

**Faculty Council Meeting
December 10, 2014**

AGENDA

- I. Chair's Announcements
 - A. Minutes of November 5
 - B. BSOB Dean Search
 - C. Fair trade Proposal
 - D. USPG resolution
 - E. Conflict of Interest Policy
 - F. Council Vacancy
 - G. Chronicle Great Colleges to Work For 2015 Survey
 - H. Board Meeting

- II. Items for Business
 - A. Election to replace Marc Kirschenbaum for the spring semester.
 - B. Reports from Faculty Representatives to Committees of the Board
 - C. Response to the FC Finance Committee's report on the Conflict of Interest Policy
 - D. Developing a mechanism for the faculty to collaborate with the USPG.

- III. Committee Reports
 - A. Enrollment and Student Life – Linda Koch
 - B. Elections – David Shutkin
 - C. CAP – Mike Nichols
 - D. RTP – Tom Zlatoper
 - E. RSFD – Tina Facca
 - F. Compensation – Dan Kilbride
 - G. Gender and Diversity – Alissa Nutting
 - H. Revenue and Spending – Sheri Young

- IV. Items for 1/14 Faculty Council Meeting
 - A. ?

- V. New Business
 - A. ?

- VI. Adjourn

Faculty Council Meeting – December 10, 2014

Chair's Announcement

BSOB Dean Search

Dr. Al Nagy (AC) has been appointed chair of the BSOB Dean Search Committee. There will be an election, starting on Friday, for five additional faculty to serve on the committee. The President will appoint four additional members to the committee.

Fair Trade Proposal

The Faculty will be given the opportunity to endorse the Fair Trade Resolution developed by the Students for Social Justice at the next faculty election.

Resolution to form a collaborative relationship between the Faculty and the University Strategic Planning Group

The proposal was approved by more than 100 yes and zero no votes at the special General Faculty Meeting on December 3. After the meeting the parliamentarian gave the opinion that the issue was substantive and should be sent to the full faculty for a vote. Although there is some disagreement as to whether the issue really is substantive I have decided that there is no reason not to send the proposal to the full faculty for a vote at the next faculty election. This will give all faculty, including those who were unable to attend the special meeting because of prior commitments, an opportunity to voice their opinion. The mechanism for the faculty/USPG collaboration was referred to Faculty Council and will be discussed at this meeting.

Conflict of Interest Policy

The Faculty Council Committee on Finance, Faculty Compensation and Work Related Policies has prepared a report on the Administration's revision to the Conflict of Interest Policy. The report will be discussed at this meeting.

Council Vacancy

Marc Kirschenbaum will be on Grauel leave next semester. He has nominated Paul Challen to serve as a substitute during his leave and Paul has accepted the nomination. I will ask Faculty Council to approve this appointment,

The Chronicle Great Colleges to Work For 2015 Survey

The University will be participating in The Chronicle's Great Colleges to Work For 2015 Survey. In addition to the standard questions on the survey the University will have the opportunity to add additional questions. I have attached a copy of the standard survey (there are two files – the questions are the same but in one file they are organized into categories). The faculty have been asked if there are any questions that they would like to add. Please let the FC Chair know if you have any suggested

additional questions. More information about the survey is available at <http://chroniclegreatcolleges.com/>

The Board Meeting

The Board will be meeting on December 9-10. Several members of the Faculty have been invited to lunch with the Board on Wednesday December 10 and the Chair of Faculty Council has been invited to address the Board after lunch. It has been several years since the Chair of Faculty Council was last invited to speak to the board.

The faculty council committee on finance, compensation, and work-related policies submits the following report on the conflict of interest policy released in fall, 2014. Among the committee members there is complete consensus on the recommendations of this report with the exception of the final paragraph. One member of the committee objected to that recommendation.

Faculty Council charged this committee, under its responsibility for “work-related policies,” to consider all issues relating to the conflict of interest policy (hereafter referred to as “the policy”) issued to the faculty in September 2014. After deliberating about the conflict of interest policy for several weeks, holding three open hearings on the matter, and listening to discussion during the November 19, 2014 general faculty meeting, the committee has reached a consensus on a variety of procedural and substantive concerns about the policy. Although there is fundamental agreement on the necessity of a university-wide conflict of interest policy that addresses a broad spectrum of financial, academic, and personnel conflicts (including the appearance of conflicts), the committee concludes that flaws in the devising and content of the policy merit the establishment of a new policy achieved by collaboration between faculty and the administration.

