State of the Core Report

July 2018
University Core Renewal Committee
The Associate Dean for the Core
Morrissey College of Arts & Sciences
Boston College

I.   **Executive Summary**

This is the third annual State of the Core Report generated by the MCAS Associate Dean for the Core on behalf of the University Core Renewal Committee (UCRC), both created in 2015. As in the 2017 Report, this report focuses on (1) the activities of the Associate Dean for the Core and the UCRC, and (2) student experiences with Core Renewal courses- Complex Problems and Enduring Questions—offered in 2015-16, 2016-17, and now 2017-18. With Core Renewal emerging from its pilot phase, the report – informed by its strategic plan, *Cornerstones Core Renewal, 2018–2023*—provides guidance on how to sustain and improve its operations. This report is made possible by generous support from the Office of Institutional Research, Planning, and Assessment (IRPA) and Student Services, as both provide the data on the Core courses that appear and are analyzed in this report. General conclusions on the 2017-18 year and how to move forward include:

1. The Associate Dean for the Core and the UCRC
   a. With the third year of Core Renewal, the Associate Dean for the Core and the UCRC have achieved better campus-wide understanding about the Core Curriculum, as well as Core Renewal. The process put in place by the UCRC to review Core Courses and Core Renewal Courses has become more engrained in the University community.
   b. The Associate Dean for the Core and support staff have become a hub of connections for departments and programs from across the University— from Advancement to First-Year Experience, Student Services to IRPA, from MCAS to the Office of International Programs. The Core Curriculum is viewed as an exciting program that, through Core Renewal, is creating growing interest among faculty, students, administrators, alumni, and other friends of Boston College.
   c. The final months of the 2018 academic year included a transitional period where Associate Dean for the Core, Julian Bourg, was replaced by incoming Associate Dean Brian Gareau. The transition allowed Gareau to assess the state of the Core, and to review previous reports of the Core as well as the annual job assessment of the Assistant Director, currently Charles Keenan, PhD.

2. Core Renewal Pilot and Core Renewal 2.0 Courses
   a. Core Renewal courses and associated activities continue to be positively received by students, faculty, and other constituents of Boston College; the goals of Core Renewal are being met.

b. The Theology Department submitted a proposal to restructure their Core offerings, and final revisions are ongoing between the MCAS Dean, the Provost, and the Theology Department.

c. 2017-18 Pilot Courses were supported, while over 1,000 seats in Core Renewal courses were prepared for the upcoming 2018-19 academic year, which takes the University beyond the Core Pilot phase.

3. Core Strategic Plan
   a. A major duty of the UCRC and the Associate Dean for the Core this past academic year was the creation of the Core Renewal strategic plan, *Cornerstones: Core Renewal, 2018-2023.*

4. Recommendations
   a. *Cornerstones* identifies areas where existing Core Renewal efforts require attention, as well as areas for possible growth in Core tasks. The following areas are identified as meriting increased attention: 1) Core Fellows Program; 2) Reflection in Core Renewal Courses; 3) Core Renewal and Core Curriculum assessment; 4) Cultural Diversity and Difference, Justice, and the Common Good; Achieving a regularized budget for the Associate Dean for the Core; Simplifying Complex Problems course logistics.
   b. The establishment of the Associate Dean for the Core, and the coherence the position provides to the Core Curriculum and Core Renewal in particular, continues to be a great success. Therefore, office support should be expanded (in the form of administrative assistance) and enhanced (in the form of restructuring the Assistant Director position) to keep pace with the growth and increasing interest in the charges of the Associate Dean for the Core.

For further information visit the Core website: www.bc.edu/core

II.   Administration: The Associate Dean for the Core and the University Core Renewal Committee (UCRC)

The Associate Dean for the Core, the University Core Renewal Committee (UCRC), and its subcommittees continue to be responsible for overseeing and revitalizing the Boston College Core Curriculum (see, www.bc.edu/core). A survey of select American Catholic universities shows that the Boston College Core Curriculum is among the largest, yet similar in design to other top-ranked programs (see Table 1, below). What makes Boston College's approach particularly distinctive is Core Renewal and its attention to an interdisciplinary, integrative, active-learning model rooted in the Boston College Jesuit Catholic Mission (For a full list of disciplinary focuses in each curriculum, see Appendix B).

Table 1. Core Curriculum Offerings at Select Catholic Universities and Colleges

Institution	# of Courses/Requirements included	# of Credits included
Santa Clara	14	42
Georgetown	9-12	27-36
Providence College	8-12	24-37
Holy Cross	12	12 Units
Villanova	18	54
Gonzaga	15	45
Notre Dame	13	39
Boston College	*15*	*45*

The Associate Dean for the Core position was created in the summer of 2015, and a second position of Assistant Director of the Core was established in March 2016. The UCRC was created in 2015 and was composed in 2017-2018 of sixteen faculty, administrators, and a student representative from across the University (The University Core Renewal Committee Charge calls for 15 members, including its chair, the Associate Dean for the Core). The UCRC contains four subcommittees – Renewal, Curriculum, Assessment, and Cultural Diversity – whose work has grown over the academic year. Core Renewal has increased in size, and with it comes the need for the Renewal Committee to review more Core Renewal submissions. Core Curriculum work remains active as faculty continue to submit applications for achieving Core credit, and the work of the Assessment subcommittee has increased as direct assessment of student work in Core Renewal courses becomes a focus. The Cultural Diversity subcommittee created a detailed proposal to change the Cultural Diversity Core requirement. As in years past, Professor Mary Crane, Thomas F. Rattigan Professor in the English Department and Director of the Institute for the Liberal Arts, was involved in all manner of Core Renewal activities and deserves special recognition in this document.

Major Tasks of the Associate Dean for the Core and the UCRC include:

- Facilitating the third year of Core Renewal Pilot Courses and planning for a fourth year of post-pilot courses.
- Conducting an intensive strategic plan report for the Core Curriculum. This involved collaboration with the Office of Institutional Research, Planning, and Assessment (IRPA) and many members of the UCRC. The strategic plan is discussed in detail below.
- Maintaining the Core Fellows Program, including hiring three additional Visiting Assistant Professors (VAPs) to replace three VAPs who received external job offers. VAPs continue to teach Complex Problems labs, Enduring Questions courses, and departmental electives.
- Consistent review of student requests for Cultural Diversity substitution credit remains a major activity of the Associate Dean for the Core. For the academic year, the Associate Dean for the Core processed 97 individual student requests (62 approved, 37 denied, 2 outstanding).
- Overseeing the development of a Cultural Diversity proposal that continues the process of restructuring the existing Cultural Diversity requirement in the spirit of extant changes made through Difference, Justice and the Common Good. The current Associate Dean suggests a modest approach that builds off the successful approach used to introduce Core Renewal to the University.
- Enabling the transition from one Associate Dean for the Core to another.

A. The Associate Dean for the Core

For the 2017-2018 academic year, the Associate Dean for the Core remained a two-person operation consisting of the Associate Dean for the Core, and the Assistant Director of the Core, whose work was supported by a part-time graduate assistant. The Associate Dean for the Core remains concentrated on Core course planning and assessment, curriculum management, administration and communication with various groups. This year, a significant additional task consisted of coordinating the drafting of the Core strategic plan, *Cornerstones*.

The description of office tasks written in the 2017 State of the Core Report remains true for this report: the day-to-day functions of the Associate Dean for the Core extend well beyond Core Renewal, which has created an imbalance between the tasks that the Associate Dean for the Core and the Assistant Director complete and those that should capture more of their attention. The Associate Dean spends a great deal of time liaising with various programs, faculty, and administrators on issues designed to spread the message about Core Renewal. The Associate Dean also chairs the UCRC and its subcommittees (except the Curriculum Subcommittee, which was chaired by the Assistant Director in AY18), and spends time working with departments on their engagement with the Core, as well as other programs designed to provide a unique experience to Boston College undergraduate students, such as PULSE, Perspectives, and The Courage to Know. The 2018 academic year ended with these distinctive programs being marketed *Schedules of Distinction* during Summer Orientation; courses and

programs unique to Boston College that are available to all incoming first years (an invitation reiterated to all incoming first-year students and parents at Summer Orientation by the incoming Associate Dean for the Core, Brian Gareau). Finally, programs and departments are interested in changing their own curricula due to Core Renewal, and the Associate Dean for the Core remains the key contact. Assessment has become an area of increased import, and the Associate Dean has worked to improve assessment in Core Renewal, but also through engagement with the University Committee on Learning Outcomes (chaired by Special Assistant to the President, Robert Newton). The Associate Dean would like to devote more time and energy to supporting the VAPs, to improving other aspects of Core Renewal such as Complex Problems courses, to supporting faculty currently teaching in Core Renewal, to communicating with donors and potential donors of Boston College (via Advancement and other Boston College offices), and to collaborating with other constituencies interested in promoting formation via Core Curricula from a Jesuit, Catholic perspective (both at Boston College and elsewhere). Finally, it is expected that the Associate Dean will remain active in his/her research and scholarship, and maintain a (reduced) teaching schedule.

The Assistant Director's work remains concentrated on administrative tasks that bring coherence to the entire Core Curriculum. The Assistant Director heads the management of Core course applications, applications for Cultural Diversity substitution credit, and applications to teach a Complex Problems or Enduring questions course. A major task that has grown for the Associate Dean for the Core has been the Assistant Director being responsible for curriculum management for the entire Core, along with catalog logistics for Core Renewal courses, overseeing registration and other enrollment issues related to Core Renewal courses, all of which requires coordination with Student Services. It is important to mention that, consistent with the 2017 State of the Core report, the Assistant Director has taken on many duties once overseen by Student Services. The Assistant Director played a central role in coordinating co-curricular course logistics for Core Renewal courses, along with the Core graduate assistant and Margery Ferry in the MCAS Dean's Office. Finally, with the Associate Dean for the Core becoming the main contact for all things related to the Core Curriculum for students, administrators, staff, and faculty, there exists a high level of email and phone correspondence on a regular basis.

<u>Campus-Wide Collaborations</u>

The Associate Dean for the Core has become an established, well-recognized position designed to connect the Core Curriculum to others facets of the University. As such, the Associate Dean for the Core maintains many collaborations, and it is anticipated that many will be sustained in the years ahead. Core Renewal has clearly reached a point where it is considered a standard component of the University structure, making the move beyond the Pilot Phase both timely and justified.

Some collaborations worth noting include (Items in Italics new for Academic Year 2018):

o Academic Officers Council
o Academic Advising Center
o Admissions (student tour guides & Admitted Eagle Days)
o Assessment Report Development Committee
o *Beth McDermott (Gareau presentation at President's Roundtable event)*
o Brian Braman, Director, Perspectives
o *Chris Costas (Gareau correspondence with incoming Director, Perspectives)*
o Board of Trustees (full board & Academic Subcommittee)
o David Cave, Advancement
o Center for Teaching Excellence
o Communications Department
o *Correspondence with all departments regarding E-1-As*
o History Department
o Honors Program
o Institute for Integrated Science and Society planning group
o *IISS Design Development Users Group Meeting (Gareau participation on Room Planning)*
o Institutional Research, Planning and Assessment (research unit, space planning unit)
o MCAS Dean, Greg Kalscheur, S.J.
o Richard Keeley and Monetta Edwards, Winston Center for Leadership and Ethics
o Father President William P. Leahy, S.J.
o Mathematics Department
o Robert M. Mauro, Global Leadership Institute
o MCAS Associate Deans
o MCAS Education Policy Committee
o MCAS Board of Chairs
o *Nancy Enright, Director of the University Core, Seton Hall Director of the Core (Gareau correspondence)*
o Neil McCullagh, Joseph E. Corcoran Center for Real Estate and Urban Action
o Merrimack University
o Fr. James Miracky, Provincial's Assistant for Higher Education, New York Province, Society of Jesus
o Committee Office of International Programs
o Office of Marketing Communications
o Dan Ponsetto, Volunteer and Service Learning Center
o Psychology Department
o Provost David Quigley
o Law School Dean Vince Rougeau
o Mike Sacco, First Year Experience
o School of Social Work
o Sociology Department
o Student Formation
o Student focus groups (discussed enrollment patterns and pilot course titles)
o Student Services

- o Meghan Sweeney, *Pulse*
- o *University Committee on Learning Outcomes Steering Committee*
    (Gareau participation
- o Woods College of Advancing Studies
- o James Weiss, Crosscurrents LSOE
- o Dean Stanton Wortham, LSOE

Associate Dean for the Core Highlights

- *Cornerstones* Strategic Plan (out of alphabetical order due to its significance)
  The Core Renewal strategic plan was a major task for the Associate Dean for the Core. Creating the plan was important for taking stock of where Core Renewal stands in terms of its integration into the Boston College community, assessing current needs for the Associate Dean for the Core, and deciding how to move beyond the Pilot phase of Core Renewal. The process of creating the strategic plan revealed the successes of Core Renewal and provided guidance on how to achieve sustainability over the next five years.

- Admissions
  Admitted Eagle Day and Summer Orientation presentations remain important (and well-attended) events for disseminating information to parents and students about Core Renewal. Incoming Associate Dean Gareau attended these events and provided – along with Mary Crane, the Assistant Director, and two invited faculty and students – the presentations AY18.

- Advancement
  Associate Deans Bourg and Gareau both worked with Advancement to present on Core Renewal to parents and/or donors of Boston College. It is clear that Core Renewal is exciting to donors and potential donors.

- Assessment
  Student work was reviews by the Renewal and Assessment UCRC subcommittees in order to assess learning outcomes in Core Renewal Courses for the Fall 2017 semester. While E-1-A forms were gather in 2016, E-1-A forms were not gathered during the academic year of 2017. However, at the request of Dean Kalscheur, SJ, the Associate Dean for the Core gathered forms from all MCAS departments at the end of the 2017-2018 academic year.

- Budget
  In October 2017, the Associate Dean for the Core submitted its second annual budget request. The Strategic Plan, *Cornerstones*, written in 2017-2018, provides a detailed budget projection for future programs to help determine which initiatives to prioritize over the next five years, and the costs associated with those initiatives.

- Core Fellows/Visiting Assistant Professors (VAP) Program
  On July 1, 2017, the first cohort of VAPs was hired to help with Core Renewal courses. Six Core Fellows were hired to teach Complex Problems labs, Enduring Questions courses, and department electives. As stated in the 2017 State of the Core Report, "the number and disciplines of the Fellows was determined by the profile of the AY18 Complex Problems courses." Three Core Fellows were internal hires, and three were selected from national searches. Advertisement, job posting, and interviewing is an intensive process handled over a short amount of time (due to need to match candidates with particular Complex Problems courses). However, it is worth the effort. VAPs are critical for the successful functioning of labs, they create interesting and innovative Enduring Questions courses, and they help spread the reputation of Boston College when they achieve tenure-track appointments elsewhere. In August of 2017, Core Fellows participated in a pedagogical workshop facilitated by the Center for Teaching Excellence and the Associate Dean for the Core to introduce them to the Boston College Jesuit Mission and its connections to the Core Curriculum and to the Core Renewal Program.

  Three of the six VAPs received respectable external positions within their first year, making it necessary to hire three more VAPs for AY19. While the Core Fellows Program must be improved (see Analysis and Recommendations section), the Associate Dean for the Core recognizes the Core Fellows Program as a high priority, and one of the greatest ways to achieve a highly positive reputation for the Core Curriculum nation-wide. For the three AY19 VAP openings, we received 22 applications in Environmental Studies, and 11 in History/Science and Technology Studies. The Sociology VAP hire was an internal search to replace an outgoing VAP. For AY 19, it was determined that 6 VAP slots would remain. *The number and disciplines for Core Fellows in AY 20 will be determined in October of 2018, once AY20 Complex Problems courses are selected and the needs of Core Renewal can be assessed.* The late date for selecting Core Fellows is unavoidable due to the Core Renewal application process.

- Departments
  From the perspective of the new Associate Dean for the Core, an increasing number of departments understand Core Renewal and are supportive, even in cases where resources inhibit some departments from participating in a significant way.   That being said, the Associate Dean for the Core must strive to continue on this path of achieving Core curricular consistency across departments. The Core Renewal and Core course application processes (both reviewed by UCRC and its appropriate subcommittees) are helping achieve consistency. The Associate Dean for the Core liaises regularly with Core representatives in departments on the Core Curriculum, as well as study abroad courses. These interactions are helping achieve consistency and a more uniform understanding of how the Core Curriculum impacts department structures. It is clear that communication between the Associate Dean for the Core and departments must continue at a high level in the months and years ahead.

- Student Services
Collaborating with Student Services remains an intensive task, as has been completing tasks previously performed solely by Student Services, such as degree audits, enrollment management, monitoring and helping with registration for Core seats and sections. The Associate Dean for the Core is increasingly collaborating with Student Services and academic departments in these areas.

B. The University Core Renewal Committee (UCRC)
The UCRC met 7 times during the 2017-2018 academic year (minutes included in Appendix H). Additionally, the UCRC subcommittees (Renewal, Curriculum, Assessment, and Cultural Diversity) met as needed. The UCRC remains critical for several reasons. First, as stated in the UCRC charge, the committee reviews Core Renewal courses, new and existing Core courses, and reviews changes to Core curricula. Second, through monthly discussions, members of the UCRC learn more about the Core and are able to spread information to the broader University. The bulk of the work, however, is conducted by the subcommittees.

In AY18, the Renewal Subcommittee reviewed 46 faculty members' proposed new Complex Problems and Enduring Questions courses, all approved (although 1 Complex Problems course was put on hold until AY19 due to department constraints): 3 Complex Problems, 20 pairs of Enduring Questions. The Curriculum Subcommittee reviewed 18 applications for Core credit and seven were approved: 4 for Cultural Diversity credit, 2 for Arts, and 1 for Natural Science). The Assessment and Renewal Subcommittees jointly evaluated student work in Core Renewal courses for the first time. The process involved asking faculty to identify one learning outcome of their Core Renewal course and submit student work designed to measure that outcome. The Assessment and Core Renewal subcommittee members reviewed ungraded student work and provided faculty with feedback on their reviews of the work, as requested. (The Analysis and Recommendations section of this report will provide input on how this process might be improved in the years ahead.) The Cultural Diversity subcommittee created a detailed proposal suggesting ways to move forward with a significant change to the Cultural Diversity Core requirement. The proposal intends to build off of the successes of the Difference, Justice, and the Common Good initiative, recommending that all Cultural Diversity courses be resubmitted for UCRC approval along the new guidelines. The Analysis and Recommendations section of this report will suggest a way to move forward. The Associate Dean for the Core and Assistant Director chair these subcommittees (See Analysis and Recommendations section for proposed changes to chairpersonship).

As in AY 2017, in 2017-2018 the UCRC and/or Associate Dean for the Core communicated with certain departments seeking to revive their own Core Curriculum offerings, or other courses that could benefit from lessons learned from Core Renewal. The UCRC considered proposals for new ways to engage with the Core, proposals that were submitted to the Provost and MCAS Dean as recommendations. Significant proposals in this area include:
    o Reassessing the Cultural Diversity requirement (as discussed above and analyzed further below).

- o The Theology Department proposed to alter their Core course offerings, essentially eliminating the year-long sequence of their Core, thus providing students and faculty more flexibility in taking and teaching Core and Core Renewal courses. The MCAS Dean and Provost provisionally approved this change, and the final alterations are expected to be made and approved this academic year.
- o Continued discussions with incoming Perspectives Director, Chris Constas, regarding the sustainability and co-existence of Core Renewal and Perspectives are expected in the years ahead. The relationship between Perspectives and Core Renewal appears clearer than ever, that a balance is closer to being achieved. In consultation with the MCAS Dean, the Associate Dean for the Core discusses and disseminates the conceptualization that a host of offerings, *Schedules of Distinction*, is available to all incoming first year students: Core Renewal, Perspectives, The Courage to Know, PULSE, Freshman Topic Seminar.
- o The Curriculum changes proposed by the International Studies Program (IS) in AY18 were approved by the Provost and MCAS Dean, and a new IS Foundations course will be taught in the Fall of 2018. The new foundations course is designed like a Complex Problems course, yet limited to new International Studies students (and therefore is not a Core Renewal course).
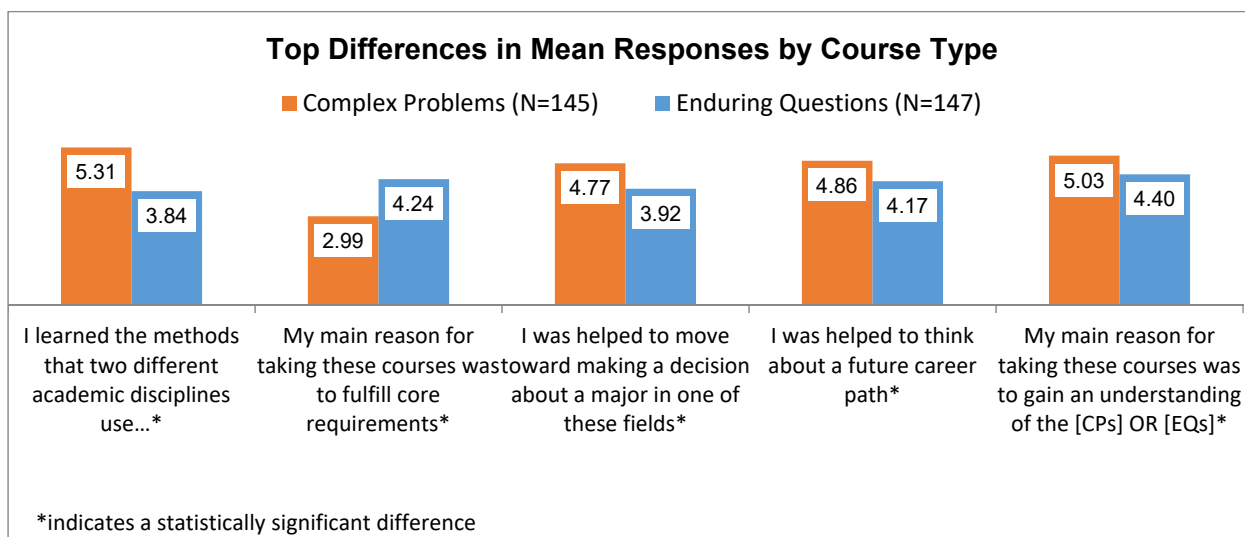
C. The Core Strategic Plan: *Cornerstones*

Cornerstones Core Renewal, 2018-2023 takes stock of the lessons learned from the Pilot Phase of Core Renewal and proposes ways for moving successfully beyond the pilot phase to "Core 2.0" (please see Appendix A for the entire final draft of *Cornerstones*). The report was drafted by the Associate Dean for the Core, a subcommittee of UCRC members, and with significant assistance from IRPA. The report was approved for submission to the Provost and MCAS Dean by the UCRC. The main objective of this document is to "sustain, improve, and expand upon the ongoing process of renewal" of the Boston College Core Curriculum.[1]

   Cornerstones makes clear that the pilot phase of Core Renewal has been a success, bringing coherence to the Core, linking the Core Curriculum more tightly to the Boston College Mission, and reviving interest in the Core in interdisciplinary ways. With over 1,700 undergraduates taught between 2015-2018, and a further 1,000 seats planned for 2018-2019, 18 Complex Problems and 76 Enduring Questions course pairs, 540 Reflections sessions held, and, by 2019, 126 faculty participating in Core Renewal from all Boston College schools and almost all MCAS departments, the renewal of the Core Curriculum has clearly become a centerpiece of the undergraduate Boston College liberal arts experience. Roughly one-third of participating faculty have taught more than on Core Renewal course, and by the end of 2018-2019 over 40% of Core Renewal courses will have been repeated. One department (History) has offered over 1,000 seats, while others have offered nearly this number (Sociology, almost 800, Political Science, almost 400). English has had the most faculty participation (22), with History, Sociology, and Philosophy following with 13, 8, and 7 faculty, respectively.
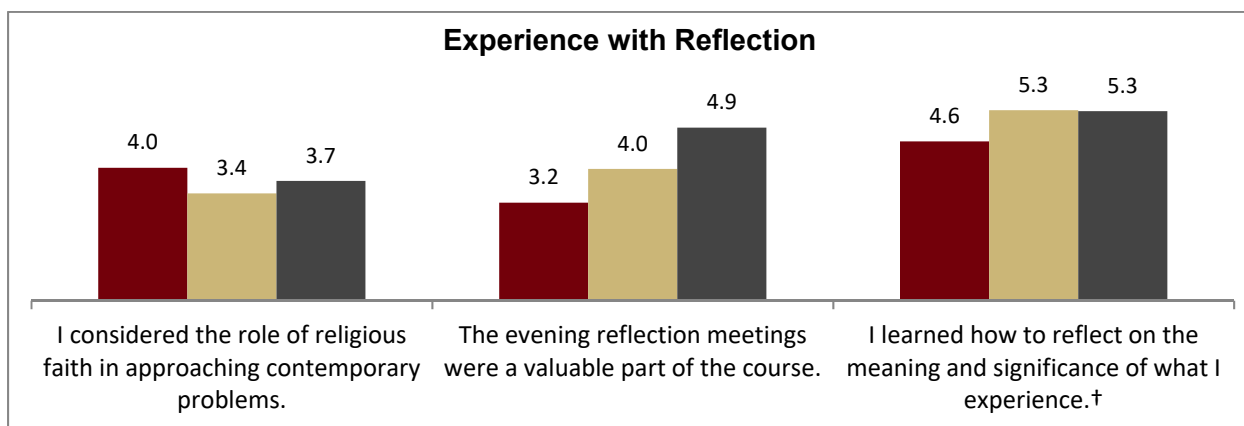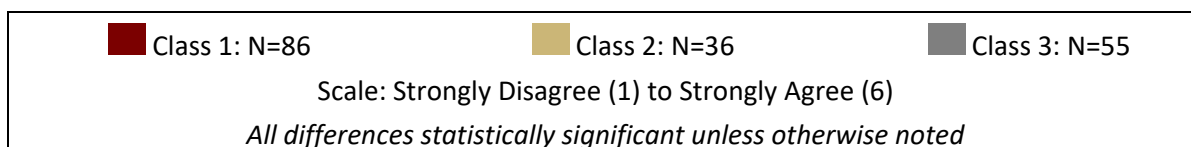
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[1] *Cornerstones*, p 1.

Cornerstones was designed with the new Boston College Strategic Plan, *Ever to Excel*, in mind. With *Ever to Excel* recognizing the Core Curriculum as "the foundation of the Boston College undergraduate experience," where innovative courses will encourage both intellectual and formative growth, *Cornerstones* provides guidance on how that might be achieved in distinctive ways. Some key guidelines in *Cornerstones* for the next five years of Core Renewal include:

- Complex Problems and Enduring Questions courses should be permanently established courses in the Core Curriculum. These offerings should sit alongside other signature offerings open to first and second-year students such as Perspectives, PULSE, Freshman Topic Seminar, and The Courage to Know.

- Assessment of Core Renewal and the Core Curriculum in general must continue and be improved. MCAS departments should meet with the UCRC once every three years to discuss their engagement with Core Renewal and the Core Curriculum in general. The UCRC and appropriate subcommittees should review E-1-A forms and help departments identify ways to engage with the Core Curriculum. Core Renewal courses should continue to be reviewed via co-curricular assessment of learning outcomes, as well as other goals defined in *Ever to Excel* and the 2014 Vision Statement.

- The Associate Dean for the Core must become adequately staffed in order to handle the existing workload, to make room for additional improvements to the Core Curriculum, and to handle refinement of Core Renewal components. This includes an administrative assistant devoted to the Core Curriculum and a restructured Assistant Director position.

- The pilot phase shows that Complex Problems courses are more challenging to run than Enduring Questions courses. However, Complex Problems courses also score higher on some of the most important indicators of Core Renewal. Therefore, finding ways to alleviate the difficulties of these courses must be a priority. For example, students taking Complex Problems courses in the Spring of 2018 self-reported higher levels of confidence in learning the methods of two different disciplines, lower levels of taking courses purely to satisfy core requirements, higher levels of making progress towards decision on a major, and higher levels of help on thinking about a future career than Enduring Questions responses (See table directly below, taken from IRPA Spring 2018 Core Survey Report).

Top Differences in Mean Responses by Course Type

■ Complex Problems (N=145)　　■ Enduring Questions (N=147)

	I learned the methods that two different academic disciplines use…*	My main reason for taking these courses was to fulfill core requirements*	I was helped to move toward making a decision about a major in one of these fields*	I was helped to think about a future career path*	My main reason for taking these courses was to gain an understanding of the [CPs] OR [EQs]*
Complex Problems	5.31	2.99	4.77	4.86	5.03
Enduring Questions	3.84	4.24	3.92	4.17	4.40

*indicates a statistically significant difference

Consequently, *Cornerstones* advises that the faculty stipend be adjusted: $15,000 for teaching a Complex Problems course for the first time, $7,500 for teaching a new Enduring Questions course (NB: The Provost and MCAS Dean approved $12,500 and $7,500, respectively for the AY 2019 course proposals). This is designed to attract more faculty applications for Complex Problems courses. Additionally, support from a dedicated administrative assistant will help streamline course logistics. A TA/Grader is requested (and was approved for Fall 2018 courses) to help with grading lecture assignments, and opening the POD Leadership Program to further courses is encouraged (see below).

- An enhanced Core Fellows Program is strongly encouraged. This will 1) help improve the Complex Problems courses via robust lab instruction; 2) create a nationally-recognized Core Fellows program for the University, thus improving the reputation of the Core Curriculum; 3) provide professional development for the next generation of faculty teaching with the Jesuit Mission at the center.

- Reflection sessions can be improved in Core Renewal, especially in courses without a Theology component. This can be achieved by helping faculty identify approaches to reflection that fit their course content and pedagogical approach. One suggestion is to expend the Purposeful Ongoing Discussion (POD) Program beyond its pilot phase used in the Complex Problems Course, Global Implications of Climate Change. The POD program proved helpful to first year students in connecting class material to their lives, and it effectively connected upper-class students (via the POD Leadership Program) to first years as facilitators and mentors. The Fall 2017 IRPA Core Survey supports this interpretation. (Table below from the IRPA Fall 2017 Core Survey report).

Experience with Reflection

	Class 1	Class 2	Class 3
I considered the role of religious faith in approaching contemporary problems.	4.0	3.4	3.7
The evening reflection meetings were a valuable part of the course.	3.2	4.0	4.9
I learned how to reflect on the meaning and significance of what I experience.†	4.6	5.3	5.3

- *Cornerstones* recommends exploring revisions to the Cultural Diversity requirement. The 2016 Difference, Justice, and the Common Good initiative successfully introduced students to a new set of offerings to satisfy the Cultural Diversity Core requirement, focusing on issues of diversity, race, inequality, and other social problems in the United States. The strategic plan recommends further work in this area, perhaps considering proposals for revising this requirement.
- *Cornerstones* recommends a regularized budget be approved for Core Renewal. This would allow the Associate Dean for the Core to operate with known resources for the academic year and plan accordingly. It should be noted that Core Renewal is generously funded and that most programs have been funded by the MCAS Dean and Provost as requested by the Associate Dean for the Core.
- *Cornerstones* states that the governance role of the UCRC requires clarification. The plan suggests that all proposed departmental engagements with the Core Curriculum should pass through the UCRC. On one level, this would simply require advertising and disseminating the process of revision to faculty campus-wide. Additionally, it is recommended that the UCRC delegate more tasks and projects to its subcommittees, which would then report back to the UCRC as a whole.
- Continue to identify ways to integrate the Core Curriculum into the Schiller Institute for the Integration of Science and Society. With Core Renewal courses already embodying the principles articulated in descriptions of the forthcoming Schiller Institute (interdisciplinarity, engagement with important social problems, active learning models, lab-based interdisciplinary projects, combining natural sciences with the humanities), the Core Curriculum is well-positioned to provide a distinctive Jesuit-based foundation for students and faculty engaged in cross-disciplinary majors and minors.

III. **Core Renewal**

2017-2018 was the third and final year of the pilot phase of Core Renewal. The Associate Dean for the Core managed these course offerings as well as the preparation for 2018-2019 courses. See Appendix C for course listings. As in years past, management of existing courses includes promotion, registration, procurements of course-related items and services, reimbursements, assessment, and responding to faculty and student requests. Planning for next year's courses requires facilitation of faculty pairs, review of faculty applications, coordination with department chairs, revising titles and descriptions, course creation, organizing pedagogical workshops, hiring Core Fellows, marketing and promotion, co-curricular logistical planning, and registration.

Enrollments

As of July 2018, enrollments for the first three years of pilot courses and the first year of Core 2.0 courses are:
AY16= 326 students/341 seats (95%)
  CP=226
  EQ= 100
AY17= 535 students/743 seats (72%)
  CP= 351
  EQ= 184
AY18= 851/1022 seats (83%)
  CP= 490/607
  EQ= 361/415
AY19 = 1,006 seats ()
 Fall 2018= As of Session 5 Orientation 440 students/531 seats
  CP= 127/152
  EQ= 313/379
 Spring 2018= 475 seats
  CP= 152
  EQ= 323

2017-2018 Pilot Course Enrollment

Enrollments for the final year of Pilot courses (AY18) rose to 83% of full capacity in total. This marks an improvement from the 72% of seats filled the previous year. This is impressive given that the target enrollment rose from 743 to 1,022 available seats. Notably, 12 courses were being repeated, a 100% increase in repeat courses from the previous year (see Appendix C). Consistent with the previous year, Fall enrollments were very high (95% filled), and there was a decrease in the Spring semester (~75%). Yet the decrease is less dramatic than the year before, and it is expected that with continued marketing efforts and through word-of-mouth from students and faculty that Spring enrollments will continue to improve in the years ahead.

Assessment Tools

In 2017–2018 Core courses were evaluated in two ways: (1) a survey developed by IRPA, and (2) questions added to the normal course evaluations administered by Student Services. Thanks to consistent data collection from AY16 to AY18, the IRPA surveys also enable aggregate data on all three years of the pilots.

A. 2017-2018 Core Renewal Pilot Course Analysis

Student surveys indicate that Core Renewal remains a positive, formative experience for most first-year students participating in Complex Problems and Enduring Questions courses (See IRPA Core Renewal Report in Appendix D and Student Services Evaluations in Appendices E and F). For Fall 2017 and Spring 2018, students in Core Renewal report higher responses to important questions: *Understanding basic concepts, methods, and content of the discipline; The Core course helped them think differently about other disciplines*, and; *The Core course helped them make connections and integrate what they have learned elsewhere*. Also, students in Core Renewal in AY18 reported lower levels of taking Core Renewal courses simply to fulfill a Core requirement that students taking a general Core course.

The Student Services Core Survey shows that most students agree or strongly agree that Core Renewal courses are 1) *Well organized* (87% Fall, 87% Spring) and 2) *Intellectually challenging* (94% Fall, 93% Spring). Based on their first experiences at Boston College, students report Core Renewal courses require *much more effort than other courses* (58% Fall, 64% Spring).

Demographic trends remain consistent with the AY17 State of the Core Report. Women and MCAS students are overrepresented of the class average in Core Renewal enrollments, while Carroll School of Management students are underrepresented in terms of admitted majors. AHANA students report higher levels of taking Core Renewal courses to fulfill a Core requirement than white students (3.91 versus 3.42), and lower levels of finding the labs valuable in Complex Problems courses and considering the role of religion and faith on both questions related to this topic. Core Renewal students tended to be clustered to the middle in terms of admission rating. The IRPA Core Renewal Pilot Course Survey Reports for the Fall of 2017 and Spring of 2018 both show positive responses on nearly every measure, yet there is a wide range of student experiences based upon the particular courses they took.

Statements that score high ratings across both Fall and Spring semesters on a six-point agree-disagree scale include:

- *I would recommend that other first-year students take [an EQ pair of courses] OR [a CP course].*
- *I learned how these two disciplines relate to each other, and differ in their approaches*
- *I gained knowledge that will be useful to me in the future*
- *[EQ Only] I explored enduring questions that are central to understanding human life*
- *I was encouraged to examine my values and beliefs*

Statements that received improvement from the previous year include:

- *I considered the role of religious faith in approaching [EQs] OR contemporary problems [CPs]. (It is worth noting here that both Fall and Spring scores were 3.82 or higher, which marks an improvement on this question from AY17).*

- *[CP Only] The labs were a valuable part of the course (moving from 3.89 in Fall 2016 to 4.45in Fall 2017, and 4.26 in Spring 2018)*
- *I was helped to think about a future career path*

Statements that received the lowest rankings common to both semesters include:

- *My main reason for taking these courses was to fulfill Core requirements*
- *I think I would have benefited more form these courses if I had taken them later in college.*

As a liberal arts university, it is important that Core Renewal is helping students recognize how disciplines relate to one another, and that they are gaining knowledge from a foundational experience that they feel will be helpful to them in the future. In the spirit of providing formative experiences, it is notable that students report being encouraged to examine their beliefs and values at a high level.

Improvements in the perceived importance of labs as a valuable component of Complex Problems courses is likely a result of the work that instructors and Visiting Assistant Professors (VAPs) have put towards improving these learning experiences. More work in this area is worthwhile. It is expected that future improvements to the Core Fellows Program will help develop labs through enhanced VAP-instructor interactions, additional contact between VAPs and the Center for Teaching Excellence, and planned monthly check-in sessions (see Analysis and Recommendations section, below).

It is important to note the leveling in reports on the role of religious faith being considered in these courses. While some courses discuss religion and faith as a topical issue, students report that most courses in Core Renewal do not. Yet, some courses outside of Theology and Philosophy offerings are still addressing issues of religion and faith.

As reported in the 2017 State of the Core Report, two new questions were added to the survey to gather more data about religion and reflection in Core Renewal courses: 1) *To what extent were religion and faith, as they relate to this course topic, discussed or addressed in the course?*; 2) *To what extent was the content of your reflection section connected to the course?* The Fall 2017 mean for religion and faith was higher than that reported in Fall 2016 (2.55 versus 2.24), and the Spring mean was roughly the same (2.78 versus 2.75). As stated in 2017, it can be expected that lower ratings on these statements will continue until the departments that most explicitly engage in questions of religion and faith as a matter of scholarly expertise – Philosophy and Theology in particular— increase their participation in Core Renewal courses, and/or faculty in other disciplines can find new ways to engage in reflection. The proposed changes to the Theology Core offerings is expected to have a positive effect on these means, for instance, if it leads to new Core Renewal Theology courses.   The question on reflection also received a higher score, with Fall 2017 numbers higher than Fall 2016 (3.95 versus 3.68) and Spring 2018 mean higher than the Spring 2017 mean (4.09 versus 4.02). Faculty are learning how to incorporate reflection into their courses in more effective ways, and the Associate Dean for the Core – in concert with the Center for Teaching Excellence – is learning better ways to invite faculty to engage with reflection via the pedagogical workshops.

Students were also asked open-ended questions, and as in 2017 IRPA was able to discern some patterns in their responses. Responses from the Fall 2017 semester highlight the recurring theme that

small class size (for Enduring Questions courses) and the interdisciplinary approach to the subject matter (for both Complex Problems and Enduring Questions courses) are both advantages. In the Spring 2018 semester these two themes were also present, as were the quality of the faculty and instruction, the benefit of the labs and reflection sections. The benefit of labs and reflection parallels improvements in the responses to survey questions in these areas.

It is important to reflect upon areas that students found least valuable so they can be improved upon in the years ahead. While we should note that in the Fall 2017 one-third of Enduring Questions and one-fifth of Complex Problems respondents reported nothing negative about their particular class, for those who did respond the labs, workload, and reflection are commonly mentioned as least valuable. Again, it is important to mention that some students noted that reflection was among the most valuable of their experiences. Nevertheless, it seems clear that some class instructors would benefit from spending more time and thought on developing labs and reflection, and the Associate Dean for the Core can help in this regard. Another common criticism, directed at particular courses, was that the Enduring Questions pairs were not connected in a coherent way.

Regarding Fall and Spring enrollments, it is worth noting that students self-report varying sources of influence between the semesters. For instance, the Core Renewal brochure with course descriptions is markedly more influential in the Fall (63%) than the Spring (53%), whereas the role of "other students" becomes more influential, moving from 11% in the Fall to 25% in the Spring. The roll of parents understandably declines in the Spring semester as well (See Appendix D for full IRPA Core Report).

Direct Assessment of 2017-2018 Learning Outcomes

AY18 marked the first year that the Associate Dean for the Core assembled a subcommittee (made up of Core Renewal and Assessment subcommittee members) to review student work. Direct assessment is a new process at Boston College. The point of assessment is not to evaluate our colleagues' teaching but to assess the degree to which students learned what they were asked to learn. Examining student work is intended to provide a much richer and more rigorous understanding of student learning than is possible through student evaluations. Our goal in this exercise is to evaluate evidence. The overall point is for us to learn what is working well in these classes (finding models to replicate) as well as areas for improvement. The committee was given samples of student work as well as a statement by the faculty member that included: (1) A short description of the final assignment designed for assessment (e.g., essay, video, presentation, etc., and (2) a brief paragraph identifying the learning goal(s) connected to the final assignment and explaining how the assignment is intended to track student progress on the learning goal. Faculty were asked to explain to the subcommittee the rationale behind the assignment and how we should evaluate it. The subcommittee members reviewed the work, then reported to the whole subcommittee their findings, which enabled the group to have brief conversations on each class, clarifying what worked well or less well in the learning outcomes/student work relationship.

To guide the assessment process, the subcommittee was given an assessment template by the Associate Dean for the Core. Three main questions guided the committee's review:

• What was/were the declared learning outcome(s)?

• What was the assignment and how was it intended to fulfill the learning outcome(s)?

• How well did the students meet the declared learning outcome(s)? (Very little, somewhat, a great deal)

The template was as follows:

Fall 2017 Core Renewal Course Direct Assessment				
Course:		Instructor:	Evaluator:	
Overarching Goal (broad, generalized statement of what is to be learned)	**Desired Learning Outcome** (concrete measurable skills or content to be gained)	**Teaching Methods** (teaching strategies intended to build desired skills or knowledge)	**Assessments** (tools and strategies that analyze student products as evidence of teaching effectiveness)	**Rating** (1 = Very little, 2 = Somewhat, 3 = A great deal)

The process was useful in gauging whether students understood the learning goals of the course. However, it is clear that the process can be improved and that the committee could learn from this experience to clarify what it is that should be the outcome of assessment. The Associate Dean for the Core will work closely with the CTE in order to improve the process of Direct Assessment going forward.

Pedagogical Workshop Analysis

The Associate Dean for the Core distributed a survey to all faculty who participated in the pedagogical workshops for the year (See Appendix G). The survey results were reviewed by the Associate Dean for the Core, the Assistant Director of the Core, and Stacy Grooters from the Center for Teaching Excellence. The surveys help prepare the CTE and the Associate Dean for future workshops and to see how faculty perceive the effectiveness of the process. Recent participants in the workshops, who will be teaching in AY2019, were asked to respond, as well as those who taught a course in AY2018 and attended workshops the previous spring. It is useful to compare results from faculty who are about to teach a course in the upcoming year with those who taught one the year before.

Percentage of Responses stating "Strongly Agree" or "Agree" to Questions About their Experiences with the Pedagogical Workshops

	AY18	AY19
I believe the workshops were effective in preparing me to teach my CR course	77%	N/A
My attendance at these workshops was time well spent		100%
The Facilitators effectively organized and led the sessions		98%
After attending these workshops, I feel more prepared to teach my Core Renewal class next year		100%
After attending, I left thinking about teaching in at least one new way		76%

Feedback suggests that the workshops have an immediate impact on the faculty, but in the long term the process of incorporating new teaching techniques and teaching a paired or teach-taught course in general is difficult. AY18 faculty noted that getting faculty together in the same room was very useful, as was learning more about BC student life, and planning for course objectives and common assignments were among the most helpful aspects. AY19 faculty also reported that planning for syllabi development was important, and that engaging in discussions with colleagues and being given time to work together was helpful. Least helpful aspects were uncommon in the survey, yet there is a general feeling that abstract discussions of teaching are less helpful than hands-on time with specific courses. AY19 faculty listed more items as being "helpful," ranging from basic topics (clarifying the goals of Core Renewal were helpful) to complex ones (discussing their experiences with learning outcomes with veteran faculty). Topics the faculty identified as "least helpful" point to the desire to have more hands-on experiences with teaching partners, wishing for more targeted (personal) feedback on course design, and more CTE sessions.

2017-2018 Difference, Justice and the Common Good (DJCG) Course Analysis

In Fall 2017, questions were added to the student evaluations administered to all Cultural Diversity Core courses, which included courses that were part of the "Difference, Justice, and the Common Good" initiative. There were 18 courses taught in total in the Fall and Spring semesters. The Associate Dean for the Core asked Student Services to produce a summary in the Fall semester alone. The results are promising, and suggest continued work on bringing DJCG courses in the Cultural Diversity Core would be fruitful. For example, responses suggest that students were less likely to take a DJCG course simply to fulfill a Core requirement, unlike other Cultural Diversity courses (2.51 versus 3.36). DJCG students report higher levels of understanding how power shapes difference and creates injustices (4.41 versus 4.04), that they think differently about the relationship between justice and the common good after taking the course (4.31 versus 3.88), and that they achieved a deeper understanding of cultural identity and cultural difference (4.28 versus 4.16) (See Appendix E.2 for complete survey results).

