

**Provost's Advisory Council  
Summary of March 26, 2015 Meeting**

Can Erbil (Chair)	Laura O'Dwyer	Siobhan Kelly
Min Song	Catherine Mooney	Hagop Toghramadjian
Anthony Annunziato	Theresa O'Keefe	Dean Rockwell
Devin Pendas	Daniel Chambers	David Quigley
Marie Boltz	Gregory Kalscheur, S.J.	Patricia DeLeeuw
Danny Willis	Thomas Wall	Joseph Carroll
Betty Blythe	Katherine O'Dair	Jessica Pesce
Lillie Albert	John Rakestraw	

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1. The summary of the February 26, 2015 meeting was approved. It will be sent to the President's Office. All summaries are posted on the Provost's Office website; members are encouraged to share them with colleagues.
2. Update on the New Student Progress Reporting System  
Guests: Linda McCarthy, Technology Director, Student & Academic Application Services; Chris Carpenter, Director, Academic Systems, Service Delivery & Web, ITS

Linda McCarthy and Chris Carpenter spoke about a new, electronic tool for student progress reporting. It will replace with a simple web form the mid-term progress report postcards and emails that faculty have previously received each year. The tool also increases efficiency and enhances security. ITS worked closely with Learning to Learn, AHANA, Learning Resources for Student Athletes, and the Connors Family Learning Center to develop it. When faculty log in at an email request, they see which students need a report. They can click on a box for "no updates" and move on quickly, or they can click on the student's name and input an approximate grade, test scores, class participation, absences, missing assignments, tutoring recommendations, etc.

Administrative offices began using the system in early January, and Pat DeLeeuw sent an introductory email about the system to faculty in February. The first student progress emails to faculty went out March 9. Progress reporting period ends March 27. As of March 25, there was a 63.5% response rate from faculty who had filled out at least one report. Almost 100% of students have received at least one report from a faculty member. The external vendor, who works with other universities, told ITS that these rates were strong, especially for a school's first launch.

One Council member said it would be helpful to include "N/A" under absences, since many faculty teach large lecture classes and do not always take attendance. Another member asked how students are referred to this system; ITS explained that the initiators are Learning to Learn, AHANA, and LRSA. Pat added that this tool was intended to replace the paper postcards about students and to faculty who were already receiving them, but we could incorporate students with learning disabilities and others. Another Council member asked about FERPA regulations. ITS reported that the system is within FERPA guidelines.

Another big project for ITS is the modernization of the registration and course scheduling systems in UIS. They are partnering with Student Services to meet with various groups on campus to hear what issues users currently have with UIS and what they would like to see fixed. In the fall, they will have open sessions to answer questions on the update. David said that the goal is to be using the new registration system by this time next year, meaning that it will be used to register for Fall 2016 classes.

A Council member asked if there would be training when the new system goes live. Linda McCarthy replied that ITS will partner with Student Services and other offices to develop a training program. In addition, the new system has the ability to have “help” buttons on screen, along with videos that show how to use certain functions.

David Quigley urged people to think about their hopes for the system in both the long and short term. For example, UIS currently won't let someone be registered in two schools at once. It also does not allow for the designation of departmental or school honors. One Council member added that major-restricted courses sometimes should be restricted to two majors, and UIS does not allow this. Linda McCarthy asked that anyone with similar issues let her know.

3. Update on Proposed Shift from University Core Development Committee to University Core Renewal Committee—Gregory Kalscheur, S.J.

Greg Kalscheur talked about the proposal to shift the governance of the Core to a new body. The UCDC was established in 1991 with the current Core. A new body is needed for the renewed Core. It should be larger and led by an administrator that has an ongoing role. The new proposal is for a group of 14 people (7 elected faculty members, 7 appointed faculty members or administrators), plus the associate dean for the Core, who would be housed in the College of Arts & Sciences. Ten members would be faculty. Greg has shared this proposal with the Council of Deans and department chairs, and he hopes to receive approval soon so the new group can begin its work this fall.

A Council member asked what the committee's task would be in relation to the Core. Greg replied that the task of the committee is to foster ongoing renewal. The 1991 group initially had the same task, but could not fulfill it. Going forward, he would like the new group to continually renew the Core as students and their needs, the faculty, and the world evolve. Greg hopes the group will propose new ideas and present annual reports to the Provost and senior leadership. A follow-up question asked what the reasoning was behind having some faculty be appointed instead of elected. Greg said that, as renewal happens, it is still important to maintain some level of stability. It would be useful to have members on the committee who have a sense of the history behind the initiative. The appointed members should also have a grounding in the Jesuit tradition. David pointed out that having appointed members can allow balance to be maintained across units/departments. It is also useful to have administrators on this committee, since the UCRC should receive a hearing in the university's resource allocation process.

