

TO: Faculty Senate

FROM: Donald R. Boomgaarden, Ph.D.  
Provost and Senior Vice President for Academic Affairs

DATE: December 5, 2014

SUBJECT: Provost Report

Learning facilitated by cohesive academic support services, advising...  
“transformative pedagogies”, learning technologies;

Learning that occurs with, not only from, faculty, who...engage rigorously in  
their disciplines...expanded research opportunities.... Collaborative scholarship,  
creative pedagogy, intellectual environment;

Learning that is interdisciplinary...responsive program development... signature  
programs;

Learning that is holistically assessed – assessment at the course, program, college,  
and University levels. Reflection is an integral ingredient in our student learning  
& assessment practices.

**3. *Global*** – how does “global” understanding and involvement enhance the student  
experience, transformation?

Learning with and from those in marginalized communities, in the spirit of social  
justice;

Learning opportunities that are diverse, informed by increased and inclusive  
diversity on our campus, and more robust multicultural experiences and dialogue;

Learning opportunities that engage students with other parts of the world, through  
international study, and on-campus study and awareness of global issues;

Learning that requires students to think and reason locally, regionally, nationally,  
internationally, and globally.

**University Planning Committee**

The UPC will serve in a special capacity as the University’s Strategic Plan Steering  
Committee. To help accomplish this work, three subcommittees of the UPC have been  
formed, each focusing on one of the three working themes of the draft strategic plan:  
*engaged, integrated, and global*. Each subcommittee is charged with reviewing and  
proposing refinements to the broad goals of each theme, including the development of  
“vision” statements for each thematic area; making recommendations for additional or  
modified content to these goals; making recommendations for any support plan(s) needed  
to support the achievement of the theme/goals; and identifying meaningful, appropriate  
means of measuring success. They will be reporting back to the larger committee in the  
first week of February with the results of their work. In addition to the work of these  
subcommittees, throughout 2014-2015:

Ed Steinmetz, Senior Vice President for Finance and Administration will meet regularly  
with the committee to assist in defining parameters of resource needs and expectations,  
and to link the strategic planning process to the results of the deliberations of the  
Comprehensive Resource Review Committee.

Gary Olsen, Vice President for University Advancement will meet regularly with the  
committee to assist in linking the strategic plan to the goals of the Comprehensive  
Campaign, currently being developed.

Pat Harrington, Interim Associate Provost for Institutional Effectiveness is charged with ensuring the alignment and interrelationship of the University's strategic plan, and the Institutional Effectiveness Plan, with the University's Student Learning Assessment Plan and related plans and processes, including assessment plans for General Education.

Kate Yerkes, Assistant Vice President for Planning & Institutional Effectiveness and the Director of Institutional Research are tasked with (1) supporting the work of each subcommittee, as needed; and (2) the development of a formal Institutional Effectiveness Plan for measuring and reporting the progress of the strategic plan, along with other institutional goals.



Most Reverend Joseph E. Kurtz, D.D., president of the United States Conference of Catholic Bishops and the Archbishop of Louisville, Kentucky, was the keynote luncheon speaker at the 13th Annual U.S. Conference on disAbility hosted by the Panuska College of Professional Studies.

**Graduate School and Continuing Education**

Online enrollment numbers are: 156156

Online Program Student Headcount	Fall 2013 A	Fall 2013 A & B		Spring 2014 A	Spring 2014 A & B	Fall 2014 A	Fall 2014 A & B
Business	370	431		386	440	339	405
ERP Certificate	2	4		4	5	5	5
Supply Chain Mgmt. Certificate	0	0		0	0	0	0
Education	318	410		329	424	290	396
Human Resources	134	156		140	163	106	126
Health							