B. 2015-2018 Cumulative Analysis

Data gathered by IRPA in 2015–2018 shows that course demographics have remained largely consistent over four semesters (See Table below, and Appendix D). Pilot courses have received consistently high marks from students on nearly every measure. Of the twenty-eight questions posed to students across four semesters, some of the highest average responses on the six-point agree-disagree scale (1=Strongly disagree; 2=Disagree; 3=Slightly disagree; 4=Slightly agree; 5=Agree; 6=Strongly agree) were:

	Mean AY 16	Mean AY 17	Mean AY 18	6-term Average
[EQ ONLY] I explored enduring questions that are central to understanding human life.	5.7	5.5	5.3	5.5
[EQ ONLY] The questions discussed were of interest to me.	5.7	5.5	5.3	5.5
I gained a greater understanding of a complex contemporary problem. [CP ONLY]	5.5	4.9	(coding error)	5.2
I learned how these two disciplines relate to each other, and differ in their approaches.	5.3	5.1	5.3	5.2
I was challenged to think in new ways.	5.3	5.2	5.3	5.3

One response that improved that is of particular interest is "I would recommend that other first-year students take [an EQ pair] or [a CP course]. The mean answer for this answer in AY 18 was 5.4.

Some of the lowest average ratings include:

	Mean AY 16	Mean AY 17	Mean AY 18	6-term Average
I was helped to move toward making a decision about a major in one of these fields.	4.2	3.9	4.2	4.1
I was helped to think about a future career path.	4.0	4.0	4.3	4.1
My main reason for taking these courses was to fulfill core requirements.	3.8	4.0	3.6	3.8
I considered the role of religious faith in approaching [EQs] OR contemporary problems [CPs].	4.0	3.8	3.8	3.9
I think I would have benefited more from these courses if I had taken them later in college.	3.2	3.1	3.3	3.2

The 6-semester comparison of workload on a five-point "effort" scale (*1=Much less effort; 2=Less effort; 3=Same amount of effort; 4=More effort; 5=Much more effort*) is as follows:

	Mean 2016F	Mean 2016S	Mean 2017F	Mean 2017S	Mean 2018F	Mean 2018S	6-term Average
Compared to other Core courses I have taken, this course required:	3.96	4.11	3.77	3.99	3.73	3.80	3.9

The influence of various promotional efforts on student enrollment decisions is presented below. Marketing these courses to first-year students takes a great amount of work, and the Office of University Communications has been a terrific partner of the Associate Dean for the Core.

Influences on Decision to Enroll in a Pilot Course % Respondents who selected each option						
	Fall 2015 N=171	Fall 2016 N=168	Fall 2017 N= 310	Spring 2016 N=82	Spring 2017 N=187	Spring 2018 N= 292
Brochure with courses descriptions	78%	61%	67%	55%	49%	53%
Website with course descriptions and general information about Core Pilot courses	39%	30%	28%	35%	41%	29%
Advising	30%	30%	31%	23%	29%	34%
Video of faculty discussing their courses	25%	20%	6%	23%	26%	4%
Orientation Leader	23%	20%	22%	7%	9%	8%
Marketing flyer at Admitted Eagle Day	19%	26%	20%	17%	9%	9%
My parents	19%	15%	16%	12%	5%	5%
Admission	18%	24%	19%	13%	9%	15%
Other students	8%	8%	11%	23%	24%	25%
Other (included: recommended by faculty member recommended by friend; topical interest; etc.)	6%	5%	4%	10%	10%	4%

Over six semesters the brochure, advising, and Orientation Leaders are influential, *especially during summer registration for Fall classes*. We see a marked increase in the influence of peers *during Fall registration for Spring classes*. Influence via the website and the role of videos has declined. Advising remains consistently important throughout the academic year, and the recent rise in Advisor influence reported by students in the Spring might indicate greater knowledge of Core Renewal among this group, and the role that the brochure plays during advising sessions might be growing.

Student Services Course Evaluations

Four questions were added by the previous Associate Dean for the Core to all Core classes for AY16, enabling a comparison between Core Renewal and non-renewal Core classes across two years.

Core Course Evaluation Add-On Questions
(5-point scale: 5 = strongly agree, 4 = agree, 3 = uncertain, 2 = disagree, 1 = strongly disagree)

Core Type, Academic Semester, and Academic Year	Fall 2016 All Core	Fall 2016 Core Pilot	Fall 2017 All Core	Fall 2017 Core Pilot	Spring 2017 All Core	Spring 2017 Core Pilot	Spring 2018 All Core	Spring 2018 Core Pilot	AY18 All Core	AY18 Core Pilot
Responses	12,981/ 14,909	371/455	13,025/ 14,975	333/376	11,299/ 13,000	313/373	11,351/ 13,435	447/597		
(1) After taking this course, I understand the basic concepts, methods, and/or content of the course's discipline.	4.35	4.35	4.35	4.53	4.39	4.50	4.38	4.56	4.37	4.55
(2) This Core course helped me think differently about other disciplines.	4.02	4.39	4.03	4.49	4.11	4.42	4.10	4.56	4.07	4.53
(3) This Core course helped me make connections and integrate what I have learned elsewhere.	4.11	4.40	4.11	4.53	4.18	4.48	4.17	4.60	4.14	4.57
(4) My main reason for taking this course was to fulfill a Core requirement.	4.00	3.47	4.02	3.59	4.05	3.84	4.07	3.45	4.05	3.52

For AY18, Core pilot courses again scored desirable results on all four questions: higher averages when compared to all Core courses on the first three statements and lower averages on the last question. Complex Problems and Enduring Questions classes appear to do a slightly better job of introducing students to disciplines (one of the primary objectives of Core courses in general). They do a significantly better job in facilitating students' comparative and integrative thinking. Collaborative, interdisciplinary courses involving faculty from different fields enables students both to grasp disciplinary distinction and thus also to engage in comparative and synthetic analysis. The fourth question addresses one of the rationales behind Core Renewal: creating a cultural shift away from students treating Core classes as perfunctory "boxes to check" and toward a vital, foundational experience of the liberal arts in a Jesuit, Catholic context.

C. 2018-2019 Core 2.0 (Core Renewal) Courses

Course Planning and Planning

As in years past, creating faculty pairs for Core Renewal remains challenging. We can expect this challenge to continue in the years ahead, until we obtain a large cohort of repeat faculty. The Associate Dean for the Core, in consultation with Prof. Mary Crane, has devised a plan for approaching faculty about Core Renewal, and thus far it has been time-consuming, yet successful. The Dean's Office hosts several receptions, the Provost's office sends a solicitation several times per year, individual faculty are approached, and departments are visited. The faculty stipend for first-time course creation is indispensable for attracting faculty to Core Renewal opportunities. Then, they come to appreciate the innovative learning opportunity and oftentimes continue teaching in Core Renewal. For the 2018-2019 academic year, the new Associate Dean for the Core (Gareau), drawing from the guidance of *Cornerstones*, the Core 2.0 Strategic plan, requested an adjusted stipend in order to 1) attract more faculty to the Complex Problems courses: $15,000, and 2) obtain a better indication of the workload involved in Complex Problems versus Enduring Questions courses: $7,500 stipend for EQs. The MCAS Dean and Provost agreed on a stipend of $12,500 and $7,500 for Complex Problems and Enduring Questions courses, respectively. Evaluations from students and faculty make clear the Complex Problems courses are worth improving, and that attracting further faculty to this option is desirable. Additionally, the Core Fellows Program and other improvements will enhance the experience of faculty and students of these courses.

A 2-year Core Renewal Life Cycle has become established:
1. Matchmaking in May
2. Submitting applications in October
3. Core Renewal Faculty Orientation Meeting in December
4. Scheduling and marketing courses in February
5. Pedagogical Workshops in March
6. Finalize syllabi and pay stipends in May (12 months after matchmaking)
7. Promotion and Registration for Fall CR courses during Summer months (7 sessions)
8. Courses are Live in Fall
9. Assessment of Fall Courses Initiated in December

10.   Promotion of Spring Courses in the Fall

11.   Courses are Live in Spring

12.   Assessment of Spring Courses Initiated in May/June

It is worth noting that this workload remains, and is expected to remain, intensive. This is expected to remain a major task for the Associate Dean for the Core. To repeat the trend established and noted in the 2017 report, each CP course has lectures, weekly Reflection sessions, and labs; each EQ pair has lectures as well as four Reflection sessions at different times during the semester. There are no economies of scale in this process, since each new course requires its own distinctive profile. Even repeat courses require co-curricular activities and Reflection sessions to be scheduled anew each time they are taught. It is crucial that course creation happen quickly each academic year, since departments are simultaneously planning their own schedules for the following academic year. Core Renewal scheduling is complex since multiple departmental and faculty needs need to be balanced. Semester teaching preference is given to faculty who have conflicts (i.e., sabbatical), and teaching time preference is given to those who have a true departmental conflict (i.e., another course they are obligated to teach by the department). A further limitation is space: almost all Enduring Questions courses and Complex Problems labs take place in three rooms: Stokes South 105 and 103 (given priority by Student Services for the Associate Dean for the Core) and Carney 302, which the Associate Dean for the Core schedules. It is imperative that CP and EQ course creation continues to take place via the Associate Dean for the Core; asking departments to handle team- taught, multi-departmental scheduling would make already complex logistics unmanageable.

The second year of hiring of Core Fellows/Visiting Assistant Professors proved demanding as well. This involved writing and posting three job descriptions, assembling hiring committees, reviewing applications, interviewing finalists, and making offers. Internal BC candidates were nominated by the chairs of relevant departments and were interviewed by the Associate Dean (who chaired all the searches), the Assistant Director, and Professor Crane. External, national search candidates were interviewed via Skype by the above persons and Complex Problems faculty for whom the VAPs would be teaching labs. Professor Noah Snyder, director of Environmental Studies, participated in the environmental search.

Faculty Development

Core Renewal faculty gather for the first time together in December. This meeting enables participants to discuss the structure of the courses and to learn about the upcoming spring pedagogical workshops. The workshops take place between February and May. Faculty in 2017-2018 received their $10,000 stipends in May/June in exchange for participation in the workshops and completion of their syllabi. Repeat faculty neither attend workshops nor receive the stipend. Several faculty have proposed new courses with new partners and have thus far been allowed to attend workshops and some receive a reduced stipend a second time. This practice has made sense during the initial start-up phase of Core Renewal in order to encourage greater participation; however, moving forward a "one-and-done" rule for faculty stipends should be considered (unless we are unable to secure an adequate number of faculty proposals).

In spring 2018 there were four series of workshops, one run by the Associate Dean (both Bourg and Gareau participated) and Professor Crane and three run by Stacy Grooters at the Center for Teaching Excellence. These workshops were again more successful than in the previous year.

Given the size of this faculty cohort four different groups were created (one for CP faculty and three groups of EQ faculty). The Associate Dean and the Assistant Director of the Core attended all meetings of these workshops. Thanks to a survey created by the Assistant Director of the Core (see Appendix G), we learned from participating faculty that the most valuable aspect of the workshops remains the opportunity to work with their partners on course design (during a busy semester, structured time for planning the following academic year was invaluable). Over the course of the workshops, faculty were informed that an exam, project, or culminated experience of their courses should be available for assessment by an interdisciplinary committee of colleagues (made up of UCRC Assessment and Renewal subcommittee members). In January 2018, members of the UCRC review sampled student work in light of declared learning goals in order to evaluate connections between intended learning outcomes and student performance (for detailed results, see Direct Assessment section, above). The Associate Dean expects this level of assessment to continue, and to improve, in the years ahead.

Marketing and Promotion

Promotion remains critical, and the pattern for the Associate Dean for the Core has achieved stability. The challenge of having students enroll in courses is lessening but remains important. The Associate Dean for the Core, the Office of University Communications, and First-Year Experience worked diligently during the academic year to prepare an effective communications strategy for AY19 courses. The Associate Dean for the Core and Professor Crane met with focus groups of first-year students in fall 2017 to discuss why they had enrolled or not enrolled in pilot courses, and to ask what they thought of AY19 pilot titles. One lesson is that what faculty think of as engaging course titles and descriptions may not always register for eighteen-year-olds. Faculty are generally not accustomed to promoting their courses to students. In addition to creating a new general-purpose video on Core Renewal, a brochure designed to send to all new first-year students and their families was created. As in AY17, University Communications also continued with a deliberate social media campaign around these courses,. The Associate Dean for the Core gave presentations at the three Admitted Eagle Days in Spring 2018. These sessions were again standing-room only and required overflow seating. As in the summer of 2017, a letter from Dean Kalscheur was sent to all MCAS students, as were letters from the deans of CSOM, CSON, and LSOE. Together with the Advising Center, the director of First-Year Experience, Mike Sacco, generously made Core Renewal once again a priority for summer Orientation sessions. Associate Dean Gareau spoke on Sunday night at each Orientation session to students and parents; talking points were provided to all Associate Deans for Monday morning advising sessions; and the Assistant Director of the Core attended each registration session to answer questions and manage enrollments.

IV.   Analysis and Recommendations

2017-2018 marked the final year for the Pilot Phase of Core Renewal. We are now in post-pilot, described as "Core 2.0" in the strategic plan, *Cornerstones*. Complex Problems and Enduring Questions courses are widely recognized as integrated into the Core Curriculum. Some confusion remains, but we have wider understanding of Core Renewal among faculty, administrators, students, and alumni and friends of Boston College than ever. This State of the Core report focused on the structure of Core Renewal and the Core in general, how Core Renewal has become a fixture of the University, as well as the needs of the Associate Dean for the Core in order to manage and improve existing and future offerings. The strategic plan, *Cornerstones*, informs this report in its review of Core Renewal, its review of staffing needs and recommended adjustments, and in its recommendations regarding areas of focus over the next few years. It is important to note that any additional tasks taken on by the Associate Dean for the Core, and any improvements to existing tasks, are contingent upon receiving the staffing needs suggested in *Cornerstones.* The following items are highlighted as suggested areas of focus for the Associate Dean for the Core:

1. Enhance the VAP Experience: The Core Fellows Program requires increased attention from the Associate Dean for the Core in order to achieve status as a premier, nationally-recognized program. A restructured Assistant Directors position would allow the Assistant Director to devote time and energy towards these enhancements. Monthly luncheons, an end-of-year retreat, and career development are all possible improvements.

2. Encourage Deeper Engagement with Reflection among Faculty: Some models of reflection and integration have proven more successful than others among Core Renewal Courses. It is important that we learn from the successes and provide moments where faculty can experiment with new models of reflection that fit their pedagogy and course content. Augmenting access to successful models should be achieved. One way in which this can be achieved is by expanding the POD Leadership Program beyond its trial in the Complex Problems course, "Global Implications of Climate Change." The POD program brings upper-class undergraduates into Core Renewal as near-peer mentors working with faculty on reflection exercises, which involved working with The Center for Student Formation. Bringing formative experiences into intellectually rigorous settings links the goals of Core Renewal with those of the University's strategic plan, *Ever to Excel*.

3. Engaging More Deeply with Assessment of the Core Curriculum and Core Renewal in Particular: With the New England Associate of Schools and College (NEASC) accreditation process and internal assessment of departments' engagement with the Core Curriculum being priorities for the University, the Associate Dean for the Core can work more closely with departments to streamline E-1-A assessments, encourage deeper engagement among departments with the Core Curriculum, and improve direct assessment of student work in Core Renewal courses. The Associate Dean for the Core may meet with individual department on a three-year rotation to discuss their E-1-A reports and engage in conversation about their involvement in Core Renewal and the Core Curriculum and identify obstacles to further participation.

4. Cultural Diversity: The proposal put forward by the Cultural Diversity subcommittee calls for further engagement with the Cultural Diversity Core requirement. It might be best to proceed with the implementation of a gradual approach similar to Core Renewal by building on the

successes of the *Difference, Justice, and the Common Good* Cultural Diversity initiative. This would mean soliciting proposals for courses meeting the requirements of the DJCG initiative, as well as working on a new DJCG category that would allow for inclusion of courses with an international focus. This would involve careful work from the Cultural Diversity subcommittee of the UCRC.

5. The establishment of the Associate Dean for the Core position, and Core Renewal in particular, continues to be a great success. Therefore, consistent with the 2017 State of the Core Report, office support should be expanded (in the form of administrative assistance) and enhanced (in the form of restructuring the Assistant Director position) to keep pace with the growth and increasing interest in the Associate Dean for the Core.

6. The 2017 State of the Core and *Cornerstones* make the case that having a regularized budget will help with planning and management. Given the special emphasis on Core Renewal in university strategic planning, it is wise to move from provisional budgeting to long-term funding. Budget regularization is thus crucial in the process of supporting and strengthening Core initiatives, even as the Associate Dean for the Core will continue to require flexibility in coming years. Clarity about and management of its own budget will enable the Associate Dean's duties to evolve from an experimental initiative to an established administrative structure within the University. Because the Associate Dean does not oversee his/her own budget, in practice financial questions require dialogue between the Associate Dean and Assistant Director of the Core, on one hand, and the Dean of the Morrissey College, the Associate Dean for Finance and Administration, the Associate Director of HR and Administration, the Arts & Sciences Service Center, and various MCAS departmental administrators on the other. The current arrangement complicates procedures unnecessarily.

7. Simplify Complex Problems Course Logistics: The six-credit Complex Problems classes present distinctive opportunities and challenges. Their weekly lectures, labs, and Reflection sessions facilitate intensive learning and formation. Students come to know one another, dive deeply into course material, and reflect on the connections among the course, their own lives, and the broader world. This model of team-teaching is unique among academic programs at Boston College. These courses require significant logistical support, and in order to make them more attractive for faculty to teach, we intend to simplify and consolidate their design: 1) Ensure greater support for CP faculty teaching their courses, including assistance with organizing co-curricular activities for reflection sessions. An additional staff person supervised by the Associate Dean for the Core will relieve CP faculty from handling this singlehandedly. 2) Assigning an additional TA to each CP course will help reduce grading loads. This item has been approved for Fall 2018 Complex Problems courses. 3) Establishment of a sustainable Purposeful Ongoing Discussion (POD) Leadership Program for faculty interested in this form of Reflection. Thus, the POD Leadership Program serves two purposes: Deepening reflection opportunities and assisting with Complex Problems logistics by providing assistance with reflection. A grant opportunity could be made available for faculty seeking to enhance Reflection in non-Core Renewal Core courses as well (see budget).

8. UCRC: The work of the UCRC subcommittees can be clarified and rebalanced to achieve efficiency. While the UCRC and the Associate Dean for the Core should continue to report to the MCAS Dean, the Dean and the Provost should determine the best means and workflow addressing questions related to the Core Curriculum in the professional schools. They should communicate that process to the Associate Dean and the UCRC. In response to queries and proposals from individual departments regarding the Core Curriculum, the UCRC should deliberate and then make recommendations, to be confirmed jointly by the Dean of the Morrissey College and the Provost. In the short term, the UCRC should more regularly delegate tasks and projects to its subcommittees, who then report back to the UCRC as a whole.

9. The staffing needs for the Associate Dean for the Core came into vivid clarity during the past academic year. With insights gained from the drafting of the Core Strategic Plan, which included input and consultation with both the full UCRC as well as colleagues from IRPA, the Associate Dean for the Core is confident that restructuring the Assistant Director position, along with gaining a dedicated administrative assistant, is vital to the continued successful management of the Core Curriculum, sustaining Core Renewal, as well as improving it. As of July 2018, we are in the midst of a search for a new Assistant Director, and we have over 30 applicants in less than a week of posting the position. We anticipate approval of an administrative assistant position in the months ahead.

In conclusion, Core Renewal has achieved a highly respectable position in the Core Curriculum and in the Boston College culture in only three years. While work on integration and buy-in remains, it is expected that this work is ongoing. Core Renewal was never designed to achieve an "end-point;" renewal will remain dynamic as new scholastic and pedagogical discoveries are made, and as new complex problems and insights into enduring questions emerge. The next phase of Core Renewal will involve engagements with new challenges, but it will do so from a solid foundation.

Cornerstones: Core Renewal, 2018–2023
March 21, 2018

Preamble

As a Jesuit, Catholic university, Boston College is committed to educating the whole person, providing students the foundational skills, knowledge, and spiritual orientation to shape their future success in life. The fifteen-course Core Curriculum, which all undergraduates complete, is the cornerstone of a Boston College education. At a time when other universities are backing away from the liberal arts, we are recommitting ourselves to their central value.

Between 2015–2018, Boston College pursued a Core Renewal pilot program. We were motivated by a profound desire to promote deeper engagement with, connections between, and integration of liberal arts education and our university Mission, which prioritizes formation, research, and religious dialogue. During the pilot phase, new interdisciplinary courses energized and inspired the campus. Building on these successes a second phase of revitalization from 2018–2023 will sustain, improve, and expand upon the ongoing process of renewal. By strengthening this innovative program, we continue to bring new life to the traditions of Jesuit, Catholic education.

I. Successes and Lessons of the Core Renewal Pilot Program (2015–2018)

Broad, foundational education in the humanities and sciences has been a hallmark of Jesuit, Catholic education for almost five centuries. The current structure of the fifteen-course Boston College Core Curriculum has been in place since 1991. It is the only university-wide set of undergraduate requirements. After a substantive planning process, in 2015 the university undertook in a three-year Core Renewal pilot program. Renewal was warranted by a pervasive sense that Core classes had drifted into routine requirements. In spite of many dedicated faculty and the fact that some students appreciate the breadth of the curriculum, the Core was generally not realizing its potential to provide foundational experiences. The 2015–2018 pilot phase yielded tremendous advances in student academic engagement, robust faculty collaborations, and formative education.

Core Renewal has involved implementing a new governance structure—an Office of the Associate Dean for the Core and the University Core Renewal Committee (UCRC)—and introducing two types of interdisciplinary courses for first-year students: Enduring Questions and Complex Problems. The Office of the Associate Dean has brought new

Core Values

Engagement
– Foundational and Transformative Liberal Arts
– Urgent Contemporary Problems and Fundamental Questions of Human Life
– Teaching the Whole Person

Connections
– Perspectives on Ways of Knowing
– Interdisciplinarity
– Linking the Classroom and the World

Integration
– Formation and Reflection
– Faith and Reason
– Meaningful Lives and the Common Good

coherence and coordination to the Core, from handling individual student requests to program development and fundraising. Comprised of faculty, administrators, and a student representative, the UCRC oversees innovation, Mission alignment, assessment, and maintenance of the Core as a whole.

The centerpiece of Core Renewal has been Complex Problems—team-taught, six-credit lecture courses with weekly labs and Reflection sessions—and Enduring Questions—linked pairs of seminar-style three-credit courses with Reflection sessions throughout the semester. These classes have been extremely well received by students and faculty. Bringing together different disciplines and breaking down walls between the classroom and life outside it, they have quickly developed a reputation for connecting academic rigor to the formation of students' characters. Complex Problems and Enduring Questions courses challenge students intellectually while guiding them to connect and integrate *what* they are learning with *who* they are as persons. Faculty, who attend preparatory pedagogical workshops, experience these courses as more work and more rewarding than others they teach, and they find their students "strong, eager, and engaged."

Core Renewal Pilot Summary, 2015–2019

Over 1,700 undergraduates taught 2015–2018, with 1,000 seats planned for 2018–2019

18 Complex Problems courses; 76 Enduring Questions pairs

Approximately 540 individual Reflection sessions

By May 2019, 126 participating faculty from all Boston College schools and almost every Morrissey College department

One-third of participating faculty have taught more than one Core Renewal class; in 2018–2019, 43% will be repeat courses

The greatest faculty participation has been English (22 faculty members), History (13), Sociology (8), Philosophy (7)

The most seats offered have been History (1,178 seats), Sociology (798), English (703), Political Science (399)

In the first three years of the program enrollments grew from 300 to 850 students, with over one thousand seats planned in 2018–2019.[1] While these numbers represent a fraction of the 9,000 Boston College undergraduates, the ripple effects of Mission-aligned pedagogical innovation have been profound. Renewal exceeds Complex Problems and Enduring Questions courses; for instance, a national Core Fellows postdoctoral teaching fellowship program has been established, a new "maker space" lab was created, departments are rethinking their curricular offerings, proposals for altering Core requirements are emerging, collaborations between academic and non-academic staff are developing, and coordination with other Boston College signature academic programs is underway. A full picture of the first two years of Core Renewal can be found in the 2016 and 2017 State of the Core Reports.[2]

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[1] Please see Appendix A for a summary of 2016/2017 annual report statistics

[2] The 2016 and 2017 State of the Core Reports can be consulted here: https://www.bc.edu/bc-web/schools/mcas/undergraduate/core-curriculum/assessment.html.

Success had brought new opportunities and challenges. The task of sustaining a new program, increasing demands on the new Office of the Associate Dean for the Core, and ongoing renewal of the Core—these all require continued clarity of purpose, prioritization, and support. Many of the necessary responsibilities of the Office of the Associate Dean for the Core had not been foreseen in original planning, and the complex logistics of expanding Core Renewal classes has put great pressure on existing structures. Resource investments in staff, faculty, and students are critical to stabilizing this initiative, maintaining momentum, and moving Core Renewal to the next stage. We should celebrate growth as a measure of our success.

The next five-year phase of Core Renewal coincides with the new university strategic plan, *Ever to Excel*, whose first Strategic Direction calls for "reaffirming the Core Curriculum as the foundation for the Boston College undergraduate experience." The university strategic plan goes on to state that a "reconceptualized Core … will lead to dramatic reimagining of existing courses, in addition to the creation of new classes incorporating the dual goals of intellectual development and character formation." It also prioritizes "a postdoctoral fellow program within the Core [that] will train the next generation of teacher-scholars in the liberal arts tradition."[3] Boston College's reaffirmation of its distinctive approach to formative liberal arts education places it among the leading institutions in higher education and also distinguishes us among other Jesuit, Catholic universities.

In turning to the next five years of Core Renewal, we provide direction and benchmarks while maintaining the flexibility that is integral to Boston College planning. This 2018–2023 Core plan is primarily tactical, concerned with identifying concrete program priorities and needs. The overall mission of Core Renewal remains clear: promoting intellectual engagement and personal formation—teaching the whole person.[4]

II. A Vision for 2023
Renewal is an ongoing process. Commitment to continuing development of the Boston College Core Curriculum means pursuing the traditions of Jesuit pedagogy, adapting to emergent realities of the twenty-first century, engaging our students, inspiring our faculty, and energizing the university. The Core touches all parts of our community. In 2023, we want to be able to tell a story: how Core Renewal moved from the pilot phase to a sustainable program, how it improved and expanded in ways that brought engagement, connections, and integration to the Core Curriculum. We want to tell that story to students, faculty, and staff on the Heights; to parents, alumni, and trustees; and to prospective students, other universities, and our NEASC accreditors.

By 2023, Complex Problems and Enduring Questions courses should be a regular program, providing one way to fulfill Core requirements. We will have a stable range of year-to-year course offerings. There will be more balanced participation among departments and schools than during the pilot phase. Complex Problems and Enduring Questions courses will rest alongside other signature Core programs for first- and second-year students such as Perspectives and Pulse, and we will be able to explain how these courses embody integrative education of the whole person. The spirit of Core Renewal will have influenced Core and other classes more generally,

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[3] https://www.bc.edu/bc-web/sites/strategic-plan/ever-to-excel.html.
[4] https://www.bc.edu/bc-web/schools/mcas/undergraduate/core-curriculum/core-vision.html.

and we should have examples in hand of how pedagogy and the curriculum at BC have been reinvigorated and improved.

MCAS departments will be meeting with the UCRC once every three years on a rotating cycle to discuss renewal of Core courses and assessment. A grant program with a regular calendar will support faculty and department innovation in the Core tied to student engagement and Mission integration. The postdoctoral teaching program will similarly be firmly established, providing early career development opportunities and pedagogical formation to a regular number of Core Fellows. By 2023, we expect significant progress to be made in the planning and implementation of new programming related to a Capstone experience, the Cultural Diversity Core requirement, and the Schiller Institute for Integrated Science and Society.

The Office of the Associate Dean for the Core will be adequately staffed to handle its workload, being able to accomplish the previously mentioned large-scale tasks as well as fulfill its day-to- day duties overseeing student registration, course approval, marketing and promotion, cross- campus coordination, and so forth.

In sum, in 2023 we will be able to tell a story of continuous improvement, innovation, engagement, connections, and integration with respect to the Core Curriculum and the Mission of Boston College. Our goal is to establish among peer and aspirant schools and in the general public a reputation for our distinctive commitment to formative liberal arts education.

III. Strategic Pillars: Overview

To attain this vision for Core Renewal by 2023, the Core committee identified three strategic pillars that will enable the Core Renewal program to grow over the next five years. These strategic areas will build the necessary support infrastructure in the Office of the Associate Dean for the Core in order to thoughtfully improve and expand the reach of Core Renewal programming.

Core Renewal 2.0

1. **Sustain** Core Renewal operations

2. **Improve** Complex Problems and Enduring Questions courses

3. **Expand** Core Renewal beyond CP/EQ
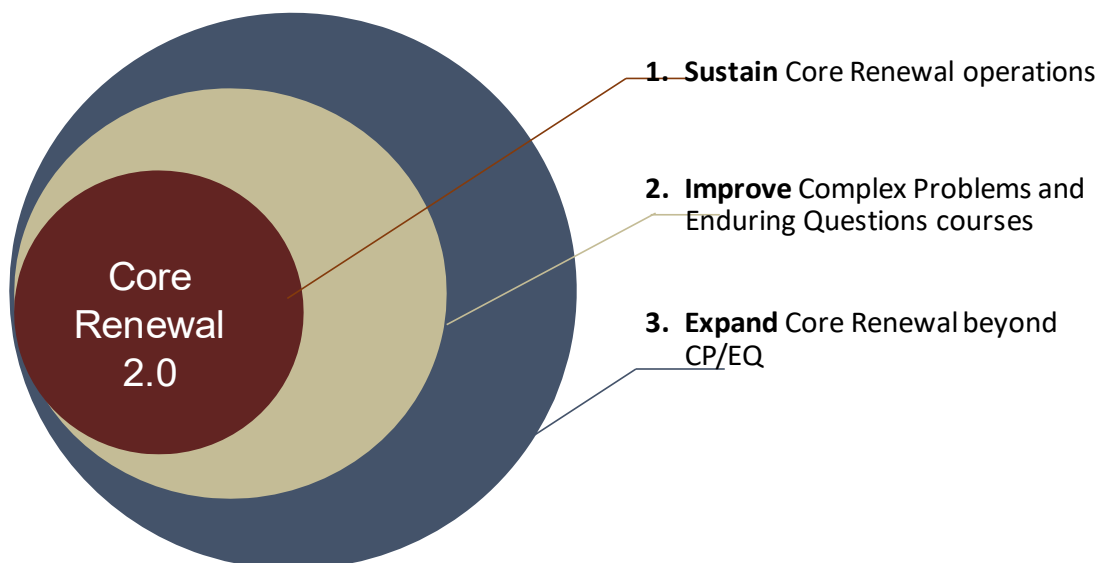
Strategic Pillar #1. Sustain Core Renewal Operations

Success during the pilot phase has pushed the Office of the Associate Dean for the Core beyond its initial capacities. Simply maintaining Core Renewal at its current size has left the Associate Dean and Assistant Director with limited ability to take on new initiatives such as those outlined in this report. In order to be able to strategically grow the program over the next five years several initiatives are proposed to create a sustainable infrastructure. These initiatives are designed to improve operations of the Office of the Associate Dean for the Core and ensure adequate resources to manage the day-to-day functions while providing faculty support to guarantee a high-quality Core Renewal experience. In addition to clarifying the roles of the Office of the Associate Dean for the Core and the UCRC, a regularized budget will allow the program to more efficiently plan and implement new initiatives over the next few years. Finally, a new administrative staff person to handle curriculum management, scheduling, and co-curricular logistics, will allow the Assistant Director to concentrate on the development of other initiatives as part of this new phase of Core Renewal. Conversely, increasing responsibilities without adding additional staff risks less support for faculty teaching Core Renewal courses, growing dissatisfaction with the program, and diminished engagement with Core Renewal as a whole.

Key Initiatives to ensure sustainable core renewal operations are:
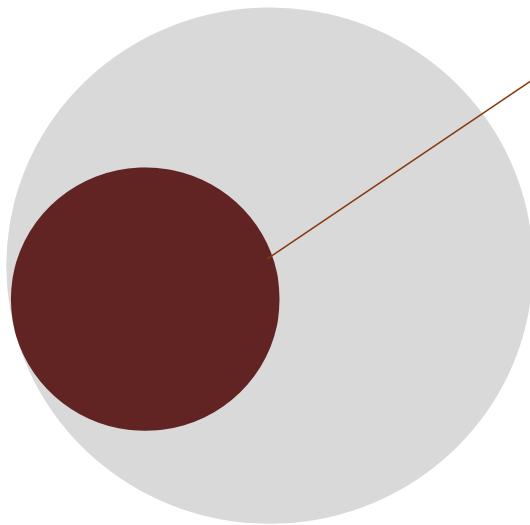
1. Sustain Core Renewal operations

- Clarify functions of the Office of Associate Dean and its role in managing Core Renewal and the Core Curriculum

- Regularize funding and budget

- Clarify the role of the UCRC

- Hire a full-time Administrator for the Core Office

Strategic Pillar #2. Improve Complex Problems and Enduring Questions courses
Based on the assessment of the pilot core renewal program, several initiatives are proposed to improve the Complex Problems and Enduring Questions (CP/EQ) courses for faculty and students. These improvements will streamline CP course logistics, provide more faculty support and clearer incentives, and thereby enable the program to grow organically both in the number of course offerings and in their quality. A key initiative that can only move forward with additional staff support is the enhancement of the Core Fellows postdoctoral teaching program. A best-in-class program to systematize the recruitment and professional development of teaching postdoctoral fellows is proposed to support faculty in providing high quality CP courses.

Key Initiatives designed to improve CP/EQ courses are:

2. **Improve CP/EQ courses**

- Simplify CP course logistics and make more PODs and TAs available as needed
- Encourage more faculty applications
  - ➢ Revise stipends to reflect faculty work levels
  - ➢ Increase professional schools' participation
- *Enhance the VAP program to provide ongoing faculty support & professional development*
  - ➢ *Engage Core Fellows/VAPs to teach all CP labs*
  - ➢ *Create a national recruitment ad campaign*
  - ➢ *Provide professional development and research seminar for VAPs*

Note: Italicized initiatives can only move forward if a full-time administrator is hired to support Core Renewal operations

Strategic Pillar #3. Expand Beyond CP/EQ course offerings
The third strategic area to support the 2023 vision is to intensify expansion of Core Renewal beyond CP/EQ course offerings. Faculty should seek to apply the principles of reflective engagement in all liberal arts courses. In addition to funding and resources to support innovative curricular design, ongoing mission integration and increased reflection opportunities the Office of the Associate Dean for the Core will develop a 3-year review cycle to discuss Core Renewal with all departments. Another area of Core Renewal expansion is to work with other key stakeholders on campus to define the distinctive elements of the Core Renewal experience and offer a signature suite of programs for first- and second-year students.

Finally, the exploration of new integrative courses beyond the first year, revision of the Cultural Diversity core requirement and planning for implementation of Core Renewal in the Schiller Institute are longer-term expansion opportunities. A sustainable operating model must be in place to fully realize these expansion initiatives expand. Processes exploring, planning, and implementing will take place between 2018 and 2023.

Key Initiatives to expand Core Renewal beyond CP/EQ course offerings are:
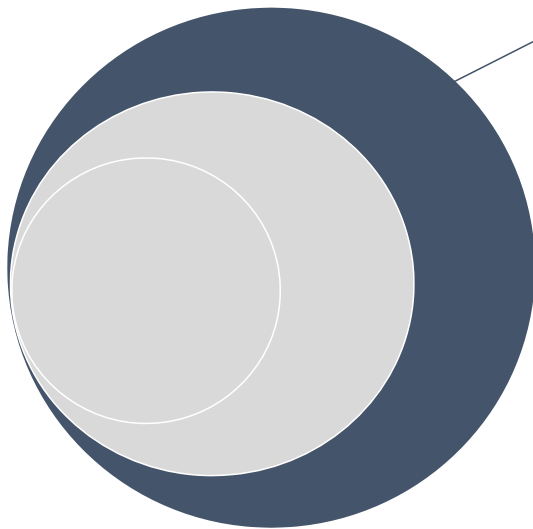
3. Expand Core Renewal beyond CP/EQ

- Create a 3-year review schedule with all departments to discuss courses in sync with E-1-A reporting
- Provide funding and resources for innovation, Mission integration and reflection across the Core
- Define distinctive elements of Core Renewal/offer signature suite of experiences for 1st- and 2nd-year students
- *Build on the POD program*
- *Explore a senior capstone experience*
- *Explore revision of the Cultural Diversity requirement*
- *Integrate Core Renewal with the Schiller Institute*

Note: Italicized initiatives can only move forward if a full-time administrator is hired to support Core Renewal operations

IV. Detailed Initiatives

1. Initiatives for Strategic Pillar #1: Sustain Core Renewal Operations
Core Renewal is successfully transforming liberal arts education at Boston College. We have made great strides in the first three years of this initiative, although success has exposed the limits of current staffing. Moving the pilot phase (2015–2018) to a second stage (2018–2023) requires shifting from experimentation to sustainability. The needs of the program and the Office of the Associate Dean for the Core are clearer than three years ago. We want to balance ongoing innovation and Mission integration with stabilizing the role and operations of the Core, which interacts with many units across the university. Since the Core rests at the heart of a Boston College liberal arts education and occupies a prominent place in the university strategic plan, it is a priority for university resource allocation. Expanding and deepening Core Renewal requires first of all ensuring that the Office of the Associate Dean for the Core has adequate support and that its operations are clear and manageable.

1.1 <u>Continue to clarify functions of the Office of the Associate Dean for the Core and its role in managing both Core Renewal and the Core Curriculum as a whole</u>
The Office of the Associate Dean for the Core did not exist before 2015. It has already brought clarity and efficiency to the Core as a whole, meanwhile spearheading the first significant university-wide curricular reform at Boston College in several decades. During the pilot phase, the Office of the Associate Dean for the Core established new oversight for the existing Core; created and managed new interdisciplinary courses; and worked closely with administrators, staff, faculty, and students everywhere at BC. As we move to the next stage of Core Renewal, clarifying the functions, role, and limits of the Office of the Associate Dean for the Core is a first priority.

In addition to overseeing the pilot phase of Core Renewal, over the last three years the Office of the Associate Dean for the Core has also taken on many other responsibilities related to the Core Curriculum more generally, which necessitates regular collaboration with the Academic Advising Center; Admissions; Development, Institutional Research, Planning, and Assessment; the Office of International Programs; the Office of University Communications; Student Services; and the Woods School. In addition, the Associate Dean for the Core must report regularly to the Dean of the Morrissey College, the Provost, the President, and the Trustees of Boston College, as well as meet with the Academic Officers' Council, Assessment Report Development Committee, MCAS Associate Deans, MCAS Board of Chairs, and MCAS Education Policy Committee, among others.[5]

Sustainability is thus not limited to Complex Problems and Enduring Questions courses, and as the number of Core Renewal courses continues to multiply, the Office of the Associate Dean for the Core has limited capacity to handle additional tasks that were never anticipated in original planning. At the same time, increased responsibilities of the Office of the Associate Dean for the Core have limited the amount of individual support that can be offered to Core Renewal faculty and courses during a given semester.

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[5] See the 2017 State of the Core report for more detail; https://www.bc.edu/bc-web/schools/mcas/undergraduate/core-curriculum/assessment.html.

In order to ensure the high quality of Core Renewal courses as their numbers increase and to manage the growing responsibilities of the Office of the Associate Dean for the Core, additional staff support is required (see 1.4, below).

1.2 Regularize funding and budget
Given the special emphasis on Core Renewal in university strategic planning, it is wise to move from provisional budgeting to long-term sustainable funding. Budget regularization is thus crucial in the process of supporting and strengthening Core initiatives, even as the Office of the Associate Dean for the Core will continue to require flexibility in coming years. Clarity about and management of its own budget will enable Core Renewal to evolve from an experimental initiative to an established administrative structure within the university.

Currently the Office of the Associate Dean for the Core operates on strategic funds, transferred from the Office of the Provost to the MCAS Dean's Office for use. Because the Office of the Associate Dean for the Core does not oversee its own budget, in practice financial questions require dialogue between the Associate Dean and Assistant Director of the Core, on one hand, and the Dean of the Morrissey College, the Associate Dean for Finance and Administration, the Associate Director of HR and Administration, the Arts & Sciences Service Center, and various MCAS departmental administrators on the other. The current arrangement complicates unnecessarily.

While this arrangement has allowed for flexibility during the pilot period, moving forward the Office of the Associate Dean for the Core should submit and receive approval for an annual budget request. Being aware of its available budget will allow the Office of the Associate Dean for the Core to better plan for upcoming expenses and especially to implement the types of strategic initiatives detailed in this report, which cannot be handled on a year-by-year basis (see Goals 2-3, below). Moreover, as the spirit of Core Renewal spreads beyond Complex Problems and Enduring Questions courses alone, it is further recommended that the Associate Dean for the Core oversee discretionary funds that can support innovation in the Core, in response to proposals submitted by departments or by individual faculty members and approved by the UCRC. See Section 3.2.

The budget for the Office of the Associate Dean for the Core includes items such as faculty stipends, co-curricular funds, Core Fellow postdoctoral fellowship lines, innovation grants, and so forth. See Appendix B for a full budget proposal.

1.3 Clarify the governance role of the UCRC
The University Core Renewal Committee is the only university-wide committee at Boston College responsible for managing, developing, and implementing the curriculum. During the first three years of its existence since 2015, it has tackled a range of tasks: developing policies, procedures, and best practices; overseeing maintenance of and innovation in the Core as a whole; and considering original faculty and departmental requests for broader changes in the Core. The university should pursue the real opportunity presented by the UCRC: administrators, faculty, and students working together to develop liberal arts curricula at Boston College that is rigorous, engaging, and formative. Proposals for revisions to the Core Curriculum should pass through the

UCRC, who will make recommendations to the Dean of the Morrissey College of Arts & Sciences and the Provost.

The University Core Renewal Committee currently enjoys a complicated position vis-à-vis academic governance: the Vice Provost for Academic Affairs sits on the committee, but the Associate Dean for the Core, who chairs the committee, and the UCRC itself report to the Dean of the Morrissey College of Arts & Sciences, who in turn reports to the Provost. Additionally, while the Office of the Associate Dean for the Core and the UCRC are charged with overseeing the Core Curriculum for the entire university, in practice their position in MCAS leads to limited collaboration and coordination with the professional schools, despite the fact that representatives from CSOM, CSON, and LSOE sit on the committee.[6] The large size of the UCRC (17 members) can also limit meaningful conversation, and even at the logistical level, its meetings are difficult to schedule.

The following recommendations address these issues:

- While the UCRC and Office of the Associate Dean for the Core should continue to report to the Dean of the Morrissey College, the Dean and the Provost should determine the best means and workflow addressing questions related to the Core Curriculum in the professional schools. They should communicate that process to the Associate Dean and the UCRC.

- In response to queries and proposals from individual departments regarding the Core Curriculum, the UCRC should deliberate and then make recommendations, to be confirmed jointly by the Dean of the Morrissey College and the Provost.

- In the short term, the UCRC should more regularly delegate tasks and projects to its subcommittees, who then report back to the UCRC as a whole. Eventually, the composition of the UCRC might be reexamined. Currently the committee includes 9 representatives from MCAS (not counting the Associate Dean for the Core); 1 member from each of the three professional schools; a student representative; and 4 administrators (the Associate Dean and Assistant Director of the Core, the Executive Director of the Center for Teaching Excellence, and the Vice-Provost for Academic Affairs). Since the UCRC involves faculty actively in the management of the curriculum, reducing the number of faculty on the UCRC would be disadvantageous.

1.4 <u>Hire a full-time administrator for the Office of the Associate Dean for the Core</u>
The responsibilities of the Office of the Associate Dean for the Core have far exceeded its original charge. This situation is not surprising, given the creation of a wholly new office overseeing liberal arts general education at Boston College. As we turn to the next five-year stage of Core Renewal, it is essential that the Office of the Associate Dean for the Core possess adequate staffing for three main reasons: (1) to manage the ever-expanding duties related to the

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[6] For example, although few Core classes have traditionally been offered in the professional schools, CSON, LSOE, and CSOM students must still fulfill the Core and are advised outside of the Academic Advising Center, which can sometimes lead to confusion. Core Renewal has also increased the involvement of faculty from the professional schools teaching Core classes.

Core as a whole, (2) to ensure the viability and quality of existing initiatives that have grown dramatically a short amount of time, and (3) to work toward further improvements in the Core (for example, courses beyond the first year, reform of the Cultural Diversity requirement, and collaboration with the Schiller Institute).

On the administrative side, there are no economies of scale with Core Renewal classes: arranging co-curricular logistics is required regardless of whether a course is repeated or not; scheduling courses, marketing them, and overseeing student registration are required with each iteration; and as the program grows, all of these factors are compounded. Thus, simply maintaining Core Renewal at its current size—the program has grown from involving 18 faculty members in AY2016 to over 80 faculty in AY2019—in addition to managing other functions in the Core has left the Associate Dean and Assistant Director with limited capacity to take on new initiatives such as those outlined in this report. In order to achieve Goals 2 and 3 (outlined below), a full-time administrator should be hired for the Office of the Associate Dean for the Core. With a new staff person taking over administrative tasks related to curriculum management, scheduling, and co-curricular logistics (see Appendix C for projected job responsibilities), the Assistant Director would be free to oversee other initiatives as part of the new phase of Core Renewal.