The committee identified four main flaws in the policy:

1. JCU's administration wrote the policy without consulting with the faculty. As a policy applying to and affecting the faculty, it is dumbfounding that this policy was devised without the input and vote of the faculty. Considering longstanding problems in faculty governance that have been amplified by the recent report from the Higher Learning Commission (particularly regarding communication and collaboration between administrators and faculty), the decision to exclude faculty from drafting this policy is especially puzzling. In any case, faculty must be deeply involved in establishing a conflict of interest policy in the future.
2. The mechanism chosen to induce faculty to sign the policy was offensive and inappropriate. An ultimatum to sign the form or be locked out of the Banner system strikes at the heart of faculty governance and the ideal of collegial relations between the faculty and the administration. Access to the Banner system is an essential part of doing one's job as a faculty member. Some faculty members harbored reasonable reservations about the policy. They had to decide between following their consciences and fulfilling their obligations to their students, advisees, and colleagues.
3. The policy establishes implementation and enforcement mechanisms that include neither due process nor faculty participation. The policy states that conflicts or their appearance will be resolved by the Executive Vice President, the Vice President for Finance, the Human Resources and Regulatory/Risk Management departments, and “other administrators.” The statement of explanation issued on October 13, 2014 by Executive Vice President Jerry DeSanto and Provost Jeanne Colleran explains that conflicts or their appearance involving faculty will be resolved with the aid of the Academic Vice President. However, that essential piece of information is not explicitly

laid out in the conflict of interest policy itself. Any mechanism to resolve conflicts or their appearance *must* include significant faculty representation.

4. The policy too vaguely defines “employment or business decision[s]” that create a conflict between a JCU faculty member and somebody with whom they have a personal relationship. The October 13, 2014 statement issued by Profs. DeSanto and Collieran clarifies some of the potential applications of this policy (for example, tenure and promotion decisions, salary deliberations), and the committee understands that no policy can or should identify every possible kind of conflict and/or appearance of conflict. Nevertheless, the policy should more specifically identify the kinds of “employment or business” decisions that constitute a conflict of interest.

The Committee recommends that Faculty Council convene an ad hoc committee to collaborate with the administration and other appropriate campus constituencies to establish a new conflict of interest policy that addresses these concerns. That might reasonably be seen as the responsibility of this committee. However, the committee already has its hands full devising a new salary proposal to be submitted during the spring 2015 semester. If it were to be saddled with this additional responsibility, it would make very little progress on establishing a new policy this academic year (2014-15). Additionally, the process of consultation that this proposal (if followed) entails might take on nuances and complications that go beyond this committee’s responsibility for “work-related policies.”

In the meantime, the 2009 conflict of interest policy might remain in effect. This committee does, after all, recognize the necessity and utility of a conflict of interest policy. The committee does not have the standing to protest policies established in the past, but current and proposed policies -- like the policy issued in 2014 -- do fall under its jurisdiction.

THE CHRONICLE GREAT COLLEGES TO WORK FOR 2015

ModernThink Higher Education Insight Survey[®]

Instructions

Consider your typical day at work. For each statement, mark the response option that best describes your experience. If you wish to change your answer, double click on the button to erase your previous answer. If you are unsure whether you can provide a meaningful answer, simply select "Not Applicable."

Definitions

Institution – refers to the entire University or College.

Department – refers to your most immediate workgroup or team.

Senior Leadership – refers to the most senior members of the institution (e.g., Chancellor or President and those who report directly to them).

Supervisor/Department Chair – refers to the individual to whom you most directly report.

Statements

Job Satisfaction/Support

1. My job makes good use of my skills and abilities.
2. I am given the responsibility and freedom to do my job.
4. I am provided the resources I need to be effective in my job.

Teaching Environment

33. There is a good balance of teaching, service, and research at this institution.
40. Teaching is appropriately recognized in the evaluation and promotion process.
51. There is appropriate recognition of innovative and high quality teaching.

Professional Development

6. I am given the opportunity to develop my skills at this institution.
10. I understand the necessary requirements to advance my career.

Compensation, Benefits & Work/Life Balance

11. I am paid fairly for my work.
34. This institution's benefits meet my needs.
47. My supervisor/department chair supports my efforts to balance my work and personal life.
53. This institution's policies and practices give me the flexibility to manage my work and personal life.

Facilities

29. The institution takes reasonable steps to provide a safe and secure environment for the campus.
31. The facilities (e.g. classrooms, offices, laboratories) adequately meet my needs.

