclusion, dignity, and respect where differing points of view and experience are valued as opportunities for mutual learning.

<http://sites.jcu.edu/diversity/pages/our-mission-and-vision/site>

This past year, the Council focused its efforts on developing University Learning Goals, advancing the model of inclusive excellence, and devising a model of student success termed "thriving."

Inclusive Excellence: Dr. Terry Mills, in his first year as Assistant Provost for Diversity and Inclusive Excellence, led the Provost Council in a discussion of the model of inclusive excellence and explained the shifts in Higher Education around diversity efforts. The Provost Council agreed to examine all means of supporting inclusive excellence in the University by looking at hiring processes, curriculum, co-curriculum, etc.

The major focus of discussion was how to diversify the faculty. The Provost Council discussed a possible program for developing post-doc teaching fellowships for minority faculty. Dr. Mills drafted the proposal for successive years of minority post-doc teaching fellowships, tentatively based on bringing in a 4-5 person teaching cohort who would stay at the University for a maximum of three years. JCU would commit to providing strong mentoring in teaching.

NOTE: this discussion will be finalized after consultation with the academic deans.



Thriving Model of Student Success: The Provost Council spent much of the spring semester discussing ways of better supporting student success. The conceptual model that guided the discussion was one of “thriving,” a re-framing that examines not why students leave or fail but what allows them to persist, complete, and thrive. Faculty are invited to read Laurie Schreiner’s article, “The Thriving Quotient,” http://www.wellesley.edu/sites/default/files/assets/departments/studentlife/files/thriving_overview.pdf.

It states that:

Thriving college students not only are academically successful, they also experience a sense of community and a level of psychological well-being that contributes to their persistence to graduation and allows them to gain maximum benefit from being in college. Analyses indicated that thriving was indeed a distinct construct comprised of (1) engaged learning, (2) academic determination, (3) positive perspective, (4) diverse citizenship, and (5) social connectedness.

The Provost Council approached the subject by making an inventory of currently-available student support services in order to find where we are serving students well and where there are gaps. The goal is not to proliferate work, but to consolidate and optimize efforts. A key point of agreement was that cohort advising offered a platform through which to support students and to enhance persistence and completion. The Provost Council submitted a letter in support of cohort advising to the Faculty Council. (The faculty voted to approve the cohort advising program.)

LOOKING AHEAD TO 2015-2016

1. Discussion of Thriving Model’s applicability to JCU
2. Set persistence and completion strategies.
3. Develop plan for Learning Commons and Centralized Student Services.
4. Analyze data and best practices about academic affairs and student affairs collaborations, such as AR 120, and other joint efforts
5. Begin post-doc minority teaching fellowship program, and.

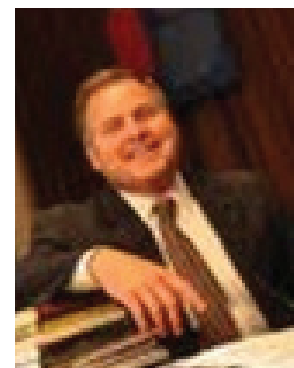
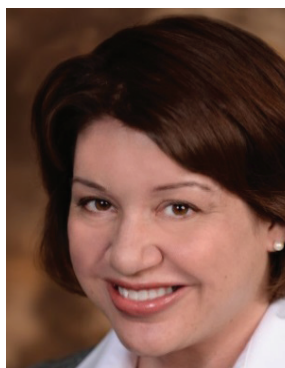
6 Provost Office and Academic Re-organization

The President reorganized the reporting system of the Senior Leadership in order to gain greater synergy among the divisions which are responsible for the student experience, from application for admission to graduation. This integrated approach, reflected as well in the Provost's Council, allows for greater

collaboration in our common goal of producing the most positive, supportive, and productive learning experience. It also furthers our goal of breaking down the siloes that inhibit innovation and weaken community. For your reference, the following chart reflects the new structure.