2. Initiatives for Strategic Pillar #2: Improve CP/EQ Courses
In spite of the range of responsibilities the Office of the Associate Dean for the Core has undertaken, its driving purpose has been the development of two new types of interdisciplinary and Mission-integrative courses—Complex Problems and Enduring Questions. These courses have been tremendously successful in promoting academic engagement and personal formation. Student demand is high. Many faculty are teaching these classes multiple times. As with any new program, there are lessons to be learned and improvements to be made. These courses benefit enormously from pedagogical workshops, co-hosted with the Center for Teaching Excellence, faculty are required to attend in exchange for their stipend and in which they develop their syllabi the spring before the year they teach. Such workshops are indispensable, for instance, in establishing key connections between Enduring Questions courses. We have identified specific areas for fine-tuning: simplifying logistics, focusing on the quality of faculty-student interactions, cultivating faculty collaborations across the university, and expanding a national postdoctoral Core Fellows program.

2.1 Simplify CP course logistics
The six-credit Complex Problems classes present distinctive opportunities and challenges. Their weekly lectures, labs, and Reflection sessions facilitate intensive learning and formation. Students come to know one another, dive deeply into course material, and reflect on the connections among the course, their own lives, and the broader world. This model of team-teaching is unique among academic programs at Boston College. These courses require significant logistical support, and in order to make them more attractive for faculty to teach, we intend to simplify and consolidate their design.

Over the three years of the pilot period, faculty have consistently emphasized how difficult Complex Problems classes are to teach due to the many parts involved: team-taught lectures (a new experience for most BC faculty), organizing lab sections (uncommon for faculty outside of STEM disciplines), and planning weekly reflection sessions (new to all faculty teaching Core

Renewal courses for the first time). It is a challenge to integrate these various components in a way that is clear and effective for students, and a recurring theme among CPs that receive lower evaluations is students' perception that the course was not integrated. Moreover, while having each CP count as two courses in a teaching load was initially meant as an incentive, faculty have reported this course release is actually necessary because of the heavy workload associated with teaching a Complex Problems course.

Several approaches can address these issues:

- Ensure greater support for CP faculty teaching their courses, including assistance during registration and in organizing co-curricular activities for reflection sessions. An additional staff person in the Office of the Associate Dean for the Core will remove this responsibility from CP faculty.

- Assigning an additional TA to each CP course will help reduce grading loads.

- Establishment of a sustainable "Purposeful Ongoing Discussion (POD) Leadership Program." PODs are small Reflection groups in which juniors and seniors lead first-year students in evening discussions of course material. Such a program would further the BC mission of bringing intentional reflection into the academic setting. Commitment to this level of near-peer mentorship could be maintained by the additional staff support, who would help solicit participants via applications (to be interviewed by faculty, Assistant Director or Associate Dean for the Core), help faculty and the associate dean organize pre-semester POD training sessions, and weekly check-in sessions. This form of support would incentivize more faculty to include PODs in their CP courses. See 3.4 below.

2.2 Encourage more applications from faculty across campus
At Boston College, faculty tend to live in their departments and schools. Cross-campus connections and collaborations remain generally underdeveloped. Core Renewal has broken up this static culture, introducing colleagues with shared interests and bringing them together to reflect on teaching and serving our students. Something of a cultural change with far-reaching consequences is underway: the more faculty get to know one another and our students, the deeper the bonds of our community become. Still, challenges remain. Not all Morrissey College departments have contributed significantly to Core Renewal, and professional school involvement in general liberal arts education can be enhanced. Departments express reasonable concerns about existing curricular needs. Over the next several years, increased energy and attention will be paid to developing faculty connections and relationships.

Despite overall growth in the Core Renewal program (from 350 seats offered in AY2016 to 1026 seats in AY2018), sustainability must overcome several challenges. First is a disproportionate number of faculty teaching Enduring Questions courses compared to Complex Problems courses. Second is lower participation among professional school faculty compared to MCAS faculty, which is correlated with fewer students from the professional schools enrolling in Core Renewal courses.

To encourage more applications, the following initiatives are recommended:

- Course development stipends should be reevaluated. All Core Renewal faculty currently receive a $10,000 stipend for developing a new course, but increasing CP stipends to $15,000 and lowering EQ stipends to $7,500 may increase the number of CP proposals submitted. This change is intended to further incentivize faulty to teach CP classes, and it may or may not increase the overall cost of the stipend budget during the pilot phase (2015–2018), since the number of courses varies from year to year. Beginning in spring 2019, faculty would be eligible to receive these stipends a single time for a new course.

- Resources are needed to offset new department needs created by participation in signature Core courses. While a sufficient flow of student registration may eventually lead to a reduction in the number of "old" courses taught, we remain very much in the opening stages of a longer process. To date, the overall number of students taught has been too small and the program has been too new to gauge a net change in course offerings and enrollment patterns. On the other hand, some departments are disinclined to participate in Complex Problems and Enduring Questions courses because doing so creates new curricular needs and/or a decline in the number of Student Credit Hours (i.e., smaller class sizes). We should clearer affirm that the return on investment in these courses in terms of student engagement and quality education is eminently worthwhile. The Provost's Office should make stop-gap funds available to the Office of the Associate Dean for the Core to hire part-time faculty and Core Fellows when needed to offset department needs.

- More concerted outreach should be made to faculty and advisors in the professional schools, with the goal of increased participation from both professional school faculty and students, mindful of the demands placed on the latter's curricula.

- The Provost should ask the Deans of CSOM, CSON, and LSOE to commit to their faculty filling 1-2 slots per year for Core Renewal courses. When necessary, dedicated stopgap funds should be provided by the Provost's Office to replace needed professional school courses not taught when faculty participate in Core Renewal.

- Surveying professional school faculty to raise awareness of Core Renewal, to identify faculty members interested in teaching these courses, and to understand the incentives that would encourage them to participate.

2.3 Enhance the Core Fellows teaching postdoctoral fellows program
The university strategic plan, *Ever to Excel*, calls for "a postdoctoral fellow program within the Core will train the next generation of teacher-scholars in the liberal arts tradition." In 2017–2018, six Core Fellows teaching postdocs were hired to teach Core Renewal classes. Three of these Fellows were hired through national searches and three are Boston College Ph.D.'s. While originally created to staff the Complex Problems labs and teach Enduring Questions classes, the Fellows initiative possesses great potential to become a nationally recognized program that focuses on interdisciplinary teaching, Jesuit pedagogy, and early career development. Expansion

in the number of Fellows as well as the development of a coherent program of professional and personal formation is foreseen.

A nationally-recognized interdisciplinary postdoctoral program (Core Fellows program) that provides early-career mentoring in the development of teaching and research would ensure ongoing quality in Core Renewal courses. The Core Fellows program would benefit early career academics by providing them with transitional employment as well as an opportunity to develop their teaching, to receive early career mentoring, and to advance their own research. The program is also beneficial for departments, bringing top young Ph.D.'s to campus and offering stop-gap relief for any teaching needs created by BC faculty participation in EQ and CP courses.

Although year-to-year hiring is contingent on changing teaching needs, the Fellows program should be run as a single, holistic interdisciplinary initiative. Emphasis will be on organizing a stable, ongoing program centered on Core Renewal and early career development. In practice, the precise disciplines and courses needed will be determined by the type of Complex Problems labs offered in a given year, but growing the program to include 10 fellows on staggered, multi-year contracts will allow flexibility to meet shifting needs. Each fellow's teaching load will be comprised of a combination of Complex Problems labs, Enduring Questions courses, and electives. To be sure, one challenge of an interdisciplinary postdoctoral fellows program in our department- and school-oriented culture is to balance a university program with appropriate involvement from departments in the hiring and mentoring process. Core Fellows will benefit from close collaboration with the Center for Teaching Excellence on liberal arts pedagogy.

3. Initiatives for Strategic Pillar #3: Expand Core Renewal Beyond CP/EQ
Success during the pilot phase has pointed Boston College toward continuing improvement of liberal arts education. New administrative structures are in place, and both the quality and size of Complex Problems and Enduring Questions courses are on upward trajectories. The pilot experiment has energized and inspired administrators, faculty, and students around the university. Indeed, new proposals for enlivening Core courses and connecting them more integrally to the Boston College Mission have begun to emerge: from individual courses and departmental changes to proposals to rethink particular Core requirements. The Office of the Associate Dean for the Core should encourage and support innovative integration of foundational liberal arts education with our Jesuit, Catholic Mission. As Complex Problems and Enduring Questions courses stabilize, we can turn our attention, for instance, to considering interdisciplinary, formative courses for students beyond their first year and to curricular contributions to the new Schiller Institute for Integrated Science and Society. The Core is the center, the heart, of a Boston College education. In coming years, with adequate support, we have the unique opportunity to build on present-day momentum: deepening coherence and engagement to the Core; unleashing the considerable talent, passion, and commitment of our faculty; and bringing new life—*renewal*—to our family on the Heights. These top-level initiatives can only be pursued if the Office of the Associate Dean for the Core has adequate support.

3.1 <u>Create a 3-year review schedule with all departments to discuss Core Renewal and assessment</u>
Core Renewal began in earnest just as Boston College was preparing for its 2016 NEASC accreditation. The Office of the Associate Dean for the Core played a key role in providing data on student learning assessment, in part through the university E-1-A assessment form template. Building on this experience—both in ongoing preparation for future accreditation reviews and in the pursuit of meaningful improvement of teaching and learning—the University Core Renewal Committee will require departments contributing regularly to the Core to meet with the UCRC once every three years. These reviews will provide an opportunity for dialogue on department contributions to Core Renewal as well as on assessment of student learning. These conversations provide an occasion to: (1) learn from departments how they are renewing their Core offerings in line with the common Core learning outcomes and the spirit of Core Renewal, and (2) help departments in assessment of their learning outcomes. We will want to know: How are departments renewing their Core offerings? Integrating the common learning goals of the 2014 Core Vision statement? How are they moving toward greater student engagement and involvement with the Mission? What evidence is there of student learning?

The Core Renewal Assessment Subcommittee developed the following five-point summary of the 2014 Vision Statement to aid both the UCRC and departments in their reflections. In addition to the Core common learning outcomes, in ways appropriate to each discipline, Core courses should pursue ongoing development of these goals:

1. Intellectual rigor, including developing habits of mind characteristic of the well-educated person and citizen.
2. Intellectual integration through interdisciplinary courses that facilitate the "pursuit of truth and growth in knowledge of the whole of reality" (2014 Vision Statement)
3. Forming students to contribute to the common good (2014 Vision Statement)
4. Forming students to lead meaningful lives, including developing compassionate habits of heart (*Ever to Excel* & 2014 Vision Statement)
5. Helping students to discern God in all things (2014 Vision Statement)

3.2 <u>Provide funding and resources for innovation, Mission integration, and reflection across the Core</u>
As a consequence of budget regularization, the Office of the Associate Dean for the Core should manage discretionary funds supporting renewal of the Core beyond Complex Problems and Enduring Questions classes. Again, Core Renewal has energized and inspired administrators, faculty, and students across campus. New ideas and projects are emerging. We have a unique window of opportunity in which to stimulate, encourage, and support authentic faculty and student collaborations. In short, the wind is in our sails, and we need to act immediately to build on the vital cultural and institutional changes now underway. Proposals could be submitted to the Office of the Associate Dean for the Core either by departments (for grants up to $15,000) or by individual faculty members (up to $3,000) to support and further pedagogical innovation in Core courses.

3.3 <u>Define distinctive elements of Core Renewal / offer signature suite of experiences for first-</u>
<u>and second-year students</u>
The original Core Renewal plan had initially called for all first-year students to immediately take
Complex Problems and Enduring Questions classes. Instead, our approach has been wise:
starting small, learning from our mistakes, promoting our successes, and building at a steady
pace. The new energy of these courses has emerged alongside established, reputable signature
undergraduate programs: Perspectives, Pulse, Portico, Courage to Know, and Freshman Topics
Seminars. These courses are different—some contribute to the Core, some are three credits
(some are one credit), some involve advising—yet they all share a common commitment to
formative education distinctive to Boston College. The more we can underscore the common
characteristics of these programs, the better we can explain our unique value proposition to our
own community; to prospective and newly admitted students; and to parents, alumni, and
trustees. Conversations among directors of these signature programs are already underway. We
need to ask and answer the question—What is the best structure to support such coordination?—
since not all these courses involve the Core.

Boston College's four signature undergraduate academic and foundational courses for first- and
second-year students—Perspectives, Pulse, Portico, and Cornerstone—embody the same core
values of the CP and EQ courses: combining academic rigor with attentiveness to the
development of the whole person. On the principle that the common good requires shared effort,
and given the fact that Boston College continually needs to distinguish itself among its peers to
attract the best applicants, these six signature options will coordinate their messaging and
programming to powerfully articulate a shared vision while preserving the uniqueness and
diversity of each program. The fact that these courses are unavailable at peer and aspirant
schools adds to the distinctive value of a Boston College education. Boston College will
structure and promote these signature courses as a coherent suite of curricular options for
students, enabling us to stand out among peer institutions in our commitment to undergraduate
liberal arts foundational education. Furthermore, the variety of these signature programs is a
strength, since it allows for choice and a range of experiences that builds connections between
students' lives and the world.

A realistic and community-oriented path forward involves celebrating and building on the
strengths of long-standing and well-established programs while continuing to innovate,
experiment, and renew. While providing students first-rate educational and formative
experiences, we have not fully capitalized on the strengths of a shared ethos. Promotional
coordination is a low-hanging fruit. Although each program operates separately, the program
directors can develop a common marketing plan that articulates for the Boston College
community and the public those shared underlying principles that unite these different programs,
and are unavailable at any other institution. Integration includes common marketing and
promotion using print, video and social media; coordination of common programming; bridges
among departments; and eventually, administrative integration.

3.4 <u>Build on the Purposeful Ongoing Discussion (POD) program</u>
One of the great successes of the Complex Problems courses was the development of a specific
model: small group Reflection discussions for freshmen led by upper-class students. The Office
of Mission and Ministry initially helped faculty interview and engage juniors and seniors who

served as peer mentors. Each Purposeful Ongoing Discussion Group met for two hours once a week during the semester. Students discussed course material as well as life at Boston College. The mentors, who had participated in a preparatory retreat, met with faculty once a week. There is demand for this model to be expanded to other Complex Problems classes, and such expansion will require additional staff support and resources, along with increased coordination with Mission and Ministry to train faculty and POD leaders. Beyond eventually supporting POD sections for multiple Complex Problems courses, another possibility would be to develop POD models that could bring near-peer reflection to other BC courses, thus providing further opportunities for upperclassmen to remain involved in mentorship. See 2.1 above.

3.5 Explore and plan for a senior capstone experience

The question of developing Core Renewal classes for students beyond their first year has been asked since planning began in 2012. We were wise to focus first on freshmen, since they especially need modeling of academic rigor and of connections to Mission as they arrive on campus. We want to give them the skills that will enable them to succeed and introduce them to holistic ways of thinking true to Jesuit, Catholic education. As Complex Problems and Enduring Questions classes stabilize, we can begin to imagine, explore, and plan for distinctive, formative classes for students beyond their first year. We propose an initial period of reflection and conversation during the 2018–2019 academic year to discuss ideas and challenges across the Boston College community. Similar to 3.3 above, we need to investigate whether or not the Office of the Associate Dean for the Core is appropriate for sponsoring a senior capstone experience since most students complete most of the Core prior to senior year.

Although it is not possible to develop fully operational integrative experiences for seniors in the next five years, steps can be taken to explore and plan for the piloting of a senior capstone experience. To make progress toward developing academically rigorous courses for seniors that also include reflective, integrative, and formational components, we must collect more information about student, faculty, and department needs and interest, and begin piloting some courses and programs in a limited way, with rigorous assessment to determine what works. In the 2018–2019 academic year, a subcommittee of the UCRC will be appointed to consult students, faculty, and departments about a potential Capstone experience. This group will produce a call for proposals, and several different Capstone models will be piloted in 2020–2021.

3.6 Explore and revise the Cultural Diversity requirement

During its first year of existence in 2015–2016, the Office of the Associate Dean for the Core asked groups of faculty to update the 1991 Core requirements in order to align them with the 2016 Vision statement and with the changed realities of their disciplines over the past quarter century. The Cultural Diversity requirement is distinctive. No department or group of departments uniquely staffs it. It is the only requirement that can double count with other Core, major, minor, or elective credits. Conversations with faculty generated a clear sense that the requirement deserves re-examination. Especially in our historical moment, issues of diversity and inclusion are pressing. In 2016, the Provost and Dean of the Morrissey College approved a pilot initiative: courses given Cultural Diversity credit but organized under the rubric: Difference, Justice, and the Common Good. This language speaks to world's real plurality and to our commitment as a Jesuit, Catholic institution to heal its brokenness. Faculty teaching Difference, Justice, and the Common Good classes participated in a seminar and redesigned their

courses. This pilot has raised the possibility of a more thoroughgoing examination of the Cultural Diversity requirement. During the 2018–2019 and 2019–2020 academic years, a Cultural Diversity Task Force should consider proposals for revising this requirement.

3.7 Explore and plan for integration of Core Renewal with the Schiller Institute

The CP/EQ courses embody the principles articulated in descriptions of the new Schiller Institute for Integrated Science and Society: interdisciplinarity, societal relevance, and combination of technology and the humanities. The Core is an instrumental voice in the conversation relating to building design, academic programming, and faculty hires for the Schiller Institute. The Office of the Associate Dean for the Core can provide assistance in the integration of CPs into the Schiller and help departments develop classes modeled on the CP model, including PODs. The new Institute space holds great promise for faculty collaborations: new flexible classrooms and maker spaces promise to further pedagogical innovation and student engagement with respect to CP labs, hands-on, and group work. The UCRC strongly recommends that faculty hired by the Schiller Institute be required to teach in the Core and that UCRC members participate in hiring processes.

Representatives from the Core Renewal Committee should be included in planning and design of teaching spaces and academic programming to accommodate Complex Problems classes in particular.

3.8 Taking stock of Cornerstones: Core Renewal, 2018–2023

One of the principal lessons of the pilot phase of Core Renewal was to evaluate our efforts along the way: reflecting on what we were doing and applying lessons as we went. This model will continue to serve the Core in its second phase of reinvigoration. Renewal is a continuing process. We will be assessing our efforts, improving and adapting as we go. We can anticipate planning for a subsequent third phase of renewal will begin to take shape amid preparations for the 2022 NEASC interim report.

Approved by the University Core Renewal Committee (March 26, 2018):[7]

Robert Bartlett	Elida Laski
Julian Bourg	Zachary Matus
Patrick Byrne	Richard McGowan
Aiden Clarke	Franco Mormando
Sean Clarke	John Rakestraw
Mary Crane	Brian Robinette
Brian Gareau	Akua Sarr
William Keane	Ethan Sullivan
Gail Kineke	

Appendix A. Core Renewal Trends and Key Survey Results
Spring 2017 Core Renewal Pilot Course Survey

Enrollment by Course Type

Term	CP	EQ	Grand Total
2016F (Fall 2015)	151	53	204
2016S (Spring 2016)	76	47	123
2017F (Fall 2016)	135	92	227
2017S (Spring 2017)	216	92	308
2018F (Fall 2018)	292	157	449
Grand Total	870	441	1311

Enrollment by Course Type

Faculty by Course Type

Term	CP	EQ	Grand Total
2016F (Fall 2015)	4	6	10
2016S (Spring 2016)	2	6	8
2017F (Fall 2016)	4	10	14
2017S (Spring 2017)	6	12	18
2018F (Fall 2018)	6	18	24
Grand Total	22	52	74
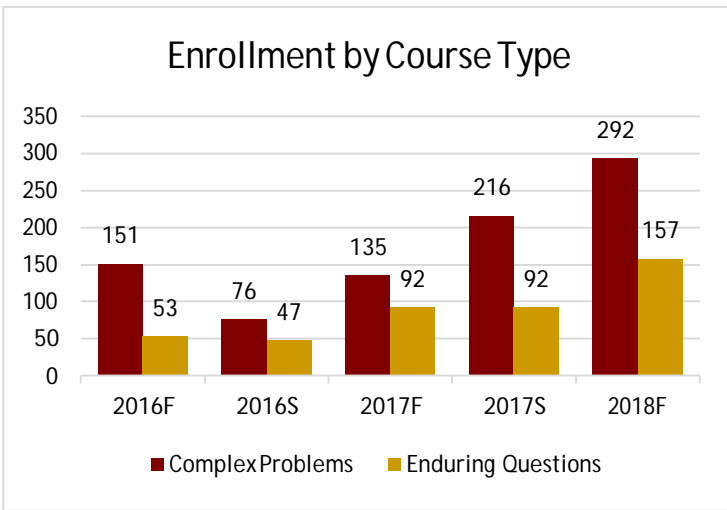
Number of Courses

Term	CP	EQ	Grand Total
2016F (Fall 2015)	2	3	5
2016S (Spring 2016)	1	3	4
2017F (Fall 2016)	2	5	7
2017S (Spring 2017)	3	6	9
2018F (Fall 2018)	3	9	12
Grand Total	11	26	37

Faculty by Course Type

Number of Courses

Legend: ■ Complex Problems   ■ Enduring Questions

Data shown in chart:

Term	Complex Problems	Enduring Questions
2016F	2	3
2016S	1	3
2017F	2	5
2017S	3	6
2018F	3	9
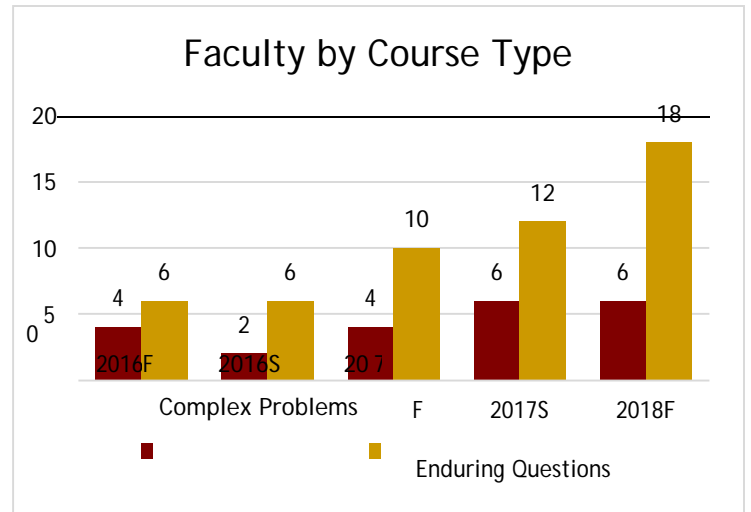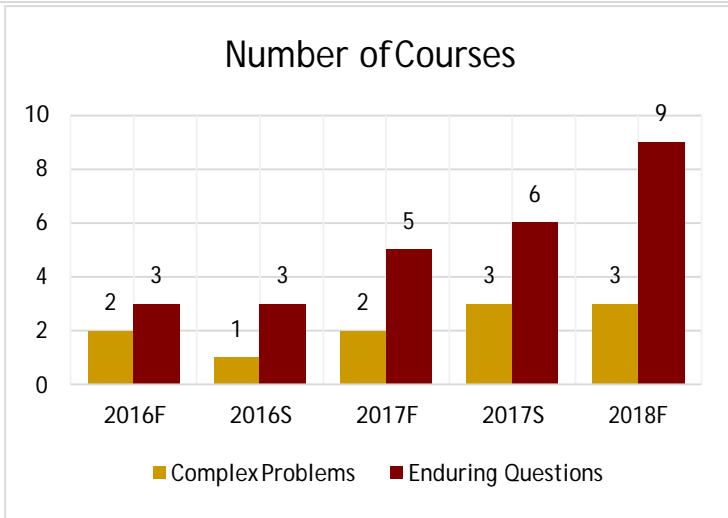
The purpose of the Core Renewal Pilot Course Surveys is to gather feedback from students on their experience in the Core Pilot courses. The surveys were conducted in November/December of the Fall semesters and April/May of the spring semesters, was sent to all students enrolled in the Complex Problems and Enduring Questions courses. Most survey items asked for level of agreement on a 6-point scale. Mean results are displayed for each item, arranged from highest to lowest.

Top Differences in Mean Responses by Course Type
From the Spring 2017 survey results. CP in maroon, EQ in gold
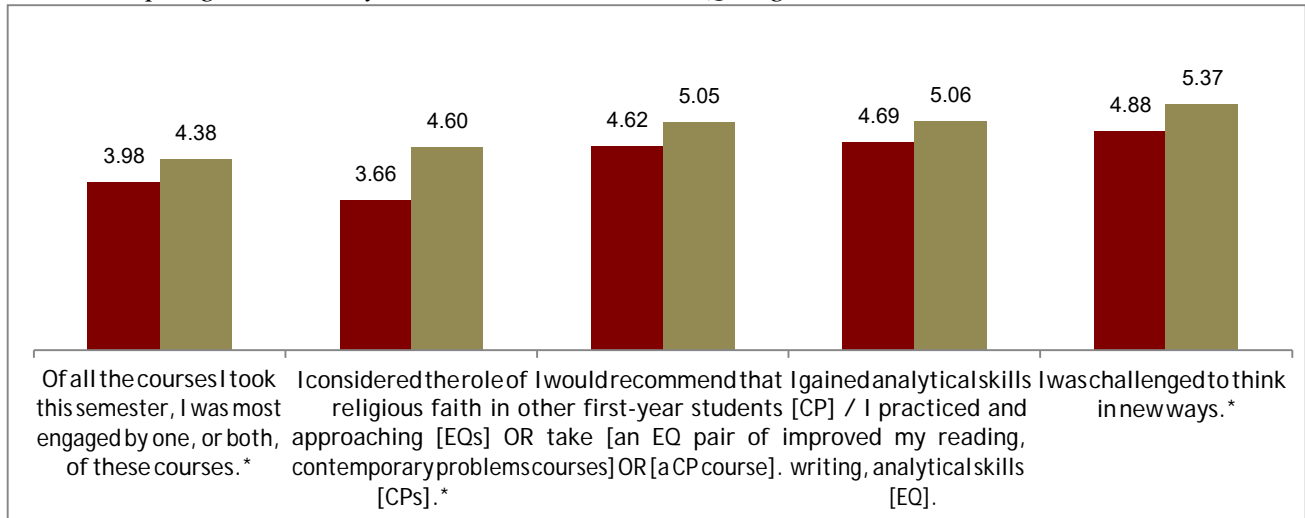
Selected Open-ended Responses:
For me, the connectedness of these seemingly unconnected fields (science and literature) was very interesting, and I enjoyed approaching similar issues and concepts from completely different directions in each of these courses.
The integration of two very different subjects held the greatest value…The course pushed me outside of my comfort zone.
I got to think differently than I do in my other courses. It was an intimate environment and I got to personally know the professors. I enjoyed going off-campus to experience new things around Boston that were also related to the material in the course.
The attainment of a higher understanding with regard to an issue that harrows the world today (i.e., climate change). Moreover, not only was I able to delve into the problem itself, but I was also impelled to contemplate possible solutions... I've also gained a more pronounced sense of identity, and a desire to impart knowledge onto others. Above all, I have been goaded into pursuing environmental law as a possible career path.
This experience gave me brand new perspectives on important issues of the past and present. I was able to rethink my opinions and beliefs and what I have previously learned.
I didn't think the labs were that useful. We always ended up talking about very similar things as the Thursday night class. I personally don't think it was very beneficial and also think that it should not be an hour and fifteen minutes.
Please don't make the class any bigger in the future (even though I know more and more people will want to take it). The class was so effective because it was small enough for discussion.
I would allow all students, not just freshmen, to register and take Core Pilot course. I think that they are the best and most effective way to encourage true scholarship. They set up a wonderful community around the courses and encourage students to think about how different things in life are interconnected. It would be a massive benefit for non-freshman to enjoy.

Student / Faculty Quotes

Core Renewal Pilot Courses 2015-2018

General / Distinctiveness of Core Renewal
- It was interesting to learn both the scientific and philosophical perspectives of climate change. It helped to grow my critical thinking and problem solving skills. I am now encouraged to think about issues with the assumption that they have multiple solutions from multiple areas of study. Climate Change 2017S
- Seeing how different disciplines could be related. As the semester went on, I began to see how literature/language is more related to science than I had once thought. You can't be successful in either field without having at least a general understanding of how the theory works. Living in the Material World 2017S
- The most valuable experience of these courses was realizing the importance of interdisciplinary education. Habitable Planet 2017S
- The new learning environment was very valuable. As a freshman it was a unique way to meet many people and integrate into college. It taught skills that were valuable for not just getting a grade on a test but that can be utilized later in life. Creativity 2017F
- The small class size and discussion style enabled us to really explore the texts read and get to know the professors and the fields we were learning. The class helped me choose my major and expand my interests. Power 2016S
- The great success of this class…is that we had a much more sophisticated, advanced conversation, I felt very satisfied with the arc of learning over the course of the semester. I felt very proud of the change in their thinking, the sophistication of their thinking that had happened. We talked about much bigger questions in our discipline than students at this level usually do, so in that sense, to me it was an unqualified success…I was wholly satisfied, really impressed and proud of the achievement on the scholarly or student learning side. Faculty focus group participant 2015-2016
- It's so refreshing…to have this energy and 'game-ness,' ready to go in the Renewed Core and that's mainly because they are freshmen and they are not trying to get out and it's not a requirement and they have opted in. Faculty focus group participant 2015-2016
- Their ability to closely read a text, which I think was one of our major goals, has really improved a lot - and quickly - and that skill is transferring between the two classes visibly. And then there also is their ability to have a seminar discussion, which is a skill freshmen have to acquire… you know I'm almost at the point where I can say okay let's try a seminar discussion without raising hands. Faculty focus group participant 2015-2016

Expansion of the Core
- I think that Core Pilot courses should be open not only to freshman but to sophomores and possibly even juniors and seniors as well. I think that these courses are particularly important for exploring possible majors and double majors. In addition, they highlight the interconnected nature of different disciplines, and recognizing how classes come together and build knowledge is important for anyone at any point in their college career, although particularly in the early years. I think that opening the courses to higher grades would

allow more people the opportunity to take these courses. <u>Living in the Material World 2017S</u>

➢ …These two courses were by far the best classes I have taken at Boston College (I am a junior) and I think that more courses like these two must be available for students to take. I think that these courses taught me more about being a "woman for others" because it opened my mind to injustices playing out right in front of my eyes. It made me more understanding and compassionate and I will continue to have these discussions that have challenged my core assumptions beyond the classroom. <u>Black Intimacies 2017S</u>

➢ I would like to see a similar program offered to all years. Whether cores or electives, I loved the format of this class and would like to be able to take courses similar to this as I get older. <u>Truth 2017F</u>

➢ I would say make them open to sophomores as well. I strongly believe I would go on to take another pilot course my sophomore year, and was saddened to find out I couldn't fit one in my schedule next semester. Making these pilot courses individualized per grade, for example separate classes for sophomores and freshman, would be very beneficial. <u>Nature 2017F</u>

➢ I would allow all students, not just freshmen, to register and take Core Pilot course. I think that they are the best and most effective way to encourage true scholarship. They set up a wonderful community around the courses and encourage students to think about how different things in life are interconnected. It would be a massive benefit for non-freshman to enjoy. <u>Nature 2017F</u>

In Support of TAs/VAPs/Smaller Class size

➢ "What was most valuable?" Having two professors and a large team of TA's to help. <u>Social Problems on the Silver Screen 2017S</u>

➢ I thought the discussion labs were very valuable because it gave me a chance to talk in class in a smaller group and hear other people perspectives on certain topics. <u>Social Problems on the Silver Screen 2017S</u>

➢ I think the reflections suffered due to the large size of the class; smaller reflection groups would have been better for discussion. <u>Social Problems on the Silver Screen 2017S</u>

➢ I am a transfer student and found this course to be a perfect way to integrate myself into the classroom. The small class size allowed me to build friendships with many individuals in my class. Also, Professor Purnell and Professor Jorgensen complemented each other's teaching style. I thoroughly enjoyed this class and I am delighted I had an opportunity to experience it. <u>Performing Politics 2017S</u>

➢ The most valuable part was the bond I created with my small class and professors. The enduring questions that we explored were very relevant to issues in the world today, so this class also gave us a new perspective on how to interpret those issues and how to approach our relationship to those issues. I feel I was also able to explore more about myself through these courses and have started to determine my path at BC. <u>Black Intimacies 2017S</u>

➢ I can't think of anything. Please don't make the class any bigger in the future (even though I know more and more people will want to take it). The class was so effective because it was small enough for discussion. <u>Nature 2017F</u>

Faculty Support / CP Logistics
- What I really wanted and didn't get was the opportunity to work with everybody else, all the other teachers, and learn from them, to do practical exercises about what we're thinking when we organize a syllabus, how do we put a syllabus together, what do you think about listing learning outcomes, practical things like how much reading should be assigned, exercises, how do we organize and actually develop our syllabi together…and just brainstorm together about how to make these classes better, I think it would have been a much better use of our time. The one time someone from our cohort presented and said 'here are some things I do for engaging in reflection in the class' and I thought 'well this is useful!' Faculty focus group participant 2015-2016
- One idea that I think would be really helpful would be one day for example if everyone were to bring in the description from the syllabus or an activity to say 'this is why this defines the new core for me vs. all of my other classes. So it's not just a good event or a good exercise, but it's something that for me defines the Core...I think that could help the cohort of teachers say 'this is what makes this special and this is how I'm going to teach in a slightly new direction or angle.' Faculty focus group participant 2015-2016
- Maybe meet a few less times a week, all five days is stressful and begins to make the course more of a job than an enjoyable course. Creativity 2017F
- I would recommend a different style classroom space. Our lecture style room made it hard to work together with other students and engage in conversations with each other. I would also recommend reducing the number of times the course meets, maybe by making the reflection sessions bi-weekly. Climate Change 2018F

Course Rigor
- I felt these were the most intellectually compelling courses that I have taken at BC thus far. Black Intimacies 2017S
- The attainment of a higher understanding with regard to an issue that harrows the world today (i.e., climate change). Moreover, not only was I able to delve into the problem itself, but I was also impelled to contemplate possible solutions. In addition, I learned about its relation to my life (that is, being from a place that is assailed by environmental injustice). I've also gained a more pronounced sense of identity, and a desire to impart knowledge onto others. Above all, I have been goaded into pursuing environmental law as a possible career path. Climate 2016F

Whole Person/Reflection
- I think the courses allowed me to question myself in ways that other courses could not allow. The courses challenge me to think differently and challenge my belief system. Good Life 2017S
- I have never took theology class or music theory class before. This is a completely new experience to me. It helped me think in a different way. Exercises 2017F
- The most valuable part of this class was learning how to meditate and reflect on life in a way that made me better understand myself and my spiritual life. Exercises 2017F
- Inspiring me to change my major to something I'm actually passionate about, and enjoy, rather than something I just enjoy. Planet 2017F
- The most valuable aspect of this Core Pilot course was that I was forced to work in one group of 5 people for the entire semester, which was challenging but taught me a lot about cooperating with others on a daily basis and having patience and how to listen to people. Creativity 2017F

> ➢ I learned how to get in touch with myself, which is something I never knew how to do.
> ➢ Changed my way of thinking, my major, what I wanted to do with my life. The professors, TA's, and students leading POD were very influential to me, and the class was very complete. <u>Climate 2016F</u>

2015–2016 Core Renewal Pilot Courses

<u>Fall 2015</u>
Complex Problems
Global Implications of Climate Change
        Tara Pisani Gareau (EES)
        Brian Gareau (Sociology)

Understanding Race, Gender, and Violence
        Marilynn Johnson (History)
        Shawn McGuffey (Sociology)

Enduring Questions
Truth-telling in Literature
        Allison Adair (English)
Truth-telling in History
        Sylvia Sellers-Garcia (History)

The Body in Sickness and Health
        Jane Ashley (Nursing)
Reading the Body
        Laura Tanner (English)

Humans, Nature, and Creativity
        Min Song (English)
Inquiring about Humans and Nature
        Holly Vandewall (Philosophy)

<u>Spring 2016</u>
Complex Problems
Genocide and Crimes Against Humanity
        Devin Pendas (History) Maxim
        Shrayer (Slavic Languages)

Enduring Questions
Power, Justice, War: The Moderns
        Robert Bartlett (Political
        Science)
Power, Justice, War: The Ancients
        Aspen Brinton (Philosophy)

Epidemics, Disease & Humanity
        Kathy Dunn (Biology)
Devising Theatre: Illness as Metaphor
        Scott T. Cummings (Theatre)

Spiritual Exercises: Engagement, Empathy, Ethics
        Brian Robinette (Theology)
Aesthetic Exercises: Engagement, Empathy, Ethics
        Daniel Callahan (Music)

2016–2017 Core Renewal Courses
*= Repeat Courses

Fall 2016
Complex Problems
Planet in Peril: The History and Future of
Human Impacts on the Planet
       Juliet Schor (Sociology)
       Prasannan Parthasarathi (History)

Can Creativity Save the World?
       Crystal Tiala (Theater)
       Spencer Harrison (CSOM)

Enduring Questions
* Truth-telling in Literature
       Allison Adair (English)
* Truth-telling in History
       Sylvia Sellers-Garcia (History)

* Humans, Nature, and Creativity
       Min Song (English)
* Inquiring about Humans and Nature
       Holly Vandewall (Philosophy)

* Spiritual Exercises: Engagement,
  Empathy, Ethics
       Brian Robinette (Theology)
* Aesthetic Exercises: Engagement,
  Empathy, Ethics
       Daniel Callahan (Music)

Love, Gender, and Marriage:
     Writing and Rewriting the Tradition
       Treseanne Ainsworth (English)
Love, Gender, and Marriage:
    The Western Literary Tradition
       Franco Mormando (RLL)

Reading and Writing Health, Illness and Disability
       Amy Boesky (English)
The Social Construction of Health and Illness
       Sara Moorman (Sociology)

Spring 2017
Complex Problems
A Perfect Moral Storm:
     The Science and Ethics of Climate Change
       David Storey (Philosophy)
       Corinne Wong (EES)

Performing Politics Luke
       Jorgensen (Theater)
       Jennie Purnell (Political Science)

Social Problems on the Silver Screen
       Lynn Lyerly (History)
       John Michalczyk (Fine Arts)

Enduring Questions
Tolstoy to Chekhov: What is the Good Life?
       Tom Epstein (Slavic)
God and the Good Life
       Steve Pope (Theology)

Narrating Black Intimacies
       Rhonda Frederick (English/AADS)
Black Intimacy and Intersectionality in the US
       Shawn McGuffey (Sociology)

Living in the Material World
       Dunwei Wang (Chemistry)
Living in the Material World Beth
       Kowaleski Wallace (English)

Family Matters: Histories of Adoption and Kinship
       Arissa Oh (History)
Family Matters: Stories of Adoption and Kinship
       James Smith (English)

Building a Habitable Planet – Origins and Evolutions
    of the Earth: Theological Perspectives
       Natana Delong-Bas (Theology)
Building a Habitable Planet – Origins and Evolutions
    of the Earth: Geoscience Perspectives
       Ethan Baxter (EES)

Human Disease:
    Plagues, Pathogens, and Chronic Disorders
       Kathy Dunn (Biology)
Human Disease: Health, the Economy, and Society
       Sam Richardson (Economics)

2017–2018 Core Renewal Courses
= Repeat Courses

<u>Fall 2017</u>

Complex Problems
* Global Implications of Climate Change
        Tara Pisani Gareau (EES)
        Brian Gareau (Sociology)

Understanding Race, Gender, Violence
        Marilynn Johnson (History)
        Shawn McGuffey (Sociology)

Science and Technology in American Society
        Andrew Jewett (History)
        Chris Kenaley (Biology)

Enduring Questions
* Humans, Nature, and Creativity
        Min Song (English)
* Inquiring about Humans and Nature
         Holly Vandewall (Philosophy)

* Spiritual Exercises: Engagement, Empathy, Ethics
        Brian Robinette (Theology)
* Aesthetic Exercises: Engagement, Empathy, Ethics
        Daniel Callahan (Music)

* The Body in Sickness and Health
        Jane Ashley (Nursing)
* Reading the Body
        Laura Tanner (English)

Roots and Routes: Reading Identity,
Migration, and Culture
        Elizabeth Graver (English)
Roots and Routes:
     Writing Identity, Migration, and Culture
        Lynne Anderson (English)

Death in Ancient Greece: Achilles to Alexander
the Great
        Hanne Eisenfeld (Classics)
Death in Russian Literature: Heroes, Cowards,
Humans
        Thomas Epstein (Slavic)

Living on the Water: Venetian Art, Architecture,
     and the Environment
        Stephanie Leone (Art History)

Living on the Water: Coasts, Development, and
     Sea Level Change from Venice to Boston
        Gail Kineke (EES)

Neuroscience of the Brain:
     Performing the Normal and Abnormal
        Dan Kirshner (Biology)
Your Brain on Theatre: Neuroscience and the Actor
        Patricia Riggin (Theatre)

Understanding Mathematics: Its Philosophical
     Origins, Evolution, and Humanity
        Ellen Goldstein (Mathematics)
Being Human: The Philosophical Problem of Nature
     and Mathematical Knowledge
        Colin Connors (Philosophy)

How Democracies Die: A Political Postmortem
        Matthew Berry (Political Science)
How Democracies Die: A History Postmortem
        Jesse Tumblin (History)

<u>Spring 2018</u>
Complex Problems
* Planet in Peril
        Juliet Schor (Sociology)
        Prasannan Parthasarathi (History)

The History and Politics of Terrorism
        Peter Krause (Political Science)
        Julian Bourg (History)

Enduring Questions
 Beyond Price: Markets, Cultures, Values
        Can Erbil (Economics)
        Kalpena Seshadri (English)

Enduring Questions
* Living in Material World
        Dunwei Wang (Chemistry)
* Living in Material World
        Beth Kowaleski Wallace (English)

* Human Disease:
     Plagues, Pathogens, and Chronic Disorders
        Kathy Dunn (Biology)
* Human Disease: Health, the Economy, and
   Society
        Sam Richardson (Economics)

Growing Up Gendered:
     Socio-Cultural Perspectives on Gender
        Sharlene Hesse-Biber (Sociology)
Growing Up Gendered:
     Contemporary Media Representations
        Lisa Cuklanz (Communications)

Passion, Power, and Purpose: Adolescence in a
Digital Age
        Belle Liang (Education) Fictions of
Development: Adolescence in a Historical Context
        Maia McAleavey (English)

Metamorphosis: Evolution and the Genetics of
     Change
        Welkin Johnson (Biology)
Metamorphosis: Story-telling as an Attempt to
     Manage Change
        Dayton Haskin (English)

Religious Diversity in the Muslim World Dana Sajdi
        (History)
Religion in a Secular World
        Jonathan Laurence (Political Science)

Revolutionary Media: How Books Changed
        History
        Ginny Reinburg (History)
Revolutionary Media: How Reading Changes Us
        Mary Crane (English)

Worlds of Moby Dick
        David Quigley (History)
Reading Moby Dick
        Michael Martin (Honors)

Comparative Politics of Human Rights
        Jennie Purnell (Political Science)
Human Rights & Social Welfare
        Margaret Lombe (Social Work)

Reading & Writing In/Justice: Literature as Activism
        Lori Harrison-Kahan (English)
Writing In/Justice: The Power of Response
        Eileen Donovan-Kranz (English)

Creating the Modern State: Power, Politics, &
     Propaganda from the Renaissance to the 21st
     Century
        Hiroshi Nakazato (International Studies)
Creating the Modern Identity: Power, Politics, &
     Propaganda from the Renaissance to the 21st
     Century
        Susan Michalczyk (Honors)

In Search of Human Rights: Health & Healthcare
        Lauren Diamond-Brown (Sociology)
In Search of Human Rights: US Foreign Relations
        Amanda Demmer (History)

Nature on Exhibit: From Sea Monsters to Sea World
        Jenna Tonn (History)
Through the Looking Glass: Business and the
     Natural Environment
        Lucy McAllister (Environmental Studies)

2017–2018 Difference, Justice, and the Common Good Courses

Health and Science Education
        Disparities David Burgess
        (Biology)

Sustainable Agriculture Tara
        Pisani Gareau (EES)

Human Rights and American Women's
        Writing, 1850–1920
            Lori Harrison-Kahan (English)

Asian American Experience
        Min Song (English)

Poetics of Rap Allison Adair
        (English)

Black & Popular: Speculative Fictions
    by Black Writers
            Rhonda Frederick (English /AADS)

Gender and Sexuality in
    African-American History
            Martin Summers (English /AADS)

American Hate: Racism in US History
        Lynn Lyerly (History)

Race, Rights and the Law
        Alan Rogers
        (History)

Social Action in America
        Marilynn Johnson
        (History)

Dilemmas of Unity and Diversity in
    American Society and Politics
            Shep Melnick (Political
            Science)
            Peter Skerry (Political Science)

Introduction to African-American Society
        Shawn McGuffey (Sociology/AADS)

Catholicism and Social Responsibility
        Kristin Heyer (Theology)

Race, Freedom, and the Bible in America
        Yonger Gillihan (Theology)
        Joel Kemp (Theology)

Race and Philosophy Jorge Garcia
        (Philosophy)

African-American History II
        Karen Miller (History)

Unheard Voices: Philosophy at the
    Crossroads of Identity
            Cherie McGill (Philosophy)

Deviance and Social Control
        Stephen Pfohl (Sociology)

2018–2019 Core Renewal Courses
* = Repeat Courses
<u>Fall 2018</u>
Complex Problems

*Science and Technology in American
Society
      Andrew Jewett, History
      Christopher Kenaley, Biology

From #BlackLivesMatter to #MeToo: Violence
and Representation in the African Diaspora
      Régine Jean-Charles, Romance
      Languages and Literatures
      Shawn McGuffey, Sociology

Enduring Questions
When Life Happens: Disability and the
Stories We Tell
      Clare Dunsford, Morrissey College
      of Arts & Sciences
When Life Happens: Psychology Views
Disability
      Penny Hauser-Cram, Lynch School
      of Education

Oppression and Change in the Contemporary
United States: Writing as Social Action
      Paula Mathieu, English
Oppression and Change in the Contemporary
United States: Sociocultural and Psychological
Perspectives
      Lisa Goodman, Lynch School of
      Education

Thinking about Feelings: The Psychology of
Emotion
      Andrea Heberlein, Psychology
Feeling Like Ourselves: How and Why Literature
Moves Us
      Andrew Sofer, English

Humans and Other Animals: Changing
Perceptions of Humankind's Place in Nature
      Rory Browne, Morrissey College of
      Arts & Sciences
Humans and Other Animals: The Mental Life
of Animals
      Jeffrey Lamoureux, Psychology

Life, Money and Health: The Economics of Health Care
      Tracy Regan, Economics
Life, Liberty and Health: Policy, Politics and Law
      Mary Ann Chirba, Law

St. Petersburg: Dream & Reality
      Thomas Epstein, Slavic and Eastern Languages
      and Literatures
Rome: Art, Regime, & Resistance
      Christopher Polt, Classical Studies

Finding the Animal: Beasts and Boundaries in Literature
      Robert Stanton, English
From Weevils to Wolves: How Animals Made the World
      Zachary Matus, History

Taking Power/Seeking Justice: On the Causes and
Consequences of Social Change Movements
      Paul Christensen, Political Science
Seeking Justice/Taking Power: The Philosophy of Radical
Social Change
      Eileen Sweeney, Philosophy

*Love, Gender, and Marriage: Writing & Rewriting the
Tradition
      Treseanne Ainsworth, English
*Love, Gender, and Marriage: The Western Literary
Tradition
      Franco Mormando, Romance Languages and
      Literatures

*Truth-Telling in Literature
      Allison Adair, English
*Truth-Telling in History
      Sylvia Sellers-Garcia, History

*Living on the Water: Coasts, Development, and Sea Level
Change from Venice to Boston
      Gail Kineke, Earth and Environmental Sciences
*Living on the Water: Venetian Art, Architecture, and the
Environment
      Stephanie Leone, Art History

*Your Brain on Theatre: On Stage and Off
      Daniel Kirschner, Biology
*This Is Your Brain on Theatre: Neuroscience and the Actor
      Patricia Riggin, Theatre

*How Democracies Die: A Political Postmortem
      Matthew Berry, Political Science
*How Democracies Die: A Historical Postmortem
      Jesse Tumblin, History

In the Beginning: Scientific Explorations of Our Origins
> Michelle Meyer, Biology

In the Beginning: Biblical Explorations of Our Origins
> Jeffrey Cooley, Theology

The Pursuit of Happiness in Theology and Spirituality
> Andrew Prevot, Theology

The Pursuit of Happiness in Literature and Film
> Laurie Shepard, Romance Languages and Literatures

*The Good Life
> Stephen Pope, Theology

*Tolstoy, Dostoevsky, and Chekhov: What is the Good life?
> Thomas Epstein, Slavic and Eastern Languages and Literatures

Spring 2019
Complex Problems

Powering America: The Past and Future of Energy, Technology and the Environment
> Conevery Valencius (HIST)
> John Ebel (EES)

*Performing Politics
> Jennie Purnell (POLI)
> Luke Jorgenson (THTR)

Enduring Questions

God and Love
> Christopher Constas (HONORS)

God and Politics
> Alice Behnegar (HONORS)

*Human Disease: Plagues, Pathogens, and Chronic Disorder
> Kathy Dunn (BIOL)

*Human Disease: Health, Economy, Society
> Richardson (ECON)

*Metamorphosis: Evolution and the Genetics of Change
> Welkin Johnson (BIOL)

*Metamorphosis: Story-telling as an Attempt to Manage Change
> Dayton Haskin (ENGL)

*Living in the Material World
Dunwei Wang (CHEM)

*Living in the Material World
> Elizabeth Kowalski-Wallace (ENGL)

*Building and Sustaining Habitable Planet -- The Origins and Evolution of the Earth: Geoscience Perspectives
> Ethan Baxter (EES)

*Building and Sustaining Habitable Planet -- The Origins and Evolution of the Earth: Theological Perspectives
> Natana Delong-Bas (THEO)

Narrative and Myth in American Culture: The Case of Disney
> Bonnie Rudner (ENGL)

American Social Norms and Values: The Case of Disney
Rita Rosenthal (COMM)

Nature and Power: Making the Modern World
> Ling Zhang (HIST)

Nature and Power: Reading the American Place
> Suzanne Matson (ENGL)

The Art of Creativity: Crisis and Transformation
> Richard Kearney (PHIL)

The Art of Creativity: From Buzzword to Artwork
> Sheila Gallagher (ART)

Modern Science & Ancient Faith: Philosophical Perspectives
> Daniel McKaughan (PHIL)

Modern Science & Ancient Faith: Neuroscientific Perspectives
> Jessica Black (SSW)

Coming of Age: Crisis and Calm Revealed through Film
> John Michalczyk (ART)

Coming of Age: Crisis and Calm Revealed through Literature
> Susan Michalczyk (HONORS)

Reading the Impossible Universe
> Joseph Nugent (ENGL)

Inspiration in Imagination
> Michael Naughton (PHYS)

Human Rights in History
> Devin Pendas (HIST)

Human Rights in International Politics
> Ali Banuazizi (POLI)

Being Human in a World of Artificial Intelligence:
a Theological Perspective
        Matthew Petillo (THEO)
Being Human in a world of Artificial Intelligence:
a Secular-Humanist Perspective
        Marcus Breen (COMM)

The Rhetoric of Social Inequality in America
        Celeste Wells (COMM)
Social Inequality in America
        Eve Spangler (SOCY)

Constructing Deviance: Madmen, Hysterics, and
Criminals
        Daniel Bowles (GERM)
Constructing Deviance: Power, Control, and
Resistance
        Stephen Pfohl (SOCY)

Narrating Black Intimacies
        Rhonda Frederick (ENGL)
Black Intimacy and Intersectionality in the U.S.
        C. Shawn McGuffey (SOCY)

CORE RENEWAL PILOT COURSE SURVEY REPORT
FALL 2017

Survey Overview

The purpose of the Core Renewal Pilot Course Survey was to gather feedback from students on their experience in the fifth semester of Core pilot courses. The survey, conducted in the final weeks of the Fall 2017 semester, was sent to all 448 students enrolled in the Complex Problems and Enduring Questions courses. The survey yielded an overall response rate of 69%.