Policies, Resources & Efficiency

17. Our review process accurately measures my job performance.
28. My department has adequate faculty/staff to achieve our goals.
30. Our orientation program prepares new faculty, administration and staff to be effective.
49. This institution actively contributes to the community.
50. This institution places sufficient emphasis on having a diverse faculty, administration and staff.
57. This institution is well run.

Shared Governance

- 38. The role of faculty in shared governance is clearly stated and publicized.
- 39. Faculty are appropriately involved in decisions related to the education program (e.g. curriculum development and evaluation).
- 42. Faculty, administration and staff are meaningfully involved in institutional planning.

Pride

- 5. I understand how my job contributes to this institution's mission.
- 25. Overall, my department is a good place to work.
- 36. I am proud to be part of this institution.
- 59. This institution's culture is special — something you don't find just anywhere.
- 60. All things considered, this is a great place to work.

Supervisors/Department Chairs

- 3. My supervisor/department chair makes his/her expectations clear.
- 7. I receive feedback from my supervisor/department chair that helps me.
- 12. I believe what I am told by my supervisor/department chair.
- 15. My supervisor/department chair regularly models this institution's values.
- 19. My supervisor/department chair is consistent and fair.
- 20. My supervisor/department chair actively solicits my suggestions and ideas.
- 24. I have a good relationship with my supervisor/department chair.

Senior Leadership

- 27. Senior leadership provides a clear direction for this institution's future.
- 32. Our senior leadership has the knowledge, skills and experience necessary for institutional success.
- 37. Senior leadership shows a genuine interest in the well being of faculty, administration and staff.
- 41. Senior leadership communicates openly about important matters.
- 48. Senior leadership regularly models this institution's values.
- 56. I believe what I am told by senior leadership.

Faculty, Administration & Staff Relations

- 46. Faculty, administration and staff work together to ensure the success of institution programs and initiatives.
- 55. There is regular and open communication among faculty, administration and staff.

Communication

- 8. When I offer a new idea, I believe it will be fully considered.
- 21. In my department, we communicate openly about issues that impact each other's work.
- 22. Changes that affect me are discussed prior to being implemented.
- 43. At this institution, we discuss and debate issues respectfully to get better results.

Collaboration

- 13. We have opportunities to contribute to important decisions in my department.
- 23. People in my department work well together.
- 26. I can count on people to cooperate across departments.
- 58. There's a sense that we're all on the same team at this institution.

Fairness

- 14. I can speak up or challenge a traditional way of doing something without fear of harming my career.
- 16. Promotions in my department are based on a person's ability.
- 18. Issues of low performance are addressed in my department.
- 44. This institution's policies and practices ensure fair treatment for faculty, administration and staff.
- 54. This institution has clear and effective procedures for dealing with discrimination.

Respect & Appreciation

- 9. I am regularly recognized for my contributions.
- 35. Our recognition and awards programs are meaningful to me.
- 45. At this institution, people are supportive of their colleagues regardless of their heritage or background.
- 52. We celebrate significant milestones and important accomplishments at this institution.

THE CHRONICLE GREAT COLLEGES TO WORK FOR 2015

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Definitions

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Statements

1. My job makes good use of my skills and abilities.
2. I am given the responsibility and freedom to do my job.
3. My supervisor/department chair makes his/her expectations clear.
4. I am provided the resources I need to be effective in my job.
5. I understand how my job contributes to this institution's mission.
6. I am given the opportunity to develop my skills at this institution.
7. I receive feedback from my supervisor/department chair that helps me.
8. When I offer a new idea, I believe it will be fully considered.
9. I am regularly recognized for my contributions.
10. I understand the necessary requirements to advance my career.
11. I am paid fairly for my work.
12. I believe what I am told by my supervisor/department chair.
13. We have opportunities to contribute to important decisions in my department.
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15. My supervisor/department chair regularly models this institution's values.
16. Promotions in my department are based on a person's ability.
17. Our review process accurately measures my job performance.
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19. My supervisor/department chair is consistent and fair.
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21. In my department, we communicate openly about issues that impact each other's work.
22. Changes that affect me are discussed prior to being implemented.
23. People in my department work well together.
24. I have a good relationship with my supervisor/department chair.
25. Overall, my department is a good place to work.
26. I can count on people to cooperate across departments.
27. Senior leadership provides a clear direction for this institution's future.
28. My department has adequate faculty/staff to achieve our goals.
29. The institution takes reasonable steps to provide a safe and secure environment for the campus.
30. Our orientation program prepares new faculty, administration and staff to be effective.
31. The facilities (e.g., classrooms, offices, laboratories) adequately meet my needs.
32. Our senior leadership has the knowledge, skills and experience necessary for institutional success.
33. There is a good balance of teaching, service, and research at this institution.
34. This institution's benefits meet my needs.
35. Our recognition and awards programs are meaningful to me.
36. I am proud to be part of this institution.
37. Senior leadership shows a genuine interest in the well-being of faculty, administration and staff
38. The role of faculty in shared governance is clearly stated and publicized.

