

Provost's Advisory Council
Thursday, November 7, 2019
8:30-10am, Champion Hall, Room 139

In attendance:

Sharon Beckman (Chair)	Stacy Grooters	Karen Muncaster
Anthony Annunziato	Angela Harkins	David Quigley
Joseph Carroll	Thomas Kohler	Tracy Regan
Thomas Chiles	Margaret Lombe	Akua Sarr
Joseph Desciak	Karen Lyons	David Scanlon
Joseph Du Pont	Mason Marek	Billy Soo
Kristin Flower	Allison Marshall	Thomas Stegman, S.J.
Yonder Gillihan	Madeline McCullough	Sasha Tomic
Samuel Graves	Gilda Morelli	

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- 1. The summary of the September 26, 2019 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. Jesuit Mission Examen: Ryan Heffernan, Associate Director of Campus Ministry, and Bob Newton, Special Assistant to the President**

Sharon Beckman introduced Ryan Heffernan, Associate Director of Campus Ministry, and Bob Newton, Special Assistant to the President, to discuss the Jesuit Mission Examen process.

Bob began with some history on the Examen, which borrows from the regional accreditation system and consists of a series of self-studies and external reviews of the 27 Jesuit colleges and universities in the U.S. The process includes a self-study, based on a set of 40 standards and characteristics and questions surrounding them, and a review by a visiting committee. The goals of the Examen include re-affirming the mission of the school and setting goals for the future.

Bob and Ryan were tasked with organizing the report and the visit of the committee. They approached the self-study by identifying individuals around campus who would best be able to answer the questions, and have drafted responses based on those conversations. They are in the process of completing the initial conversations and conducting additional discussions with groups around campus, including deans, faculty, students, students, and alumni, to review and revise the answers where necessary.

The self-study report is limited to 50 double-spaced pages, so the goal is to provide direct and illustrative answers, acknowledging that the visiting committee will explore areas in greater detail when they are on campus in March. The report is meant to be a high-level summary of what BC is doing in support of the mission.

Ryan added that the report is not yet complete; they are still having consultations with constituents around campus.

A council member asked if there is a critical reflection or goal setting as part of the process.

Bob responded that as part of the self-study, there is the opportunity to identify targets for the next few years. The goals identified relate directly to the University Strategic Plan and the questions asked in the self-study.

He concluded by urging council members to send any thoughts, comments, or suggestions for other areas to highlight, to either him or Ryan.

3. Preliminary Overview of the 2019 Faculty and Staff Experience Survey Results: Stephanie Chappe, Assistant Director of Institutional Research, and Mara Hermano, Vice President for Institutional Research and Planning

David Quigley provided some background on the survey. In 2015 a Faculty and Staff Experience Survey was administered to all full-time employees, including faculty. This was the first such survey at BC to include faculty respondents. In the spring of 2019, another survey, similar to 2015, was administered to all full-time employees. This will allow for an analysis of internal longitudinal data on faculty for the first time.

David then introduced Stephanie Chappe, Assistant Director of Institutional Research, to further discuss the survey results. Stephanie provided some additional background information before reviewing the results. The survey was administered to all full-time, permanent faculty and staff, and was primarily administered online; however, a paper version was available in multiple languages. The survey was primarily homegrown, with the faculty receiving additional questions mirroring the surveys used by the Colonial group for the purpose of comparing data. The response rate was 51%, which is similar to the 2015 survey response. The high-level topics covered included overall work environment, opportunities for professional growth, and the sense of BC community.

On the overall work environment, responses were positive, with respondents rating BC as family-friendly, and indicating that they felt fulfilled and valued in their work. BC's mission and values were also rated very positively, with the Jesuit Catholic tradition being a positive influence on an employee's decision to come and stay at BC. Faculty and staff alike rated the BC environment above the mean on measures of "welcoming" and "sense of community."

On measures of opportunity for professional growth, results were overall very positive and consistent with the 2015 survey. Both faculty and staff feel that they have access to professional development opportunities and are provided resources to succeed.

When rating the BC community, staff members were asked questions about manager and staff relationships, with staff getting a subset of questions related to their relationship with their manager, and managers getting a subset related to their relationship with their direct

reports. These measures were overall very positive, and consistent with the results of the 2015 survey.

Faculty members were asked to rate their satisfaction with the BC community. Overall satisfaction increased by six percentage points, from 78% in 2015 to 84% in 2018. Comments noted that students are engaged and committed, and that colleagues are supportive. A significant majority of the faculty indicated they would encourage a colleague to accept a faculty position at BC.

Faculty were also asked to rate the classroom climate for AHANA faculty vs non-AHANA faculty, as well as for female faculty vs male faculty. 47% of faculty disagreed that the climate was as good for AHANA faculty as their white counterparts, an increase from 36% in 2015. 41% of faculty disagreed that the climate was as good for female faculty as their male counterparts, also an increase from 31% in 2015.

Both faculty and staff were also asked questions related to unfair treatment or harassment because of a disability, gender, race or ethnicity, or sexual orientation. A number of demographic groups reported that they experienced unfair treatment or harassment because of their disability, gender, race or ethnicity, or sexual orientation.