Survey Highlights

As in past administrations of the survey, Fall 2017 survey responses were still positive on nearly every measure. Among the questions measuring agreement with particular statements, the lowest mean overall scores were still above *slightly disagree* (a value of 3 on the 6-point response scale); the majority of mean response scores was above *slightly agree* (a value of 4 on the 6-point response scale).

Some survey items scored in the "disagree" range when analyzed by course. A full table of mean scores by course is provided at the end of the report.

With three Complex Problems courses and nine Enduring Questions course pairs, the range of student experiences varied widely.

Students were asked to describe their Core Pilot course experience in response to three open-ended questions:

What was most valuable?
What was least valuable?
Is there anything you would recommend changing about this Core Pilot course?

Student comments provided qualitative evidence in support of the quantitative survey results. Responses highlighted similar themes identified in previous semesters, including the small class size, an interdisciplinary approach, and the class format. Full comments are provided by course in the Appendix B to this report.

List of Tables and Figures

Related to the Fall 2017 Core Pilot Courses Survey

Background

Complex Problems and Enduring Questions

Complex Problems courses are six-credit, team-taught classes. The classes include three hours of weekly instruction time, a smaller weekly 90-minute lab session led by graduate students, and a weekly one-hour evening session. The labs allow students to work in teams to apply knowledge to real-world issues and the evening sessions provide additional possibilities for shared learning experiences and reflection. Three Complex Problems courses were taught in in the Fall 2017 term:

1. "Global Implications of Climate Change" (Climate Change);

2. "Science and Technology in American Society" (Science/Am. Society);

3. "Understanding Race, Gender, and Violence" (Race, Gender, and Violence).

Enduring Questions courses are linked pairs of three-credit classes, each taught by a faculty member from a different department. Classes meet separately but are connected by a common overarching topic; the same students are enrolled in each class. In addition to the two linked courses, students participate in periodic shared learning experiences and opportunities for reflection throughout the semester. Nine pairs of Enduring Questions courses were taught in the Fall 2017 term:

1. "Aesthetic Exercises: Engagement, Empathy, Ethics" & "Spiritual Exercises: Engagement, Empathy, Ethics" (Engagement, Empathy, Ethics)

2. "Being Human: The Philosophical Problem of Nature and Mathematical Knowledge" & "Understanding Mathematics: Its Philosophical Origins, Evolution, and Humanity" (Mathematical Knowledge)

3. "Death in Ancient Greece: Achilles to Alexander the Great" & "Death in Russian Literature: Heroes, Cowards, Humans" (Death in Literature)

4. "How Democracies Die: A Political Postmortem" & "How Democracies Die: A Historical Postmortem" (How Democracies Die)

5. "Humans, Nature, and Creativity" & "Inquiring about Humans and Nature" (Humans and Nature)

6. "Living on the Water: Coasts, Development, and Sea Level Change from Venice to Boston" & "Living on the Water: Venetian Art, Architecture, and the Environment" (Living on the Water)

7. "Roots & Routes: Writing Identity, Migration, and Culture" & "Roots & Routes: Reading Identity, Migration, and Culture" (Roots & Routes)

8. "The Body in Sickness and Health" & "Reading the Body" (Reading the Body)

9. "Your Brain on Theatre: On Stage and Off" & "This Is Your Brain on Theatre: Neuroscience and the Actor" (Brain on Theatre)

Each course had four reflection sessions over the course of the semester. Course details are presented in Table 1 and in Appendix A.

Table 1: Spring 2017 Core Renewal Pilot Courses

Core Category	Course Name(s)	Course Number(s)	Instructors
Complex Problems	Global Implications of Climate Change	SOCY150101/ EESC150101	Brian Gareau, Sociology Tara Pisani Gareau, Earth and Environmental Sciences
Complex Problems	Science and Technology in American Society	HIST151101/ BIOL150301	Andrew Jewett, History Christopher Kenaley, Biology
Complex Problems	Understanding Race, Gender, and Violence	HIST150301/ SOCY150301	Marilynn Johnson, History Shawn McGuffey, Sociology
Enduring Questions	Aesthetic Exercises: Engagement, Empathy, Ethics Spiritual Exercises: Engagement, Empathy, Ethics	MUSA170101/ THEO170101	Daniel Callahan, Music Brian Robinette, Theology
Enduring Questions	Being Human: The Philosophical Problem of Nature and Mathematical Knowledge Understanding Mathematics: Its Philosophical Origins, Evolution, and Humanity	PHIL170501/ MATH170101	Colin Connors, Philosophy Ellen Goldstein, Mathematics
Enduring Questions	Death in Ancient Greece: Achilles to Alexander the Great Death in Russian Literature: Heroes, Cowards, Humans	CLAS170101/ SLAV116401	Hanne Eisenfeld, Classical Studies Thomas Epstein, Slavic & Eastern Languages & Literatures
Enduring Questions	How Democracies Die: A Political Postmortem How Democracies Die: A Historical Postmortem	POLI104801/ HIST170601	Matthew Berry, Political Science Jesse Tumblin, History
Enduring Questions	Humans, Nature, and Creativity Inquiring about Humans and Nature	ENGL170301/ PHIL170301	Min Song, English Holly VandeWall, Philosophy
Enduring Questions	Living on the Water: Coasts, Development, and Sea Level Change from Venice to Boston Living on the Water: Venetian Art, Architecture, and the Environment	EESC170201/ ARTH170101	Gail Kineke, Earth and Environmental Sciences Stephanie Leone, Art History
Enduring Questions	Roots & Routes: Writing Identity, Migration, and Culture Roots & Routes: Reading Identity, Migration, and Culture	ENGL171201/ ENGL171301	Lynne Anderson, English Elizabeth Graver, English
Enduring Questions	The Body in Sickness and Health Reading the Body	SOCY170201/ ENGL170201	Jane Ashley, Nursing Laura Tanner, English
Enduring Questions	Your Brain on Theatre: On Stage and Off This Is Your Brain on Theatre: Neuroscience and the Actor	BIOL170301/ THTR170201	Daniel Kirschner, Biology Patricia Riggin, Theatre

Survey Administration

During November and December 2017, students enrolled in Core Renewal courses were sent an email containing an invitation to take the survey. Students were then directed to either the Complex Problems survey or the Enduring Questions survey. The two versions of the survey share many identical questions, with some with some minor variations based on course type (please see Appendix A for survey instruments). The survey was sent to 448 students and yielded an overall response rate of 69% (65% for Complex Problems students and 78% for Enduring Questions students).

While survey respondents were representative of the surveyed population in terms of gender, AHANA status, and undergraduate school, the demographic characteristics of students enrolled in the Core Pilot courses differed somewhat from those of the overall freshman class. For example, women and Arts & Sciences students are overrepresented in the Core Renewal enrollments, while Management students are underrepresented. Core Renewal students tended to be clustered closer to the middle in terms of Admission Rating (proportionally fewer top-rated and lower-rated students). Demographic comparisons of first year students are presented in Table 2.

Table 2: Freshman Demographics

		Survey Respondents N=310	Enrolled in Core Pilot Course Fall 2017 N=448	Class of 2021 (fall enrollment) N=2,445
Gender				
	Female	64%	62%	52%
	Male	36%	38%	48%
Race/Ethnicity				
U.S. Citizens/ permanent residents	**AHANA**	60%	58%	65%
	White	40%	42%	35%
Race/Ethnicity Unknown		4%	4%	4%
International		4%	4%	8%

"White" and "AHANA" values are based on U.S. Citizens/permanent residents who reported their race/ethnicity. "Unknown" and "International" values are based on the entire defined set.

School			
Arts and Sciences	74%	77%	67%
Education	5%	4%	5%
Management	15%	14%	23%
Nursing	6%	5%	4%
Admission Rating			
High	3%	2%	8%
Middle-High	49%	47%	47%
Middle-Low	44%	47%	39%
Low	4%	5%	6%

Influences on Course Selection

The Office of University Communications collaborated with the Core Renewal Committee in promoting the Core Pilot courses using a variety of channels. Respondents were asked about what influenced them to enroll in a Core Pilot course. Many responded to the most content-rich channels, including the brochure and website with course descriptions, as presented in Table 3. Students enrolling in these fall courses were more likely to cite Admission and Orientation-related channels than students enrolling in spring courses.

Table 3: Influences on Decision to Enroll in a Pilot Course

I was influenced to enroll in a Core Pilot course by:	% Respondents who selected each option N=310
Brochure with courses descriptions	67%
Advising	31%
Website with course descriptions and general information about Core Pilot courses	28%
Orientation Leader	22%
Marketing flyer at Admitted Eagle Day	20%
Admission	19%
My parents	16%
Other students	11%
Video of faculty discussing their courses	6%
Other (included: recommended by faculty member; prior enrollment in a pilot core course; recommendation by friend; email detailing course; topical interest)	4%

Note: Percentages do not add to 100% because respondents were asked to select "all that apply."

Overall Results

Most survey items asked for level of agreement on a 6-point scale. Mean results are displayed for each item, arranged from highest to lowest.

Table 4: Overall Survey Results (mean scores sorted by level of agreement, high to low)

Scale:	1	2	3	4	5	6
	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree

Survey Items	Mean
Results between "Agree" and "Strongly agree"	
[EQ ONLY] The questions discussed were of interest to me.	5.39
[EQ ONLY] I explored enduring questions that are central to understanding human life.	5.38
I gained knowledge that will be useful to me in the future.	5.32
I learned how these two disciplines relate to each other, and differ in their approaches.	5.30
I would recommend that other first-year students take [an EQ pair of courses] OR [a CP course].	5.28
This course was intellectually challenging.	5.27
I was challenged to think in new ways.	5.25
I learned how to reflect on the meaning and significance of what I experience.	5.21
I gained analytical skills [CP] / I practiced and improved my reading, writing, analytical skills [EQ].	5.18
I am able to explain the significance [of a CP/EQ] to someone who has not taken these courses.	5.18
I began to understand what … knowledge I will need to pursue [solutions to CPs…] OR [EQs].	5.13
I was encouraged to examine my values and beliefs.	5.10
I was inspired to want to make a difference in the world.	5.05
Results between "Slightly agree" and "Agree"	
[CP ONLY] I was presented with a balanced view of the problem from multiple perspectives.	4.95
My main reason for taking these courses was to gain an understanding of the [CPs] OR [EQs].	4.87
[CP ONLY] The labs required me to engage in active learning.	4.82
I was encouraged to think about what I want to do with my life.	4.80
Of all the courses I took this semester, I was most engaged by one, or both, of these courses.	4.78
I learned the methods that two different academic disciplines use…	4.75
I was influenced to take more courses in one of these two fields.	4.64
[CP ONLY] The labs were a valuable part of the course.	4.45
The evening reflection meetings were a valuable part of the course.	4.22
I was helped to think about a future career path.	4.13
I was helped to move toward making a decision about a major in one of these fields.	4.03
Results between "Slightly disagree" and "Slightly agree"	
I considered the role of religious faith in approaching [EQs] OR contemporary problems [CPs].	3.82
My main reason for taking these courses was to fulfill core requirements.	3.65
I think I would have benefited more from these courses if I had taken them later in college.	3.26
[CP ONLY] I gained a greater understanding of a complex contemporary problem.	*2.95**

*Data is inconsistent with other responses and suggests a coding error in survey. *See below*.
Note:
  [CP] indicates an item unique to the Complex Problems survey or the Complex Problems-variation of an item that is shared with the Enduring Questions survey. [EQ] indicates an item unique to the Enduring Questions survey or the Enduring Questions-variation of an item that is shared with the Complex Problems survey.

The data appears to contain an anomaly in responses to the statement "I gained a greater understanding of a complex contemporary problem." The number of responses of "1" (Strongly disagree) or "2" (Disagree) were disproportionate to the responses to other questions. Many students' answers to this question were inconsistent with their answers to other questions; that is, students gave positive reviews of the course in other questions and in the open-ended responses. The differences were so significant that they suggest there was survey software error in the recording of students' responses. Given the improbability of the responses being accurate, the data relating to this item should be considered unreliable.

The Core Renewal pilot courses are structured differently from most other Core courses, in that they include lab and discussion section requirements and cross-disciplinary work. The Core Renewal Committee was interested in determining the level of effort required by these courses in their pilot year. Overall, students reported that the Core Renewal course(s) required somewhat more effort than their other Core courses (the overall mean response to this question is shown in Figure 1).

Figure 1: Core Pilot Course Workload Comparison
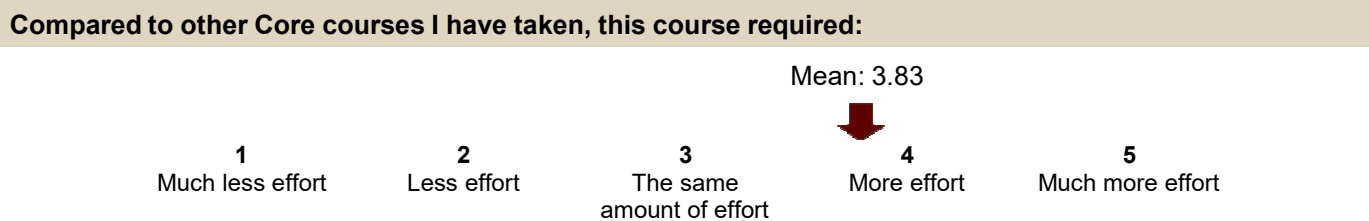
Compared to other Core courses I have taken, this course required:

Mean: 3.83

1	2	3	4	5
Much less effort	Less effort	The same amount of effort	More effort	Much more effort

Using a scale that differed from the survey's "agreement" questions, two questions explored the extent to which discussion of religion and faith were incorporated into the course(s), and the extent to which the reflection section was relevant to the course itself. Overall, students found a positive connection between the reflection section and the course, but reported that religion and faith were not generally incorporated into the Core pilot course. The responses to these questions, however, varied widely by course, as discussed below. Overall mean scores for these questions are presented in Figure 2.

Figure 2

To what extent were religion and faith, as they relate to this course topic, discussed or addressed in the course?

Mean: 2.55

1	2	3	4	5
Not at all	Very little	Somewhat	To a great extent	To a very great extent

To what extent was the content of your reflection section connected to the course?

Mean: 3.95

1	2	3	4	5
Not at all	Very little	Somewhat	To a great extent	To a very great extent
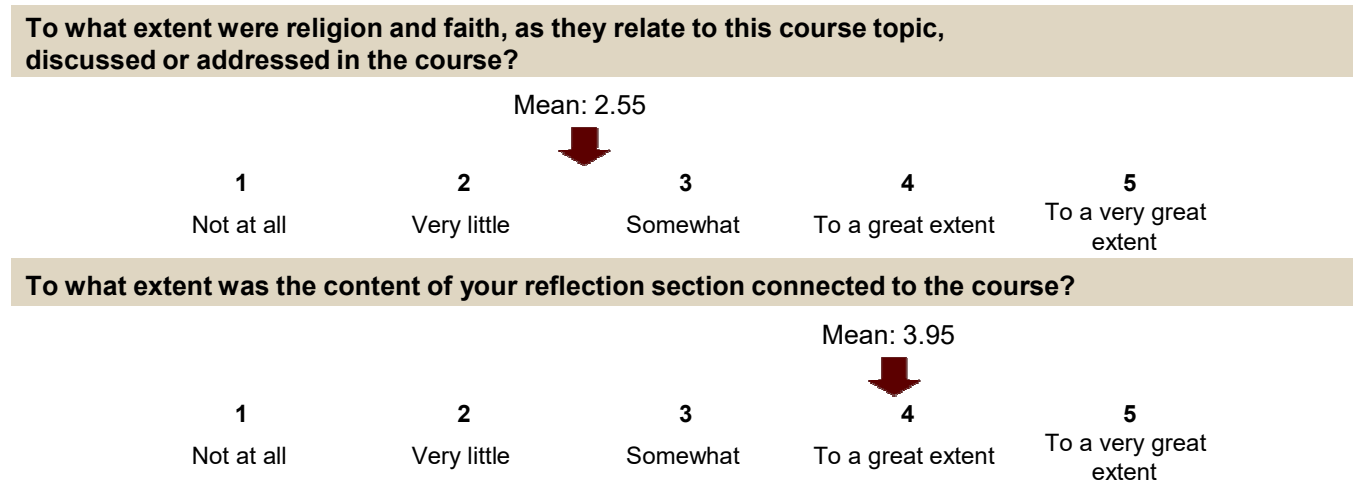
Results by Course Type

The average responses of students enrolled in the Enduring Questions courses were higher than the average responses of students enrolled in Complex Problems courses, although not all of those differences were statistically significant. The only item for which Complex Problems students had a higher average level of agreement was the statement "I was helped to move toward making a decision about a major in one of these fields," but that difference was not statistically significant. Figure 3 depicts the greatest differences in levels of agreement of Enduring Questions students and Complex Problems students.

Figure 3
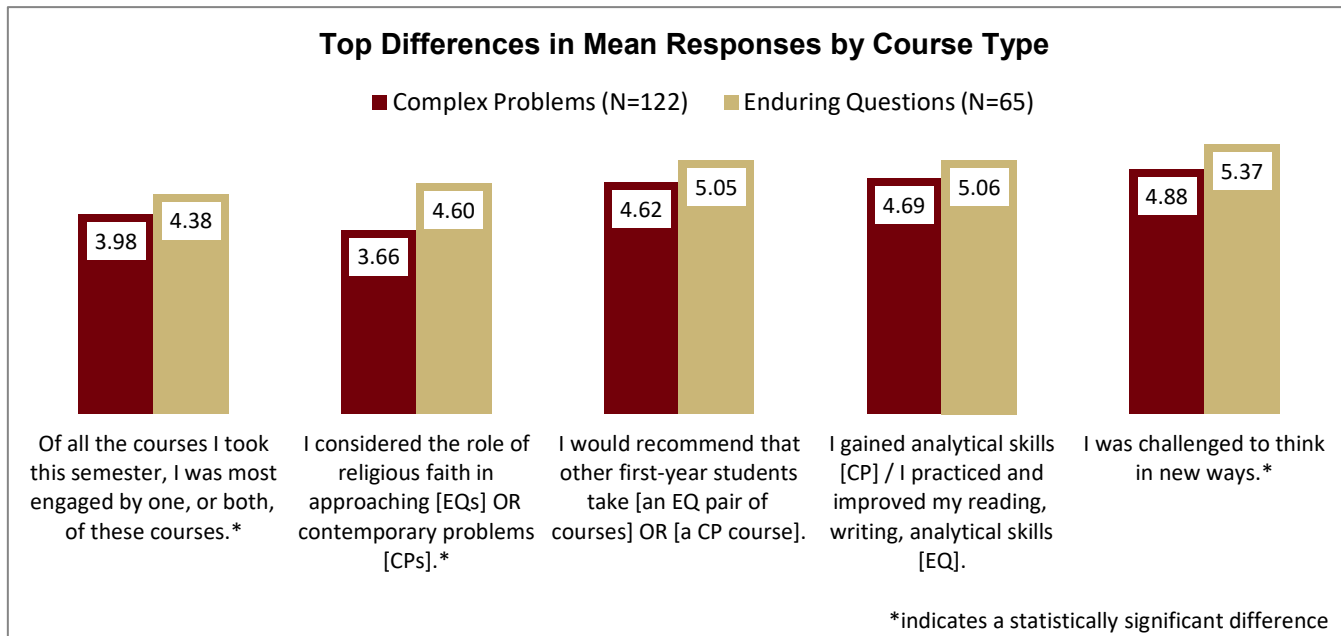
Top Differences in Mean Responses by Course Type

■ Complex Problems (N=122)   ■ Enduring Questions (N=65)

3.98 / 4.38	3.66 / 4.60	4.62 / 5.05	4.69 / 5.06	4.88 / 5.37
Of all the courses I took this semester, I was most engaged by one, or both, of these courses.*	I considered the role of religious faith in approaching [EQs] OR contemporary problems [CPs].*	I would recommend that other first-year students take [an EQ pair of courses] OR [a CP course].	I gained analytical skills [CP] / I practiced and improved my reading, writing, analytical skills [EQ].	I was challenged to think in new ways.*

*indicates a statistically significant difference

One significant difference between the responses of students enrolled in the Enduring Questions courses and the responses of students enrolled in Complex Problems courses related to the question asking the extent to which religion and faith were incorporated into the course. Students enrolled in Enduring Questions courses were significantly more likely to have had these ideas discussed or addressed in the course than were students in the Complex problems courses. The mean responses to that question in presented in Figure 4.

Figure 4

To what extent were religion and faith, as they relate to this course topic, discussed or addressed in the course?

CP Mean: 2.39   EQ Mean: 3.42

1	2	3	4	5
Not at all	Very little	Somewhat	To a great extent	To a very great extent
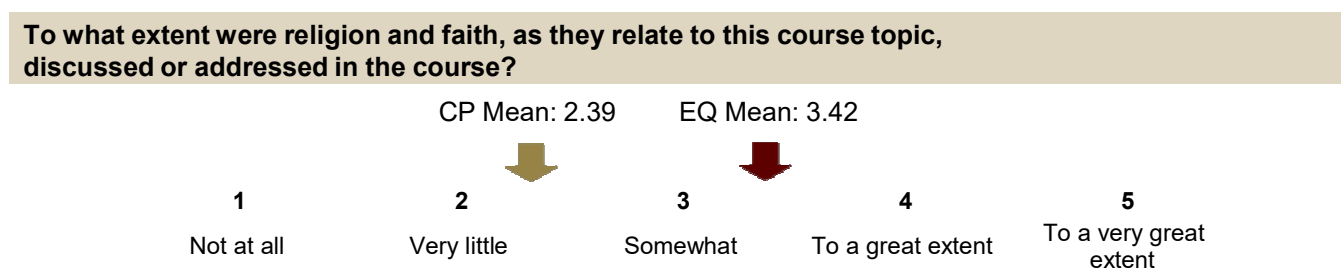
Results by Gender

The differences in overall means by gender were marginal; in fact, only one item ("*I think I would have benefited more from these courses if I had taken them later in college*") revealed a statistically significant difference between the average response from women and the average response from men (with men more likely to agree with the statement). The results of that item, as well as the four additional items with the greatest differences in the responses (which are not statistically significant) are presented in Figure 5, below.
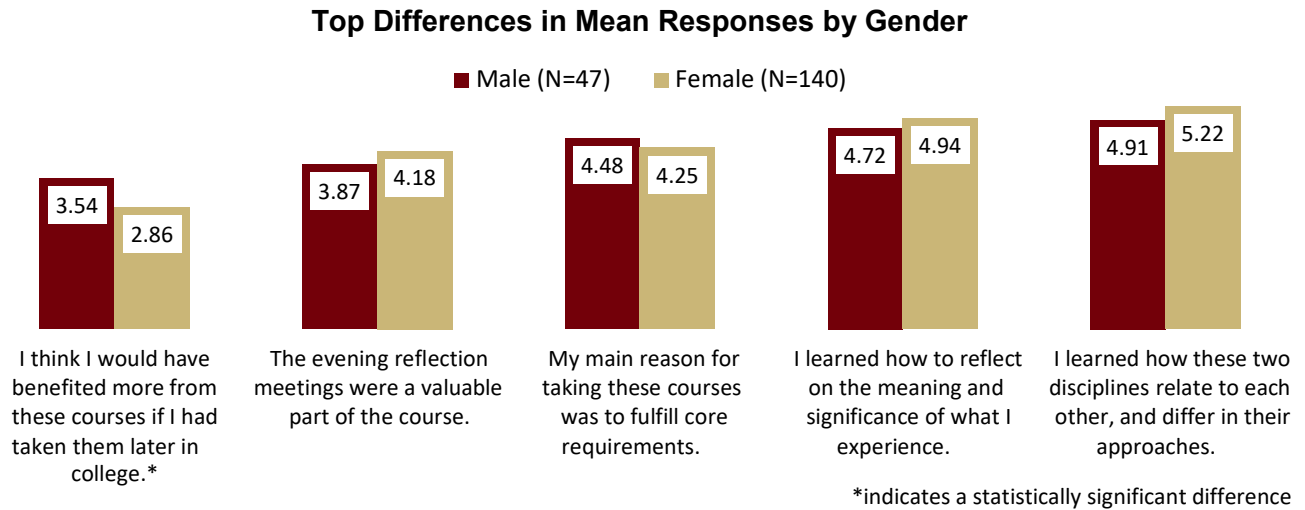
Figure 5

Top Differences in Mean Responses by Gender

■ Male (N=47)   ■ Female (N=140)

	I think I would have benefited more from these courses if I had taken them later in college.*	The evening reflection meetings were a valuable part of the course.	My main reason for taking these courses was to fulfill core requirements.	I learned how to reflect on the meaning and significance of what I experience.	I learned how these two disciplines relate to each other, and differ in their approaches.
Male	3.54	3.87	4.48	4.72	4.91
Female	2.86	4.18	4.25	4.94	5.22

*indicates a statistically significant difference

Results by Race/Ethnicity

Differences by race were also marginal. The results of the five items with the greatest differences in the mean scores of AHANA students and White students (of which only two are statistically significant) are presented in Figure 6 (International students and students who did not report their race/ethnicity are excluded).

Figure 6

Top Differences in Mean Responses by Race/Ethnicity

■ White   ■ AHANA

	The evening reflection meetings were a valuable part of the course.	My main reason for taking these courses was to gain an understanding of the CP OR EQ.	I would recommend that other first-year students take (an EQ pair OR a CP course).	The questions discussed were of interest to me. [EQ ONLY]*	I explored enduring questions that are central to understanding human life. [EQ ONLY]*
White	3.96	4.16	4.64	5.07	5.14
AHANA	4.40	4.49	4.96	5.80	5.80

*indicates a statistically significant difference

Results by School

Mean scores of students enrolled in the Carroll School of Management tended to be lower on all items than the mean scores of students enrolled in the Morrissey College of Arts and Sciences, although only three of the items had differences were statistically significant.   Mean respondent ratings by school with the greatest overall differences are found in Figure 7.

Figure 7

Top Differences in Mean Responses by School

■ CSON (N=8)   ■ LSOE (N=12)   ■ CSOM (N=29)   ■ MCAS (N=138)

	I was helped to move toward making a decision about a major in one of these fields.*	I considered the role of religious faith in approaching [EQs] OR contemporary problems [CPs].*	I was helped to think about a future career path.*	I would recommend that other first-year students take [an EQ pair OR a CP course].	The questions discussed were of interest to me. [EQ ONLY]
CSON	3.00	4.63	2.88	5.13	5.50
LSOE	3.36	4.09	3.82	4.33	5.40
CSOM	3.00	3.41	3.03	4.24	4.00
MCAS	4.07	4.07	4.11	4.90	5.33

* Indicates a statistically significant difference

CORE RENEWAL PILOT COURSE SURVEY REPORT
SPRING 2018

Survey Overview

The purpose of the Core Renewal Pilot Course Survey was to gather feedback from students on their experience in the sixth semester of Core pilot courses. The survey, conducted in the final weeks of the Spring 2018 semester, was sent to all 402 students enrolled in the Complex Problems and Enduring Questions courses. The survey yielded an overall response rate of 73%.

Survey Highlights

As in past administrations of the survey, Spring 2018 survey response averages were positive on nearly every measure. Among the questions measuring agreement with particular statements, the lowest mean overall scores were still above *slightly disagree* (a value of 3 on the 6-point response scale); the majority of mean response scores was above *slightly agree* (a value of 4 on the 6-point response scale).

Some survey items scored in the "disagree" range when analyzed by course. A full table of mean scores by course is provided at the end of the report.

With three Complex Problems courses and thirteen Enduring Questions course pairs, the range of student experiences varied widely.

Students were asked to describe their Core Pilot course experience in response to three open-ended questions:

> What was most valuable?
> What was least valuable?
> Is there anything you would recommend changing about this Core Pilot course?

Student comments provided qualitative evidence in support of the quantitative survey results. Responses highlighted similar themes identified in previous semesters, including the small class size, an interdisciplinary approach, and the class format. Full comments are provided <u>by course</u> in the Appendix C to this report.

List of Tables and Figures

Related to the Spring 2018 Core Pilot Courses Survey

Background

Complex Problems and Enduring Questions

Complex Problems courses are six-credit, team-taught classes. The classes include three hours of weekly instruction time, a smaller weekly 90-minute lab session led by graduate students, and a weekly one-hour evening session. The labs allow students to work in teams to apply knowledge to real-world issues and the evening sessions provide additional possibilities for shared learning experiences and reflection. Three Complex Problems courses were taught in in the Spring 2018 term.

Enduring Questions courses are linked pairs of three-credit classes, each taught by a faculty member from a different department. Classes meet separately but are connected by a common overarching topic; the same students are enrolled in each class. In addition to the two linked courses, students participate in periodic shared learning experiences and opportunities for reflection throughout the semester. Thirteen pairs of Enduring Questions courses were taught in the Spring 2018 term. Each course had four reflection sessions over the course of the semester. Course details are presented in Table 1.

Table 1: Spring 2018 Core Renewal Pilot Courses

Core Category	Course Name	Course Number	Instructors
Complex Problems	Beyond Price: Markets, Cultures, Values	ECON150101/ ENGL150301	Can Erbil, Economics; Kalpana Seshadri, English
Complex Problems	The History and Politics of Terrorism	HIST150901/ POLI104301	Julian Bourg, History; Peter Krause, Political Science
Complex Problems	Planet In Peril: The History and Future of Human Impacts on the Planet	SOCY150901/ HIST150501	Prasannan Parthasarathi, History; Juliet Schor, Sociology
Enduring Questions	Human Disease: Plagues, Pathogens, and Chronic Disorders Human Disease: Health, the Economy, and Society	BIOL170201/ ECON170101	Mary Dunn, Biology; Samuel Richardson, Economics
Enduring Questions	Metamorphosis: Evolution and the Genetics of Change Metamorphosis: Storytelling as an Attempt to Manage Change	BIOL170401/ ENGL171601	Welkin Johnson, Biology; Dayton Haskin, English
Enduring Questions	Living in the Material World (English) Living in the Material World (Chemistry)	ENGL170901/ CHEM170101	Elizabeth Wallace, English; Dunwei Wang, Chemistry
Enduring Questions	Reading Man, God, and the Whale in Melville's Moby-Dick Worlds of Moby-Dick: What Historical Forces Shape a Book's Greatness?	ENGL171401/ HIST170401	Michael Martin, English; David Quigley, History

Core Category	Course Name	Course Number	Instructors
Enduring Questions	Reading In/Justice: Literature as Activism from Abolition to #BlackLivesMatter	ENGL171801/ ENGL171901	Lori Harrison-Kahan, English;
	Writing In/Justice: The Power of Response		Eileen Donovan-Kranz, English
Enduring Questions	Revolutionary Media: How Books Changed History	HIST170501/ ENGL171501	Virginia Reinburg, History;
	Revolutionary Media: How Reading Changes Us		Mary Crane, English
Enduring Questions	Nature on Exhibit: From Sea Monsters to Sea World	HIST170801/ EESC170301	Jenna Tonn, History;
	Through the Looking Glass: Business and the Natural Environment		Lucy McAllister, Earth and Environmental Sciences
Enduring Questions	Religion in a Secular World: Separating Church, Mosque, and State	POLI104501/ HIST170301	Jonathan Laurence, Political Science;
	Religious Diversity in a Muslim World		Dana Sajdi, History
Enduring Questions	Politics of Human Rights	POLI104601/ SOCY170601	Jennie Purnell, Political Science;
	Human Rights and Social Welfare		Margaret Lombe, Sociology
Enduring Questions	Creating the Modern State: Power, Politics, and Propaganda from the Renaissance to the 21st Century	POLI104701/ ENGL172001	Hiroshi Nakazato, Political Science;
	Creating the Modern Identity: Power, Politics, and Propaganda from the Renaissance to the 21st Century		Susan Michalczyk, English
Enduring Questions	Growing Up Gendered: Contemporary Media Representations	SOCY170501/ SOCY170801	Lisa Cuklanz, Sociology;
	Growing Up Gendered: Socio-Cultural Perspectives on Gender in Contemporary Society		Sharlene Hesse-Biber, Sociology
Enduring Questions	Passion, Power, and Purpose: Adolescence in a Digital Age	SOCY170701/ ENGL171701	Belle Liang, Sociology;
	Fictions of Development: Adolescence in Historical Context		Maia McAleavey, English
Enduring Questions	In Search of Human Rights: Health and Healthcare	SOCY170901/ HIST170701	Lauren Diamond-Brown, Sociology;
	In Search of Human Rights: U.S. Foreign Relations		Amanda Demmer, History

Survey Administration

During April and May 2018, students enrolled in Core Renewal courses were sent an email containing an invitation to take the survey. Students were then directed to either the Complex Problems survey or the Enduring Questions survey. The two versions of the survey share many identical questions, with some minor variations based on course type. The survey was sent to 402 students and yielded an overall response rate of 73% (73% for Complex Problems students and 72% for Enduring Questions students).

While survey respondents were representative of the Core Renewal enrollment population in terms of gender, AHANA status, and undergraduate school, the demographic characteristics of students enrolled in the Core Rene courses differed somewhat from those of the overall freshman class. For example, women and Morrissey College of Arts & Sciences students are overrepresented in the Core Renewal enrollments, while Carroll School of Management students are underrepresented. Core Renewal students tended to be clustered closer to the middle in terms of admission rating (proportionally fewer top-rated and lower-rated students). Demographic comparisons of first year students are presented in Table 2.

Table 2: Freshman Demographics

		Survey Respondents N=292	Enrolled in Core Renewal Course Spring 2018 N=402	Freshmen Spring 2018 N=2,427
Gender				
	Female	64%	62%	52%
	Male	36%	38%	48%
Race/Ethnicity				
U.S. Citizens/	**AHANA**	60%	58%	65%
permanent residents	**White**	40%	42%	35%
Race/Ethnicity Unknown		4%	4%	4%
International		4%	4%	8%

"White" and "AHANA" values are based on U.S. Citizens/permanent residents who reported their race/ethnicity.
"Unknown" and "International" values are based on the entire defined set.

		Survey Respondents	Enrolled in Core Renewal Course Spring 2018	Freshmen Spring 2018
School				
	Arts and Sciences	74%	77%	67%
	Management	15%	14%	23%
	Nursing	6%	5%	4%
	Education	5%	4%	5%
Admission Rating				
	High	5%	4%	8%
	Middle-High	44%	43%	47%
	Middle-Low	47%	49%	39%
	Low	4%	5%	6%

Influences on Course Selection

The Office of University Communications collaborated with the Core Renewal Committee in promoting the Core Pilot courses using a variety of channels. Respondents were asked about what influenced them to enroll in a Core Pilot course. As presented in Table 3, students responded to the most content-rich channels, including the brochure and website with course descriptions. Students enrolling in these spring courses were less likely to cite Admission and Orientation-related channels than were students who enrolled in Core Renewal courses in the fall.

Table 3: Influences on Decision to Enroll in a Pilot Course

I was influenced to enroll in a Core Pilot course by:	% Respondents who selected each option N=292
Brochure with courses descriptions	53%
Advising	34%
Website with course descriptions and general information about Core Pilot courses	29%
Other students	25%
Admission	15%
Marketing flyer at Admitted Eagle Day	9%
Orientation Leader	8%
My parents	5%
Video of faculty discussing their courses	4%
Other (included: recommended by faculty member; prior enrollment in a pilot core course; recommendation by friend; email detailing course; topical interest)	4%

Note: Percentages do not add to 100% because respondents were asked to select "all that apply."

Overall Results

Most survey items asked for level of agreement on a 6-point scale, from strongly disagree to strongly agree. Mean results are displayed for each item, arranged from highest to lowest, below in Table 4.

Table 4: Overall Survey Results (mean scores sorted by level of agreement, high to low)

Scale:	1	2	3	4	5	6
	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree

	Mean
Results between "Agree" and "Strongly agree"	
I would recommend that other first-year students take [an EQ pair of courses] OR [a CP course].	5.45
I gained knowledge that will be useful to me in the future.	5.32
I was challenged to think in new ways.	5.31
[EQ ONLY] The questions discussed were of interest to me.	5.29
This course was intellectually challenging.	5.25
I learned how these two disciplines relate to each other, and differ in their approaches.	5.23
[EQ ONLY] I explored enduring questions that are central to understanding human life.	5.22
I gained analytical skills [CP] / I practiced and improved my reading, writing, analytical skills [EQ].	5.21
I am able to explain the significance [of a CP/EQ] to someone who has not taken these courses.	5.19
I was encouraged to examine my values and beliefs.	5.16
I began to understand what … knowledge I will need to pursue [solutions to CPs…] OR [EQs].	5.14
I learned how to reflect on the meaning and significance of what I experience.	5.05
Results between "Slightly agree" and "Agree"	
I was inspired to want to make a difference in the world.	4.98
I was encouraged to think about what I want to do with my life.	4.91
Of all the courses I took this semester, I was most engaged by one, or both, of these courses.	4.89
I was influenced to take more courses in one of these two fields.	4.79
My main reason for taking these courses was to gain an understanding of the [CPs] OR [EQs].	4.73
The evening reflection meetings were a valuable part of the course.	4.59
[CP ONLY] The labs required me to engage in active learning.	4.53
I was helped to think about a future career path.	4.52
I was helped to move toward making a decision about a major in one of these fields.	4.35
[CP ONLY] The labs were a valuable part of the course.	4.26
Results between "Slightly disagree" and "Slightly agree"	
I considered the role of religious faith in approaching [EQs] OR contemporary problems [CPs].	3.86
My main reason for taking these courses was to fulfill core requirements.	3.59
I think I would have benefited more from these courses if I had taken them later in college.	3.36

Note: [CP] indicates an item unique to the Complex Problems survey or the Complex Problems-variation of an item that is shared with the Enduring Questions survey. [EQ] indicates an item unique to the Enduring Questions survey or the Enduring Questions-variation of an item that is shared with the Complex Problems survey.

The table above omits three questions that appeared on the Spring 2018 surveys. Careful review of the data captured in the online survey revealed coding errors on three survey items: errors were found in two items posed only to Complex Problems students; another error was found in Enduring Questions students' responses to one survey item. Due to those data issues, the results for the questions, "I gained a greater understanding of a complex contemporary problem," "I was presented with a balanced view of the problem from multiple perspectives," and "I am able to explain the significance [of a CP/EQ] to someone who has not taken these courses" are excluded from this report. If Qualtrics, the survey administrator, is able to correct the miscoding and restore original survey responses, that information will be forwarded as soon as it is available.

The Core Renewal pilot courses are structured differently from most other Core courses in that they include lab and discussion section requirements and cross-disciplinary work. The Core Renewal Committee was interested in determining the level of effort required by these courses in their pilot year. Overall, students reported that the Core Renewal course(s) required somewhat more effort than their other Core courses (the overall mean response to this question is shown in Figure 1).

Figure 1

Compared to other Core courses I have taken, this course required:

Mean: 3.77

1	2	3	4	5
Much less effort	Less effort	The same amount of effort	More effort	Much more effort

Using a scale that differed from the survey's "agreement" questions, two questions explored the extent to which discussion of religion and faith were incorporated into the course(s), and the extent to which the reflection section was relevant to the course itself. Overall, students found a positive connection between the reflection section and the course, but reported that religion and faith were not generally incorporated into the Core pilot course. The responses to these questions, however, varied widely by course, as discussed below. Overall mean scores for these questions are presented in Figure 2.