39. Faculty are appropriately involved in decisions related to the education program (e.g. curriculum development, evaluation).
40. Teaching is appropriately recognized in the evaluation and promotion process.
41. Senior leadership communicates openly about important matters.
42. Faculty, administration and staff are meaningfully involved in institutional planning.
43. At this institution, we discuss and debate issues respectfully to get better results.
44. This institution's policies and practices ensure fair treatment for faculty, administration and staff.
45. At this institution, people are supportive of their colleagues regardless of their heritage or background.
46. Faculty, administration and staff work together to ensure the success of institution programs and initiatives.
47. My supervisor/department chair supports my efforts to balance my work and personal life.
48. Senior leadership regularly models this institution's values.
49. This institution actively contributes to the community.
50. This institution places sufficient emphasis on having diverse faculty, administration and staff.
51. There is appropriate recognition of innovative and high quality teaching.
52. We celebrate significant milestones and important accomplishments at this institution.
53. This institution's policies and practices give me the flexibility to manage my work and personal life.
54. This institution has clear and effective procedures for dealing with discrimination.
55. There is regular and open communication among faculty, administration and staff.
56. I believe what I am told by senior leadership.
57. This institution is well run.
58. There's a sense that we're all on the same team at this institution.
59. This institution's culture is special — something you don't find just anywhere.
60. All things considered, this is a great place to work.

Benefits/Satisfaction

Please rate your institution's benefits using the following satisfaction scale:

Very Satisfied, Satisfied, Neutral, Dissatisfied, Very Dissatisfied, Not Applicable.

BENEFITS (Health Care Benefits)

1	Medical Insurance
2	Dental Insurance
3	Vision Insurance
4	Short-term Disability Benefits
5	Long-term Disability Benefits
6	Life Insurance
7	Post Retirement Medical Benefits

BENEFITS (Other)

8	Vacation/PTO
9	403b/401k
10	Tuition reimbursement employees
11	Tuition reimbursement family members
12	Overall Satisfaction with Benefits

GENERAL SATISFACTION

13	Professional/Career Development Program
14	Tenure Clarity and Process
15	Housing Assistance Program
16	Physical Work Space Conditions
17	Flexible Work Arrangements (e.g. telecommuting, compressed work weeks)
18	Work/Life Balance Programs

The terminology of the benefits highlighted above can be reworded for schools paying to customize their surveys, but the benefit itself cannot fundamentally change for schools participating in the Great Colleges program.

Open-ended Questions

1. What do you appreciate most about working at this institution?
2. What would make this institution a better place to work?