Provost and Academic Vice President' Office	Dr. Jeanne Colleran
Vice President for Student Affairs	Dr. Mark McCarthy
Vice President for Enrollment and Institutional Data Analysis	Mr. Brian Williams
Vice President for Mission and Identity	Dr. Edward Peck
Associate Provost for Accreditation and Institutional Effectiveness	Dr. Nicholas Santilli
Assistant Provost for Diversity and Inclusive Excellence	Dr. Terry Mills
Assistant Provost for Academic Advising and Student Success	Dr. Maryclaire Moroney
Associate Academic Vice President	Dr. James Krukones
Dean of the College of Arts and Sciences	Dr. Margaret Farrar
Dean of the Boler School of Business	Dr. Alan Miciak
Director of the Library	Ms. Michelle Millet
Director of Academic Budgeting	Mr. David Wong

Appointment of New Academic Deans: Because of the great work of the two search committees, one led by Dr. Edward Hahnenberg, the other by Dr. Al Nagy, we successfully recruited two new deans. We are excited to welcome Dr. Margaret Farrar and Dr. Alan Miciak to John Carroll. Dr. Margaret Farrar, Professor of Political Science, previously Associate Dean at Augustana College, and Dr. Alan Miciak, Professor Marketing, and previously Dean of the Palumbo School of Business, Duquesne University.



Margaret Farrar, CAS and Alan Miciak, BSOB

Re-organization of College of Arts and Sciences

First, sincere thanks to Dr. Graciela Lacueva for generously serving as Interim Dean of the College of Arts and Sciences. The responsibilities of the associate deans have been modified in order to continue to promote strong graduate studies, global studies, and undergraduate research and internships.

Dr. Anne Kugler (HS) will serve as Associate Dean of the Humanities and the Coordinator of Graduate Studies for the College of Arts. While the other Associate Deans are responsible for developing and overseeing the graduate programs in their divisions, Dr. Kugler will supervise the Office of Graduate Studies. It is very important for our overall fiscal health and academic vision that we expand the graduate programs that are successful and develop new certificate or graduate programs that will bring in new students. Asking Dr. Kugler to take on this responsibility also responds to those CAS faculty members concerned that a director of the office was still needed.

Thanks are due to Dr. Mark Storz for his work as the Associate Dean of Graduate Studies. Mark helped develop the new program in Spirituality and Wellness, as well as post-licensure programs, and graciously remained an extra year to help during the transitional year.

Dr. Pamela Mason (PO) will continue to serve as Associate Dean for Counseling, Global Studies, Education and Social Sciences. She will also direct all programs related to global education for the College of Arts and Sciences. As the strategic plan evolves with an emphasis on global studies, Dr. Mason can lead efforts to develop a comprehensive approach to global studies for the College of Arts and Sciences. One example of her leadership has been the recent acquisition of exclusive internships for JCU students at the Rome and Washington D.C. offices of the United Nations World Food Program. Dr. David Kleinberg will report to Pam, with consultation with BSOB.

Dr. Graciela Lacueva (PH) will serve as Associate Dean for Science, Mathematics, and Health. With one-third of incoming students choosing to study STEM fields, especially health preparation, Dr. Lacueva will enhance our existing stem programs and lead efforts to attain more grants and internships for students (and faculty). Graciela successfully obtained the Great Lakes Internships grant providing valuable experiences for students in biotechnology, healthcare information, autism, and pre-health. She will oversee the applications for the CAS internship funds and will work with the other deans to pursue more opportunities.

Transitions in the Boler School of Business

Thanks also are due to Dr. Karen Schuele and Dr. James Martin as they each transition back to the faculty after generously serving as leaders of the Boler School of Business. Karen has served the Boler School as Associate Dean, Interim Dean, and Dean – a strong record of continuous service. Jim Martin has been the Associate Dean for Graduate Studies and led the Boler School's program in International Business Language and Culture.

We will take the opportunity of the changes in both colleges to do the following:

- Use the expanded associate dean structure in CAS and the new leadership in Boler to enhance communication and consultation. A protocol for consultation and deliberation will be followed to develop to faculty-administration collaboration.
- The leadership changes occur as we begin the new integrative curriculum, a curriculum that the entire university will deliver.
- We will enhance collaborations across the two schools.

7 Cohort Advising and the Office of Academic Advising

Dr. Maryclaire Moroney has a new title and responsibilities as the Assistant Provost for Academic Advising and Student Success. With the faculty approval of the cohort advising program, Dr. Moroney can lead its future development, using the program as a platform for other ways to enhance persistence, retention, and completion. Dr. Moroney will supervise the Office of Services for Students with Disabilities, and she will co-ordinate plans to develop a learning commons. Finally, the integration of the Advising Office with Financial Aid, the Registrar, and the Care Team has already produced greater collaboration and greater support.