Figure 2

To what extent were religion and faith, as they relate to this course topic, discussed or addressed in the course?

Mean: 2.78

1	2	3	4	5
Not at all	Very little	Somewhat	To a great extent	To a very great extent

To what extent was the content of your reflection section connected to the course?

Mean: 4.09

1	2	3	4	5
Not at all	Very little	Somewhat	To a great extent	To a very great extent

Results by Course Type

Unlike previous terms, the average responses of students enrolled in the Complex Problems courses in Spring 2018 were generally higher than the average responses of students enrolled in Enduring Questions courses. This change may be attributed to the variance the size of the Complex Problems classes this term: the three Complex Problems courses enrolled 26, 31, and 141 students, respectively. As such, the course with the largest enrollment, the History and Politics of Terrorism, disproportionately influences the overall Complex Problems average ratings (72% of the 145 Complex Problems survey respondents were enrolled in that course). The only item for which Enduring Questions students had a higher average level of agreement was the statement "My main reason for taking these courses was to fulfill core requirements," but that difference was not statistically significant. Figure 3 depicts the five survey items with the greatest differences in levels of agreement of Complex Problems students and Enduring Questions students.

Figure 3
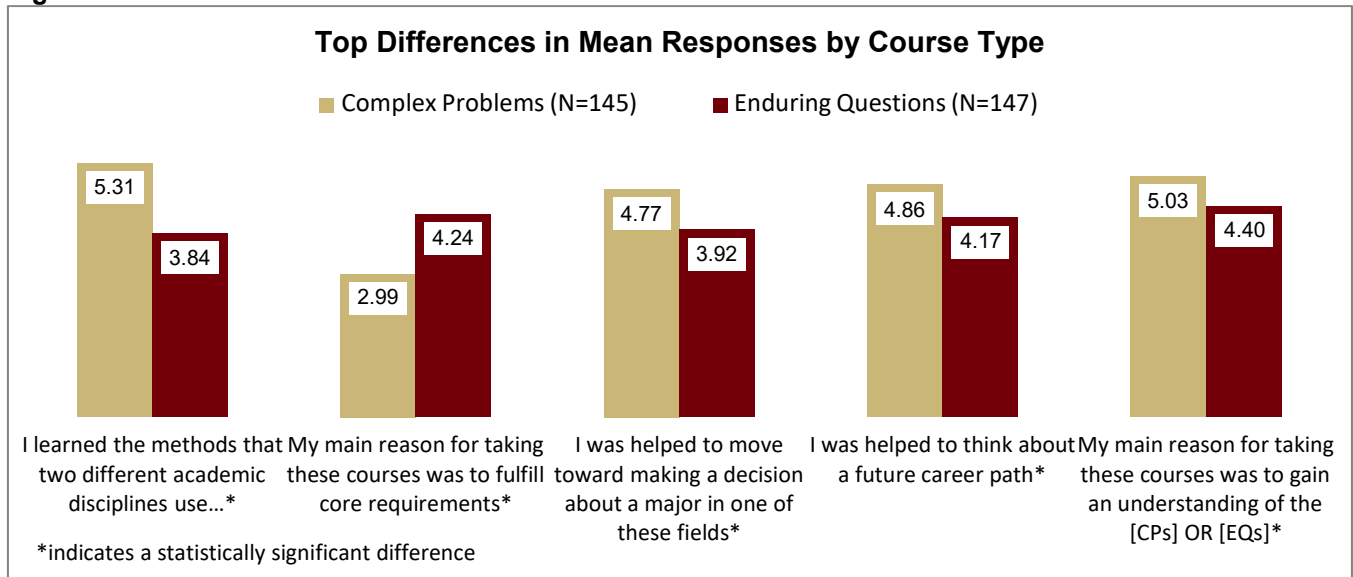
One significant difference between the responses of students enrolled in the Enduring Questions courses and the responses of students enrolled in Complex Problems courses related to the question asking the extent to which religion and faith were incorporated into the course. Students enrolled in Complex Problems courses were significantly more likely to have had these ideas discussed or addressed in the course than were students in the Enduring Questions courses, which is a reversal of the trend to date (in previous terms the EQ average was higher). The mean responses to that question are presented in Figure 4.

Figure 4
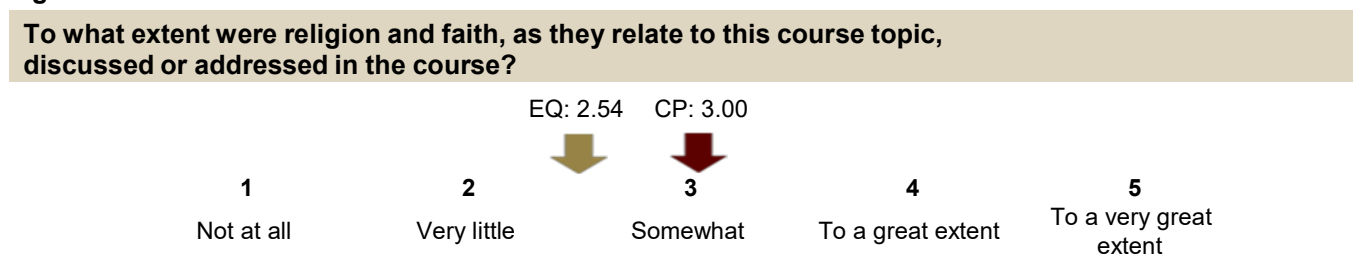
Results by Gender

The differences in overall means by gender were marginal; only three items revealed statistically significant differences between the average response from women and the average response from men. The five items with the greatest differences in the responses are presented in Figure 5, below.
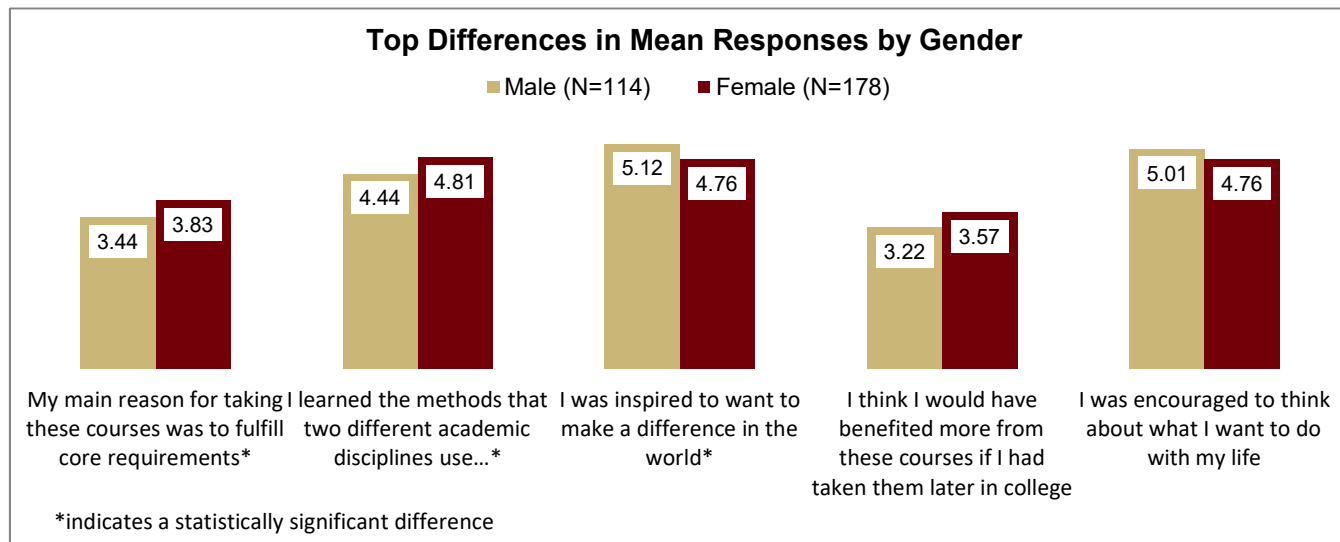
Figure 5

Top Differences in Mean Responses by Gender
■ Male (N=114) ■ Female (N=178)

Item	Male	Female
My main reason for taking these courses was to fulfill core requirements*	3.44	3.83
I learned the methods that two different academic disciplines use...*	4.44	4.81
I was inspired to want to make a difference in the world*	5.12	4.76
I think I would have benefited more from these courses if I had taken them later in college	3.22	3.57
I was encouraged to think about what I want to do with my life	5.01	4.76

*indicates a statistically significant difference

Results by Race/Ethnicity

Differences by race were also marginal. The results of the five items with the greatest differences in the mean scores of AHANA students and White students (of which only three are statistically significant) are presented in Figure 6 (International students and students who did not report their race/ethnicity are excluded).

Figure 6

Top Differences in Mean Responses by Race/Ethnicity
■ White (N=93) ■ AHANA (N=174)

Item	White	AHANA
My main reason for taking these courses was to fulfill core requirements*	3.42	3.91
The labs were a valuable part of the course [CP ONLY]	4.30	3.87
I learned the methods that two different academic disciplines use*	4.73	4.34
To what extent were religion and faith, as they relate to this course topic, discussed or addressed in the course?*	2.86	2.56
I considered the role of religious faith in approaching [EQs] OR contemporary problems [CPs]	3.95	3.67

*indicates a statistically significant difference

BOSTON COLLEGE

Core Supplemental Cultural Diversity Summary - Fall 2017

Fall 2017

Project Audience 2281
Responses Received 1974
Response Ratio 86.54%

Creation Date   Thu, Jan 04, 2018

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Supplemental Cultural Diversity Core – Fall 2017: aggregate results for all responses to DIVERSITYCORE survey

Raters	Students
Responded	1974
Invited	2281
Response Ratio	86.54%

Diversity Core: Select your agreement level with the following statements about this course.

1) My main reason for taking this course was to fulfill the Cultural Diversity Core requirement. 3.36

2) After taking this course, I think differently about how power shapes differences and creates injustices. 4.04

3) After taking this course, I think differently about the relationship between justice and the common good. 3.88

4) After taking this course, I have a deeper understanding of cultural identity and cultural differences. 4.16

0.00 3.00
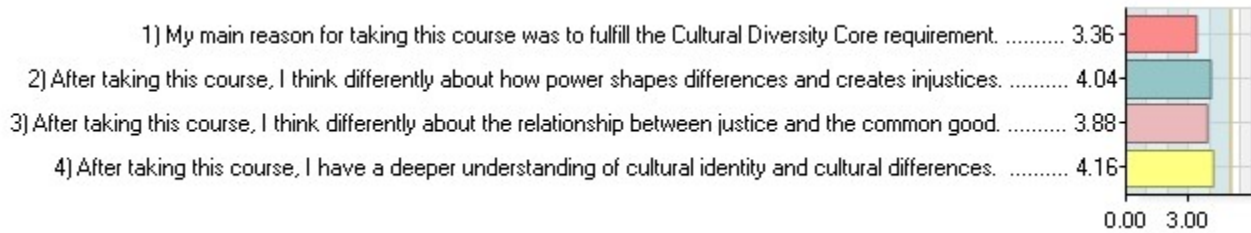
Diversity Core: Select your agreement level with the following statements about this course.

Competency Statistics	Value
Mean	3.86
Median	4.00
Standard Deviation	1.22
Standard Error (base on SD)	0.01

1. My main reason for taking this course was to fulfill the Cultural Diversity Core requirement.

5 Strongly Agree	621	33.77%
4 Agree	429	23.33%
3 Uncertain	73	3.97%
2 Disagree	428	23.27%
1 Strongly Disagree	288	15.66%
Total	1839	
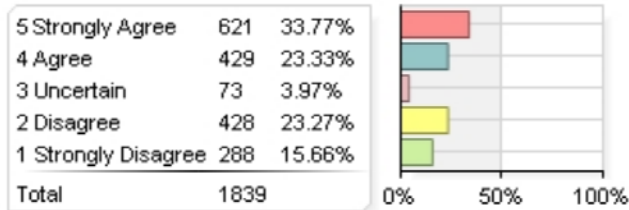
Statistics	Value
Response Count	1839
Mean	3.36
Median	4.00
Standard Deviation	1.52

2. After taking this course, I think differently about how power shapes differences and creates injustices.

5 Strongly Agree	744	39.49%
4 Agree	736	39.07%
3 Uncertain	194	10.30%
2 Disagree	157	8.33%
1 Strongly Disagree	53	2.81%
Total	1884	
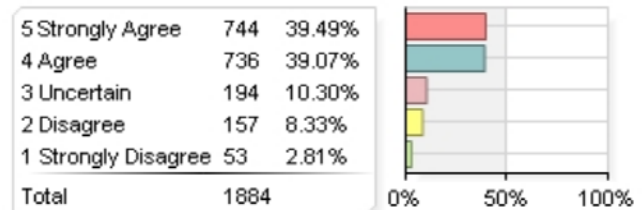
Statistics	Value
Response Count	1884
Mean	4.04
Median	4.00
Standard Deviation	1.04

3. After taking this course, I think differently about the relationship between justice and the common good.

5 Strongly Agree	631	33.60%
4 Agree	712	37.91%
3 Uncertain	268	14.27%
2 Disagree	206	10.97%
1 Strongly Disagree	61	3.25%
Total	1878	

Statistics	Value
Response Count	1878
Mean	3.88
Median	4.00
Standard Deviation	1.09

4. After taking this course, I have a deeper understanding of cultural identity and cultural differences.

5 Strongly Agree	834	44.10%
4 Agree	734	38.82%
3 Uncertain	163	8.62%
2 Disagree	108	5.71%
1 Strongly Disagree	52	2.75%
Total	1891	

Statistics	Value
Response Count	1891
Mean	4.16
Median	4.00
Standard Deviation	0.99

Core: Select your agreement level with the following statements about this course.
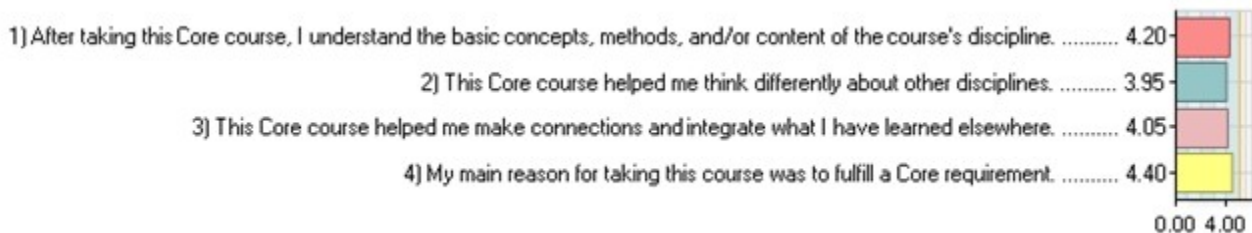
1) After taking this Core course, I understand the basic concepts, methods, and/or content of the course's discipline.	4.20
2) This Core course helped me think differently about other disciplines.	3.95
3) This Core course helped me make connections and integrate what I have learned elsewhere.	4.05
4) My main reason for taking this course was to fulfill a Core requirement.	4.40

0.00 4.00

Core: Select your agreement level with the following statements about this course.

Competency Statistics	Value
Mean	4.15
Median	4.00
Standard Deviation	1.03

1. After taking this Core course, I understand the basic concepts, methods, and/or content of the course's discipline.

5 Strongly Agree	624	42.36%
4 Agree	644	43.72%
3 Uncertain	105	7.13%
2 Disagree	64	4.34%
1 Strongly Disagree	34	2.31%
N/A N/A	2	0.14%
Total	1473	
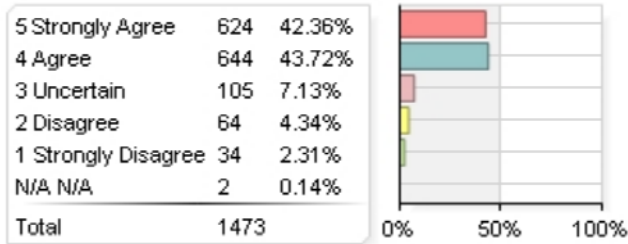
Statistics	Value
Response Count	1473
Mean	4.20
Median	4.00
Standard Deviation	0.92

2. This Core course helped me think differently about other disciplines.

5 Strongly Agree	565	38.49%
4 Agree	508	34.60%
3 Uncertain	188	12.81%
2 Disagree	159	10.83%
1 Strongly Disagree	45	3.07%
N/A N/A	3	0.20%
Total	1468	
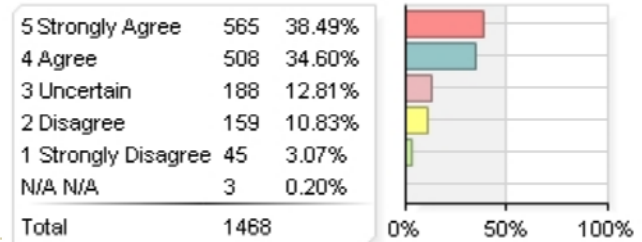
Statistics	Value
Response Count	1468
Mean	3.95
Median	4.00
Standard Deviation	1.11

3. This Core course helped me make connections and integrate what I have learned elsewhere.

5 Strongly Agree	580	39.84%
4 Agree	566	38.87%
3 Uncertain	140	9.62%
2 Disagree	121	8.31%
1 Strongly Disagree	43	2.95%
N/A N/A	6	0.41%
Total	1456	

Statistics	Value
Response Count	1456
Mean	4.05
Median	4.00
Standard Deviation	1.05

4. My main reason for taking this course was to fulfill a Core requirement.

5 Strongly Agree	918	63.05%
4 Agree	362	24.86%
3 Uncertain	43	2.95%
2 Disagree	87	5.98%
1 Strongly Disagree	42	2.88%
N/A N/A	4	0.27%
Total	1456	
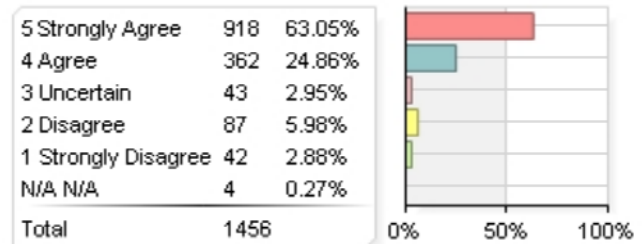
Statistics	Value
Response Count	1456
Mean	4.40
Median	5.00
Standard Deviation	1.00

BOSTON COLLEGE

DJCG Summary - Fall 2017

Fall 2017

Project Audience 303
Responses Received 255
Response Ratio 84.16%

Creation Date   Fri, Jan 05, 2018

DJCG Core Courses – Fall 2017: aggregate results for all responses to DIVERSITYCORE survey

Raters	Students
Responded	255
Invited	303
Response Ratio	84.16%

Diversity Core: Select your agreement level with the following statements about this course.

1) My main reason for taking this course was to fulfill the Cultural Diversity Core requirement. 2.51

2) After taking this course, I think differently about how power shapes differences and creates injustices. 4.41

3) After taking this course, I think differently about the relationship between justice and the common good. 4.31

4) After taking this course, I have a deeper understanding of cultural identity and cultural differences. 4.28

0.00 3.00
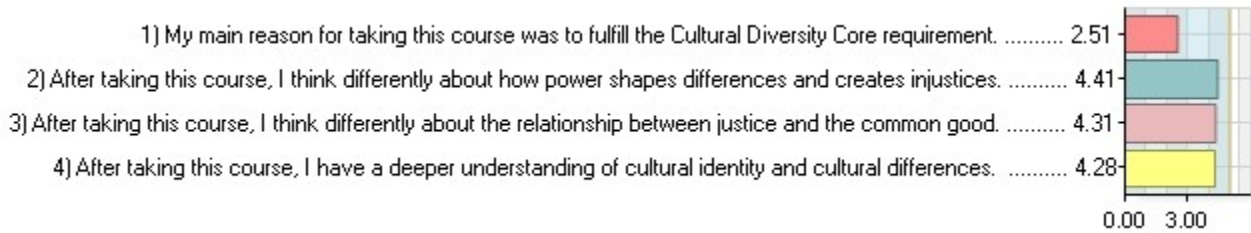
Diversity Core: Select your agreement level with the following statements about this course.

Competency Statistics	Value
Mean	3.88
Median	4.00
Standard Deviation	1.34
Standard Error (base on SD)	0.04

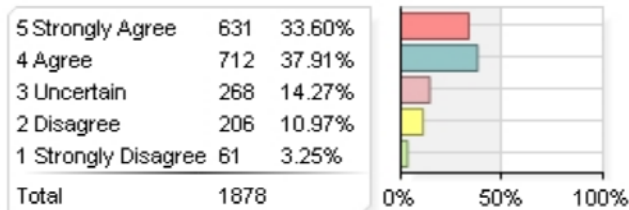**1. My main reason for taking this course was to fulfill the Cultural Diversity Core requirement.**

5 Strongly Agree	34	14.72%
4 Agree	39	16.88%
3 Uncertain	6	2.60%
2 Disagree	83	35.93%
1 Strongly Disagree	69	29.87%
Total	231	
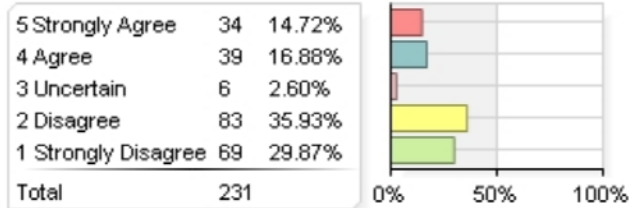
Statistics	Value
Response Count	231
Mean	2.51
Median	2.00
Standard Deviation	1.44

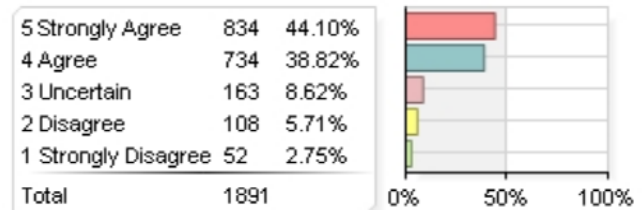**2. After taking this course, I think differently about how power shapes differences and creates injustices.**

5 Strongly Agree	144	60.25%
4 Agree	69	28.87%
3 Uncertain	11	4.60%
2 Disagree	11	4.60%
1 Strongly Disagree	4	1.67%
Total	239	
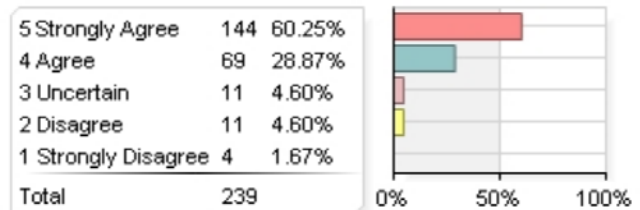
Statistics	Value
Response Count	239
Mean	4.41
Median	5.00
Standard Deviation	0.90

**3. After taking this course, I think differently about the relationship between justice and the common good.**

5 Strongly Agree	129	53.53%
4 Agree	77	31.95%
3 Uncertain	20	8.30%
2 Disagree	11	4.56%
1 Strongly Disagree	4	1.66%
Total	241	
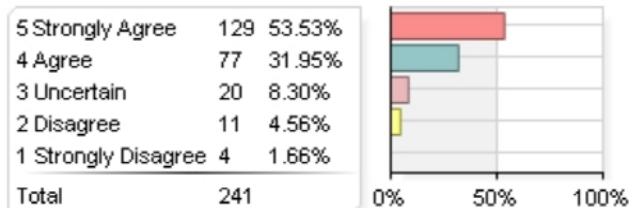
Statistics	Value
Response Count	241
Mean	4.31
Median	5.00
Standard Deviation	0.93

4. After taking this course, I have a deeper understanding of cultural identity and cultural differences.

5 Strongly Agree	137	56.61%
4 Agree	62	25.62%
3 Uncertain	22	9.09%
2 Disagree	16	6.61%
1 Strongly Disagree	5	2.07%
Total	242	
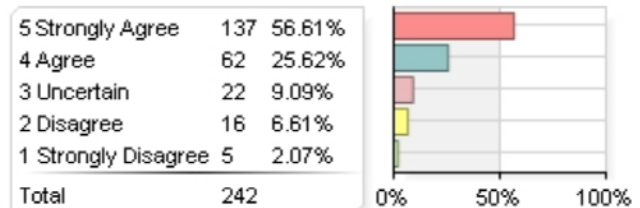
Statistics	Value
Response Count	242
Mean	4.28
Median	5.00
Standard Deviation	1.02

Core: Select your agreement level with the following statements about this course.
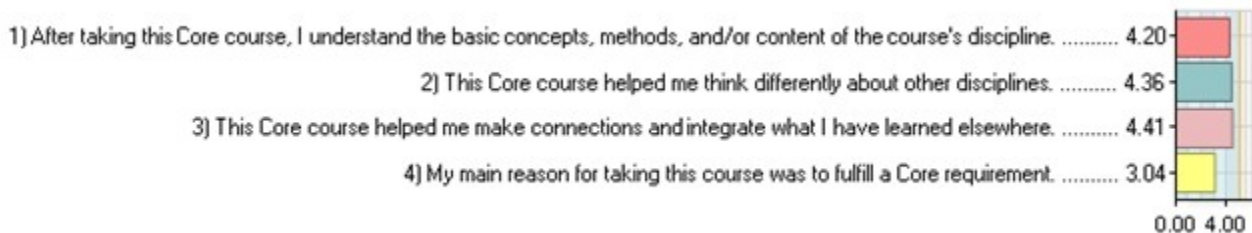
1) After taking this Core course, I understand the basic concepts, methods, and/or content of the course's discipline. 4.20

2) This Core course helped me think differently about other disciplines. 4.36

3) This Core course helped me make connections and integrate what I have learned elsewhere. 4.41

4) My main reason for taking this course was to fulfill a Core requirement. 3.04

0.00 4.00

Core: Select your agreement level with the following statements about this course.

Competency Statistics	Value
Mean	4.00
Median	4.00
Standard Deviation	1.14

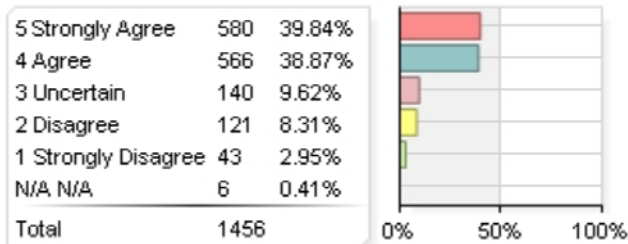**1. After taking this Core course, I understand the basic concepts, methods, and/or content of the course's discipline.**

5 Strongly Agree	20	35.71%
4 Agree	29	51.79%
3 Uncertain	5	8.93%
2 Disagree	2	3.57%
1 Strongly Disagree	0	0.00%
N/A N/A	0	0.00%
Total	56	
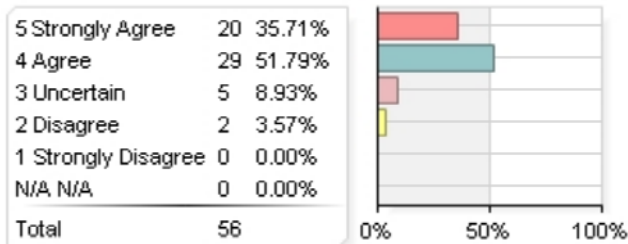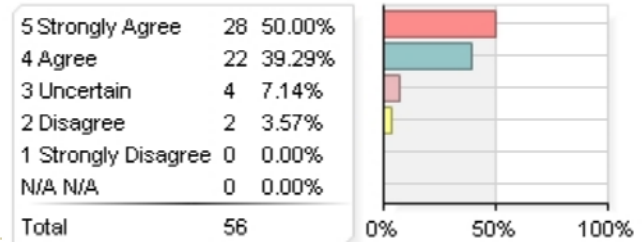
Statistics	Value
Response Count	56
Mean	4.20
Median	4.00
Standard Deviation	0.75

2. This Core course helped me think differently about other disciplines.

5 Strongly Agree	28	50.00%
4 Agree	22	39.29%
3 Uncertain	4	7.14%
2 Disagree	2	3.57%
1 Strongly Disagree	0	0.00%
N/A N/A	0	0.00%
Total	56	

Statistics	Value
Response Count	56
Mean	4.36
Median	4.50
Standard Deviation	0.77

3. This Core course helped me make connections and integrate what I have learned elsewhere.

5 Strongly Agree	28	51.85%
4 Agree	21	38.89%
3 Uncertain	4	7.41%
2 Disagree	1	1.85%
1 Strongly Disagree	0	0.00%
N/A N/A	0	0.00%
Total	54	
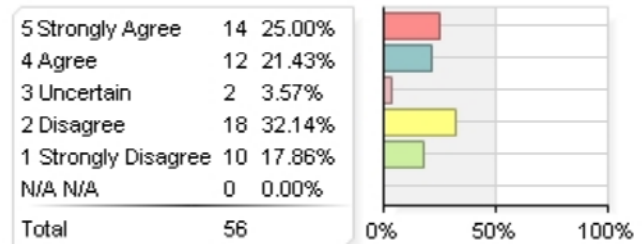
Statistics	Value
Response Count	54
Mean	4.41
Median	5.00
Standard Deviation	0.71

4. My main reason for taking this course was to fulfill a Core requirement.

5 Strongly Agree	14	25.00%
4 Agree	12	21.43%
3 Uncertain	2	3.57%
2 Disagree	18	32.14%
1 Strongly Disagree	10	17.86%
N/A N/A	0	0.00%
Total	56	

Statistics	Value
Response Count	56
Mean	3.04
Median	2.50
Standard Deviation	1.51

BOSTON COLLEGE

Core Overall Summary - Fall 2017

Fall 2017

Project Audience 14975
Responses Received 13025
Response Ratio 86.98%

Creation Date   Thu, Jan 04, 2018

Core Survey Questions for All Core Courses

Raters	Students
Responded	13025
Invited	14975
Response Ratio	86.98%

Core: Select your agreement level with the following statements about this course.
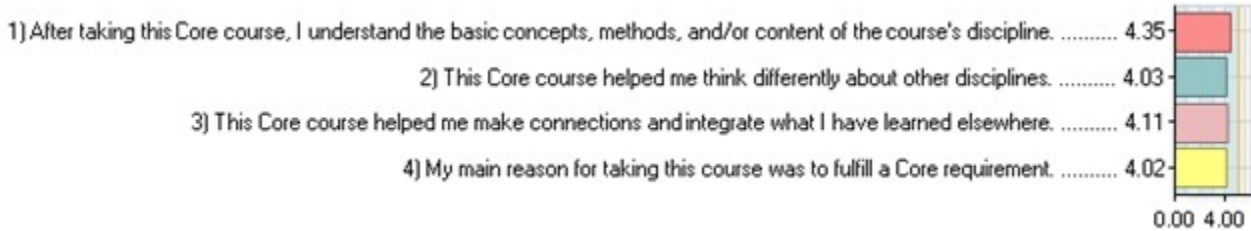
1) After taking this Core course, I understand the basic concepts, methods, and/or content of the course's discipline. 4.35
2) This Core course helped me think differently about other disciplines. 4.03
3) This Core course helped me make connections and integrate what I have learned elsewhere. 4.11
4) My main reason for taking this course was to fulfill a Core requirement. 4.02

0.00 4.00

Core: Select your agreement level with the following statements about this course.

1. After taking this Core course, I understand the basic concepts, methods, and/or content of the course's discipline.

5 Strongly Agree	6449	50.84%
4 Agree	4933	38.89%
3 Uncertain	701	5.53%
2 Disagree	386	3.04%
1 Strongly Disagree	165	1.30%
N/A N/A	51	0.40%
Total	12685	
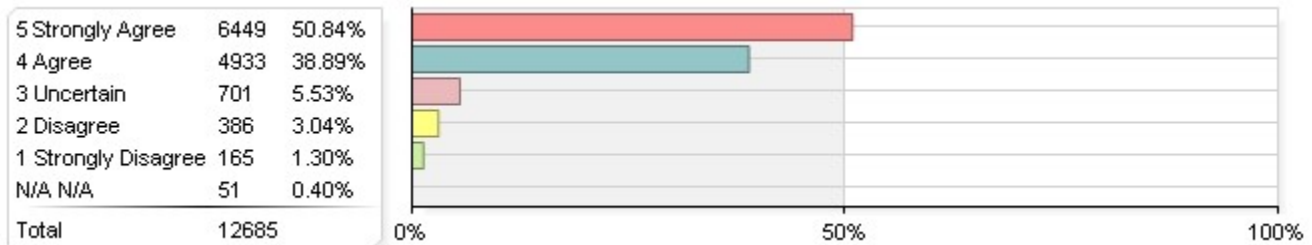
Statistics	Value
Response Count	12685
Mean	4.35
Median	5.00
Standard Deviation	0.82

2. This Core course helped me think differently about other disciplines.

5 Strongly Agree	5229	41.36%
4 Agree	4186	33.11%
3 Uncertain	1633	12.92%
2 Disagree	1189	9.40%
1 Strongly Disagree	290	2.29%
N/A N/A	116	0.92%
Total	12643	

Statistics	Value
Response Count	12643
Mean	4.03
Median	4.00
Standard Deviation	1.07

3. This Core course helped me make connections and integrate what I have learned elsewhere.

5 Strongly Agree	5501	43.74%
4 Agree	4406	35.03%
3 Uncertain	1302	10.35%
2 Disagree	988	7.86%
1 Strongly Disagree	286	2.27%
N/A N/A	93	0.74%
Total	12576	
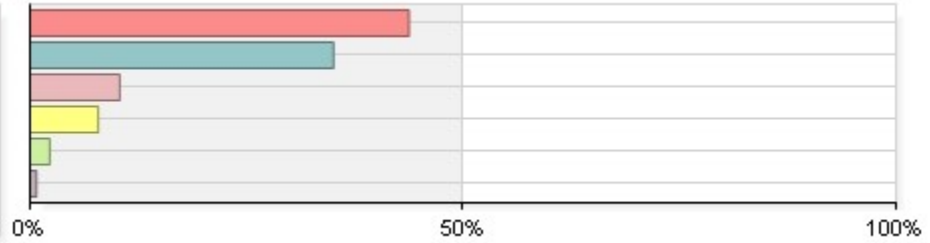
Statistics	Value
Response Count	12576
Mean	4.11
Median	4.00
Standard Deviation	1.03

4. My main reason for taking this course was to fulfill a Core requirement.

5 Strongly Agree	6443	51.08%
4 Agree	3076	24.39%
3 Uncertain	566	4.49%
2 Disagree	1560	12.37%
1 Strongly Disagree	834	6.61%
N/A N/A	134	1.06%
Total	12613	
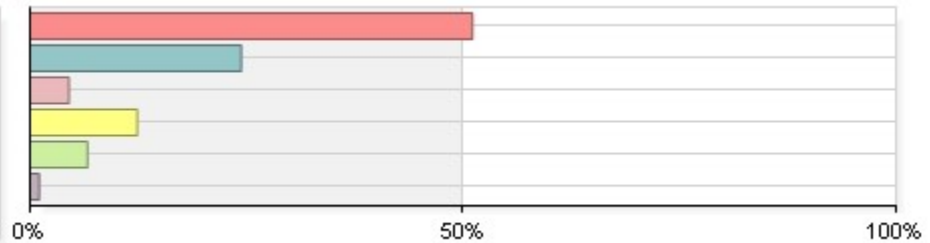
Statistics	Value
Response Count	12613
Mean	4.02
Median	5.00
Standard Deviation	1.29

Core: Breakdown by Grad Year

After taking this Core course, I understand the basic concepts, methods, and/or content of the course's discipline.

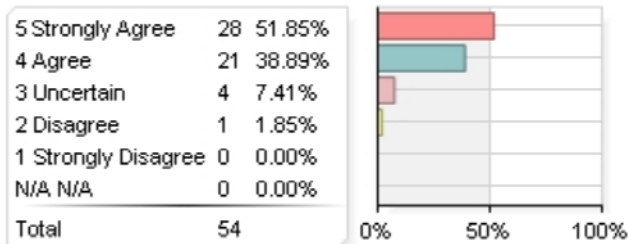| Grad Year	Value
[Empty]	4.34
2015	4.33
2016	4.69
2017	4.41
2018	4.27
2019	4.25
2020	4.34
2021	4.41
2022	4.67
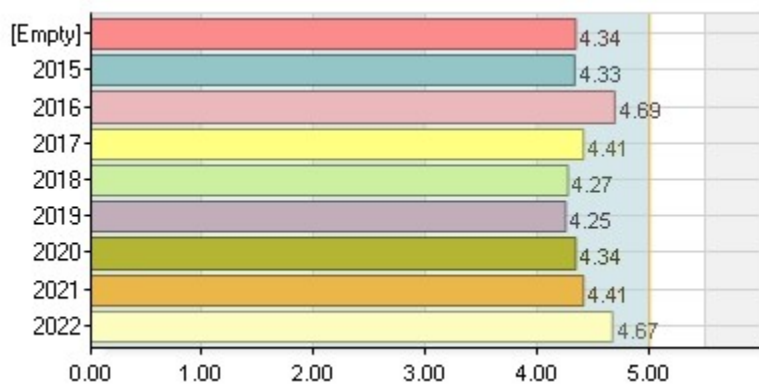
Core: Breakdown by Grad Year (continued)

This Core course helped me think differently about other disciplines.

Core: Breakdown by Grad Year (continued)

This Core course helped me make connections and integrate what I have learned elsewhere.

Grad Year	Rating
[Empty]	4.09
2015	4.25
2016	4.38
2017	4.32
2018	4.00
2019	3.98
2020	4.14
2021	4.16
2022	5.00
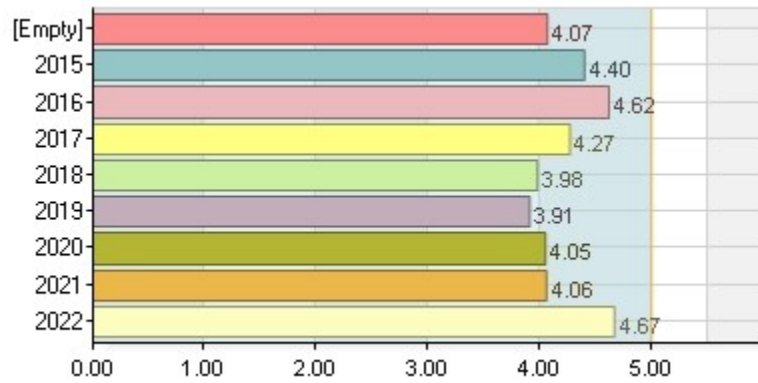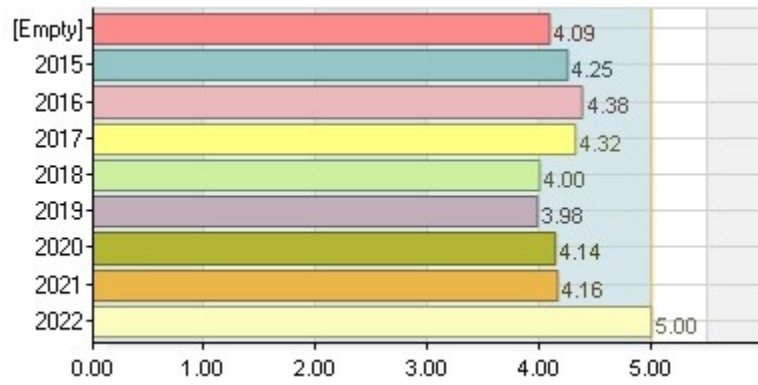
Core: Breakdown by Grad Year (continued)

My main reason for taking this course was to fulfill a Core requirement.

Grad Year	Value
[Empty]	3.94
2015	4.40
2016	4.33
2017	4.33
2018	4.21
2019	4.18
2020	4.19
2021	3.80
2022	4.00
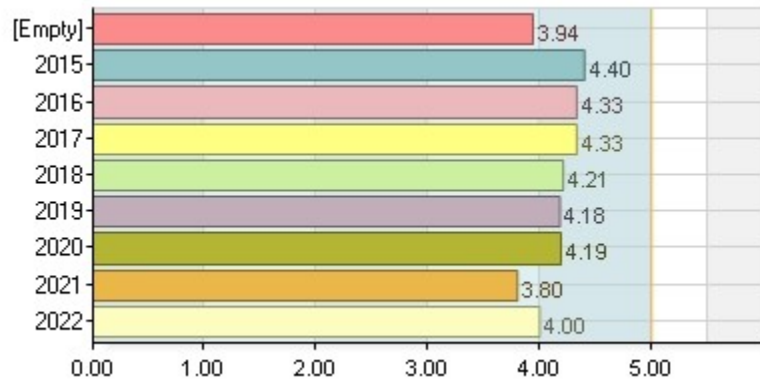
BOSTON COLLEGE

Core Pilot Overall Summary - Fall 2017

Fall 2017

Project Audience 376
Responses Received 333
Response Ratio 88.56%

Creation Date   Thu, Jan 04, 2018

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Core Survey Questions for All Core Pilot Courses

Raters	Students
Responded	333
Invited	376
Response Ratio	88.56%

Core: Select your agreement level with the following statements about this course.
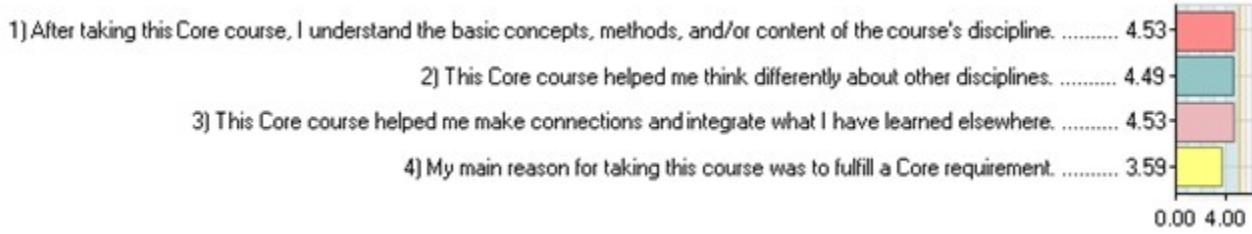
1) After taking this Core course, I understand the basic concepts, methods, and/or content of the course's discipline. 4.53

2) This Core course helped me think differently about other disciplines. 4.49

3) This Core course helped me make connections and integrate what I have learned elsewhere. 4.53

4) My main reason for taking this course was to fulfill a Core requirement. 3.59
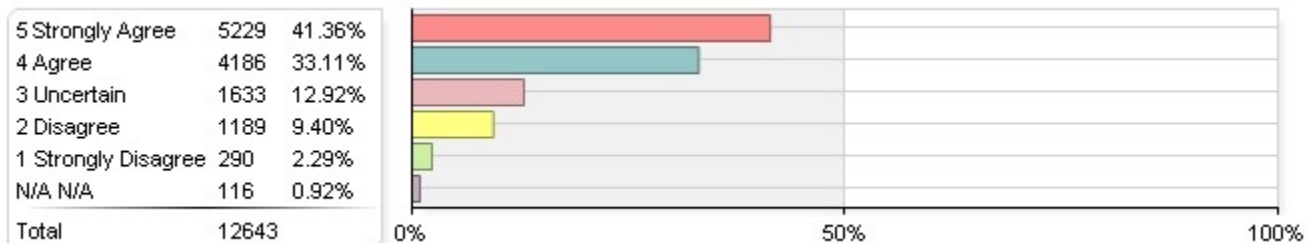
0.00 4.00

Core: Select your agreement level with the following statements about this course.

1. After taking this Core course, I understand the basic concepts, methods, and/or content of the course's discipline.

5 Strongly Agree	204	62.58%
4 Agree	102	31.29%
3 Uncertain	12	3.68%
2 Disagree	4	1.23%
1 Strongly Disagree	4	1.23%
N/A N/A	0	0.00%
Total	326	
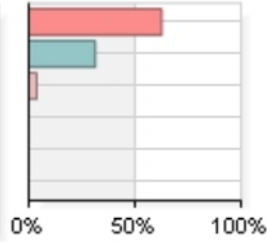
Statistics	Value
Response Count	326
Mean	4.53
Median	5.00
Standard Deviation	0.74

2. This Core course helped me think differently about other disciplines.

5 Strongly Agree	202	62.35%
4 Agree	96	29.63%
3 Uncertain	14	4.32%
2 Disagree	8	2.47%
1 Strongly Disagree	4	1.23%
N/A N/A	0	0.00%
Total	324	

Statistics	Value
Response Count	324
Mean	4.49
Median	5.00
Standard Deviation	0.80

3. This Core course helped me make connections and integrate what I have learned elsewhere.

5 Strongly Agree	216	66.87%
4 Agree	79	24.46%
3 Uncertain	14	4.33%
2 Disagree	10	3.10%
1 Strongly Disagree	4	1.24%
N/A N/A	0	0.00%
Total	323	

Statistics	Value
Response Count	323
Mean	4.53
Median	5.00
Standard Deviation	0.82
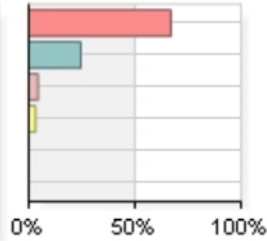
4. My main reason for taking this course was to fulfill a Core requirement.

5 Strongly Agree	93	28.62%
4 Agree	112	34.46%
3 Uncertain	33	10.15%
2 Disagree	64	19.69%
1 Strongly Disagree	22	6.77%
N/A N/A	1	0.31%
Total	325	

Statistics	Value
Response Count	325
Mean	3.59
Median	4.00
Standard Deviation	1.27

Standard Survey Select your agreement level with the following statements about this course.