Demographics

<p>1. Job Status Full Time (12 Months) Full Time (9 months/Acad Yr) Other Decline to answer</p> <p>2. Years at Institution Less than 2 years 2-4 years 5-7 years 8-10 years 11-15 years 16-20 years 21-25 years More than 25 years Decline to answer</p> <p>3. Supervisory Status (Are you a supervisor of staff? Is it part of your job responsibility to conduct and sign official performance evaluations?) Yes/No</p> <p>4. Job Category (If you are unsure of your job category, click on the radio buttons below and then review the dropdown list for job roles within each category)</p> <p>Administration Faculty Exempt Professional Staff Non-exempt Staff Adjunct Faculty (Associate/Community Colleges only)</p> <p>5. Job Role From the list below, please select the one option that best describes your primary job role.</p> <p>Job Role: Administration Executive Chancellor/President Vice Chancellor/Vice President Provost Vice Provost Associate/Assistant Provost Associate Vice President Assistant Vice President School Director Administrator Director Associate Director</p>	<p>Assistant Director Dean Associate Dean Assistant Dean Dean-Non-faculty Other</p> <p>Job Role: Faculty Department Chair Professor Associate Professor Assistant Professor Instructor Lecturer Visiting Professor Clinical Faculty Research Faculty Research Associate Other</p> <p>Job Role: Exempt Professional Staff Analyst Advisor Counselor Manager Professional Specialist Other</p> <p>Job Role: Non-exempt Staff Administrative Professionals (Secretarial/Clerical) Technical/Paraprofessional Police/Security Guard Skilled Crafts Service Maintenance Grounds Staff Housekeepers Motor Vehicle Operators Food Service Workers Clerk Other</p> <p>6. Tenure Status (Faculty Only) Tenured Tenure Track/ Untenured Not Tenure Track Permanent Status Earning Permanent Status Decline to Answer Not Applicable</p> <p>7. Years in Current Role Less than 2 years 2-4 years 5-7 years 8-10 years 11-15 years 16-20 years</p>	<p>21-25 years More than 25 years Decline to answer</p> <p>From the drop down menus below, please select the one option that most directly captures the College/School <u>or</u> Department with which you are most closely associated.</p> <p>8. Schools / Colleges Architecture Business Continuing & Professional Education Dentistry Education Engineering Fine Arts Government Law Liberal Arts & Sciences Life Sciences Math & Physical Sciences Medicine Nursing Public Health Social Work / Social Policy Veterinary Medicine Other Academic Area</p> <p>9. Departments Academic Affairs Athletics Building & Grounds Maintenance External Affairs - Development External Affairs - Government & Community Relations External Affairs - Public Affair Facilities Management Finance-Accounting Finance - Audit Finance - Budget Finance - Procurement Food Services Human Resources Information Technology Library Services President's Office Provost's Office Public Safety / Law Enforcement Student - Admissions Student - Career Services Student - Counseling Student - Financial Aid Student Health/Health Care Services Student - Registrar Student - Residence Life Support Operations Other</p>	<p>10. GENDER Male Female Decline to answer</p> <p>11. AGE < 25 25-29 30-34 35-39 40-44 45-49 50-54 55-59 60-64 65+ Decline to answer</p> <p>12. Ethnicity Hispanic or Latino Not Hispanic or Latino Decline to Answer</p> <p>13. Race (Select all that apply) American Indian or Alaska Native Asian Black or African American Native Hawaiian or Other Pacific Islander White Decline to answer</p> <p>14. Relationship Status Married Partnered Single Divorced/ Widowed Decline to answer</p> <p>15. Annual Salary \$25,000 or less \$25,001 to \$50,000 \$50,001 to \$75,000 \$75,001 to \$100,000 \$100,001 to \$125,000 \$125,001 to \$150,000 \$150,001 to \$175,000 \$175,001 or more Decline to answer</p>
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Highlighted demographics cannot be customized or suppressed for schools participating in the Great Colleges program.

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Board of Directors Subcommittee Meeting: Student Affairs. December 7, 2014

Report by Linda A. Koch

Chair of FC committee on Enrollment, Financial Aid and Student Life

PART I (1:00-2:00 p.m.)

I. Welcome

II. Approval of minutes from meeting Tuesday Oct. 7, 2014 – approved without changes

III. Student Union Report – Tim Ficke, President of the Student Union

Tim Ficke gave an update on Student Union initiatives and the incoming Student Union President, H. Cole Hassay, was introduced. Tim reported on activities around the “It’s On Us” campaign and that there has been good feedback from students on this. He mentioned Diversity and Inclusion discussions on campus, gave, with Cole, an update on Dining Hall improvements. He also emphasized the strong student interest in making JCU a Fair Trade institution.

One board member asked if there has been any conversation on campus among students about the events in Ferguson, Mo. Tim said most are very busy now with end-of-semester work but he anticipates future conversations.

Another asked if there were any plans for retraining JCU police in light of recent national focus on the Cleveland police. Mark McCarthy said not yet but this would be given more focus.

IV. VP for Student Affairs Update – Dr. Mark McCarthy

Communication –

Mark noted that this is a top priority, sharing information at the institution. The *Annual Report* given at the last meeting was one means of communication. He also mentioned the book, included in handouts to participants in the meeting, written by Andrew J. Thon, S.J. *The Ignatian Imperative: Student Affairs Educators in Jesuit Higher Education* (2013).

Expectations/Requirements on Reporting Crime on Campus -

Mark discussed progress on tracking crimes on campus. It is now possible to do monthly tracking. The JCU PD website is updated every day. Also the Carroll News includes a synopsis of crimes. The requirements for reporting crime keep changing but the numbers are not so different from before. JCU is a relatively safe campus.

Athletics Report -

Mark reported that athletics were really strong this year. Football and volleyball were especially good. In rowing, a boat was dedicated to Fr. Niehoff.

Wellness –

Health Spot: will be fully open in January. Now training is taking place

Relaxation Station in Library – A new place for students to de-stress. It has a massage chair, yoga mats, reading, relaxing music, etc.