LOOKING AHEAD TO 2015-2016

1. Address advising loads, especially in the Boler School of Business
2. Improve student audits and other aspects of student records and the use of data
3. Develop cohort advising as a common experience that will promote retention and completion
4. Lead plans for developing the learning commons

8 Conflict of Interest

The Conflict of Interest Policy is a University Policy. It can be accessed at: <http://webmedia.jcu.edu/hr/files/2014/09/Conflict-of-Interest-Statement-eff-9-22-2014.pdf>

At the request of Faculty Council, I convened an Ad Hoc Conflict of Interest Committee whose members are Dr. Pamela Mason, Chair, Dan Kilbride, Paul Lauritzen, Colleen Trembl, Debby Rosenthal, Alex Teodosio, and Tom Zlatoper (3 elected faculty and 3 appointed). Their charge was to review the policy and identify issues of particular importance to faculty and to make suggestions by June 1, 2015. The Committee members are unanimous in their support a fair and effective conflict of interest policy. Three main points were raised regarding the present (revised) policy:

1. Regarding the policy itself: Clarification under Personal Relationship;
2. Clarification of the phrase predetermines alternate procedures; and
3. Developing a process of resolving conflicts that includes consultation with faculty when the case involves faculty; and staff, when the case involves staff.

The consensus of the Committee is that clarifications to the policy itself and changes to processes are warranted, and that the process of making these clarifications and changes can provide a model of the kind of shared governance to which we all aspire.

In particular:

- The committee asked for more time (the summer) to read through the comparator materials from other Jesuit institutions and seek more information, if needed.
- It also asked that the Committee, including Alex Teodosio, Colleen Trembl, and any additional administrator(s) appointed by the Provost, be reconvened in September for a working session to clarify the COI policy and amend the process provisions. The model for this type of meeting would be the current USPG model, in which the draft prose is worked through by the assembled group.

The committee noted that “Our common goal is a COI policy and policy process that conform to best practices as they protect the compelling interest of the University in managing conflict of interest. I have agreed to both requests and posted their report on the Provost’s website.

9 Hiring, New Department, and Hiring in 2015-2016.

In AY 2014-2015, we made the following tenure-track hires. Note that the hirings are in line with strategic priorities to 1) develop destination programs to enhance revenue; 2) support the core, and 3) increase faculty diversity.

We have made seven new tenure track hires: 6 assistants and one associate.

- Mathematics and Computer Science
 - Elena Manilich, Ph.D. CWRU, Healthcare Information Technology and Work with Cleveland Clinic Foundation
 - Wilmina Margret, Ph.D Iowa State University, Statistics and Quantitative Literacy to support the Core
- Philosophy:
 - Deniz Durmus, Ph.D. Pennsylvania State University, Feminist Philosophy and Global Studies,
- Theology and Religious Studies:
 - Elizabeth Antus, Ph.D. University of Notre Dame, Contemporary Catholic Theology
- MML (Marketing):
 - Arilova Randrianasolo, Ph. D Saint Louis University, International Business and Marketing
- Exercise Science and Sports Studies: To build capacity in Cleary Sports Program and Health Professions
 - Jackie Nagle, Ph.D University of Pittsburgh, Exercise Physiology
 - Gregory Farnell, Ph.D Kent State University, Wellness, Strength and Conditioning



(top row l-to-r) Arilova Randrianasolo, Deniz Durmus, Elena Manilich, (bottom row l-to-r) Elizabeth Antus, Greg Farnell, Jackie Nagle

We hired 4 new visitors:

- MML (Management): Brian Saxon
- Communication: Katherine Marusic
- Sociology: Gassan Abess
- Chemistry: Katie Doud

Department of Counseling and Exercise Science:

The new department of Counseling and Exercise Science will house the majors in Counseling, Exercise Science, and Sports Studies. Developing new programs that will attract enrollment and hiring tenure track faculty for these programs means that the size and constitution of departments must be sufficient to mentor new faculty and evaluate faculty for tenure and promotion. We see future synergies in aligning the Counseling Department and Exercise Science and Sports Studies Programs.

