Provost's Advisory Council
Summary of November 3, 2016 Meeting
8:30-10 am, Lynch Center, Fulton 515

Christopher Constas
Anthony Annunziato
William Keane
Patricia Riggin
Jonathan Laurence
Can Erbil
Judith Clair

includes sections on four special areas of interest to the university: integrated science, core curriculum, student formation, and our emerging strategic plan. Adding these sections will help us get feedback for future planning.

A Council member asked what the outcome of the visit will be. Bob Newton said the visiting committee will provide a report that is about 20-25 pages long, as well as recommendations on a few areas to pay attention to for our 5th year report in 2022. David Quigley added that there are three possible outcomes: continued accreditation, probation, or withdrawal of accreditation. Accreditation is linked to access to federal financial aid funds, which is why the process is so important. In the last report, BC was asked to pay particular attention to assessment of student learning. That has led to the developmen has Tm0 g0 G(on)]T0,y

As part of this self-examination, the school is looking at what is distinctive about LSOE. Its mission is to enhance the human condition and to make the world more just. Other institutions are more competition-focused than LSOE; the Lynch School has great camaraderie and support, which has led to greater cooperation. American education has recently become obsessed with vocational and content-based competencies. Venture capital funding is being directed toward technology to make stackable credits and unbundled education a reality. Stanton Wortham feels that this runs contrary to the goal of developing young people. BC has an emphasis on student formation and educating the whole person; this is what sets the Lynch School apart.

A Council member asked what might encourage young people to go into the field of teaching. Stanton Wortham said that teaching is highly respected in other parts of the world, but our country is seeing a structural change. As the Baby Boomers retire, the number of teachers will decrease. Younger people are interested in service and giving back, which is why TFA has been successful, but it is not successful at retaining teachers. Retention is difficult because the field does not pay well and the current test-driven environment enforces serious consequences for teachers whose scores do not meet certain goals. Stanton feels that schools need to provide a better environment for young teachers that will encourage them to stay.

4. Core Renewal—Greg Kalscheur, S.J., Mary Crane, Charles Keenan

the importance of student formation. Core renewal is about integration, not about unbundling education. The current core footprint from 1991 still remains, while the renewal process since 2012 has sought to create a deeper sense of engagement and to promote integration and reflection in courses. The new core features larger, team-taught classes on complex problems and smaller, tandem-taught classes on enduring questions. They are designed to promote interdisciplinarity.

Complex problems courses are 6-credits, fulfilling two requirements. They are taught by two faculty from different departments and feature a joint lecture once a week, smaller labs once a week, and once a week reflections with faculty members, guest speakers, and field trips. Some examples are courses on climate change and performing politics.

Enduring questions classes are two separate, but linked, 3-credit courses. The faculty members co

the pilot core courses when compared to other core courses. This could be a result of the topics addressed, or because the classes are designed to be small and create community. It is also possible that OTE advisors are directing their students into these classes. This type of class attracts students who are willing to take risks and experiment with their education.

Surveys have shown that students strongly agree that the questions in these courses are of great interest to them, that they have gained a greater understanding of these problems, that