Title IX Update –

Sherri Crahen reported for Kendra Svilar. Kendra has been meeting with a variety of groups on campus and thinking about Best Practices for the future (sexual harassment; Interpersonal violence) There was a brief mention of nine cases having been or being resolved at JCU. Students can report without giving name of victim. Accused student can bring support persons such as parent or attorney to hearing. Sherri emphasized the importance of having a policy and following the process and procedures (other schools have gotten in trouble for not following a process). Mark noted that everything is in place at JCU but now more training is needed. It is important to support the accused student throughout the process.

V. “Division of Student Affairs Infographic”

Mark went over the printed brochure with this name mentioning statistic highlights on residential housing, athletic, number of counseling appointments, etc.

The chair from the board subcommittee closed this part of the meeting noting that:

- 1) JCU ranks 29th nationally in programs for veterans, a good ranking
- 2) The board committee needs more diversity (too many white males); the committee should reflect the diversity of the John Carroll students population.

PART II (2:00-3:00) – Joint meeting with Academic Affairs Board committee

First, the Provost/AVP Jeanne Colleran spoke briefly about recent initiatives at JCU and then introduced the plan to move from a tactical response to student experience (and retention issues) toward a strategic response to help students thrive.

Then Brian Williams, Maryclaire Moroney and Sherri Crahen in turn presented material from a PowerPoint titled “**Toward Student Thriving**”

Brian presented the results of new interactive program he has worked out with data on our students from the last ten years (since 2004 when Banner was introduced). Students can be tracked over 8 semesters (a four year period) according to a variety of criteria to see what factors may affect retention percentages. One can search according to Pell recipient status, gender, students of color, athletes, commuters, family income and other criteria to find patterns. He showed as an example that Pell grants for low income students improves retention over four-year period. Patterns can help JCU anticipate issues with retention rather than react. When students work on campus they retain much better because they feel connected.

Sherri and Maryclaire talked about recent collaborations among the divisions of Enrollment, Academic affairs, and Student Affairs and efforts to identify students in distress. There was more mention of the Relaxation room, wellness, the availability of massage for the students.

NETVUE-

There are current efforts toward building a Reflective Community. Training is in progress this year. The Learning Commons in the basement of the library offers content tutoring and skill building. There is more team support for at-risk students, getting students to return after leaving by involving and families.

Work still to do:

includes more academic support programs and the Learning Commons, support for special populations, especially commuters and transfer students, and for Students with Disabilities. How can we get commuters to have a job on campus? Try to get all students to take part in something JCU already offers: internships, immersion, study abroad, service learning.

Mark McCarthy briefly reflected on the article “The Thriving Quotient” that had been circulated.

We can think about using positive psychology and look at the whole person, their intrapersonal and interpersonal relationships. The Boler School has a 4-year professional development program.

Purdue-Gallup: Great Jobs/Great Lives:

Evidence that mentoring, good relationships with supportive professors who care, help, and inspire strongly affect the college experience. This information is fairly new, so not yet shared with faculty.

Appendix G.

Investment Committee Report

Simran K. Kahai

The Committee reviewed and discussed the below average long-term performance of three managers: Montag & Caldwell, Longleaf, and DFA, as well as the extraordinary performance of Edgewood Institutional Large Cap Growth. The Committee debated whether more explicit performance goals should be established for individual managers (versus total performance goals by asset class). It was determined that review of individual manager performance would continue to be done in the context of overall portfolio performance, asset allocation mix, market environment and risk profile.

Performance for the endowment remains strong, the total return over the last 12-months is at +17.8%.

In 2014, quarter 1 and 2, performance averaged at 5.4%; however we saw performance shrink by 1.8% in third quarter. In the month of October, JCU endowment grew only by 0.9%. This makes the year to date growth at 4.4%. Currently, the endowment is worth \$198,890,087.

Compare to other Endowment Performance

Yale University	20.20%
University of Notre Dame	19.70%
Boston College	17.96%
<i>John Carroll University Endowment</i>	<i>17.79%</i>
Columbia University	17.50%
University of Pennsylvania	17.50%
Northwestern University	17.49%
Williams College	17.49%
Stanford University	16.90%
Northeastern University	16.80%
Brown University	16.10%
Cornell University	15.80%
University of North Carolina - Chapel Hill	15.70%
Harvard University	15.40%
Miami University	14.60%
The Ohio State University	14.40%
New York University	13.43%
University of Chicago	12.67%

Appendix H.

Highlights from the finance committee meeting:

Tuition and fees projections for 2015-16:

3.85% tuition increase (expected to be about the same for our peers)

\$50 boost in fees (tech/health)

Est. 800 freshmen

85 fall transfers/50 spring transfers

62% discount rate

49% transfer discount rate

No change in retention (based on 3-year average; we had a worse than usual year in 2013-14)

No increase for room and board.

