

**Provost's Advisory Council  
Summary of December 4, 2014 Meeting**

Can Erbil (Chair)	Betty Blythe	Katherine O'Dair
Min Song	Lillie Albert	Siobhan Kelly
Anthony Annunziato	Laura O'Dwyer	Hagop Toghramadjian
Cyril Opeil, S.J.	James Bretzke, S.J.	Dean Rockwell
Susan Michalczyk	Theresa O'Keefe	David Quigley
Devin Pendas	Daniel Chambers	Patricia DeLeeuw
James Gips	Vincent Rougeau	J. Joseph Burns
Samuel Graves	Gregory Kalscheur, S.J.	Joseph Carroll
Marie Boltz	Thomas Wall	Jessica Pesce

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1. The summary of the October 30, 2014 meeting was approved, with the addition of S. J. to Fr. Joseph Jiang's name. The summary will be sent to the President's Office. All summaries are posted on the Provost's Office website; members are encouraged to share this with colleagues.
  
2. Social Innovation Council  
Special guests: Professors Stephanie Berzin and Tiziana Dearing from the School of Social Work, and Professor Mary Tripsas from the Carroll School of Management
  - a. Professors Berzin, Dearing, and Tripsas gave an overview of the cross-campus efforts of the Social Innovation Council. The Council was developed as a response to the increasing interest in social innovation on campus. Its goal is to encourage people to think differently about how to solve social problems, how to combine resources across different disciplines, and how to understand knowledge growth. This might inform how we channel college students' energy for service and community work into meaningful co-curricular and academic experiences, as well as how we create the next generation of leaders for social entrepreneurship and innovation.
  
  - b. The School of Social Work and the Carroll School of Management had both been doing work in this area for a number of years, but the Social Innovation Council began to draw it all together. Ashoka U ([www.ashokau.org](http://www.ashokau.org)) encouraged BC to apply for its Changemaker Campus designation. This designation, granted to 30 campuses nationally and internationally, recognizes leaders in the field. BC received the designation in February 2013; other institutions that also have it are Cornell, Brown, Babson, Marquette, and Fordham.
  
  - c. The Social Innovation Council's work has continued, but it faces several ongoing challenges. CSOM is exploring efforts to engage entrepreneurship not just via competitions, but also in curriculum, with a concentration in entrepreneurship, and by expanding the ability for students to start companies. The faculty guests noted that what can distinguish BC is social entrepreneurship, unlike MIT which focuses on technology entrepreneurship. At CSOM, many students are interested in social entrepreneurship, but they often lack subject matter expertise. For example: the AARP sponsored a

competition for students to come up with an initiative to help the elderly. BC has no mechanism to bring people together across disciplines and link them with resources. CSON and LSOE have smaller, ad hoc programs. There is currently no way for faculty to find colleagues doing similar work.

- d. The faculty guests talked about future possibilities at BC, including how to create more opportunities for collaboration across schools and departments. Should there be some sort of virtual clearinghouse of faculty interest? Where would the impact be? Would it be in coursework, service learning opportunities, career development? The Council's first goal is to develop a website this spring that would be a one-stop shop. They would also like to sponsor a campus event to announce their presence. Perhaps this fall there could be a catalyzing event, such as a semester or year-long program or competition that would bring together multiple disciplines and engage students in solving a problem.
- e. The guests welcomed questions:
  - i. One member asked if the Council's focus is undergraduate or graduate students. While the goal is both grads and undergrads, Social Work has mainly been grad students so far. They recognize the majority of the university is undergrads, however, and they want to meet students where they are in terms of their desire for social entrepreneurship.
  - ii. Another member mentioned that this group could be beneficial in providing structure to students without clear career paths. Perhaps the group could develop a certification program or designation, like International Studies in A&S. Maybe there could be a list of the steps a student could take to get involved.
  - iii. Someone asked how important competitions are to this process. The guest faculty answered that a competition is usually a galvanizing process that is useful because it's not just one single event. However, it is only one option they are exploring. They would like a BC competition to be about more than just writing a business plan; they want BC students to think about problems broadly across schools.
  - iv. Someone asked about whether there was a tie-in with the alumni network to tap into their expertise. CSOM has a Tech Council with this experience, but this is an area the Council would like to pursue more.
  - v. David Quigley suggested that people be in touch with Tom Chiles, as ACC Provosts received additional funds. Georgia Tech leads a conference-wide initiative social innovation and STEM. David noted that knowledge about the Ashoka process and the Social Innovation Council is uneven across schools and departments, so he encouraged people to talk about this in their meetings and to spread the word.