1) The course was well organized. 4.34
2) The course generally followed the syllabus. 4.57
3) Class attendance was necessary for learning course material. 4.58
4) The course was intellectually challenging. 4.61

Select your agreement level with the following statements about this course.

1. The course was well organized.

5 Strongly Agree	181	54.35%
4 Agree	110	33.03%
3 Uncertain	21	6.31%
2 Disagree	15	4.50%
1 Strongly Disagree	6	1.80%
N/A N/A	0	0.00%
Total	333	
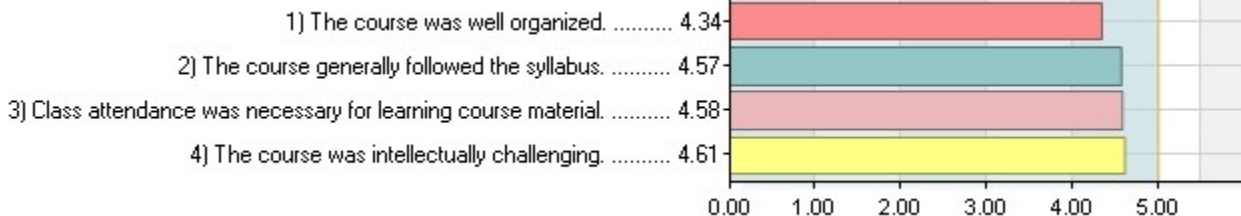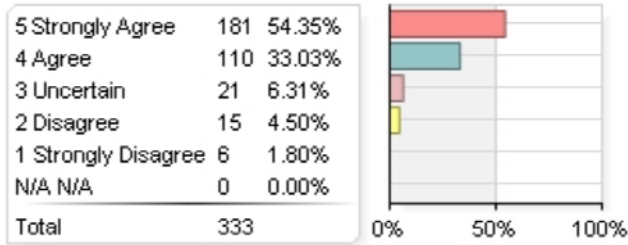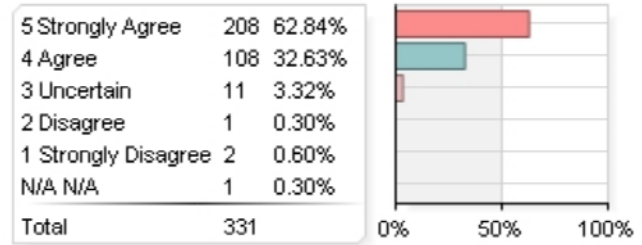
Statistics	Value
Response Count	333
Mean	4.34
Median	5.00
Standard Deviation	0.92

2. The course generally followed the syllabus.

5 Strongly Agree	208	62.84%
4 Agree	108	32.63%
3 Uncertain	11	3.32%
2 Disagree	1	0.30%
1 Strongly Disagree	2	0.60%
N/A N/A	1	0.30%
Total	331	

Statistics	Value
Response Count	331
Mean	4.57
Median	5.00
Standard Deviation	0.64

3. Class attendance was necessary for learning course material.

5 Strongly Agree	236	71.52%
4 Agree	68	20.61%
3 Uncertain	12	3.64%
2 Disagree	11	3.33%
1 Strongly Disagree	3	0.91%
N/A N/A	0	0.00%
Total	330	
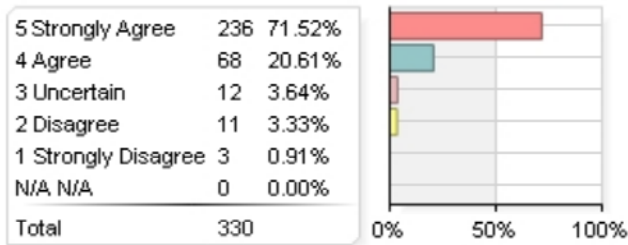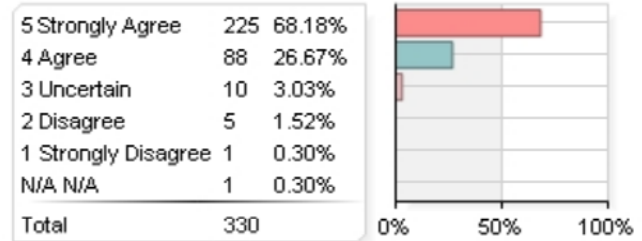
Statistics	Value
Response Count	330
Mean	4.58
Median	5.00
Standard Deviation	0.79

4. The course was intellectually challenging.

5 Strongly Agree	225	68.18%
4 Agree	88	26.67%
3 Uncertain	10	3.03%
2 Disagree	5	1.52%
1 Strongly Disagree	1	0.30%
N/A N/A	1	0.30%
Total	330	

Statistics	Value
Response Count	330
Mean	4.61
Median	5.00
Standard Deviation	0.65

Compared to similar courses (ie core, major, etc), this course required:
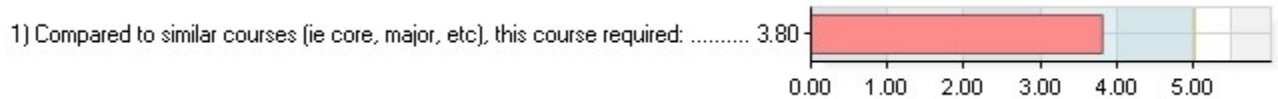
1) Compared to similar courses (ie core, major, etc), this course required: 3.80

Compared to similar courses (ie core, major, etc), this course required:

5 Much More Effort	67	20.12%
4 More Effort	145	43.54%
3 About the Same Effort	104	31.23%
2 Less Effort	11	3.30%
1 Much Less Effort	2	0.60%
N/A N/A	4	1.20%
Total	333	
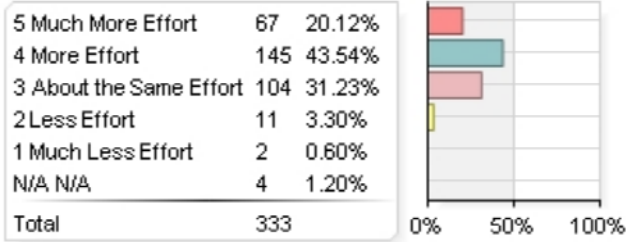
Statistics	Value
Response Count	333
Mean	3.80
Median	4.00
Standard Deviation	0.82

How would you rate this course overall?

1) How would you rate this course overall? 4.05

How would you rate this course overall?

5 Excellent	153	45.95%
4 Very Good	90	27.03%
3 Good	53	15.92%
2 Fair	24	7.21%
1 Poor	12	3.60%
N/A N/A	1	0.30%
Total	333	
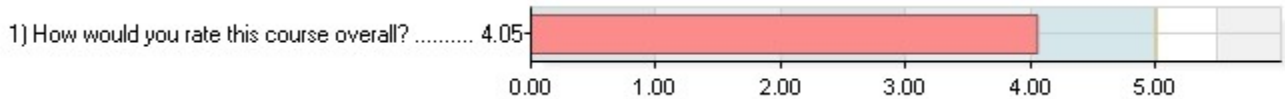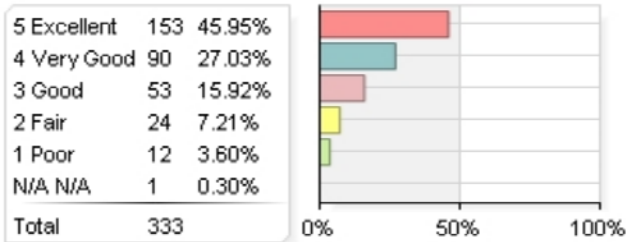
Statistics	Value
Response Count	333
Mean	4.05
Median	4.00
Standard Deviation	1.11

BOSTON COLLEGE

Arts Core Summary - Fall 2017

Fall 2017

Project Audience 1277
Responses Received 1105
Response Ratio 86.53%

Creation Date   Thu, Jan 04, 2018

Core Survey Questions for All Core Courses

Raters	Students
Responded	1105
Invited	1277
Response Ratio	86.53%

Core: Select your agreement level with the following statements about this course.
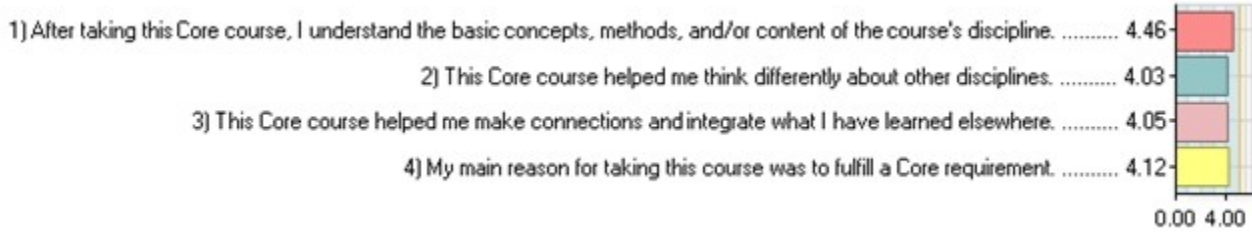
1) After taking this Core course, I understand the basic concepts, methods, and/or content of the course's discipline. 4.46

2) This Core course helped me think differently about other disciplines. 4.03

3) This Core course helped me make connections and integrate what I have learned elsewhere. 4.05

4) My main reason for taking this course was to fulfill a Core requirement. 4.12

0.00 4.00

Core: Select your agreement level with the following statements about this course.

1. After taking this Core course, I understand the basic concepts, methods, and/or content of the course's discipline.

5 Strongly Agree	609	56.92%
4 Agree	382	35.70%
3 Uncertain	37	3.46%
2 Disagree	31	2.90%
1 Strongly Disagree	8	0.75%
N/A N/A	3	0.28%
Total	1070	

Statistics	Value
Response Count	1070
Mean	4.46
Median	5.00
Standard Deviation	0.76

2. This Core course helped me think differently about other disciplines.

5 Strongly Agree	431	40.55%
4 Agree	361	33.96%
3 Uncertain	139	13.08%
2 Disagree	100	9.41%
1 Strongly Disagree	21	1.98%
N/A N/A	11	1.03%
Total	1063	

Statistics	Value
Response Count	1063
Mean	4.03
Median	4.00
Standard Deviation	1.05

3. This Core course helped me make connections and integrate what I have learned elsewhere.

5 Strongly Agree	448	42.22%
4 Agree	357	33.65%
3 Uncertain	118	11.12%
2 Disagree	103	9.71%
1 Strongly Disagree	25	2.36%
N/A N/A	10	0.94%
Total	1061	

Statistics	Value
Response Count	1061
Mean	4.05
Median	4.00
Standard Deviation	1.07

4. My main reason for taking this course was to fulfill a Core requirement.

5 Strongly Agree	594	55.72%
4 Agree	246	23.08%
3 Uncertain	38	3.56%
2 Disagree	120	11.26%
1 Strongly Disagree	62	5.82%
N/A N/A	6	0.56%
Total	1066	
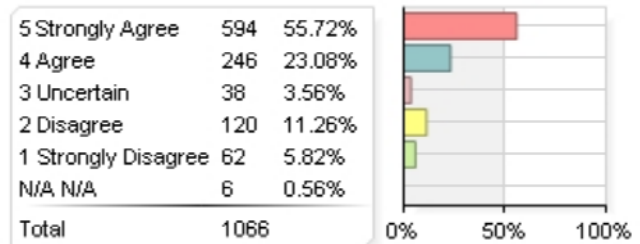
Statistics	Value
Response Count	1066
Mean	4.12
Median	5.00
Standard Deviation	1.25

BOSTON COLLEGE

History Core Summary - Fall 2017

Fall 2017

Project Audience 1930
Responses Received 1701
Response Ratio 88.13%

Creation Date   Thu, Jan 04, 2018

Core Survey Questions for All Core Courses

Raters	Students
Responded	1701
Invited	1930
Response Ratio	88.13%

Core: Select your agreement level with the following statements about this course.
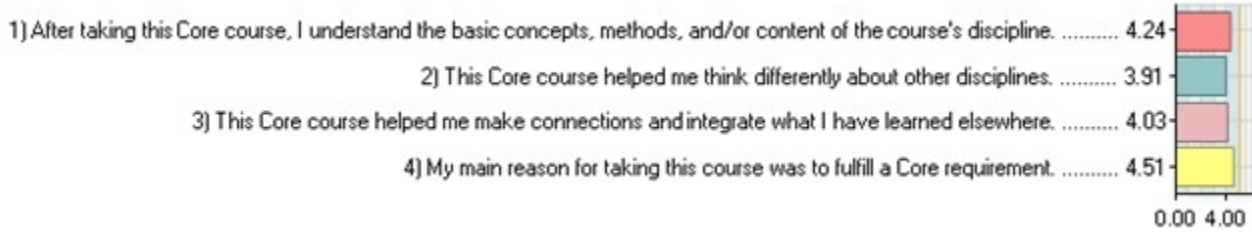
1) After taking this Core course, I understand the basic concepts, methods, and/or content of the course's discipline. 4.24

2) This Core course helped me think differently about other disciplines. 3.91

3) This Core course helped me make connections and integrate what I have learned elsewhere. 4.03

4) My main reason for taking this course was to fulfill a Core requirement. 4.51

0.00 4.00

Core: Select your agreement level with the following statements about this course.

1. After taking this Core course, I understand the basic concepts, methods, and/or content of the course's discipline.

5 Strongly Agree	753	44.87%
4 Agree	709	42.25%
3 Uncertain	121	7.21%
2 Disagree	59	3.52%
1 Strongly Disagree	35	2.09%
N/A N/A	1	0.06%
Total	1678	
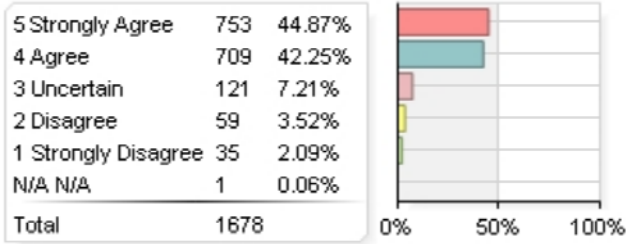
Statistics	Value
Response Count	1678
Mean	4.24
Median	4.00
Standard Deviation	0.89

2. This Core course helped me think differently about other disciplines.

5 Strongly Agree	608	36.41%
4 Agree	590	35.33%
3 Uncertain	235	14.07%
2 Disagree	180	10.78%
1 Strongly Disagree	53	3.17%
N/A N/A	4	0.24%
Total	1670	
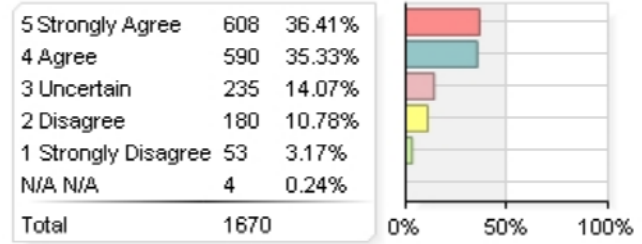
Statistics	Value
Response Count	1670
Mean	3.91
Median	4.00
Standard Deviation	1.10

3. This Core course helped me make connections and integrate what I have learned elsewhere.

5 Strongly Agree	642	38.67%
4 Agree	645	38.86%
3 Uncertain	184	11.08%
2 Disagree	137	8.25%
1 Strongly Disagree	46	2.77%
N/A N/A	6	0.36%
Total	1660	

Statistics	Value
Response Count	1660
Mean	4.03
Median	4.00
Standard Deviation	1.04

4. My main reason for taking this course was to fulfill a Core requirement.

5 Strongly Agree	1099	66.24%
4 Agree	408	24.59%
3 Uncertain	59	3.56%
2 Disagree	75	4.52%
1 Strongly Disagree	15	0.90%
N/A N/A	3	0.18%
Total	1659	
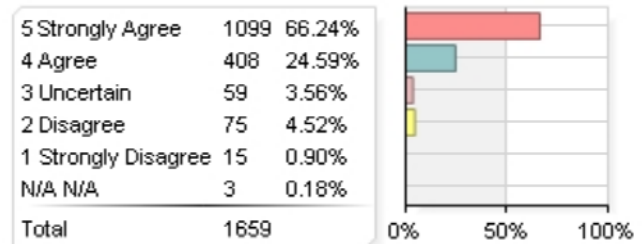
Statistics	Value
Response Count	1659
Mean	4.51
Median	5.00
Standard Deviation	0.84

BOSTON COLLEGE

Literature Core Summary - Fall 2017

Fall 2017

Project Audience 870
Responses Received 756
Response Ratio 86.90%

Creation Date   Thu, Jan 04, 2018
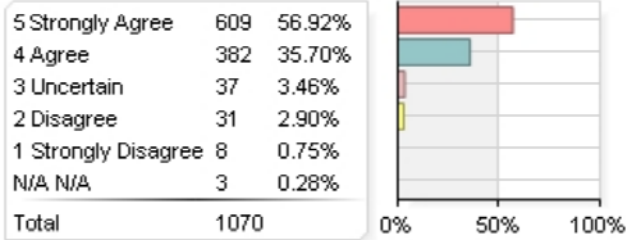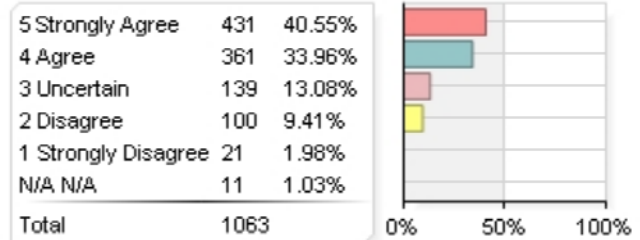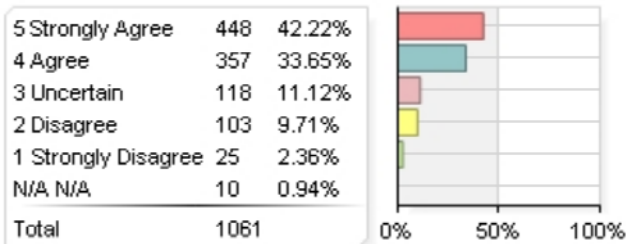
Core Survey Questions for All Core Courses

Raters	Students
Responded	756
Invited	870
Response Ratio	86.90%

Core: Select your agreement level with the following statements about this course.
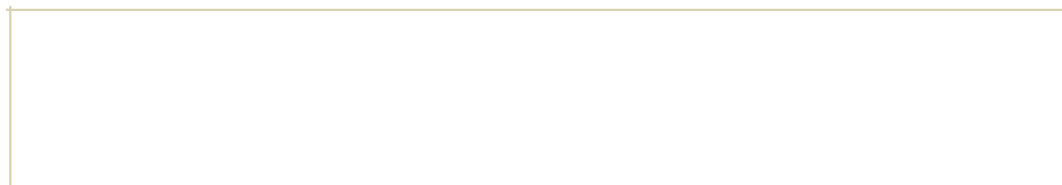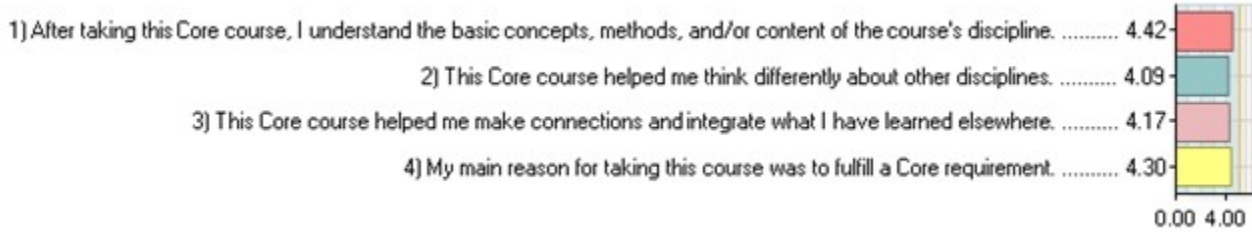
1) After taking this Core course, I understand the basic concepts, methods, and/or content of the course's discipline. 4.42

2) This Core course helped me think differently about other disciplines. 4.09

3) This Core course helped me make connections and integrate what I have learned elsewhere. 4.17

4) My main reason for taking this course was to fulfill a Core requirement. 4.30

0.00   4.00

Core: Select your agreement level with the following statements about this course.

Competency Statistics	Value
Mean	4.24
Median	4.00
Mode	5
Standard Deviation	0.95

1. After taking this Core course, I understand the basic concepts, methods, and/or content of the course's discipline.

5 Strongly Agree	389	52.36%
4 Agree	294	39.57%
3 Uncertain	33	4.44%
2 Disagree	18	2.42%
1 Strongly Disagree	4	0.54%
N/A N/A	5	0.67%
Total	743	
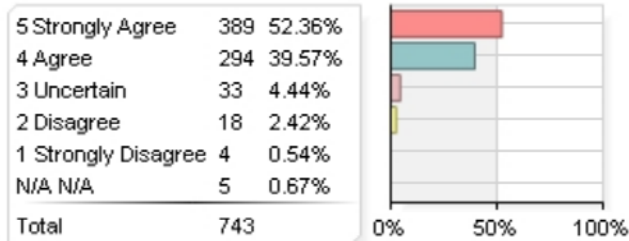
Statistics	Value
Response Count	743
Mean	4.42
Median	5.00
Standard Deviation	0.74

2. This Core course helped me think differently about other disciplines.

5 Strongly Agree	315	42.57%
4 Agree	254	34.32%
3 Uncertain	94	12.70%
2 Disagree	58	7.84%
1 Strongly Disagree	13	1.76%
N/A N/A	6	0.81%
Total	740	
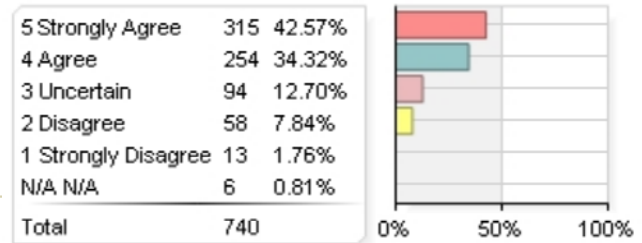
Statistics	Value
Response Count	740
Mean	4.09
Median	4.00
Standard Deviation	1.01

3. This Core course helped me make connections and integrate what I have learned elsewhere.

5 Strongly Agree	338	45.80%
4 Agree	255	34.55%
3 Uncertain	79	10.70%
2 Disagree	54	7.32%
1 Strongly Disagree	9	1.22%
N/A N/A	3	0.41%
Total	738	

Statistics	Value
Response Count	738
Mean	4.17
Median	4.00
Standard Deviation	0.97

4. My main reason for taking this course was to fulfill a Core requirement.

5 Strongly Agree	415	56.39%
4 Agree	205	27.85%
3 Uncertain	37	5.03%
2 Disagree	55	7.47%
1 Strongly Disagree	16	2.17%
N/A N/A	8	1.09%
Total	736	
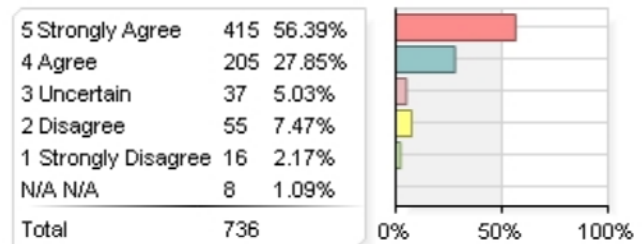
Statistics	Value
Response Count	736
Mean	4.30
Median	5.00
Standard Deviation	1.02

BOSTON COLLEGE

Mathematics Core Summary - Fall 2017

Fall 2017

Project Audience 1627
Responses Received 1409
Response Ratio 86.60%

Creation Date   Thu, Jan 04, 2018

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Core Survey Questions for All Core Courses

Raters	Students
Responded	1409
Invited	1627
Response Ratio	86.60%

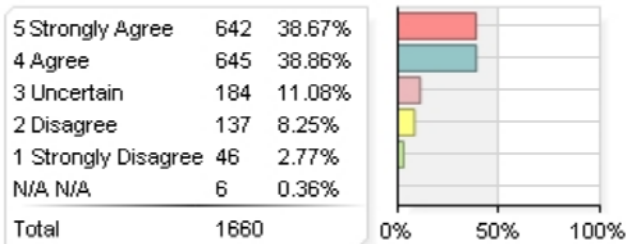## Core: Select your agreement level with the following statements about this course.
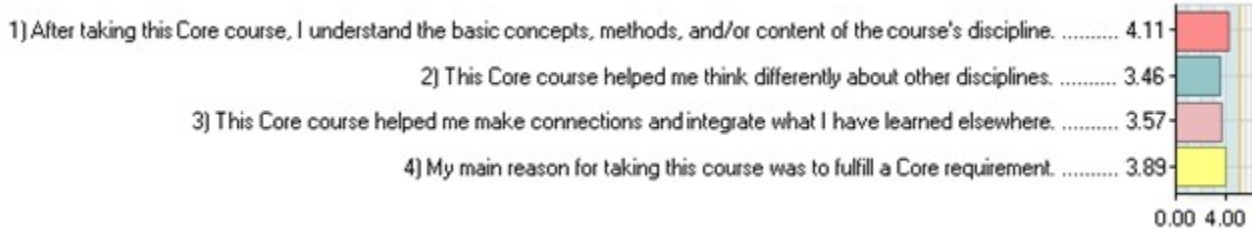
1) After taking this Core course, I understand the basic concepts, methods, and/or content of the course's discipline. 4.11

2) This Core course helped me think differently about other disciplines. 3.46

3) This Core course helped me make connections and integrate what I have learned elsewhere. 3.57

4) My main reason for taking this course was to fulfill a Core requirement. 3.89

0.00 4.00

Core: Select your agreement level with the following statements about this course.

1. After taking this Core course, I understand the basic concepts, methods, and/or content of the course's discipline.

5 Strongly Agree	560	40.76%	
4 Agree	555	40.39%	
3 Uncertain	130	9.46%	
2 Disagree	75	5.46%	
1 Strongly Disagree	42	3.06%	
N/A N/A	12	0.87%	
Total	1374		

Statistics	Value
Response Count	1374
Mean	4.11
Median	4.00
Standard Deviation	1.00

2. This Core course helped me think differently about other disciplines.

5 Strongly Agree	327	23.82%	
4 Agree	368	26.80%	
3 Uncertain	311	22.65%	
2 Disagree	260	18.94%	
1 Strongly Disagree	72	5.24%	
N/A N/A	35	2.55%	
Total	1373		

Statistics	Value
Response Count	1373
Mean	3.46
Median	4.00
Standard Deviation	1.20

3. This Core course helped me make connections and integrate what I have learned elsewhere.

5 Strongly Agree	341	25.09%	
4 Agree	442	32.52%	
3 Uncertain	255	18.76%	
2 Disagree	220	16.19%	
1 Strongly Disagree	74	5.45%	
N/A N/A	27	1.99%	
Total	1359		

Statistics	Value
Response Count	1359
Mean	3.57
Median	4.00
Standard Deviation	1.19

4. My main reason for taking this course was to fulfill a Core requirement.

5 Strongly Agree	641	46.72%	
4 Agree	328	23.91%	
3 Uncertain	65	4.74%	
2 Disagree	196	14.29%	
1 Strongly Disagree	112	8.16%	
N/A N/A	30	2.19%	
Total	1372		
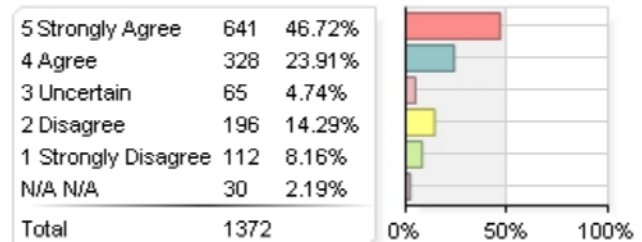
Statistics	Value
Response Count	1372
Mean	3.89
Median	4.00
Standard Deviation	1.36

BOSTON COLLEGE

Natural Science Core Summary - Fall 2017

Fall 2017

Project Audience 1899
Responses Received 1697
Response Ratio 89.36%

Creation Date   Thu, Jan 04, 2018

Core Survey Questions for All Core Courses
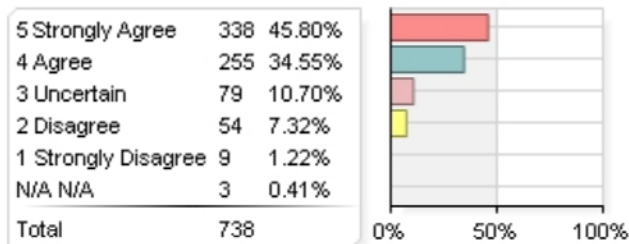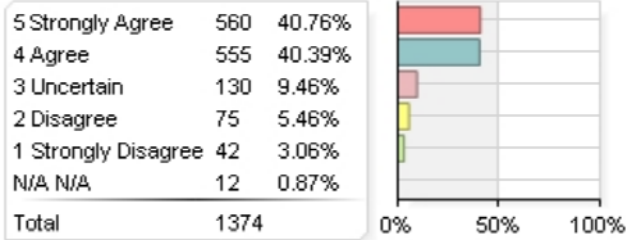
Raters	Students
Responded	1697
Invited	1899
Response Ratio	89.36%

Core: Select your agreement level with the following statements about this course.
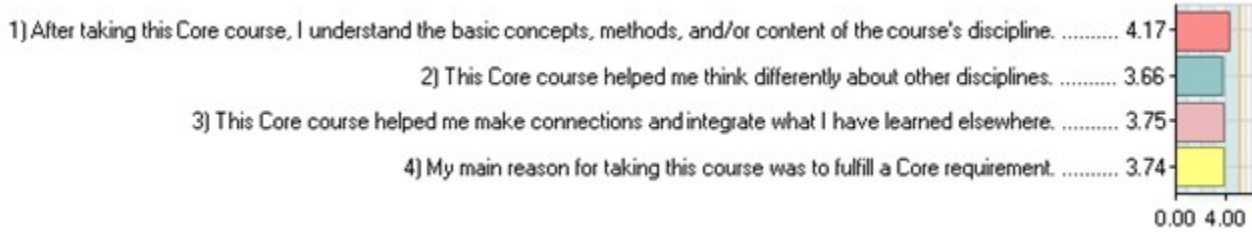
1) After taking this Core course, I understand the basic concepts, methods, and/or content of the course's discipline. 4.17

2) This Core course helped me think differently about other disciplines. 3.66

3) This Core course helped me make connections and integrate what I have learned elsewhere. 3.75

4) My main reason for taking this course was to fulfill a Core requirement. 3.74
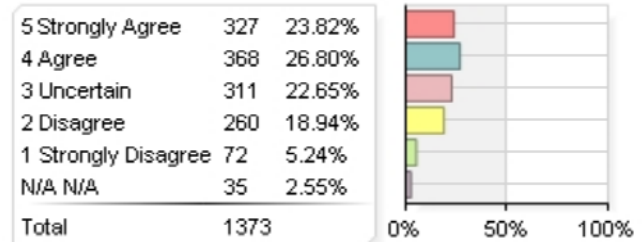
0.00 4.00

Core: Select your agreement level with the following statements about this course.

1. After taking this Core course, I understand the basic concepts, methods, and/or content of the course's discipline.
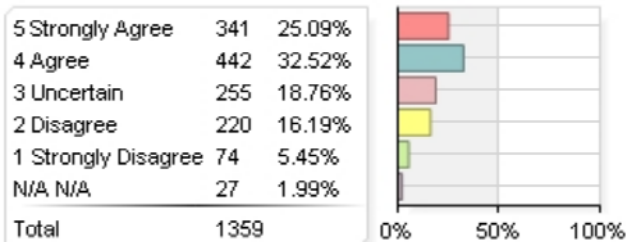
5 Strongly Agree	648	39.56%
4 Agree	750	45.79%
3 Uncertain	126	7.69%
2 Disagree	73	4.46%
1 Strongly Disagree	33	2.01%
N/A N/A	8	0.49%
Total	1638	

Statistics	Value
Response Count	1638
Mean	4.17
Median	4.00
Standard Deviation	0.90

2. This Core course helped me think differently about other disciplines.

5 Strongly Agree	452	27.75%
4 Agree	547	33.58%
3 Uncertain	293	17.99%
2 Disagree	254	15.59%
1 Strongly Disagree	64	3.93%
N/A N/A	19	1.17%
Total	1629	

Statistics	Value
Response Count	1629
Mean	3.66
Median	4.00
Standard Deviation	1.16

3. This Core course helped me make connections and integrate what I have learned elsewhere.

5 Strongly Agree	485	29.85%
4 Agree	594	36.55%
3 Uncertain	244	15.02%
2 Disagree	217	13.35%
1 Strongly Disagree	68	4.18%
N/A N/A	17	1.05%
Total	1625	

Statistics	Value
Response Count	1625
Mean	3.75
Median	4.00
Standard Deviation	1.15

4. My main reason for taking this course was to fulfill a Core requirement.

5 Strongly Agree	751	46.05%
4 Agree	329	20.17%
3 Uncertain	72	4.41%
2 Disagree	253	15.51%
1 Strongly Disagree	198	12.14%
N/A N/A	28	1.72%
Total	1631	
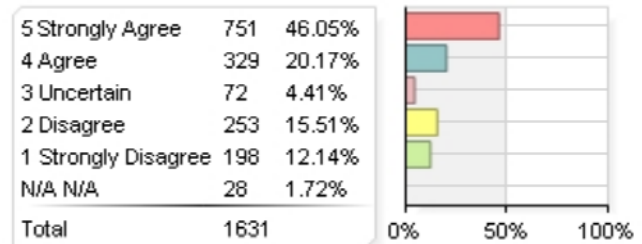
Statistics	Value
Response Count	1631
Mean	3.74
Median	4.00
Standard Deviation	1.48

BOSTON COLLEGE

Philosophy Core Summary - Fall 2017

Fall 2017

Project Audience 2323
Responses Received 2030
Response Ratio 87.39%

Creation Date Fri, Jan 05, 2018
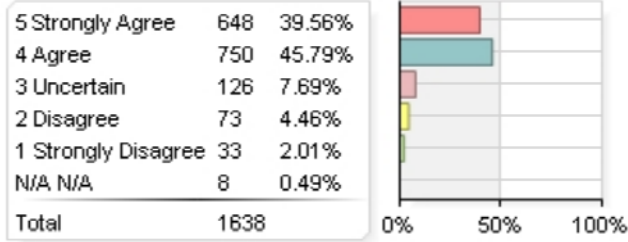
Core Survey Questions for All Core Courses

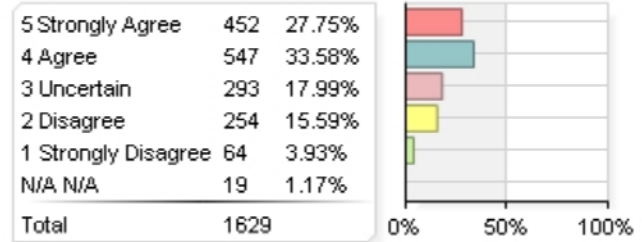| Raters	Students
Responded	2030
Invited	2323
Response Ratio	87.39%

Core: Select your agreement level with the following statements about this course.
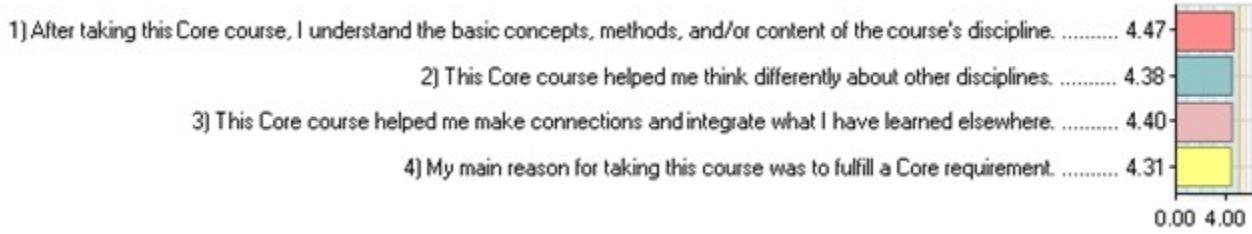
1) After taking this Core course, I understand the basic concepts, methods, and/or content of the course's discipline. 4.47
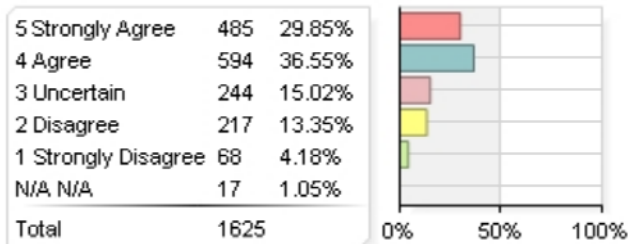
2) This Core course helped me think differently about other disciplines. 4.38

3) This Core course helped me make connections and integrate what I have learned elsewhere. 4.40

4) My main reason for taking this course was to fulfill a Core requirement. 4.31

0.00 4.00

Core: Select your agreement level with the following statements about this course.

1. After taking this Core course, I understand the basic concepts, methods, and/or content of the course's discipline.

5 Strongly Agree	1093	55.54%	
4 Agree	749	38.06%	
3 Uncertain	71	3.61%	
2 Disagree	34	1.73%	
1 Strongly Disagree	14	0.71%	
N/A N/A	7	0.36%	
Total	1968		

Statistics	Value
Response Count	1968
Mean	4.47
Median	5.00
Standard Deviation	0.71

2. This Core course helped me think differently about other disciplines.

5 Strongly Agree	1085	55.24%	
4 Agree	636	32.38%	
3 Uncertain	141	7.18%	
2 Disagree	75	3.82%	
1 Strongly Disagree	19	0.97%	
N/A N/A	8	0.41%	
Total	1964		

Statistics	Value
Response Count	1964
Mean	4.38
Median	5.00
Standard Deviation	0.85

3. This Core course helped me make connections and integrate what I have learned elsewhere.

5 Strongly Agree	1102	56.45%	
4 Agree	628	32.17%	
3 Uncertain	127	6.51%	
2 Disagree	66	3.38%	
1 Strongly Disagree	20	1.02%	
N/A N/A	9	0.46%	
Total	1952		

Statistics	Value
Response Count	1952
Mean	4.40
Median	5.00
Standard Deviation	0.84

4. My main reason for taking this course was to fulfill a Core requirement.

5 Strongly Agree	1125	57.54%	
4 Agree	538	27.52%	
3 Uncertain	87	4.45%	
2 Disagree	153	7.83%	
1 Strongly Disagree	43	2.20%	
N/A N/A	9	0.46%	
Total	1955		
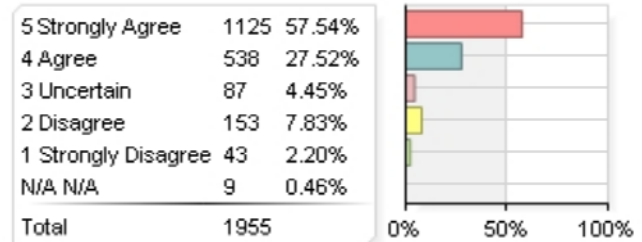
Statistics	Value
Response Count	1955
Mean	4.31
Median	5.00
Standard Deviation	1.02

BOSTON COLLEGE

Social Science Core Summary - Fall 2017

Fall 2017

Project Audience 2772
Responses Received 2382
Response Ratio 85.93%

Creation Date   Thu, Jan 04, 2018
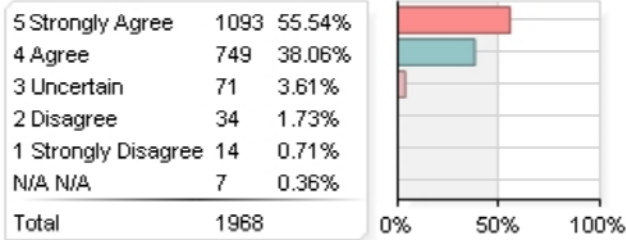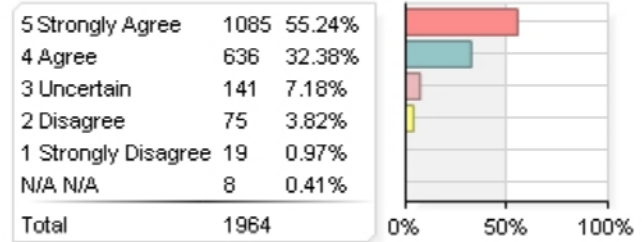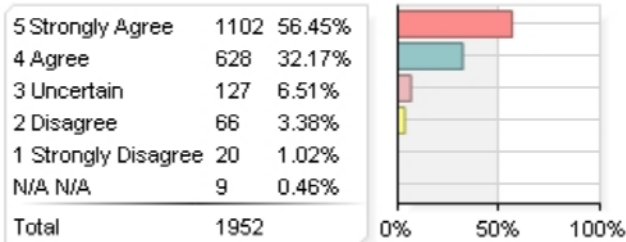
Core Survey Questions for All Core Courses

Raters	Students
Responded	2382
Invited	2772
Response Ratio	85.93%

Core: Select your agreement level with the following statements about this course.
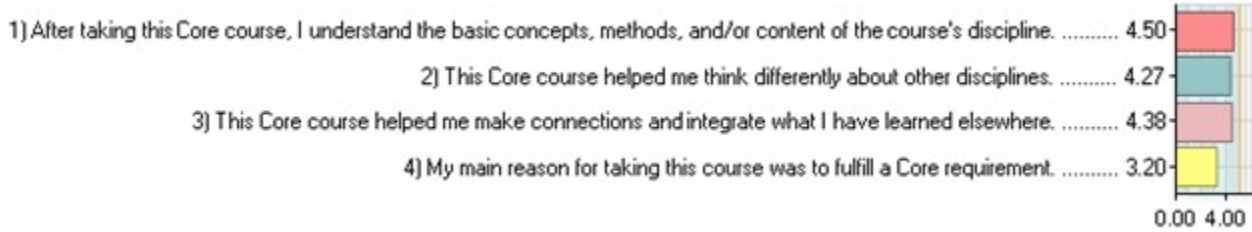
1) After taking this Core course, I understand the basic concepts, methods, and/or content of the course's discipline. 4.50

2) This Core course helped me think differently about other disciplines. 4.27

3) This Core course helped me make connections and integrate what I have learned elsewhere. 4.38

4) My main reason for taking this course was to fulfill a Core requirement. 3.20

0.00 4.00

Core: Select your agreement level with the following statements about this course.

1. After taking this Core course, I understand the basic concepts, methods, and/or content of the course's discipline.

5 Strongly Agree	1350	58.37%	
4 Agree	811	35.06%	
3 Uncertain	84	3.63%	
2 Disagree	47	2.03%	
1 Strongly Disagree	10	0.43%	
N/A N/A	11	0.48%	
Total	2313		0% 50% 100%

Statistics	Value
Response Count	2313
Mean	4.50
Median	5.00
Standard Deviation	0.71

2. This Core course helped me think differently about other disciplines.

5 Strongly Agree	1130	49.00%	
4 Agree	808	35.04%	
3 Uncertain	201	8.72%	
2 Disagree	129	5.59%	
1 Strongly Disagree	17	0.74%	
N/A N/A	21	0.91%	
Total	2306		0% 50% 100%

Statistics	Value
Response Count	2306
Mean	4.27
Median	4.00
Standard Deviation	0.90

3. This Core course helped me make connections and integrate what I have learned elsewhere.

5 Strongly Agree	1221	53.23%	
4 Agree	820	35.75%	
3 Uncertain	128	5.58%	
2 Disagree	94	4.10%	
1 Strongly Disagree	15	0.65%	
N/A N/A	16	0.70%	
Total	2294		0% 50% 100%

Statistics	Value
Response Count	2294
Mean	4.38
Median	5.00
Standard Deviation	0.82

4. My main reason for taking this course was to fulfill a Core requirement.

5 Strongly Agree	629	27.32%	
4 Agree	510	22.15%	
3 Uncertain	144	6.26%	
2 Disagree	627	27.24%	
1 Strongly Disagree	347	15.07%	
N/A N/A	45	1.95%	
Total	2302		0% 50% 100%
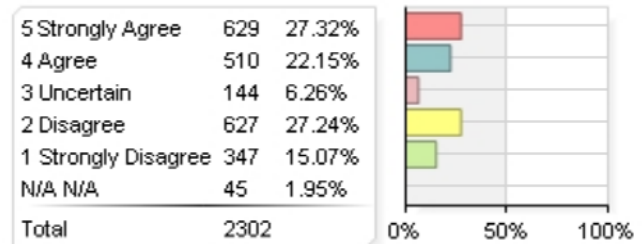
Statistics	Value
Response Count	2302
Mean	3.20
Median	4.00
Standard Deviation	1.48

BOSTON COLLEGE

Theology Core Summary - Fall 2017

Fall 2017

Project Audience 1239
Responses Received 1055
Response Ratio 85.15%

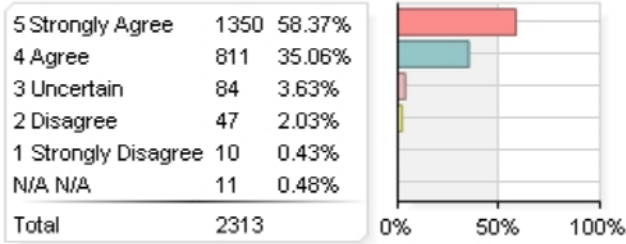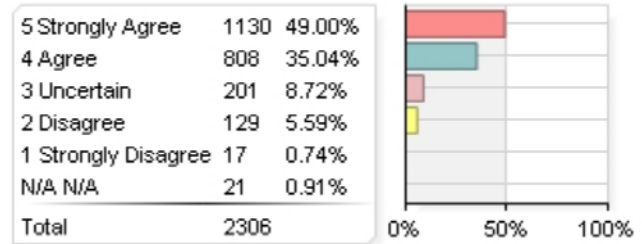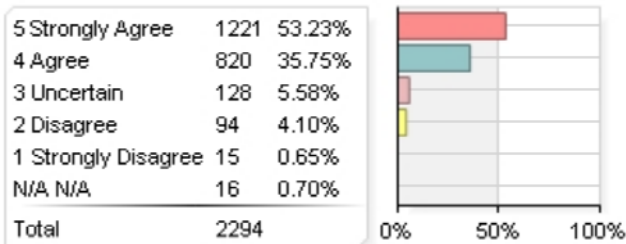**Creation Date**   Thu, Jan 04, 2018
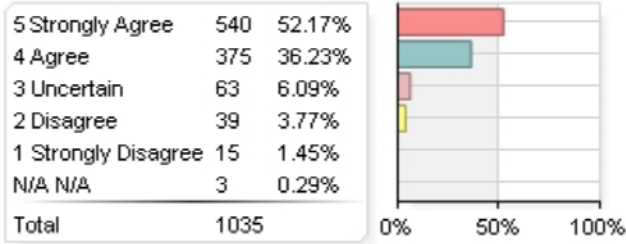
Core Survey Questions for All Core Courses

Raters	Students
Responded	1055
Invited	1239
Response Ratio	85.15%

Core: Select your agreement level with the following statements about this course.

