

JOHN CARROLL UNIVERSITY
PROVOST'S COUNCIL

Jeanne Colleran, Medora Barnes, Gwen Compton-Engle, Sherri Crahen, Margret Farrar,
Sr. Katherine Feely, SND, Martha Mondello Hendren, Jim Krukones, Mark McCarthy,
Al Miciak, Michelle Millet, Terry Mills, Maryclaire Moroney, Ed Peck, Mindy Peden,
Nick Santilli, Elizabeth Stiles, Brian Williams, David Wong.

February 10, 2016
8:00 a.m.; CAS Dean's Conference Room
Minutes

Present: J. Colleran, M. Barnes, G. Compton-Engle, S. Crahen, M. Farrar, K. Feely, M. Hendren, J. Krukones, M. McCarthy, A. Miciak, M. Millet, M. Moroney, E. Peck, M. Peden, N. Santilli, E. Stiles, D. Wong

The minutes of the meeting of January 27, 2016, were approved. It was pointed out that B. D'Ambrosia is no longer a member of the Provost's Council and that her name should be removed from the membership banner.

E. Peck distributed a handout entitled "Mission Examen and Reaffirmation Process." He explained that John Carroll is one of three schools—along with Xavier and USF—that have been asked to pilot a peer review process for assuring the Catholic and Jesuit identity of U.S. Jesuit colleges and universities. The process has been developed by the Provincials of the USA and presidents of the AJCU at the request of the Superior General of the Society of Jesus. It involves affirming our desire to remain a Jesuit, Catholic university and articulating our plans and priorities for doing so into the future. For this reason, E. Peck is chairing a University-wide committee whose purpose is writing a self-study to capture and synthesize the evidence attesting to the role of the Jesuit mission at JCU, as defined by these characteristics: the leadership's commitment to mission; the academic life that reflects the Catholic and Jesuit mission; a Catholic, Jesuit campus culture; service; service to the local Church; Jesuit presence; and integrity. On March 10-11, 2016, a four-person team of mission officers and a faculty member from AJCU schools will visit the University to affirm the self-study and make recommendations about their findings in a Peer Review Report; this is not to be viewed as an accreditation visit. Early in April, the report, self-study, and other documentation will be sent to the Provincial, who will review the material with the President of the Jesuit Conference. In connection with the characteristic about academic life, E. Peck listed a variety of programs and initiatives on the handout and asked PC members to mention other things that might be grouped under this heading. Responses included the University Learning Outcomes, the Strategic Plan, the family leave policy, the minority post-doc program, faculty attendance at professional development conferences, the Honduras medical immersion, and the Woefl Seminar. E. Peck asked that other suggestions be sent to him. J. Colleran thanked him for all of his work on this project.

Regarding the community forum held on February 3, J. Colleran suggested that the PC await the return of T. Mills as well as a visit from Danielle Carter before reviewing the results. J. Colleran also mentioned the Kindness Campaign being undertaken by Barbara Raymond, an adjunct

instructor in CO. The President has organized a meeting for next week that will bring together the JCU senior leadership team with community leaders. It will be followed by another in the series of meetings with the African American Alliance. J. Colleran noted that the Diversity, Equity & Inclusion Committee will become part of the Provost's Council. M. McCarthy mentioned the February 23 appearance in the Shirley Seaton Cultural Awareness Series of NPR commentator Eric Deggans, who will be speaking on the role of the media in stoking racial tensions.

Next, with the help of a printed handout, M. Moroney described suggested changes to the summer orientation/registration sessions for first-year students. The changes stem from the PC's September 2015 charge to a group of faculty and administrators—given in the wake of last summer's orientation sessions—that they review current registration procedures for new students and recommend improvements. M. Moroney said that the task force was guided by two concerns: Are we making the best use of our resources, and are we meeting student needs? Part of the problem has to do with new students bringing in credits from various sources that are not clear in June, when most registration sessions take place. The process becomes frantic as we try accommodating students on a piecemeal basis over the summer. The new arrangement calls for getting a clearer idea of what students need based on direct conversations with them at the orientations and on a curriculum preference sheet they will be asked to fill out. The preparation of student schedules (block or batch schedules) then will take place in July, after the orientations. The schedules will be released to first-year students early in August. These changes are expected to centralize scheduling and make better use of sources; they will also facilitate the "First in the World" grant, although that was not a decisive factor. When it was asked why orientation did not take place in August, it was explained that we need to "re-enroll" students earlier in the summer in order not to lose them as a result of "melt." Another question—about the possibility of students becoming more frustrated if they fail to get the courses they list on their preference sheet—elicited the reply that finding out student preferences early will enable us to adapt in a variety of ways, for example, by adding course sections. Asked whether the advising office would be able to handle the work envisioned under the new plan, M. Moroney said that she and her colleagues were already handling it. It was suggested that the new plan would have to be "messed" to students and their parents in a timely way. K. Feely suggested that the message could convey that the proposed changes are more student-centered in their recognition of the credits students are bringing with them. In response to a question about the purpose of summer orientations, J. Colleran suggested they are intended to solidify affinity, assure student control over their curriculum, and optimize our resources. M. McCarthy noted that our orientations now elicit glowing student evaluations and feedback; melt is minimal. G. Compton-Engle wondered whether a couple of class choices on the preference form would be enough. A question also came up about the impact that the changes might have on faculty teaching schedules for the fall. N. Santilli emphasized that the changes bear a strong relation to the Strategic Plan in that they are geared toward student success and thriving. Going forward, the orientations would be focused on advising rather than the details of academic schedules. Students might begin thinking in larger terms, that is, about metamajors, which some schools have already started doing successfully. M. Hendren said that there are different approaches to first-year registration, none of them necessarily the best; instead, the individual institution has to decide what's best for it.

In conclusion, J. Colleran said that the PC will meet on Wednesday, February 17, to continue this discussion. The other members of the summer orientation/registration task force, as well as Kyle O'Dell, will be invited to that meeting.

The meeting adjourned at 10:10 a.m.

Minutes recorded by J. Krukones