A Council member said that this is linked to the larger question of what the Core will be going forward. Will all Core classes follow this interdisciplinary model, or will there still be some

traditional, discipline-based classes? Greg said that there will be a mix of both. The aim is for the group to sustain the faculty entrepreneurship over time. They can also help provide the incentive structure for faculty to develop new courses.

Another Council member asked about having an undergraduate on the committee. Greg Kalscheur said undergrads are being consulted in the Core renewal because the UCRC wants student input.

A Council member asked how the UCDC and UCRC will work together, since the UCDC appointments go until 2017. Greg Kalscheur said the UCDC would mesh into the UCRC instead of having two separate groups. Pat DeLeeuw said the relationship between this committee and departments will be important, as Core courses are currently owned by departments, but the new ones will be owned by the UCRC. David Quigley agreed and noted that cross-departmental collaboration should be a main goal of the new group.

#### 4. Affordable Course Materials

Guests: Margaret Cohen, Head Librarian, Educational Resource Center  
Clare O'Connor, Associate Professor, Biology

Pat DeLeeuw introduced the topic of the high cost of printing, textbooks, and course materials. She noted that Disability Services is concerned with the accessibility of textbooks, and the Montserrat Coalition focuses on the cost of textbooks for high financial need students.

Margaret Cohen chairs a committee which includes librarians, faculty from Economics, CSOM, Biology, and other offices. Their charge is to look at the escalating cost of books and to develop incentives for faculty to revise their curricula. Margaret said that college textbook prices rose 82% between 2003 and 2013, which was triple the rate of inflation. A national survey of 156 campuses in 33 states found that 65% of students are not buying textbooks, and 48% said the cost of books influences their decision on whether they will take a class. At BC, 1/3 of Montserrat Coalition students do not buy books, and another 1/3 buys only some. From a small sampling at BC, students spend \$300-\$1000 per semester on books.

The committee has developed a grant to support faculty who revise their courses to include cheaper or no-cost materials; there is a guide for this grant on the Library website. The goal is for faculty to use resources that are publicly accessible or those that are available through the library. The grant will provide \$2,000 to help revise course materials. As a first step, there will be a workshop with the CTE and the Library in early April where they will talk about copyright issues, accessibility concerns, and managing Canvas. Pat DeLeeuw announced the pilot in March, and the applications will be accepted in April-May, with the grants being awarded in May. There will be a Spring 2016 deadline for course implementation. The grant form asks faculty to calculate what the student savings would be.

Clare O'Connor from Biology presented an example of this kind of innovation. Some years ago she wanted to design her own manual to support her class; while publishers offered custom manuals, Clare wanted to maintain the copyright and keep costs down. She worked with Media Technology Services and IDeS to design the manual, which has both a printed,

spiral-bound version and a website featuring all the materials plus tutorials. She has received emails from faculty at other institutions asking if they can use this free version she has posted. Clare encouraged other faculty to work with Eagle Print, who can do the binding and printing at a cheaper rate.

David Quigley said thanks are due to the students who brought this to our attention. In the last 6-7 years, we have been following federal requirements stating that faculty should post a list of their required books several months before each semester. He urged faculty to get their syllabi together before registration period, which would allow students time to find the best deals they can. It also helps students with disabilities.

Margaret Cohen said that part-time faculty are eligible to apply for the course materials grant.

Tom Wall added that this issue is a great example of how the Libraries can be more than just book repositories. The subject librarians can help identify materials for courses, especially free ones. They can also help upload them to Canvas and will answer copyright questions.

Pat DeLeeuw said it is important to bring this conversation into departments, so she asked members to bring it up at their departmental meetings. The Library is willing to present on this topic at department meetings. A Council member said he has noticed textbook company representatives being sent to departments with free food to try to entice people to use their books. This seems especially targeted to graduate student teaching fellows who might need more guidance. He would like the University to have guidelines about how departments should work with publishers, as it seems like a conflict of interest. There was a brief discussion about electronic versus print materials; Tom Wall said there are plusses and minuses to both.

## 5. Provost's Report

David Quigley announced that BC received an unrestricted gift to rename the College of Arts & Sciences as the Morrissey College of Arts & Sciences. April 30<sup>th</sup> is the target date for the transition to the new name. Robert Morrissey is now the largest donor in the history of the university.

Admissions update: Last Thursday, 20,000 emails were sent to regular-decision applicants. This was the first year that BC sent all decisions electronically. The class size will be 2,300; 8,400 students were accepted. The selectivity rate has improved this year (under 29%); last year's selectivity rate was 34%. The mean SAT score of admitted students is up from 2115 to 2125. Predictive modeling shows that the makeup of the class will remain steady with 28-29% AHANA students and 7% international students. We will know yield on May 1.

Commencement will be May 18. David Quigley would like to continue the work of former Provost Bert Garza in elevating the place of faculty at Commencement. He hopes that faculty will attend as many Commencement-related events as they can.