1) After taking this Core course, I understand the basic concepts, methods, and/or content of the course's discipline. 4.34

2) This Core course helped me think differently about other disciplines. 4.17

3) This Core course helped me make connections and integrate what I have learned elsewhere. 4.20

4) My main reason for taking this course was to fulfill a Core requirement. 4.52
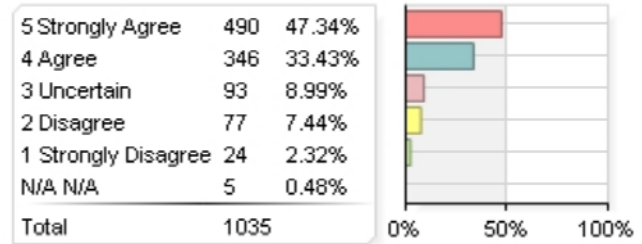
0.00 4.00

Core: Select your agreement level with the following statements about this course.

1. After taking this Core course, I understand the basic concepts, methods, and/or content of the course's discipline.
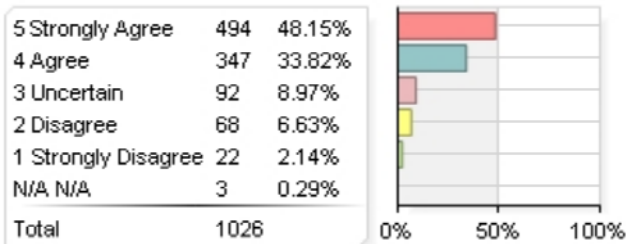
5 Strongly Agree	540	52.17%
4 Agree	375	36.23%
3 Uncertain	63	6.09%
2 Disagree	39	3.77%
1 Strongly Disagree	15	1.45%
N/A N/A	3	0.29%
Total	1035	

Statistics	Value
Response Count	1035
Mean	4.34
Median	5.00
Standard Deviation	0.87

2. This Core course helped me think differently about other disciplines.

5 Strongly Agree	490	47.34%
4 Agree	346	33.43%
3 Uncertain	93	8.99%
2 Disagree	77	7.44%
1 Strongly Disagree	24	2.32%
N/A N/A	5	0.48%
Total	1035	

Statistics	Value
Response Count	1035
Mean	4.17
Median	4.00
Standard Deviation	1.02

3. This Core course helped me make connections and integrate what I have learned elsewhere.

5 Strongly Agree	494	48.15%
4 Agree	347	33.82%
3 Uncertain	92	8.97%
2 Disagree	68	6.63%
1 Strongly Disagree	22	2.14%
N/A N/A	3	0.29%
Total	1026	

Statistics	Value
Response Count	1026
Mean	4.20
Median	4.00
Standard Deviation	1.00

4. My main reason for taking this course was to fulfill a Core requirement.

5 Strongly Agree	694	67.58%
4 Agree	246	23.95%
3 Uncertain	25	2.43%
2 Disagree	43	4.19%
1 Strongly Disagree	16	1.56%
N/A N/A	3	0.29%
Total	1027	

Statistics	Value
Response Count	1027
Mean	4.52
Median	5.00
Standard Deviation	0.86

BOSTON COLLEGE

Writing Core Summary - Fall 2017

Fall 2017

Project Audience 970
Responses Received 830
Response Ratio 85.57%

Creation Date   Thu, Jan 04, 2018

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Core Survey Questions for All Core Courses

Raters	Students
Responded	830
Invited	970
Response Ratio	85.57%

Core: Select your agreement level with the following statements about this course.
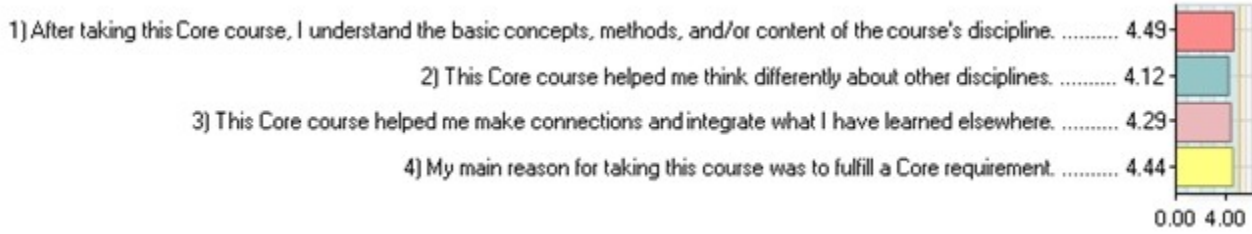
1) After taking this Core course, I understand the basic concepts, methods, and/or content of the course's discipline. 4.49

2) This Core course helped me think differently about other disciplines. 4.12

3) This Core course helped me make connections and integrate what I have learned elsewhere. 4.29

4) My main reason for taking this course was to fulfill a Core requirement. 4.44

0.00 4.00

Core: Select your agreement level with the following statements about this course.

Competency Statistics	Value
Mean	4.33
Median	5.00
Mode	5
Standard Deviation	0.86

1. After taking this Core course, I understand the basic concepts, methods, and/or content of the course's discipline.
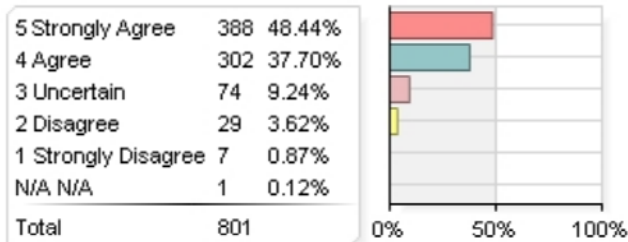
5 Strongly Agree	459	56.95%
4 Agree	297	36.85%
3 Uncertain	36	4.47%
2 Disagree	10	1.24%
1 Strongly Disagree	4	0.50%
N/A N/A	0	0.00%
Total	806	
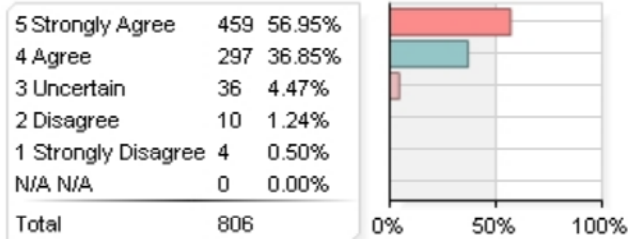
Statistics	Value
Response Count	806
Mean	4.49
Median	5.00
Standard Deviation	0.69

2. This Core course helped me think differently about other disciplines.

5 Strongly Agree	354	44.08%
4 Agree	256	31.88%
3 Uncertain	124	15.44%
2 Disagree	56	6.97%
1 Strongly Disagree	7	0.87%
N/A N/A	6	0.75%
Total	803	
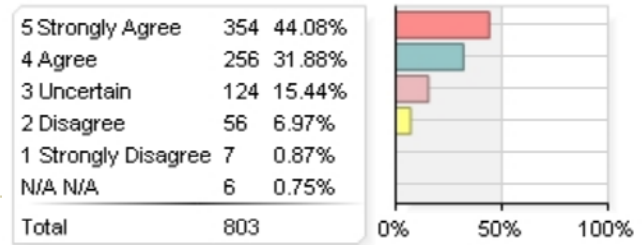
Statistics	Value
Response Count	803
Mean	4.12
Median	4.00
Standard Deviation	0.97

3. This Core course helped me make connections and integrate what I have learned elsewhere.

5 Strongly Agree	388	48.44%
4 Agree	302	37.70%
3 Uncertain	74	9.24%
2 Disagree	29	3.62%
1 Strongly Disagree	7	0.87%
N/A N/A	1	0.12%
Total	801	

Statistics	Value
Response Count	801
Mean	4.29
Median	4.00
Standard Deviation	0.85

4. My main reason for taking this course was to fulfill a Core requirement.

5 Strongly Agree	480	59.63%
4 Agree	249	30.93%
3 Uncertain	34	4.22%
2 Disagree	27	3.35%
1 Strongly Disagree	14	1.74%
N/A N/A	1	0.12%
Total	805	
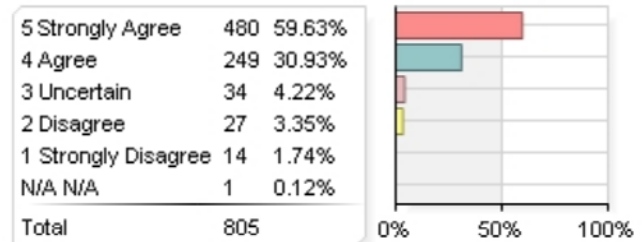
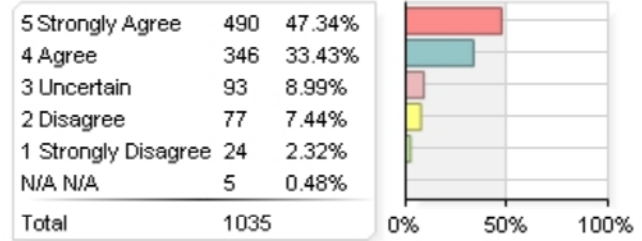| Statistics	Value
Response Count	805
Mean	4.44
Median	5.00
Standard Deviation	0.86

Core: Select your agreement level with the following statements about this course.

1. After taking this Core course, I understand the basic concepts, methods, and/or content of the course's discipline.
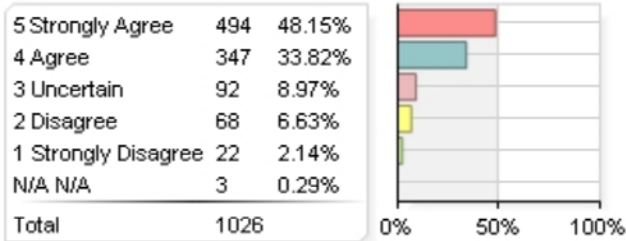
5 Strongly Agree	540	52.17%
4 Agree	375	36.23%
3 Uncertain	63	6.09%
2 Disagree	39	3.77%
1 Strongly Disagree	15	1.45%
N/A N/A	3	0.29%
Total	1035	

Statistics	Value
Response Count	1035
Mean	4.34
Median	5.00
Standard Deviation	0.87

2. This Core course helped me think differently about other disciplines.

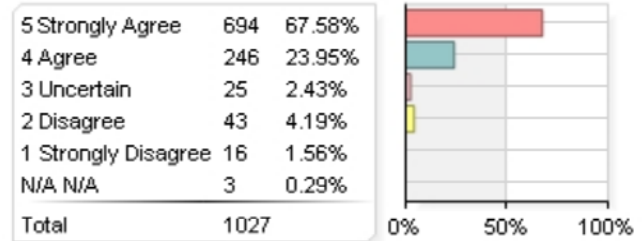|		
5 Strongly Agree	490	47.34%
4 Agree	346	33.43%
3 Uncertain	93	8.99%
2 Disagree	77	7.44%
1 Strongly Disagree	24	2.32%
N/A N/A	5	0.48%
Total	1035	

Statistics	Value
Response Count	1035
Mean	4.17
Median	4.00
Standard Deviation	1.02

3. This Core course helped me make connections and integrate what I have learned elsewhere.

5 Strongly Agree	494	48.15%
4 Agree	347	33.82%
3 Uncertain	92	8.97%
2 Disagree	68	6.63%
1 Strongly Disagree	22	2.14%
N/A N/A	3	0.29%
Total	1026	

Statistics	Value
Response Count	1026
Mean	4.20
Median	4.00
Standard Deviation	1.00

4. My main reason for taking this course was to fulfill a Core requirement.

5 Strongly Agree	694	67.58%
4 Agree	246	23.95%
3 Uncertain	25	2.43%
2 Disagree	43	4.19%
1 Strongly Disagree	16	1.56%
N/A N/A	3	0.29%
Total	1027	

Statistics	Value
Response Count	1027
Mean	4.52
Median	5.00
Standard Deviation	0.86

BOSTON COLLEGE

Core Overall Summary - Spring 2018

Spring 2018

Project Audience 13435
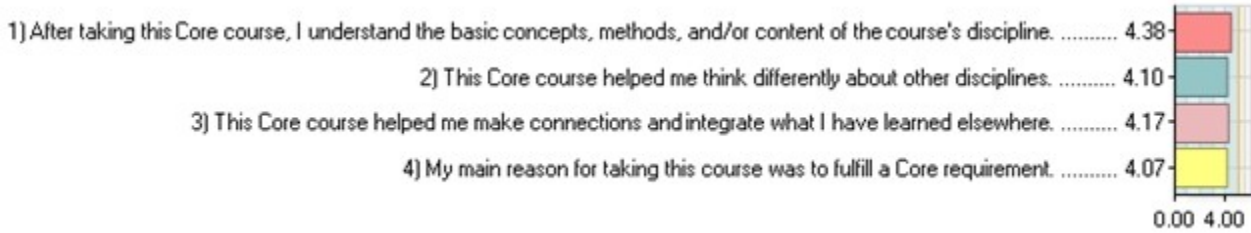Responses Received 11351
Response Ratio 84.49%

Creation Date   Thu, May 17, 2018

Core Survey Questions for All Core Courses

| Raters	Students
Responded	11351
Invited	13435
Response Ratio	84.49%

Core: Select your agreement level with the following statements about this course.

1) After taking this Core course, I understand the basic concepts, methods, and/or content of the course's discipline. 4.38

2) This Core course helped me think differently about other disciplines. 4.10

3) This Core course helped me make connections and integrate what I have learned elsewhere. 4.17

4) My main reason for taking this course was to fulfill a Core requirement. 4.07

0.00 4.00

Core: Select your agreement level with the following statements about this course.

1. After taking this Core course, I understand the basic concepts, methods, and/or content of the course's discipline.

5 Strongly Agree	5864	53.01%
4 Agree	4101	37.07%
3 Uncertain	554	5.01%
2 Disagree	350	3.16%
1 Strongly Disagree	158	1.43%
N/A N/A	36	0.33%
Total	11063	
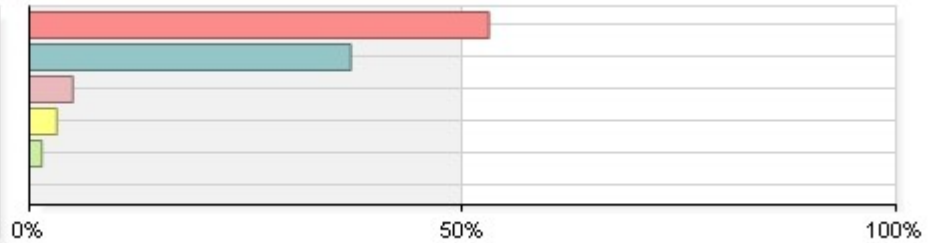
Statistics	Value
Response Count	11063
Mean	4.38
Median	5.00
Standard Deviation	0.84

2. This Core course helped me think differently about other disciplines.

5 Strongly Agree	5013	45.50%
4 Agree	3523	31.97%
3 Uncertain	1150	10.44%
2 Disagree	989	8.98%
1 Strongly Disagree	276	2.50%
N/A N/A	67	0.61%
Total	11018	
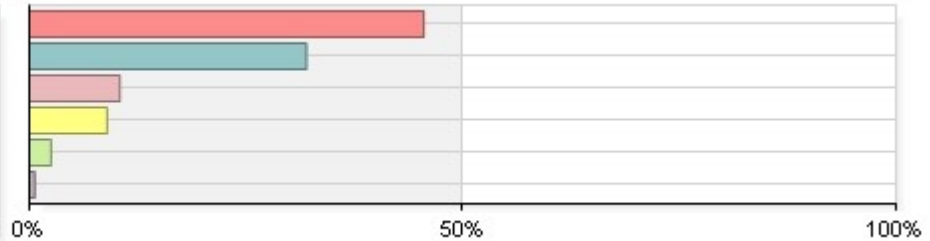
Statistics	Value
Response Count	11018
Mean	4.10
Median	4.00
Standard Deviation	1.07

## 3. This Core course helped me make connections and integrate what I have learned elsewhere.

5 Strongly Agree	5220	47.46%
4 Agree	3684	33.50%
3 Uncertain	964	8.77%
2 Disagree	801	7.28%
1 Strongly Disagree	274	2.49%
N/A N/A	55	0.50%
Total	10998	
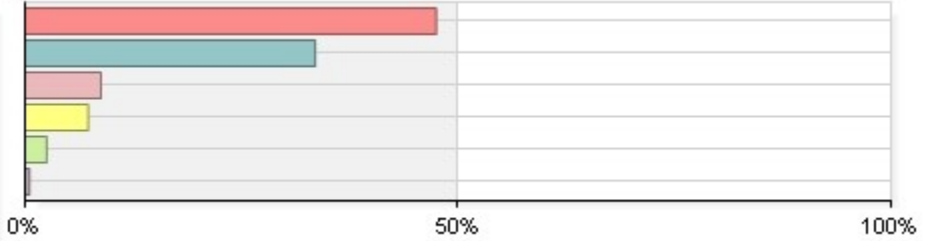
Statistics	Value
Response Count	10998
Mean	4.17
Median	4.00
Standard Deviation	1.03

4. My main reason for taking this course was to fulfill a Core requirement.

5 Strongly Agree	5808	52.73%
4 Agree	2734	24.82%
3 Uncertain	371	3.37%
2 Disagree	1278	11.60%
1 Strongly Disagree	702	6.37%
N/A N/A	121	1.10%
Total	11014	
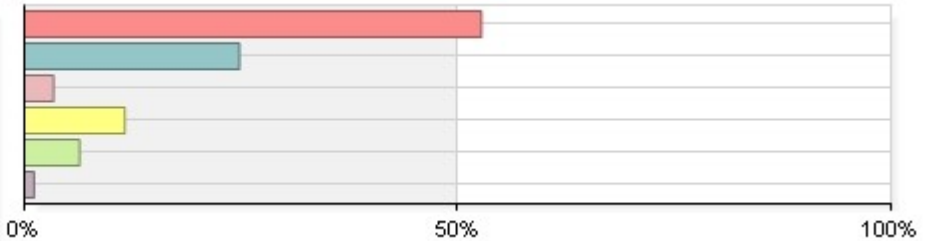
Statistics	Value
Response Count	11014
Mean	4.07
Median	5.00
Standard Deviation	1.27

BOSTON COLLEGE

Core Pilot Overall Summary - Spring 2018

Spring 2018

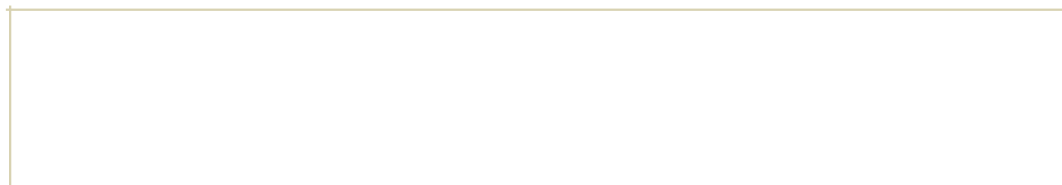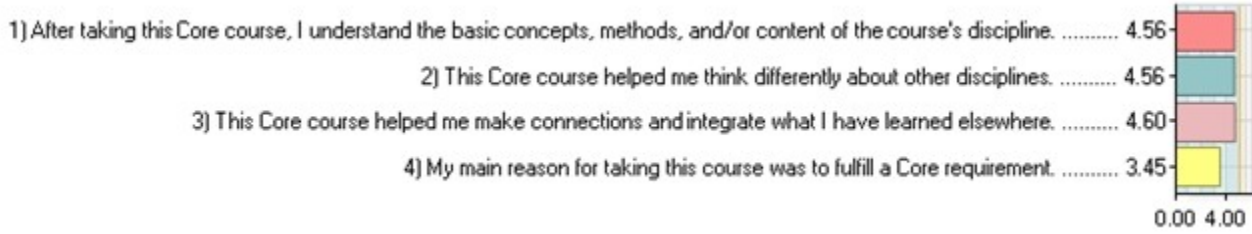Project Audience 597
Responses Received 447
Response Ratio 74.87%

Creation Date   Wed, May 16, 2018

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Core Survey Questions for All Core Pilot Courses
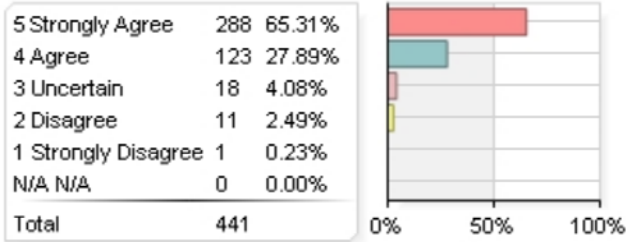
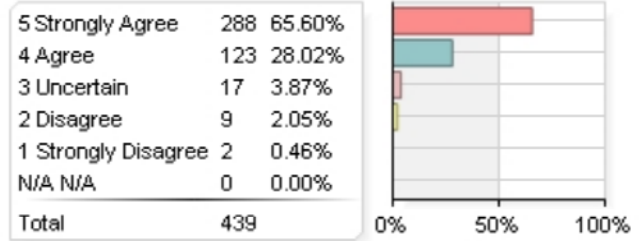| Raters	Students
Responded	447
Invited	597
Response Ratio	74.87%

Core: Select your agreement level with the following statements about this course.

1) After taking this Core course, I understand the basic concepts, methods, and/or content of the course's discipline. 4.56
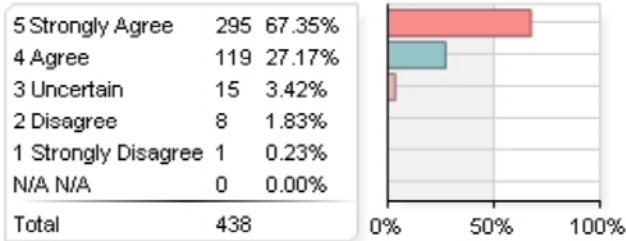
2) This Core course helped me think differently about other disciplines. 4.56

3) This Core course helped me make connections and integrate what I have learned elsewhere. 4.60

4) My main reason for taking this course was to fulfill a Core requirement. 3.45

0.00   4.00

Core: Select your agreement level with the following statements about this course.

1. After taking this Core course, I understand the basic concepts, methods, and/or content of the course's discipline.

5 Strongly Agree	288	65.31%
4 Agree	123	27.89%
3 Uncertain	18	4.08%
2 Disagree	11	2.49%
1 Strongly Disagree	1	0.23%
N/A N/A	0	0.00%
Total	441	

Statistics	Value
Response Count	441
Mean	4.56
Median	5.00
Standard Deviation	0.71

2. This Core course helped me think differently about other disciplines.

5 Strongly Agree	288	65.60%
4 Agree	123	28.02%
3 Uncertain	17	3.87%
2 Disagree	9	2.05%
1 Strongly Disagree	2	0.46%
N/A N/A	0	0.00%
Total	439	

Statistics	Value
Response Count	439
Mean	4.56
Median	5.00
Standard Deviation	0.71

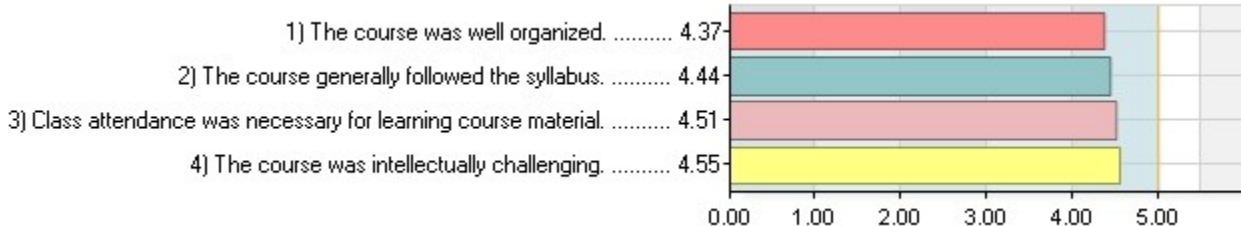3. This Core course helped me make connections and integrate what I have learned elsewhere.

5 Strongly Agree	295	67.35%
4 Agree	119	27.17%
3 Uncertain	15	3.42%
2 Disagree	8	1.83%
1 Strongly Disagree	1	0.23%
N/A N/A	0	0.00%
Total	438	

Statistics	Value
Response Count	438
Mean	4.60
Median	5.00
Standard Deviation	0.67

4. My main reason for taking this course was to fulfill a Core requirement.

5 Strongly Agree	137	31.21%
4 Agree	118	26.88%
3 Uncertain	26	5.92%
2 Disagree	109	24.83%
1 Strongly Disagree	44	10.02%
N/A N/A	5	1.14%
Total	439	
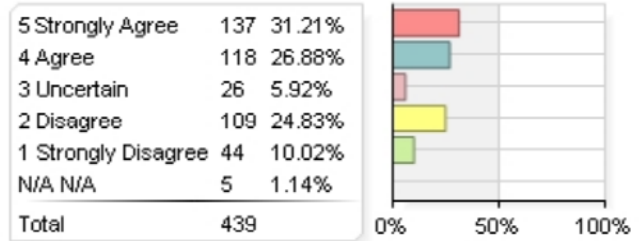
Statistics	Value
Response Count	439
Mean	3.45
Median	4.00
Standard Deviation	1.41

Standard Survey Select your agreement level with the following statements about this course.

1) The course was well organized.	4.37
2) The course generally followed the syllabus.	4.44
3) Class attendance was necessary for learning course material.	4.51
4) The course was intellectually challenging.	4.55

Select your agreement level with the following statements about this course.

1. The course was well organized.

5 Strongly Agree	271	60.76%
4 Agree	121	27.13%
3 Uncertain	12	2.69%
2 Disagree	30	6.73%
1 Strongly Disagree	12	2.69%
N/A N/A	0	0.00%
Total	446	
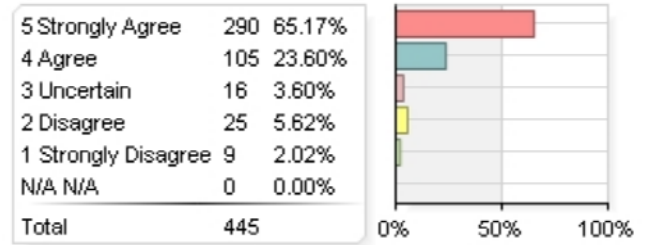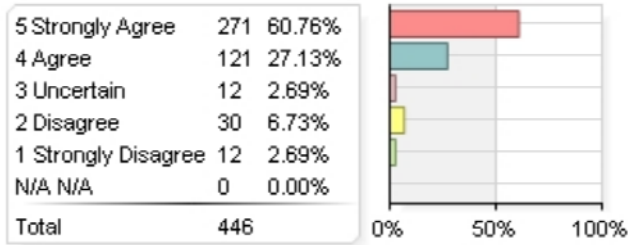
Statistics	Value
Response Count	446
Mean	4.37
Median	5.00
Standard Deviation	1.01

2. The course generally followed the syllabus.

5 Strongly Agree	290	65.17%
4 Agree	105	23.60%
3 Uncertain	16	3.60%
2 Disagree	25	5.62%
1 Strongly Disagree	9	2.02%
N/A N/A	0	0.00%
Total	445	

Statistics	Value
Response Count	445
Mean	4.44
Median	5.00
Standard Deviation	0.95

3. Class attendance was necessary for learning course material.

5 Strongly Agree	295	66.29%
4 Agree	107	24.04%
3 Uncertain	23	5.17%
2 Disagree	16	3.60%
1 Strongly Disagree	4	0.90%
N/A N/A	0	0.00%
Total	445	
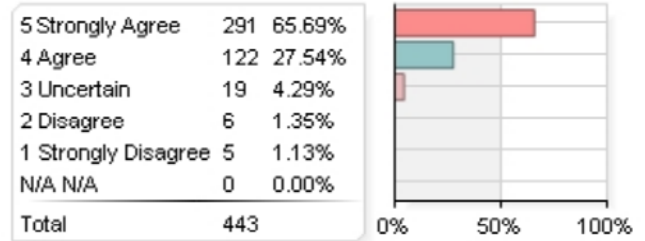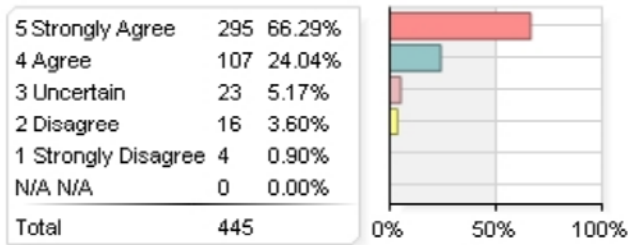
Statistics	Value
Response Count	445
Mean	4.51
Median	5.00
Standard Deviation	0.82

4. The course was intellectually challenging.

5 Strongly Agree	291	65.69%
4 Agree	122	27.54%
3 Uncertain	19	4.29%
2 Disagree	6	1.35%
1 Strongly Disagree	5	1.13%
N/A N/A	0	0.00%
Total	443	

Statistics	Value
Response Count	443
Mean	4.55
Median	5.00
Standard Deviation	0.74

Compared to similar courses (ie core, major, etc), this course required:
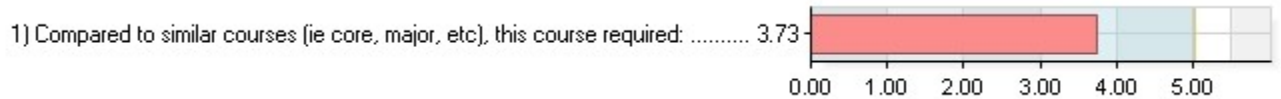
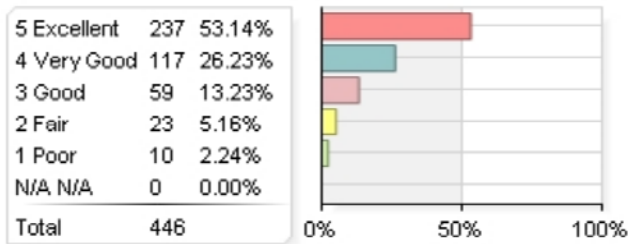1) Compared to similar courses (ie core, major, etc), this course required: 3.73

Compared to similar courses (ie core, major, etc), this course required:

5 Much More Effort	103	23.09%
4 More Effort	157	35.20%
3 About the Same Effort	149	33.41%
2 Less Effort	30	6.73%
1 Much Less Effort	4	0.90%
N/A N/A	3	0.67%
Total	446	
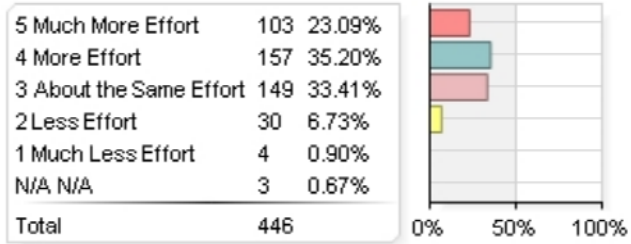
Statistics	Value
Response Count	446
Mean	3.73
Median	4.00
Standard Deviation	0.92

How would you rate this course overall?

1) How would you rate this course overall? 4.23

How would you rate this course overall?

5 Excellent	237	53.14%
4 Very Good	117	26.23%
3 Good	59	13.23%
2 Fair	23	5.16%
1 Poor	10	2.24%
N/A N/A	0	0.00%
Total	446	
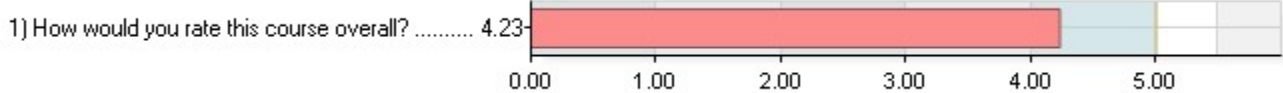
Statistics	Value
Response Count	446
Mean	4.23
Median	5.00
Standard Deviation	1.01

BOSTON COLLEGE

Arts Core Summary - Spring 2018

Spring 2018
Project Audience 985
Responses Received 854
Response Ratio 86.70%

Creation Date   Wed, May 16, 2018

Core Survey Questions for All Core Courses

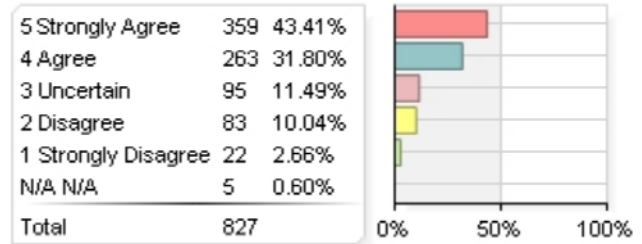| Raters	Students
Responded	854
Invited	985
Response Ratio	86.70%

Core: Select your agreement level with the following statements about this course.
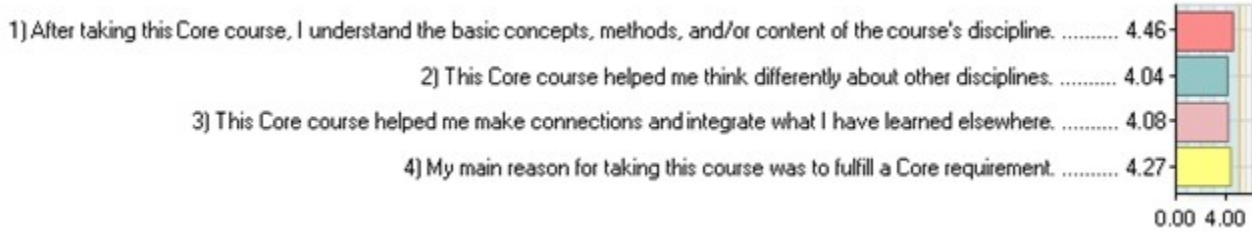
1) After taking this Core course, I understand the basic concepts, methods, and/or content of the course's discipline. 4.46

2) This Core course helped me think differently about other disciplines. 4.04

3) This Core course helped me make connections and integrate what I have learned elsewhere. 4.08

4) My main reason for taking this course was to fulfill a Core requirement. 4.27

0.00 4.00

Core: Select your agreement level with the following statements about this course.

1. After taking this Core course, I understand the basic concepts, methods, and/or content of the course's discipline.

5 Strongly Agree	456	55.14%
4 Agree	321	38.81%
3 Uncertain	33	3.99%
2 Disagree	10	1.21%
1 Strongly Disagree	7	0.85%
N/A N/A	0	0.00%
Total	827	
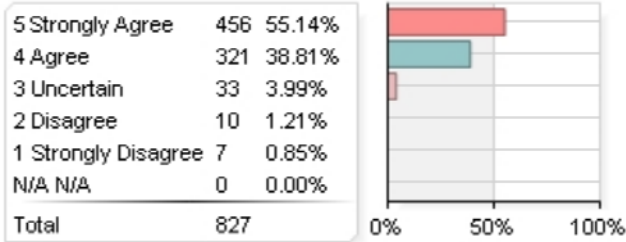
Statistics	Value
Response Count	827
Mean	4.46
Median	5.00
Standard Deviation	0.71

2. This Core course helped me think differently about other disciplines.

5 Strongly Agree	359	43.41%
4 Agree	263	31.80%
3 Uncertain	95	11.49%
2 Disagree	83	10.04%
1 Strongly Disagree	22	2.66%
N/A N/A	5	0.60%
Total	827	

Statistics	Value
Response Count	827
Mean	4.04
Median	4.00
Standard Deviation	1.09

3. This Core course helped me make connections and integrate what I have learned elsewhere.

5 Strongly Agree	359	43.67%
4 Agree	276	33.58%
3 Uncertain	90	10.95%
2 Disagree	73	8.88%
1 Strongly Disagree	19	2.31%
N/A N/A	5	0.61%
Total	822	
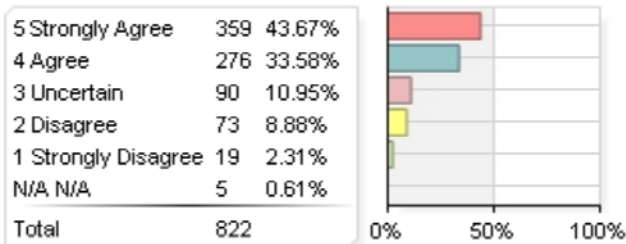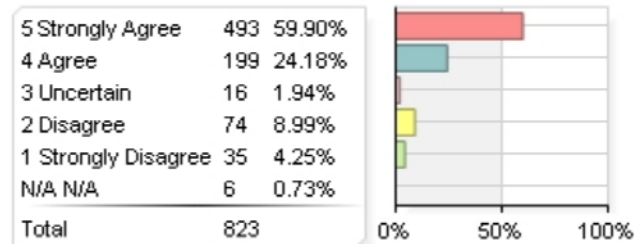
Statistics	Value
Response Count	822
Mean	4.08
Median	4.00
Standard Deviation	1.05

4. My main reason for taking this course was to fulfill a Core requirement.

5 Strongly Agree	493	59.90%
4 Agree	199	24.18%
3 Uncertain	16	1.94%
2 Disagree	74	8.99%
1 Strongly Disagree	35	4.25%
N/A N/A	6	0.73%
Total	823	

Statistics	Value
Response Count	823
Mean	4.27
Median	5.00
Standard Deviation	1.14

BOSTON COLLEGE

History Core Summary - Spring 2018

Spring 2018
Project Audience 2017
Responses Received 1685
Response Ratio 83.54%

Creation Date   Wed, May 16, 2018
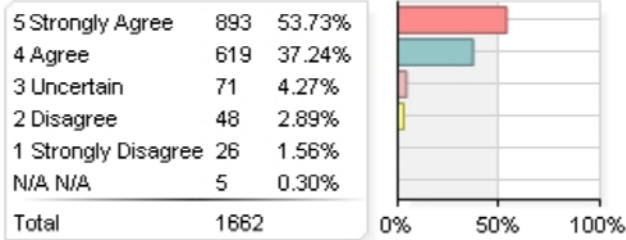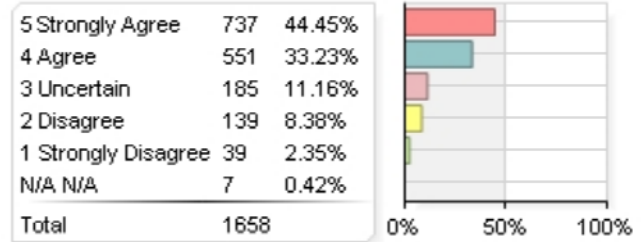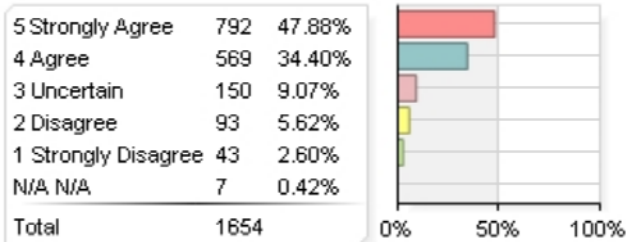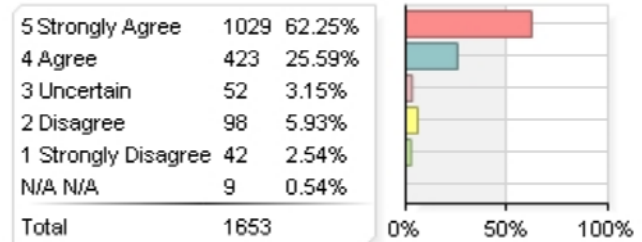
Core Survey Questions for All Core Courses

Raters	Students
Responded	1685
Invited	2017
Response Ratio	83.54%

Core: Select your agreement level with the following statements about this course.
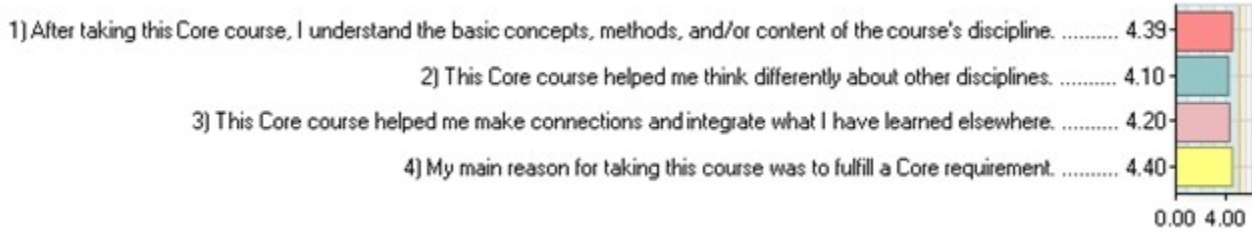
1) After taking this Core course, I understand the basic concepts, methods, and/or content of the course's discipline. 4.39

2) This Core course helped me think differently about other disciplines. 4.10

3) This Core course helped me make connections and integrate what I have learned elsewhere. 4.20

4) My main reason for taking this course was to fulfill a Core requirement. 4.40

0.00 4.00

Core: Select your agreement level with the following statements about this course.

1. After taking this Core course, I understand the basic concepts, methods, and/or content of the course's discipline.

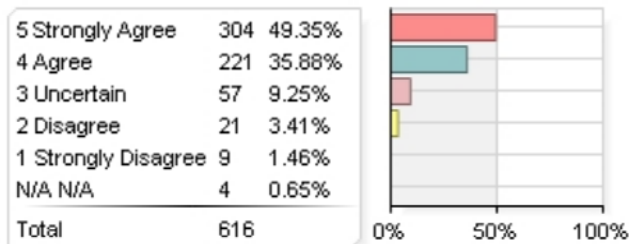|		
5 Strongly Agree	893	53.73%
4 Agree	619	37.24%
3 Uncertain	71	4.27%
2 Disagree	48	2.89%
1 Strongly Disagree	26	1.56%
N/A N/A	5	0.30%
Total	1662	

Statistics	Value
Response Count	1662
Mean	4.39
Median	5.00
Standard Deviation	0.83

2. This Core course helped me think differently about other disciplines.

5 Strongly Agree	737	44.45%
4 Agree	551	33.23%
3 Uncertain	185	11.16%
2 Disagree	139	8.38%
1 Strongly Disagree	39	2.35%
N/A N/A	7	0.42%
Total	1658	

Statistics	Value
Response Count	1658
Mean	4.10
Median	4.00
Standard Deviation	1.05

3. This Core course helped me make connections and integrate what I have learned elsewhere.

5 Strongly Agree	792	47.88%
4 Agree	569	34.40%
3 Uncertain	150	9.07%
2 Disagree	93	5.62%
1 Strongly Disagree	43	2.60%
N/A N/A	7	0.42%
Total	1654	

Statistics	Value
Response Count	1654
Mean	4.20
Median	4.00
Standard Deviation	1.00

4. My main reason for taking this course was to fulfill a Core requirement.

5 Strongly Agree	1029	62.25%
4 Agree	423	25.59%
3 Uncertain	52	3.15%
2 Disagree	98	5.93%
1 Strongly Disagree	42	2.54%
N/A N/A	9	0.54%
Total	1653	

Statistics	Value
Response Count	1653
Mean	4.40
Median	5.00
Standard Deviation	0.98

BOSTON COLLEGE

Literature Core Summary - Spring 2018

Spring 2018
Project Audience 924
Responses Received 626
Response Ratio 67.75%

Creation Date   Tue, May 22, 2018

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Core Survey Questions for All Core Courses

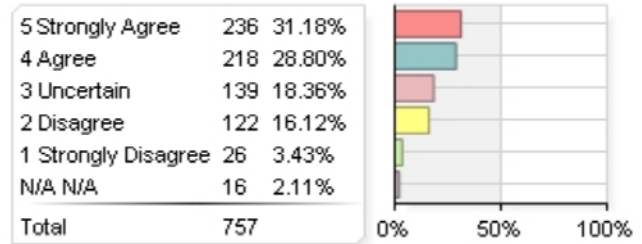| Raters	Students
Responded	626
Invited	924
Response Ratio	67.75%

Core: Select your agreement level with the following statements about this course.
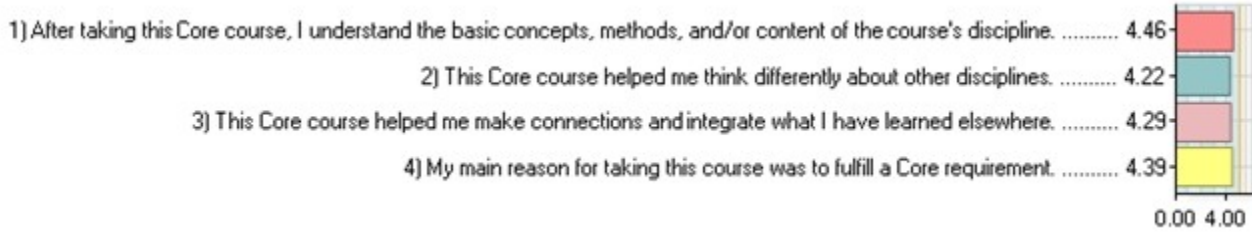
1) After taking this Core course, I understand the basic concepts, methods, and/or content of the course's discipline. 4.46

2) This Core course helped me think differently about other disciplines. 4.22

3) This Core course helped me make connections and integrate what I have learned elsewhere. 4.29

4) My main reason for taking this course was to fulfill a Core requirement. 4.39

0.00 4.00

Core: Select your agreement level with the following statements about this course.