Stephanie concluded, noting that the peer results have not yet been received and that additional analysis will be forthcoming once the information is shared.

A council member asked what the breakdown of the number of responses was between faculty and staff. Stephanie responded that 428 faculty responded (48%) and 1251 staff (52%).

A council member asked if there were action items that came out of the 2015 survey. Stephanie noted that based on the classroom climate questions, focus groups were formed to explore further their experiences in the classroom.

Mara Hermano added that there is also the opportunity to compare the faculty and staff data with the student experience survey data, and explore the experiences of all three groups.

A council member asked if multiple questions were asked about classroom climate, and if climate was specifically defined. Stephanie responded that there were several questions and climate was not specifically defined. Once the peer school data is available, there will be a deeper analysis.

A council member asked if the data is coded by school or department so that trends by area can be identified. Another member asked if a report will be made public. Stephanie answered that the survey is anonymous and in order to maintain anonymity, some data

cannot be released by school or department. Generally, some, but not all, of the data will be released publicly.

A council member asked if there was evidence of reluctance to complete the survey because of the risk of being identified in smaller units. Stephanie responded that the non-response bias is something that will be explored to ensure that the sample is representative of the full population.

A council member asked if there was a breakdown of the harassment experience in terms of faculty versus staff. A council member also asked if the gender or sexual orientation questions were meant to capture the transgender experience on campus, and if the binary response to the question was adequate. Stephanie responded that the next step is to look further at the breakdown on those questions.

4. Introduction to Karen Muncaster, Dean, Woods College of Advancing Studies

David introduced Karen Muncaster, the new Dean of Woods College of Advancing Studies, who has been at BC since mid-July.

Karen began with a brief discussion of her background and research. She received her Ph.D. in Higher Education from the Lynch School of Education and Human Development and has extensive experience in graduate and professional studies, continuing education, and pre-college and life-long learning. Her work feeds her research, which has always focused on giving non-traditional students a path to education. Most recently, she served as Vice President of the Rabb School for Continuing Studies at Brandeis University, where she led programs serving approximately 2,000 students annually. Prior to her time at Brandeis, she served as Vice President of Professional and Continuing Education at the Boston Architectural College, Associate Vice President for Academic Technology and Program Planning at Lesley University, and as Dean of Continuing Education at Southern New Hampshire University. She has also taught high school special education classes. From 2012 to 2018, she served as a commissioner of the New England Association of Schools and Colleges (NEASC).

She continued, discussing some of the exciting projects and work happening at WCAS.

At the undergraduate level, there will be a marketing and recruiting effort to ensure that potential students understand what makes WCAS special and unique. WCAS is a small college, within a Jesuit University, with Ignatian values. A WCAS education is a BC education, designed for adult learners. They are working to develop a Core Curriculum which will be rolled out in the coming years. Additionally, there will be intensive program reviews to evaluate how to best move forward with some of the existing programs, including looking at market relevance and where there are outdated structures or curriculum in place.

At the graduate level, there will be an effort to standardize and align processes and policies across the programs in an attempt to bring the division together. They are pursuing a more

substantial online presence, with a cybersecurity program in development, and the Master in Leadership Administration available online in January 2021. They will be looking at inclusive leadership and how to best train leaders to thrive in the workplace and exploring interest in re-purposing existing content and marketing it to external audiences.

Karen concluded by inviting constituents across campus to talk to her about ideas for partnerships.

A council member asked what the vision is for the future of summer school classes, with an increasing number of them supporting other colleges. Karen answered that WCAS administers summer classes for all undergraduate courses, both those primarily servicing WCAS students and those of the other schools. She explained that she would like to explore bringing more online options to the summer school courses, allowing students more flexibility in completing their degree requirements. She will be talking with program directors and department chairs, primarily at MCAS initially, to see where some of the curricular bottlenecks could be relieved.

A council member asked what the WCAS version of a core undergraduate program would look like. Karen responded that the current plan is for core programs in psychology, communication, criminal and social justice, among others. They will be evaluating and updating the existing programs, while also considering new possibilities to meet market need. She would like to explore some niche programs that would be unique to WCAS.

5. Provost's Report

David provided an update on the ongoing negotiations with the Charles Koch Foundation, regarding potential funding for a program in the Political Science department. The program would be focused on Foreign Policy and would increase support for International Relations. There are numerous universities that have received Koch Foundation funding, including many Jesuit and Catholic colleges and universities. The department has spent over a year considering the pros and cons of the proposal and have engaged with critics within and outside of the department. With university and faculty oversight of the program, the hiring, and the direction, some believe that the funding could lead to positive outcomes for BC.

There is hesitation as well as opposition among others in the BC community in response to potentially accepting funding from the Koch foundation, specifically surrounding their anti-climate change spending and activism, as well as the larger question of whether accepting funding would appear as an endorsement of the foundation in general.

A council member read a statement expressing some of the general concerns of some members of the faculty, acknowledging that the issue is complex and urged conversation about conflicts between the Koch Foundation and BC's mission.