\$1.63 million increase in net tuition revenue estimated for 2015-16, due to increase in tuition but stable financial aid packages.

With no tuition increase, that 1.63 million increase would be a \$2 million deficit.

Can we charge higher tuition than our peers who have a lower 4-year graduation rate than we do?

Basically, selling value – you pay more for 4-years, but we get your kid out of here in four years?

Answer: yes – and admissions is beginning to sell us on that point; not really used as a selling point before.

Among our competitors/peers: net price; 7/17 IPEDS; 12/22 Ohio private; 20/28 Jesuit. (\$23,924).

Net tuition: students in professional/per-professional programs pay more. So . . . engineering, anyone?

22% of freshman (2014) came into JCU expressing interest/preference for majors/programs established since 2009 (seed money, etc.).

JCU properties – Ben & Jerry's, apartments – planned to be transferred into our endowment in the near future, with one benefit, among others, to make it easier to allow funds raised by those properties to fund capital improvements budget (\$1.6 mil) which has not been funded for several years, to the University's detriment.

Mission and Identity Committee Report

12/9/14, 12:30-1:45

Sr. Kathleen Feely, SND, Director of Center for Service and Social Action presented overview of the work of CSSA. Student engagement in regional community service is high, and provided in the most impoverished areas of Cleveland and the surrounding communities. Reflection time continues to be a challenge but leaders manage to coordinate thoughtful reflection during van rides to and from service sites. Journals and other methods are employed also.

My thoughts: Aside from intentional service-learning activities and classroom objectives, how can we as faculty help facilitate better connections between service and the classroom experience from early on in the students' time at JCU? What tools or mechanisms are needed to recognize who is doing service, where, and how might faculty support the student, connecting service to their learning?

John Scarano, Director of Campus Ministry, discussed theological reflection in experiential education at JCU. Highlighted diversity and the development of spaces for Muslim group to pray (e.g. campus ministry conference room temporarily reserved and transformed on certain days). Showed impressive video developed by students to engage others in campus ministry.

Board member asked what resources are necessary to ensure that all students who want to go on retreat or immersion are able to do so. Response a bit unclear, but Fr. Sheeran (board member and president of AJCU, former president of Regis) suggested a \$2-2.5MM fund would be realistic for JCU. Jesuit community has pledged \$1MM for Mission and Identity work and programs, the capital campaign goal is \$9MM of which \$2MM is in the M&I budget managed by VP Ed Peck.

Good discussion around how to connect donors more closely to the outcomes of immersion and service work conducted by our students and faculty.

My thoughts: I initiated this part of the discussion and board members were very encouraging with regard to developing opportunities to better connect faculty and their students to the mission with clear outcomes to be assessed.

Assessing mission objectives was discussed (I brought it up) and I am to provide a copy of recent article from the *Journal of Jesuit Business Education* which focuses on the development of a tool which would be useful for AACSB and HLC assessment.

Advancement Committee Meeting (Board of Directors) – December 9, 2014
(Summary notes by Gerry Guest, Art History)

Doreen Riley reported on progress toward FY2015 goals. The *Forever Carroll* campaign, which was launched in 2010, has raised \$81.4 million. The Division has set an aggressive goal of raising \$20 million this year.

The Carroll Fund has seen an increase in dollars raised this year (but a decrease in the number of donors).

Father Niehoff is now on Twitter.

Peter Fissinger (CEO of Campbell & Company) reported on his company's work as consultants on the *Forever Carroll* campaign and other aspects of the Advancement Division. He suggested that \$100 million remains an appropriate goal for the campaign and that December 2015 is an appropriate end date. The Division could then move fairly quickly into the next capital campaign. Best Practices now suggest that the quiet phase begin almost immediately, with a period of 1 or 2 years before the more active phase begins.

Fissinger suggested that size of the Division is appropriate and that more people are not needed. No large changes are needed to divisional structure.

Mike Richwalsky gave an introduction/overview of the work being done in the areas of Marketing and Creative Services. His team is responsible for the JCU website, Inside JCU, social media, and printed materials. The volume of work requires that some of it be done in house and some of it be sent out to freelancers (designers, writers, etc.).

Meeting of the Faculty Council Committee on Elections | Proposal for New Divisions

In attendance: Ruth Connell, Michael Eng, Keiko Nakano and David Shutkin

The criteria for organizing the divisional structure is stated in Appendix A of the Constitution of the Faculty Council.