Competency Statistics	Value
Mean	4.34
Median	5.00
Mode	5
Standard Deviation	0.90

1. After taking this Core course, I understand the basic concepts, methods, and/or content of the course's discipline.

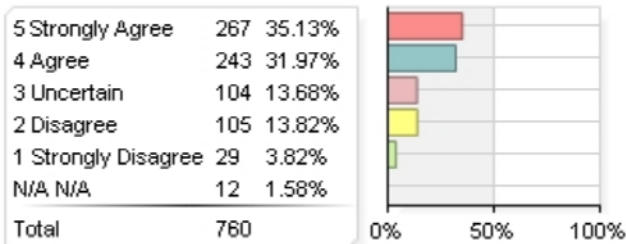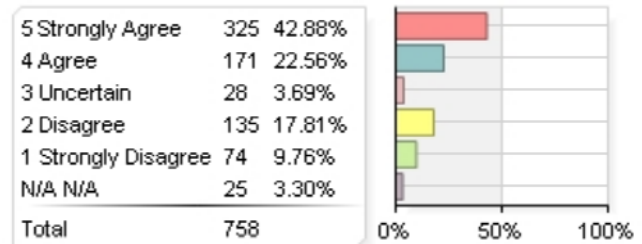|		
5 Strongly Agree	357	57.67%
4 Agree	214	34.57%
3 Uncertain	25	4.04%
2 Disagree	15	2.42%
1 Strongly Disagree	6	0.97%
N/A N/A	2	0.32%
Total	619	
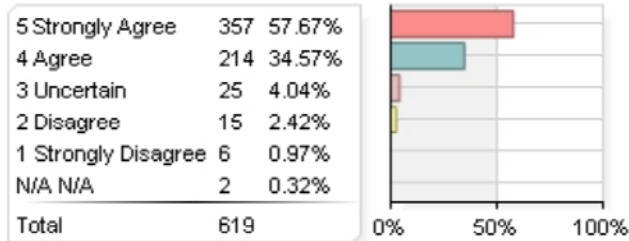
Statistics	Value
Response Count	619
Mean	4.46
Median	5.00
Standard Deviation	0.77

2. This Core course helped me think differently about other disciplines.

5 Strongly Agree	298	48.30%
4 Agree	207	33.55%
3 Uncertain	65	10.53%
2 Disagree	34	5.51%
1 Strongly Disagree	10	1.62%
N/A N/A	3	0.49%
Total	617	
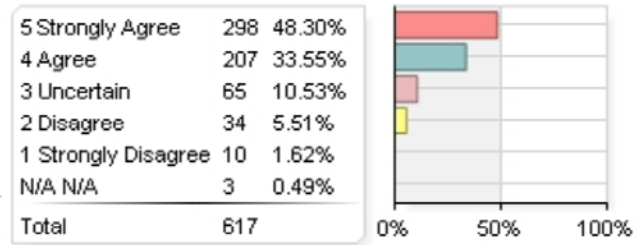
Statistics	Value
Response Count	617
Mean	4.22
Median	4.00
Standard Deviation	0.96

3. This Core course helped me make connections and integrate what I have learned elsewhere.

5 Strongly Agree	304	49.35%
4 Agree	221	35.88%
3 Uncertain	57	9.25%
2 Disagree	21	3.41%
1 Strongly Disagree	9	1.46%
N/A N/A	4	0.65%
Total	616	

Statistics	Value
Response Count	616
Mean	4.29
Median	4.00
Standard Deviation	0.88

4. My main reason for taking this course was to fulfill a Core requirement.

5 Strongly Agree	371	59.94%
4 Agree	175	28.27%
3 Uncertain	21	3.39%
2 Disagree	33	5.33%
1 Strongly Disagree	14	2.26%
N/A N/A	5	0.81%
Total	619	
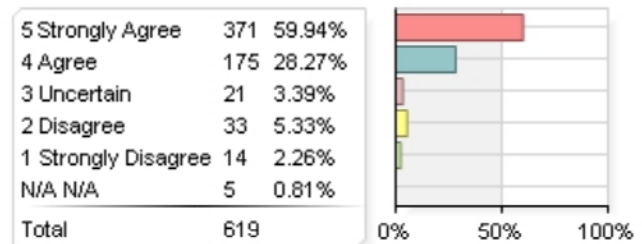
Statistics	Value
Response Count	619
Mean	4.39
Median	5.00
Standard Deviation	0.95

BOSTON COLLEGE

Mathematics Core Summary - Spring 2018

Spring 2018
Project Audience 910
Responses Received 775
Response Ratio 85.16%

Creation Date   Tue, May 22, 2018

Core Survey Questions for All Core Courses

Raters	Students
Responded	775
Invited	910
Response Ratio	85.16%

Core: Select your agreement level with the following statements about this course.
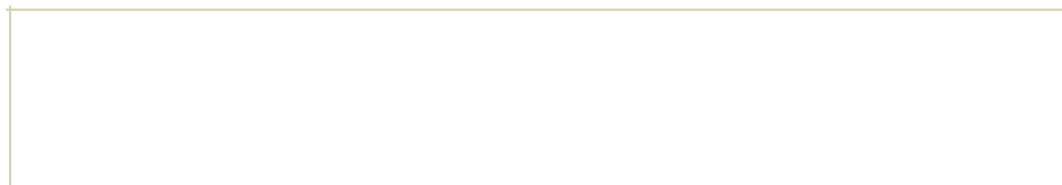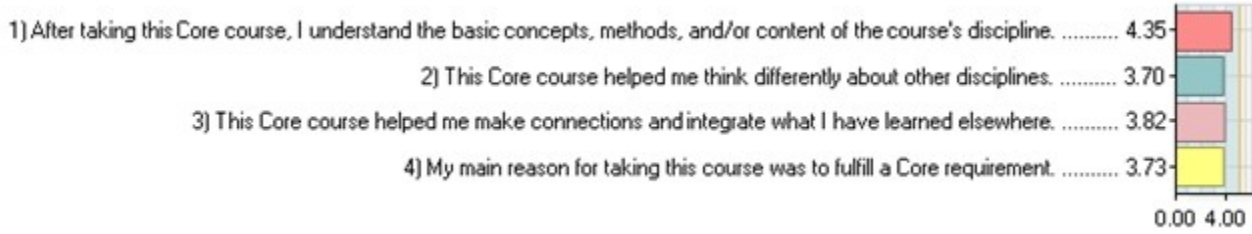
1) After taking this Core course, I understand the basic concepts, methods, and/or content of the course's discipline. 4.35

2) This Core course helped me think differently about other disciplines. 3.70

3) This Core course helped me make connections and integrate what I have learned elsewhere. 3.82

4) My main reason for taking this course was to fulfill a Core requirement. 3.73

0.00 4.00

Core: Select your agreement level with the following statements about this course.

1. After taking this Core course, I understand the basic concepts, methods, and/or content of the course's discipline.

5 Strongly Agree	395	51.84%
4 Agree	278	36.48%
3 Uncertain	44	5.77%
2 Disagree	27	3.54%
1 Strongly Disagree	11	1.44%
N/A N/A	7	0.92%
Total	762	
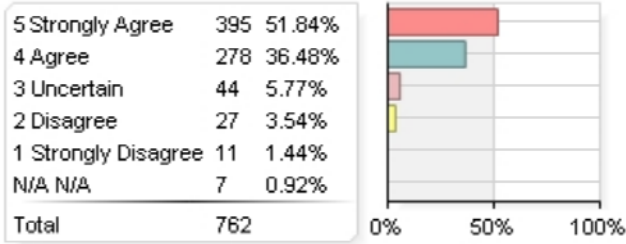
Statistics	Value
Response Count	762
Mean	4.35
Median	5.00
Standard Deviation	0.86

2. This Core course helped me think differently about other disciplines.

5 Strongly Agree	236	31.18%
4 Agree	218	28.80%
3 Uncertain	139	18.36%
2 Disagree	122	16.12%
1 Strongly Disagree	26	3.43%
N/A N/A	16	2.11%
Total	757	

Statistics	Value
Response Count	757
Mean	3.70
Median	4.00
Standard Deviation	1.18

3. This Core course helped me make connections and integrate what I have learned elsewhere.

5 Strongly Agree	267	35.13%
4 Agree	243	31.97%
3 Uncertain	104	13.68%
2 Disagree	105	13.82%
1 Strongly Disagree	29	3.82%
N/A N/A	12	1.58%
Total	760	

Statistics	Value
Response Count	760
Mean	3.82
Median	4.00
Standard Deviation	1.17

4. My main reason for taking this course was to fulfill a Core requirement.

5 Strongly Agree	325	42.88%
4 Agree	171	22.56%
3 Uncertain	28	3.69%
2 Disagree	135	17.81%
1 Strongly Disagree	74	9.76%
N/A N/A	25	3.30%
Total	758	

Statistics	Value
Response Count	758
Mean	3.73
Median	4.00
Standard Deviation	1.43

UCRC Meeting
Tuesday, September 19, 2017
1:30 p.m., Gasson 105

Attendees: Robert Bartlett; Julian Bourg; Patrick Byrne; Sean Clarke; Mary Crane; Brian Gareau; Charles Keenan; Gail Kineke; Elida Laski; Franco Mormando; Brian Robinette; John Rakestraw; Zachary Matus; Akua Sarr; Ethan Sullivan; Aiden Clarke; Drew McCall.

         The UCRC's subcommittees and task forces were discussed, including their functions, deadlines, and structures and how they contribute to the committee as a whole.
         The call for applications for faculty to teach Core Renewal courses, for both new and repeat faculty, was brought to attention, along with the September 21 Core Renewal reception. September 25 is the deadline for returning faculty to respond. Several veteran faculty members have responded, but others need to be reminded of the deadline.
         The deadline for new faculty to propose classes is October 6. The Office of the Associate Dean for the Core will cull applications that weekend and share the applications with individual departmental chairs on October 9. Departmental chairs will have one week to review the applications and respond with restraints on departmental support, faculty availability, etc. The Renewal subcommittee will then review and recommend courses for revision and resubmission as necessary. At next month's UCRC meeting, the Renewal subcommittee will make recommendations for the full committee to discuss and vote on. The committee will need to discuss the rest of the Core Renewal schedule and spring workshops in the future.
         The initial process for beginning the renewed Core was reviewed. This year, the committee needs a thoughtful process that is concrete and realistic for continuing renewal. Questions to assess include: What has been working? What can be fixed? What can the committee propose for the University as a whole? The committee's task is to present a three- to five-year plan for the future of the Renewed Core. The plan will be presented to the provost next spring. The committee will vote on the plan in March, allowing six months to create the plan.
         The timeline for working on the plan was discussed. By October, the committee will have identified components of the plan, assigned tasks to subcommittees, and discussed how various other first-year programs (Integrated Science and Society, PULSE, Perspectives, Courage to Know, etc.) can fit alongside the Renewed Core into one umbrella program. There is also a need to involve faculty in a meaningful way. By November, each subcommittee will report back on the status of their work with first drafts of sections of the plan. The committee will revise the plan in January and have a first full draft by February. The committee's vote on the plan will then take place in March.
         Unlike past years, there is a need for the committee to produce a concrete, final product for presentation. The committee will have to mediate between several components on campus (individual departments, other organizations, students, faculty, administrators, etc.) and find a way forward. The committee will focus on implementing realistic and practical change while maintaining the original vision. To begin this process, strengths and weaknesses of Core Renewal courses, as well as opportunities for the future were discussed.

Strengths

We have collected considerable assessment data on the pilot courses. It is safe to say that they are being studied more thoroughly than any other courses at Boston College. Fundamentally, Core Renewal has worked and is working. No major rethinking needs to be done, just tweaking. None of the weaknesses undermine the credibility/feasibility of the overall vision or its implementation during the pilot phase.

Student attitudes toward the core are improving. We are successfully pushing back against perceptions that the Core is uninteresting. Some students have been upset because they have been unable to enroll in Core Renewal courses. Students seem to take Core Renewal classes for reasons different than typical Core classes: the topics engage them, the possibility for community and engagement are distinctive; they know ahead of time that these classes are unique and demanding. In contrast, it seems rare that students complain about not being able to find seats in standard Core courses, which they usually take mainly in order to fulfill requirements.

Core Renewal is creating cooperation and collaboration across the departments. The process has had a positive impact on faculty, who say they enjoy the stimulation, working outside their disciplines, and the spirit of collegiality. Those who have taught CP and EQ classes describe the valuable rapport with colleagues in other departments and the virtues of working on interdisciplinary syllabi. They have found the preparatory workshops to be enriching and productive, and their approach to teaching pedagogy has been challenged and changed through invitation to reflect on how and why we teach the liberal arts.

Faculty and students both say that these classes have enabled deeper engagement, richer experience, and closer collaboration. Faculty say they get to know their students better than in other classes. Students get to know one another well and develop a strong sense of intellectual and holistic community.

Weaknesses and Challenges

The structure of the CP courses needs to be simplified. Even the logistics of registration create the impression that these courses are daunting. It is indeed daunting to consider maintaining these classes in their present state. Still, the CP model needs to be maintained in some form, because it embodies genuine team-teaching and reaches large cohorts (76-to-152 students/class). The very idea of a six-credit class may dissuade some students from enrolling (cf. PULSE and Perspectives, which are also 6-credit classes, have successfully maintained high enrollments; what can Core Renewal learn from their experience?) We should consider revising the CP structure in order to make it more plausible. One might distinguish two different factors: the complex elements of the classes (lectures, labs, Reflection sessions) and the enrollment size. Because students are together so much, it can feel like a smaller class. Greater logistical support is needed. Curricular budgets may be too small. Ways to streamline registration should be explored. Likewise more support is needed on Canvas Learning Management Systems for these classes. Having undergraduate mentors involved might be a valuable model. Are there creative ways to adjust the size and footprint of these classes and still achieve enrollment goals?

Involvement of new Visiting Assistant Professors in CP classes in AY19 so far seems a positive development. Experienced teachers with research expertise promises to solve a problem over the first two years: the labs have tended to be disconnected from the lectures and Reflection sessions. The labs and Reflection sessions require ongoing refinement, the articulation of best practices, and sharing successful models to be emulated.

Core classes that involve two-semester continuation sequences (Philosophy and Theology) pose structural challenges for students and faculty collaborations. This issue needs ongoing reflection and experimental efforts at resolution.

Matchmaking and overcoming departmental fragmentation remain serious ongoing challenges. Are there other ways to facilitate partnerships and collaboration? Likewise, connecting faculty to non-academic units at the university is difficult. The Core Office has done a poor to fair job in circulating assessment data to faculty, some of whom remain skeptical about this initiative.

Opportunities

The next phase of Core Renewal should attend to opportunities for students beyond the first year, for instance, (1) an interdisciplinary senior Capstone, or (2) CP and EQ classes designed for sophomores and juniors (who tend to express frustration that they cannot currently take courses reserved for first-year students, whereas some faculty continue to express concern that higher-level integration requires mastering of foundations). One valuable lesson of Core Renewal thus far is to begin small and expand deliberately, based on lessons learned and ongoing development.

Moving forward will require faculty input. Different departments have different ideas on how such their expertise and department needs fit into liberal arts education.

There are also opportunities for continuing student relationships that are formed during their first year. Could they serve as mentors to future students? How could their foundational experience be deepened and expanded?

One opportunity is not to reinvent the wheel. We can build on successes to date.

The Center for Teaching Excellence will be a good partner for discussing the meaning of liberal arts today, for connecting teaching to scholarship, and for telling the story of Core Renewal more broadly.

Curricular linkages between the Morrissey College and professional schools should be pursued.

After discussing the strengths and weaknesses of Core Renewal courses so far, the committee turned to the importance of being action oriented in its future discussions. Knowing that the committee will be voting in March, members were asked what they needed to be thinking about now, focusing on concrete directions and approaches for the strengths weakness examined earlier.

For departments that do not work with the Core, the committee realizes that it will face some resistance. The question will be to determine how to get those departments involved. To do so, the committee will need to learn specific, useful reasons for departmental reticence of Core Renewal involvement. Is it an issue of practical application, based on types of liberal arts education models? Is it a concern that Core Renewal courses will not substitute as an onramp to the major?

Sometimes departments view specific content knowledge as an onramp, but developing habits of mind and ways of thinking can also be an onramp to the major. Is it possible to show how Complex Problems/Enduring Questions target specific habits of mind, specified by various to departments, that prepare students for a variety of majors?

Other departments value the Core, but the way they currently use with the Core, without Core Renewal, is doing valuable work. Having some way of getting systematic input from departments about ways they can get involved would be helpful. Having departments voice their concerns could be an opportunity to work with reticent departments. It would be beneficial to continue visiting individual departments. Furthermore, fielding the mood of specific faculty members within the departments, who have had experience with Core Renewal, would prevent Core Renewal from seeming like a forced plan.

Hiring more visiting assistant professors to mitigate the workload for existing faculty might be helpful going forward. More VAPs could also show departments the benefits of interdisciplinary programs.

For departments that are unsatisfied with Core Renewal, the message is that Complex Problems/Enduring Questions courses will be going forward in some form. As such, it might be too soon to talk about expanding to something else later on or coming up with some other program to present. It is impossible to come up with that type of program by March. However, the committee could at least come up with a plan for creating such a program in the future. The proposal could be to create a process that would present several different options to try, rather than proposing one solution.

There is also the possibility of creating Renewal courses beyond the first year, such as curriculum for sophomores or senior seminar type courses. However, as students advance in their majors, the issue arises of how to teach students without content background.

The conversation was redirected to what the committee needed to know and who the subcommittees needed to talk to before submitting the plan. Some issues (working with other first-year programs, creating programs that go beyond the first year) have not been engaged with in great detail. What is the agenda for solving those issues?

One such issue is the issue of size. Does the Renewed Core have to continue to grow? What does 1,500 seats translate to? What are the implications for faculty and budgeting? How many classes will this require? The issue with determining this is that we do not know the percentage of faculty who will be repeating their courses in the future, which will affect budgeting.

Should faculty have to commit to teaching more than once? Getting faculty to teach more than once can be a challenge. Some departments have set curricula that they have to fulfill. Others have faculty rotate through curricula in certain ways. It would be beneficial to pull the committee's collective wisdom to learn how other departments work in this manner. Faculty who teach Core Renewal courses teach more specific areas of knowledge than other more general Core courses, which creates an issue for having other faculty members replace previous Core Renewal faculty. Perhaps a faculty mentoring process could remedy this.

Some departments have a sense of how many faculty can contribute each year, even if it will be different faculty members each year. The committee should ask specific departments how many faculty they are willing to encourage to teach Core Renewal courses every year, potentially allowing each department to figure out the particulars on their own.

UCRC Meeting
Tuesday, October 24, 2017
1:30 p.m., Gasson 105

Attendees: Robert Bartlett, Julian Bourg, Patrick Byrne, Aiden Clarke, Sean Clarke, Mary Crane, Brian Gareau, Charles Keenan, Bill Keane, Gail Kineke, Elida Laski, Zachary Matus, Franco Mormando, John Rakestraw, Brian Robinette, Akua Sarr

        The meeting began with the Curriculum subcommittee providing a summary of its past meeting. Six courses were submitted seeking Core credit. Of the six submitted, three were approved, and three were sent back for clarification and revision.
        Four applications were received for courses to be taught next year as part of the Difference, Justice, and the Common Good (DJCG) initiative. These DJCG courses will focus on the United States as a process of rethinking the Cultural Diversity requirement. There were fewer applications than last year, when eighteen proposals were submitted, possibly because of the reduced stipend amount and because development workshops will not be offered. The UCRC would have liked greater continuity in the program between last year and this year.
        Next, new Core Renewal course proposals for AY2018-19 were considered. Faculty pairs submitted three Complex Problems (CP) courses and twenty pairs of Enduring Questions (EQ) courses. Two of the three CP proposals involve faculty from Earth and Environmental Sciences. Because the department requested that only one course be taught in each semester, and because of planned faculty leaves, only one of these two courses could be offered in AY19; the other must be postponed until AY20. The committee felt strongly about approving the Ebel/Valencius course for next year; Bartlett/Kafka will be postponed. The committee then discussed the quality of some of the applications. In addition to the new courses submitted for Core Renewal, several faculty have proposed to repeat courses that they taught in past years, which will not undergo review.
        The committee's goal was to meet or exceed 1,000 seats in Core Renewal courses for the next academic year. However, the total number of seats available for AY19 looks to be about 150 less than this year, despite a greater number of courses that will be taught. This is because fewer CP applications were submitted. (There are efforts to bring together a final CP course to offer next year.) Discussion turned to why fewer faculty applied to teach Complex Problems courses. Some potential reasons include the perceived amount of extra work involved in teaching these courses compared to Enduring Questions courses, as well as the larger class size for Complex Problems courses. One task force is interviewing CP faculty to find ways to improve their teaching experience, but overall, faculty responses to these classes have been positive.
        Before voting on whether to approve the submitted courses, comments on particular courses were solicited. Some courses were mentioned as being better suited to the themes of Complex Problems courses rather than Enduring Questions courses, despite being offered as the latter. There were also concerns about the course titles, so there is a need to have a group of students give their feedback on the titles, as was done last year. Another concern was how courses taught by faculty from the professional schools will fit into the existing Core requirements, which are almost exclusively taught by MCAS faculty. The committee will work with departments before fitting professional school faculty into the Core.

A motion that the committee approve the entire slate of course proposals was seconded. The committee voted unanimously to approve them.

The committee then turned to strategic planning for the next phase of Core Renewal, building on the experiences of the pilot phase. Over the coming year, the UCRC will put together recommendations and a plan for Core Renewal 2.0, which will be voted on in March and sent to the Provost for approval. The Renewal Subcommittee met twice with members of Institutional Research, Planning, and Assessment (IRPA), who worked on the University Strategic Plan, to organize a set of working groups involving everyone on the UCRC as well as other faculty colleagues with relevant expertise. The working groups are devoted to different aspects of Core Renewal, and IRPA has developed a timeline and a process with three phases between October and January, organized around the following questions: *What is the current state of affairs? Where do we want to be in five years (i.e., by 2023)? And, in concrete terms, how do we get there?*

Each working group then provided updates. The first, the Assessment subcommittee, is reviewing data related to Reflection sessions and faculty pedagogical workshops collected by IRPA during the pilot period. A second group is focusing on Complex Problems courses and potential ways to simplify them. This group is interviewing faculty who have taught CPs before as well as the Core Fellows/Visiting Assistant Professors, who are running the labs this year.

A third group is exploring the possibility of interdisciplinary Core classes beyond the first year, including a Capstone program. Related to this are efforts by departments to apply lessons from Core Renewal to other Core courses (for example, the English department revisiting its Literature Core classes). While this is happening piecemeal in some departments, those efforts do not currently come through the UCRC. This group might therefore propose a process for departments to submit a proposal to the committee for feedback.

The Core Fellows/VAPs were then discussed. Since a nationally-recognized postdoctoral program for the Core is included as part of the University strategic plan, this working group will gather information on comparable programs and explore how to transition from this year's inaugural cohort to a sustainable model, while also acknowledging the need for year-to-year flexibility.

Another group is working to develop common language between signature programs at Boston College including Core Renewal, Courage to Know, Cornerstone, PULSE, and Perspectives. These all offer different experiences, but they are unique to BC and are part of a distinctive, engaging, and integrative liberal arts education. Moving forward, it would be advantageous for these groups to join forces and talk to one another as a united front.

An additional group will explore the role of Core courses in the new Institute for Integrated Sciences and Society.

Those working on the Cultural Diversity requirement and the Difference, Justice and the Common Good initiative will meet next week to talk about a strategic plan. One idea is requiring students to take one class related to the United States and another class related to the world. There is a strong opportunity for curricular change because no one department owns the Cultural Diversity requirement.

Student involvement was also discussed. A group of students will be gathered to provide feedback on various aspects of the strategic planning process. Some topics may include what the Core means to students; students' preference for smaller, niche classes rather than large, broad classes; perceptions of Core marketing; translation between AP courses and the Core; and ways to involve upperclassmen in Core Renewal.

UCRC Meeting
November 14, 2017
1:30 p.m., Gasson 105

Attendees: Robert Bartlett, Julian Bourg, Patrick Byrne, Aiden Clarke, Sean Clarke, Mary Crane, Brian Gareau, Charles Keenan, Bill Keane, Gail Kineke, Elida Laski, Zachary Matus, Franco Mormando, John Rakestraw, Brian Robinette, Ethan Sullivan

The UCRC met to receive updates from the different working groups preparing the proposal for Core Renewal 2.0, to be voted on in March. The committee is between the first two stages of the plan—creating a snapshot of where Core Renewal is currently, and projecting where Core Renewal should be in five years. By December, each working group should have clear statements of what Core Renewal should look like in 2023.

The Assessment subcommittee reviewed the new University strategic plan (*Ever to Excel*) and the 2014 Core Vision Statement to study the goals laid out for Core courses. Among those listed were that the Core should have intellectual rigor and disciplinary integration, form students for the common good and prepare them to lead lives after college, and allow the scholarly pursuit of truth with faith. The group examined assessment data from the first two years of Core Renewal looking for evidence of how those goals are being met. While the Renewed Core currently succeeds in matters of integration and rigor, fostering a sense of the common good and the role of faith and reason are areas that are either lacking or where insufficient data exists. The group also examined feedback on the pedagogical workshops Core Renewal faculty are required to attend. There is a sharp divide between faculty who found the workshops valuable and invaluable. Some faculty members expressed concerns about how to address the "whole person" question and how to handle content pertaining to students' lives outside the classroom. It was recommended there be a plan for all Core classes to be reviewed on a three-year cycle. It was also noted there is research being done by Lynch School faculty on how to assess and evaluate liberal arts higher education, which would be an asset to the UCRC as it considers these issues.

The Complex Problems working group is focusing on several questions, including how to incentivize more faculty to teach these courses (looking at the stipend, the time required to prepare, etc.), how reflection sessions should work in the future, the role of VAPs and TAs in lab sections, and how many CPs need to be offered per year. Some of these questions overlap with other working groups.

The group looking at post-first-year courses has mostly focused on ideas for a senior experience, and a process for departments to work with the UCRC to renew their existing Core classes. The current capstone program is geared toward formation, but it is neither interdisciplinary nor rigorous. Meanwhile, different departments have interdisciplinary and rigorous programs that are not as strong on issues of formation. Students were not interested in expanded sophomore offerings because they want to start working on their major, but they are interested in more senior offerings. There are also different desires based on students from different schools. The committee should not try to come up with a proposal for this; instead, the committee needs to come up with a process for what types of programs it would pilot. Right now, there are departments renewing their Core on their own without any input from the UCRC. The committee should propose a process for departments to propose changes to their Core to the UCRC, which would then make recommendations to the Dean of MCAS. This raises other

issues: How would this apply to Core courses offered within the professional schools? Who has oversight over those Core courses? In the past, the professional schools brought new Core courses to the committee for approval. This is a governance issue that needs to be addressed in the strategic plan.

The professional schools working group is examining participation in Core Renewal by faculty and students from the three professional schools (CSOM, CSON, LSOE) as well as barriers to further participation in the future. Sixty-five percent of BC undergraduates are in the Morrissey College of Arts and Sciences. Of the students who have taken Core Renewal courses, seventy-four percent are in MCAS, so there is uneven participation among the schools, with a notably lower number of CSOM students. Only five professional school faculty have taught in Core Renewal thus far. One barrier to student participation is that professional schools have very prescribed curricula that already fulfill parts of the Core. There are also barriers for faculty: because the Core is governed through MCAS, there is a perception that the Core does not concern them, or feel they lack experience teaching broad, foundational courses, especially given that some professional school faculty only teach graduate students and/or in small class sizes. A next step is to consider ways to increase the involvement of professional schools.

IRPA is gathering data on other nationally-recognized postdoctoral teaching programs, to serve as a point of comparison for the vision articulated by the University's strategic plan. This year's six VAPs will be retained for the next academic year. Moving forward, the committee imagines three-year appointments for these fellows. What the post-docs will be doing annually depends on the needs of Core Renewal: this could include some combination of teaching labs for Complex Problems courses, teaching their own Enduring Questions courses, or teaching departmental electives. The committee needs to consider professional development to make these VAPs more marketable once they leave BC.

The Signature Programs working group is placing Core Renewal in dialogue with other distinctive programs at BC, such as Perspectives, PULSE, and Courage to Know. The group has generated some shared language and identified three points their programs hold in common: engagement (foundational liberal arts, asking fundamental questions, focusing on the whole person), connections (linking the classroom and the world), and integration (holism and the common good). The committee is still looking for a collective name. A goal is to have promotional literature with common language ready by Admitted Eagle Day, in Janary.

Issues related to Governance, Operations, and Resources are being postponed until January/February, once other areas of Core Renewal strategic planning have defined their goals and the means to reach them.

A group focused on the Institute for Integrated Sciences and Society (IISS) discussed the relationship between IISS and the Core. The goals of IISS are to foster research across the university and to address complex problems related to health, energy, and the environment. The new building will provide space for new faculty, interdisciplinary research, maker-spaces, and flexible classrooms. There is an opportunity for the Core to have a prominent role in the new institute and its building. Many IISS themes already align with Core Renewal courses currently being offered. The committee should ask to be involved in the design of the teaching space, as well as to participate in faculty searches for new programs in IISS. So far, those associated with the initiative seem optimistic that IISS will have a focus on the Core. One idea is that each new IISS hire should be required to teach a Core Renewal course as part of their job description.

The Cultural Diversity/Difference, Justice, and the Common Good working group underlined the lack of rhyme or reason to the current (1991) CD requirement, and how students

often treat it in a perfunctory manner. The group is pursuing the idea of transforming the Cultural Diversity requirement into two sets of requirements, one focused on the United States, the other focused on global topics. If completed this would be the first real transformation of the 15-course Core requirements as established in 1991.

The Student Involvement working group discussed students' thoughts on the senior capstone experience. Students would also like some type of mentorship program. Expanding the POD program seems like it would address a number of issues that have arisen in the strategic planning working groups, including student formation and expanding Core beyond the first-year experience. The committee could also address the issue of what to do with Reflection sessions via an expanded POD program, which would alleviate some of the work for faculty designing Core Renewal courses. The student group is also providing feedback on titles for next year's Core Renewal courses.

Finally, it was announced that the CTE will host a course development retreat over the summer. This might be of interest to the committee, as the CTE is planning to invite faculty to apply as individuals, but would be open to inviting teams of faculty from different departments.

UCRC Meeting
January 24, 2017
4:00 p.m., Gasson 105

Attendees: Robert Bartlett, Julian Bourg, Aiden Clarke, Mary Crane, Brian Gareau, Bill Keane, Charles Keenan, Gail Kineke, Zachary Matus, John Rakestraw, Brian Robinette, Ethan Sullivan

The meeting began with some brief announcements and an overview of the semester. Three committee members' terms will end in June; the remaining members were encouraged to nominate new members for election. In late May, Brian Gareau will be taking over as Associate Dean for the Core. This will also mark the end of the pilot period of Core Renewal. It was also announced that a rough draft of the strategic plan for the next phase of Core Renewal will be needed by February 14, prior to the committee voting on that plan at its third meeting on March 28.

The committee heard from eleven working groups in November regarding the strategic plan. The steering committee, along with Institutional Research, Planning, and Assessment, synthesized those groups' work into an overview plan for Core Renewal 2.0. The committee reviewed that plan and gave feedback and comments.

There are four strategic areas for Core Renewal over the next five years: establishing institutional infrastructure and resources; improving the Core Renewal courses already being offered; expanding Core Renewal beyond Complex Problems (CP) and Enduring Questions (EQ) courses; and expanding Core Renewal between 2021-2023. The committee moved to discuss and evaluate those four stages.

1.) Establish a sustainable operating infrastructure: This includes having a regularized, annual budget request, instead of relying on discretionary funding. The Associate Dean for the Core is already meeting with senior leadership, and will continue to do so in the future. The role of the UCRC and its relationship to other departments and schools needs to be clarified. An important part of this plan involves hiring another full-time position in the Core Office. New initiatives are not possible without an additional administrative staff member, freeing up the Assistant Director for more strategic duties.

2.) Improve CP and EQ courses: This involves simplifying Complex Problems course logistics and making more POD leaders and TAs available as needed. The plan will encourage more faculty applications by revising stipends to reflect faculty work levels: because CPs require more work from faculty, they should be tied to a larger stipend, which in turn may encourage more applications. Next, there should be a plan to increase professional schools' participation. Finally, there should be a way to enhance the Visiting Assistant Professor program, focusing on more support and professional development for the VAPs, with an eye to compete with nationally-recognized programs at other institutions.

3.) Expand Core Renewal beyond CP/EQ (2018-2020): One proposal is to create a rotating three-year schedule, tied to E-1-A reporting, for departments to meet with the UCRC and discuss their Core offerings. Funds and resources should be made available to faculty and departments who want to try new approaches and pedagogies in the Core. Another goal is

to promote Mission integration and reflection across the Core, beyond Core Renewal courses alone. One example might be one-credit courses, centered on reflection, that can be attached to regular Core courses. Finally, there will be increased coordination with existing programs like Perspectives and PULSE to offer a signature suite of experiences for first- and second-year students.

4.) Expand Core Renewal beyond CP/EQ (2020-2023): This includes building on the POD program, revising the Cultural Diversity requirement, exploring a senior capstone experience, and working with the Institute for Integrated Sciences and Society. Even if these initiatives are more long-range, the committee needs to be thinking about them right now.

The committee then discussed what was missing from this plan in terms of large categories. It was noted that some items tied to expanding Core Renewal will require more involvement from Mission and Ministry and Student Formation—for instance, with peer-to-peer mentoring. This will be especially important for the expansion of the POD program, alleviating some work for CP faculty. It was asked whether Mission and Ministry members should be involved in UCRC conversations. Another issue involved the collection of assessment data. Through the pilot period, a variety of data has been collected on Core Renewal courses. Decisions need to be made on how that data will be used and who can access it. It is worth considering whether so much energy should still be placed into evaluation when much of the data has not been used.

It was also suggested that support should be given to help faculty continue to develop Core Renewal courses after they have been offered the first time. Faculty should be asked if they want additional support (although this should be framed an offer, not a requirement). This led to discussion of the size of the Core Renewal program itself, and whether the committee should aim to offer fewer seats in order to provide better support to students and faculty—to focus on quality over quantity, in other words. The committee needs to think more institutionally about pedagogical support for the teaching and development of these courses, especially with respect to the Jesuit tradition and with those faculty and students who are not part of that tradition.

There also needs to be a regular budget and plan for marketing and promotion of Core Renewal courses. Part of this involves focusing on first-year advising sessions and making sure there are Core representatives at each one.

Finally, it was noted that the themes of this strategic plan had been shared with the Board of Chairs, and UCRC were encouraged to share additional comments and concerns before next month's meeting.

UCRC Meeting Minutes
February 14, 2018
Gasson 105, 9 a.m.

Attendees: Julian Bourg, Patrick Byrne, Aiden Clarke, Sean Clarke, Mary Crane, Brian Gareau, Charles Keenan, William Keane, Gail Kineke, Denise Koljonen, Zachary Matus, Richard McGowan S.J., Franco Mormando, Michael Pimental, John Rakestraw, Brian Robinette, Akua Sarr, Ethan Sullivan

It was announced that the committee will vote on final draft of the Core Renewal 2.0 plan at its next meeting in March. The committee will also listen to representatives from the Theology department, who will present the changes they are making to the Theology Core. The purpose of the presentation will be for the committee to give guidance and feedback on the Theology department's plan in light of the Core Renewal process.

As the committee moved to discuss the first draft of the Core Renewal proposal, members were reminded of the various audiences who will be reading the plan, including members of the Boston College administration, faculty, parents, alumni, and potential donors. As such, it will be necessary to produce a plan able to address multiple constituencies.

The Core Renewal strategic plan was then discussed, with feedback requested on items that were missing or in need of revision. The first suggestion concerned clearer language about the Associate Dean for the Core and the UCRC being governing bodies for the Core, rather than administrative bodies that foster the Core's development. This is important as it will set the tone for how the Associate Dean for the Core and the UCRC will relate to various departments, including, for example, what the relationship between departments and Core Visiting Assistant Professors will be.

One question regarded how many seats would be offered in Core Renewal courses per year. The plan suggests capping the number of seats at 750 per year with current staffing constraints. However, it should be clarified that if additional staff are hired, the program could grow beyond that threshold.

Next, members discussed how the proposal would present its recommendations for an annual budget. It was suggested that examples of line items that would need to be included in the budget may be helpful, including (for example) VAPs, funding for retreats and workshops, co-curricular activities, and so on. Other members asked about stipends for Core Renewal faculty. The proposal proposes a larger stipend for Complex Problems faculty and a smaller stipend for Enduring Questions faculty. More clarification was requested on this new arrangement and whether it represents a net increase or decrease in costs compared to the current model. Lastly, the strategic plan recommends the Associate Dean for the Core administer a discretionary budget to fund proposals for innovation in the Core. Proposals would be approved by the UCRC.

There were also questions about what a more effective means of overseeing affairs in professional schools means. What problems are going to be addressed? Professional schools face special problems, but the plan needs to be more specific here, while being aware of the

implications that could occur for the professional schools. Language about "oversight" implies there are compliance issues, so that language should be modified, since it was intended to refer to increased collaboration and coordination with the professional schools. A related issue is that while the deans of the professional schools collaborate with the UCRC, they do not report to the Dean of the Morrissey College, as the UCRC itself does. The proposal also asks deans from the professional schools to commit their faculty to teaching one or two Core Renewal courses per year. Committee members noted this would be difficult to achieve because of practical constraints related to the limited size of the faculty and courses they are already required to teach. To address this, the text should be modified to underline how any request for greater participation is tied to the need for additional support or funding to make it possible.

There were also questions about altering the size and composition of the UCRC. The plan recommends having members from the three professional schools and reducing the number of representatives from the Morrissey College of Arts and Sciences. This proposal was criticized for reducing faculty governance and limiting representation, especially since MCAS faculty might feel that if they provide most of the Core offerings, it makes sense for them to enjoy greater representation on the committee. Discussion of the UCRC's size brought to attention that much work occurs in the various subcommittees. It may be that the subcommittees are able to do more work and the full committee approves work from the subcommittees.

Members then discussed the Core's relationship with the Schiller Institute for Integrated Sciences and Society. The language used in the strategic plan should be clear that this is already in development. Faculty hires for the Schiller Institute should be required to teach in the Core, and members from this committee should serve in the faculty search committees.

Finally, it was noted that the assessment subcommittee used five criteria as it compiled its report earlier this year on assessment in Core Renewal courses. These are: intellectual rigor, intellectual integration, forming students to contribute to the common good, forming students to live meaningful lives, and making students familiar with the scholarly pursuit of religious faith. While several of those show up in the document, some of them can be interpreted as there but are not explicit. If this document does not include them explicitly, they should not be used as criteria for assessment going forward.

UCRC Meeting Minutes
March 26, 2018
Gasson 105, 9 a.m.

Attendees:
Robert Bartlett; Julian Bourg; Patrick Byrne; Sean Clarke; Mary Crane; Brian Gareau; William Keane; Charles Keenan; Gail Kineke; Richard McGowan, S.J.; Franco Mormando; Brian Robinette; Akua Sarr; Ethan Sullivan

The meeting began with an invitation for comments on the strategic plan for the next phase of Core Renewal, "Cornerstones: Core Renewal, 2018-2023," which had been circulated prior to the meeting. It was noted that different versions will exist for different audiences: the full version will be sent to the Dean of Morrissey College, the Provost, and the President, while abridged versions will be made available for other, public audiences. One set of questions concerned funding for part-time faculty, which will offset the departmental needs created when faculty teach Core Renewal courses. It was recommended that the need for this funding be more directly stated in the plan, as well as to underline the preference that full-time, tenure-track faculty teach Core Renewal courses. In addition to other minor edits, it was also noted that the plan refers to two appendices that were not circulated to the committee, which are still being drafted in conjunction with IRPA. Thus, the committee's vote should not be understood in reference to those items.

A motion to vote on the strategic plan was introduced and seconded. The vote was unanimously in favor. The Dean of MCAS and the Provost plan to provide a written response to the plan later in the semester. At this time the Dean and Provost are also considering a separate plan for revising the Cultural Diversity requirement, which was submitted by a task force of the UCRC.

Next, Brian Robinette presented on the Theology department's proposed changes to its Theology Core offerings, which would take effect in 2019-2020. Currently the department offers several year-long sequences. In practice, many students elect to change into another sequence mid-year for a variety of reasons, so the pedagogical advantages of a year-long course are nullified. After careful consideration, the department has decided to instead require students to choose one course each from two groups of courses, provisionally entitled "Christian Theology" and "Sacred Texts & Traditions." This change was presented to the UCRC for feedback. It was noted that the options of fulfilling Theology Core through the Perspectives or Pulse programs would remain unchanged, and that Core Renewal courses could count toward either category, depending on the instructor. It was acknowledged that information about this change will need to be circulated to advisors and students prior to summer registration. Committee members also suggested that the Theology department clarify how these courses address the Core Learning Outcomes as outlined in the 2014 Vision Statement. In light of these comments, it was suggested that a revised plan be

presented to the UCRC at its next meeting, which will then be recommended to the Dean for approval.

Finally, Ethan Sullivan reported on the Carroll School of Management's decision to allow CSOM students to take any approved Mathematics Core course to fulfill the Math requirement (previously CSOM required one semester of Calculus or higher for its students). It is unclear how this will affect enrollments in Math Core courses over the summer, so that will need to be monitored and potential adjustments made.

UCRC Meeting Minutes
April 23, 2018
9:00 a.m., Gasson 105

Attendees: Robert Bartlett, Julian Bourg, Patrick Byrne, Aiden Clarke, Sean Clarke, Mary Crane, Brian Gareau, Bill Keane, Charles Keenan, Gail Kineke, Zachary Matus, Richard McGowan S.J., John Rakestraw, Brian Robinette, Akua Sarr, Ethan Sullivan

Announcements were made about UCRC members whose tenure would be ending with the conclusion of this academic year. New members were announced, as well as the possibility of the Dean of the Morrissey College and the Provost appointing members to fill vacancies.

Three new Core Fellows/Visiting Assistant Professors have been hired for the next academic year. Of the six hired last year, three have obtained permanent employment elsewhere, pointing to the success of the program. An overview of the new Fellows' backgrounds and research was given. Many of the Core Fellows' research interests invite collaboration with the new Schiller Institute. It was also noted that even candidates who were not hired had strong applications, suggesting the program is on track to becoming a nationally-recognized program.

The current and incoming Associate Deans for the Core will be meeting with the Dean next week to discuss the strategic plan for Core Renewal, 2018-2023. Priorities for next year will be based on whether or not a new staff person is hired for the Office of the Associate Dean for the Core. The number of seats offered in Core Renewal courses is dependent on the new staff position: with additional support, up to 1,500 seats could be offered in AY2019-2020, but without additional support it would be prudent to limit the program to 750 seats. Staffing will also determine how the Difference, Justice, and the Common Good initiative will be developed in coming years. Regardless of the staff position, the Core Fellows/VAP program will be further enhanced next year, and all departments will be invited to participate in a review of their contributions to the Core once every three years with the UCRC. Those departments who will be reviewed next May will be informed of their selection early next academic year.

The Office of the Associate Dean for the Core and the UCRC's achievements over the last three years were then recognized. The Core Renewal program in particular was highlighted as an exciting initiative at Boston College that has revived faculty interest in teaching in the Core, and that has also engaged the university's mission. The important work of the UCRC subcommittees was also noted.

Discussion then turned to areas where the office and the UCRC can improve for the future. Areas included being more supportive of the faculty who are teaching in the Core and communicating with faculty more regularly looking again at the Reflection components of Core Renewal courses, and revamping the Cultural Diversity requirement.

Finally, the committee heard updates on the Theology department's proposal for revising its Core offerings, a draft of which had been submitted at the previous UCRC meeting. The revised proposal clarifies how the learning outcomes of the Theology Core address the learning outcomes of the Core as outlined in the 2014 *Vision Animating the Core Curriculum*; it offers a

timeline for how these curricular changes will be implemented and communicated to the larger university community; and it includes a plan of how these Theology Core courses will be assessed.

The committee then discussed the revised proposal. Aside from minor corrections, it was noted that this revised format will hopefully encourage more Theology faculty to participate in Core Renewal, and that these curricular changes will need to be implemented in collaboration with Student Services, so that current students are not adversely impacted. A motion was made to recommend the approval as amended, with a deadline of May 1 for the dean to approve it. The motion was seconded and passed with unanimous approval.