10 The Integrative Curriculum

Faculty involved in the development and implementation of the new integrative curriculum have been nothing short of exceptional. Led by Dr. Peter Kvidera, this group has met weekly to put together assessment plans, approve courses, and lead the development of new linked and integrated courses. Due to their extraordinary work, we are ready to offer the first year of the new integrative curriculum—and usher in a new model of learning that builds on integration, critical thinking skills, foundational competencies, depth and rigor, experiential learning, and independent inquiry. THANK YOU to this dedicated group, especially:



Dr. Peter Kvidera

11 Early College

We are very proud of our Early College students and excited about this partnership! The first cohort of eight students took a total of 52 credits in their first semester at JCU. The students' performance during their first semester of college coursework was exceptional. Together they achieved a cumulative grade point average of 3.74 with no grade less than B+. In the spring semester, credits per student ranged from 7 to 12. GPA for spring was 3.27; annual GPA was 3.45.

Year II of Cohort One: Students have been registered for Fall 2015. Together they are taking a total of 96 credit hours. Each student is taking an additional course with credit hours ranging from 9 to 15. Seven of the eight students will maintain full time status during 2015-2016 at JCU.

Students from Cohort II are already familiar with JCU campus as 22 of them participated in JCU's Celebration of Scholarship. Some of their topics:

- Calculus's applications in Myocardial Infarctions
- Racism towards female African American authors
- Mental and Physical Effects of Adolescent Sleep Patterns
- Feminism Meets Surrealism in Art
- Video Games' Effect on The Brain



And the one we all need to see:

- The effects of cell phone use in the classroom

Twelve to thirteen new students are expected. JCU also supports a mentoring program that involves JCU students serving as mentors to early college students. It is housed in the Center for Service and Social Action, staffed by a graduate assistant and work study student, and supervised by the coordinator of the Early College Program, Dr. Mark Storz

12 Morale: President and Provost Lunches, Faculty and Board of Directors Interaction

The President and Provost hosted lunches and breakfasts during the academic year – the sole purpose was to hear what faculty think will improve their work. An unexpected consequence was that many faculty who had never met each other were able to exchange thoughts about their teaching and research. We have met with close to 2/3 of the faculty, and we will continue to have these gatherings in the next academic year. We have kept notes on faculty conversations and will share these.

The Board of Directors hosted a lunch for faculty during the December meeting to hear about their research and teaching. This practice, as well as that of having the Chair of Faculty Council address the Board of Directors, will continue.

An orientation for faculty who serve on BOD committees was offered in the fall.

The Board of Directors spent part of the spring meeting discussing effective collaborative governance. We will continue these conversations in the fall with the assistance of Dr. Tom Longin from the Association of Governing Boards.

Next year we will be busy shaping a successful future.

Looking Ahead:

- We will complete and implement the strategic plan.
- We will complete all of the academic program reviews, and use the data to inform hiring and other resource allocation. We will not approve hires, except under exceptional circumstances, until we have completed the task.
- We will welcome our two new deans, give them time to know us, and support their leadership.

- We will have a budget taskforce so that we can have a clear, collaborative sense of budget needs and create a new budget model for the institution. This is in addition to working within a balanced budget next year. Achieving the balanced budget will require a dedication to greater institutional efficiencies to preserve resources for our strategic plan.
- We will clarify decision making and strengthen shared governance. We will do so with respect for process, a desire for dialogue, and an understanding of where primary responsibilities lay.

We all know we need to improve morale and communication. In fact, the HLC instructed us to find out the root cause, if we are able to do so. Some roots are systemic, some cultural. Various “roots” have been laid bare—all with a degree of truth.

We can create a more positive culture. That everything can be changed, re-framed, or re-set is the fundamental principle of the liberatory power of education.

Let us frame our work with two principles:

First, our highest value is to educate our students to leave JCU so prepared, so passionate, so ignited by their experience here that they become an indelible legacy.

Second, we must each contribute to a respectful work environment built on confidence in each other’s integrity and dedication.

There is so much evidence of the great value of our institution, borne of so much effort, idealism, and commitment, that we must energize our efforts by celebrating and building on our achievements.

13 So to close:

Ralph Waldo Emerson:

*"Write it on your heart/that every day
is the best day in the year."*

And our own Val Lassiter:

*"We need to have an expectation that
God is still going to do great and marvelous
and wondrous things but still, as Dr. King says
over and over again, it must begin with us."*

Sincere thanks
- **Jeanne Colleran**