3. Core Pilot Courses—Gregory Kalscheur, S. J., Interim Dean of A&S, Professor Mary Crane (English), Professor Julian Bourg (History)

- a. Greg Kalscheur said the Core renewal agenda connects to social innovation because it is promoting interdisciplinary approaches and interdisciplinary courses. He updated the group on a busy fall semester, during which the task force finalized its vision statement and selected faculty to teach pilot courses next academic year. The call for proposals in October sought out Complex Problems and Enduring Questions courses. Complex Problems courses are larger and team taught, with smaller lab-based experiences. Enduring Questions courses are smaller, with 19 students each, and are joined by a common topic and set of questions. These models are meant to foster interdisciplinarity and conversation. They aim to integrate the course material with aspects of the students' lives and help them incorporate what they learn with how they live. The task force was happy with the creativity and thoughtfulness of proposals, and they selected 3 Complex Problems and 6 Enduring Questions courses. They would like to sponsor a larger number of courses in the second year of the pilot.
  - b. The task force will work with the Center for Teaching Excellence to host conversations about Ignatian pedagogy and team teaching. They are also working with Mission & Ministry and Student Affairs to build time for reflection in these courses.
  - c. David Quigley said it has been heartening to receive phone calls from other universities who are thinking about their own Core curricula and who have heard that something interesting is going on at BC. He says this is a chance for BC to provide leadership about what a Core can be in the 21<sup>st</sup> century.
  - d. One member asked how we can get students, especially freshmen, excited about this new direction. There is concern about getting students to think about how their education is different from that of earlier generations. Some suggestions were made: make sure orientation leaders know and are excited about this; do not let advisors talk students out of it because it is new; inform parents about options and get them excited. Some of the groundwork can be laid with parents: this is a unique educational opportunity for your sons/daughters. Greg Kalscheur says he is working to get a website ready, and a mailing to newly accepted students.
  - e. Another member asked if these new courses are only open to first-year students. These Core courses were designed to introduce freshmen to the uniqueness of BC and its Core at the onset of their time here. The remainder of the Core remains intact; this new model is a way to satisfy up to 12 credits of Core requirements.
  - f. A member asked if there were any course proposals from the Economics department, as they have the most undergrad majors. Many submitted proposals were looking to partner with economists. The task force said that, overall, this process has started a cultural shift where faculty are engaging with one another more than ever before.
4. UGBC Initiative on Textbooks—Hagop Toghramadjian, Class of 2017

- a. UGBC leadership asked Hagop to present this issue to the PAC, as there is a feeling of urgency to spread the word about rising costs on textbooks. Students are thankful for the attention that is already paid by faculty to these costs.
  - b. Hagop distributed a handout that listed best practices to reduce costs of textbooks without compromising the quality of courses. UGBC and perhaps the UCT will have more formal communication coming forward.
  - c. David Quigley noted that institutions are federally mandated to post course syllabi online a few months in advance with ISBN numbers in order to give students a chance to find the best price on required texts. He urged faculty to get book information out early.
  - d. There was a discussion of how to make sure that students actually buy books that are required, as it is very difficult to have students share books in class. This led to a discussion of e-books; most faculty believe that students at BC prefer hard copy books. Others wondered if we could get data on this topic. At BC, students print articles posted on Canvas, leading to increased printing costs on campus. It was noted that financial aid provides \$1000 per year toward books, but one course's books alone could cost \$400.
5. Provost's Report
- a. Tom Chiles has been leading a planning group to propose an Institute for Integrated Sciences and Society. This links to the conversation from earlier in the meeting about Social Entrepreneurship. Tom will speak at our next meeting in February.
  - b. David Quigley announced that BC has hired a new Vice Provost for Enrollment Management, Nanci Tessier. She is a BC alumna who has served as Vice President for Enrollment Management at the University of Richmond for the last 6 years, and will join us in July 2015.