APPENDIX A: Divisional Structure of the Faculty

The divisional structure of the Faculty is not part of the Constitution of the Faculty Council, and may be modified by the Faculty Council, if it is deemed necessary for ***maintaining appropriately broad Faculty representation on committees.***

On the occasion of the establishment of two new departments in the College of Arts and Sciences, for the purposes of faculty governance, the responsibility to integrate these departments into the divisional structure has been assigned to the FC Committee on Elections. The new departments are: the Department of Counseling and the Department of Exercise Science.

In the meeting of the FC Committee on Elections, two primary options were suggested. The first option 1 more effectively balances the numbers of faculty in each division whereas the second option 2A more effectively establishes epistemological continuity. Option 2B might realize an effective balance between the two options.

Option 1

This option most closely approximates the current divisional structure. Adjustments include:

1. Moving Military Science from Division V to Division I;
2. Adding Exercise Science to Division II;
3. The Department of Counseling is added to Division V but the change does not effect the numbers.

DIVISION I: 38

- Accountancy (6)
- Economics and Finance (11)
- Management, Marketing and Logistics (18)
- Military Science (3)

DIVISION II: 39

- Biology (10)

- Chemistry (9)
- Mathematics and Computer Science (14)
- Physics (5)
- Exercise Science (1)

DIVISION III: 47

- History (11)
- Political Science (8)
- Psychology (11)
- Sociology (9)
- Library (8)

DIVISION IV: 43

- Art History and Humanities (4)
- Classical and Modern Languages and Cultures (13)
- Communication and Theater Arts (11)
- English (15)

DIVISION V: 41

- Education and Allied Studies (15)
- Counseling (5)
- Philosophy (12)
- Theology & Religious Studies (9)

Option 2

(2A): Faculty Council would have four (4) or five (5) representatives from each division;

(2B): A census is taken every (x) years and each division would have one (1) representative for every ten (10) faculty members, rounded up to the nearest 10. [see note]

DIVISION I: BSOB & MILITARY SCIENCE (38)

- Accountancy (6)
- Economics and Finance (11)
- Management, Marketing and Logistics (18)
- Military Science (3)

DIVISION II: MATH, SCIENCE & HEALTH (49)

- Biology (10)
- Chemistry (9)
- Exercise Science (1)
- Mathematics and Computer Science (14)

- Physics (5)
- Psychology (11)

DIVISION III: SOCIAL SCIENCE & EDUCATION (45)

- Counseling (5)
- Education & School Psychology (15)
- Political Science (8)
- Library (8)
- Sociology & Criminology (9)

DIVISION IV: HUMANITIES (75)

- Art History and Humanities (4)
- Classical and Modern Languages and Cultures (13)
- Communication and Theater Arts (11)
- English (15)
- History (11)
- Philosophy (12)
- Theology & Religious Studies (9)

[Note: Option 2B was added following the committee meeting.]

Gender & Diversity Committee Report

-Order of business to present to Faculty Council: one of our elected members, Emily Butler, will be on Grauel leave for spring 2015 semester. What is the procedure for finding a spring-term replacement member?

Diversity Steering Committee notes: The last meeting of the Diversity Steering Committee centered around the current Bias Reporting System. The committee was recently updated with the news that the administration has agreed to release the summary report written last year describing the findings and outcomes of complaints submitted to the Bias Reporting System. Going forward, the committee discussed what type of campaigns might be most successful in advertising the Bias Reporting System, as well as alternate names for the system or further explanations and descriptions of what is meant by the word “bias.” We also discussed future additions to the committee and the addition of other staff and possible student representation on the committee.

Gender & Diversity Faculty Committee notes: We are currently finalizing edits on an initial survey for faculty, staff, and students to gauge the interest of our university population in having a university-linked daycare facility in order to demonstrate need for such a facility to the administration. Our timeline on this is to have the survey edited over the holiday break and ready to be taken/advertised/promoted early in the spring 2015 semester.

Additionally, we recently looked at gender numbers for part-time faculty: of the current 225 part-time faculty, 105 are male and 103 are female. We are currently thinking about what work our committee might do in service of part-time faculty.

We continue to be interested in a written policy for JCU faculty to take extended leave in the case of family and health emergencies, and are researching the written policies of other local universities and other Jesuit universities as points of comparison.

Last, we are setting up an appointment with Dr. Mills to discuss what work our committee can assist with in terms of faculty training and instruction relating to creating an environment that attracts, welcomes, and retains diverse faculty, staff, and students.