



STATE OF THE CORE REPORT AY23

May 2023
University Core Curriculum
Morrissey College of Arts and Sciences
Boston College

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Executive Summary

This is the eighth annual State of the Core Report generated on behalf of the University Core Renewal Committee (UCRC). Since Fall 2015, **27** Complex Problem courses and **85** Enduring Question courses have been created by **174** distinct faculty members. Faculty teach these courses on average **2.67** times. Boston College has provided a total of **6,792** seats for incoming students to experience these formative liberal arts courses (an average of **485** seats per semester for the past 14 semesters). The Core deans continue to support Core renewal across the University Core Curriculum with all departments and schools through conversation and collaboration with multiple University constituencies, including Admissions, Advancement, Student Affairs, Mission & Ministry, the Office of Global Engagement, and the BC Libraries. The mission of the Core “broadens the intellectual horizons of students; introduces them to the best of contemporary pedagogy, research, and teaching; promotes the integration of knowledge, beliefs, and actions; and prepares them for lives of freedom, integrity, leadership, and service.”¹ This report will highlight student and faculty voices engaged with the Core’s important role in the mission of Boston College.

Highlighted activities in the annual report include the following:

1. The continued success of the Enduring Question (EQ) and Complex Problem (CP) courses in AY23 (measured via direct and indirect assessment), offering roughly 1,000 seats;
2. The creation of 10 new EQ courses (5 pairings) through the Core Course Design Workshop, including *Exploring the Mystery of God: A Theological Perspective* and *Exploring the Mystery of God: A Philosophical Perspective* (an EQ pair);
3. The continued programming and junior faculty development of the Core Fellows cohort;
4. The review and approval of another 21 Core courses, including Messina College courses;
5. The continuing success of the Justice and the Common Good Living and Learning Community (JCG LLC) and collaboration with the Office of Global Engagement;
6. The continued success of direct and indirect assessment of material design and student work within the Core, including CP/EQ, Cultural Diversity, and Theology;
7. Creation of new Perspectives on Art courses, each involving a team of three faculty members teaching a year-long, 12-credit course. Thirteen faculty participated in the Perspectives Workshop for course creation and program development;

¹ <https://www.bc.edu/content/bc-web/schools/mcas/undergraduate/core-curriculum/core-vision.html>.

8. The University Core Curriculum team continues to contribute to the University's mission, notably this year in collaboration with Admissions, Advancement, Student Affairs, Mission & Ministry, the Office of Global Engagement, the BC Libraries, and the Provost's Office (i.e., Formative Education Initiative, Assessment, and Academics).

Notable Recommendations for the Year Ahead:

1. Promote faculty engagement for new EQ, and particularly CP, course creation, *and renewal*, in the years ahead in order to maintain roughly 1,000 seats per year;
2. Continue to renew and update Cultural Diversity course offerings through the two pathways of *Engaging Difference and Justice (EDJ)* and *Difference, Justice, and the Common Good in the United States (DJCG)*;
3. Cultivate innovative teaching and course creation linked to the Core and Formative Education such as PODs, new courses in Human-Centered Engineering, and potentially a new EQ with the new Department of Formative Education;
4. Support faculty involvement in the UCRC's expanded assessment to review students' ability to "*demonstrate the ability to examine their values and experiences and integrate what they learn with the principles that guide their lives;*"
5. Support another call for participation in Perspectives on Art renewal, complete with a Course Design Workshop for course creation;
6. Continue to link Core innovatively to Study Abroad, residential life, and service learning; and
7. Work with the English department to renew the First Year Writing Seminar (FWS).

I. Administration

a. University, Core Renewal Committee, revised charge (UCRC)

The UCRC charge was updated this academic year, now containing the following forms of membership:

Committee Membership

The elected and appointed faculty members of the UCRC will serve 3-year terms, to begin on July 1 of the year of election or appointment. The Morrissey College Associate Dean for the Core will be Chair of the UCRC *ex-officio*.

The UCRC will have 17 members, at least 8 of whom are members of the faculty:

- 7 elected full-time faculty members
 - 6 Morrissey College faculty members (2 humanities, 2 natural sciences/math/computer science, 2 social sciences/history);
 - 1 at-large faculty member from any of the undergraduate schools;
- 1 appointed representative from each of the following: Carroll School, the Connell School, and the Lynch School (appointed by their respective school dean);
- 3 administrative members to be appointed by the Provost;
- 1 undergraduate student to be appointed by the Provost; and
- 3 Morrissey College faculty/administrators appointed by the Dean of the Robert J. Morrissey College of Arts and Science:
 - The Morrissey College Associate Dean for the Core who will serve as Chair of the UCRC and the Morrissey College Dean's representative on the UCRC;
 - The Morrissey College Assistant Dean for the Core;
 - One additional faculty member

I. AY23 University Core Renewal Committee:

The UCRC met monthly during AY23, and its subcommittees met roughly monthly, if not more frequently. The minutes for the full UCRC meetings are available upon request.

2022-2023 UCRC Committee Members

1. Brian Gareau, Chair
2. Elizabeth Shlala

3. Akua Sarr
4. Elida Laski
5. Brian Robinette
6. Rhonda Frederick
7. Ethan Sullivan
8. Celeste Wells
9. Mary Simonelli
10. Mary Crane
11. Stacy Grooters
12. Marina McCoy
13. Sarah McMenamin
14. Sylvia Sellers-Garcia
15. Jenna Tonn
16. Geoffrey Sanzenbacher
17. Julia Whitcavitch-Devoy
18. Student Representative: Oluchi Ota

1. Subcommittees

There are currently four permanent UCRC subcommittees: Curriculum, Diversity, CP/EQ, and Assessment. These subcommittees meet regularly to carefully review courses and requirements to make sure that the University's Core Curriculum aligns with the University's Core Learning Goals. The table below shows the subcommittees that met in AY23.

Table 1. UCRC Subcommittees and Members

Committee	Members
Curriculum	Elizabeth Shlala (chair), Brian Gareau, Elida Laski, Brian Robinette, Geoffrey Sanzenbacher
CP/EQ	Brian Gareau (chair), Mary Crane, Elizabeth Shlala, Mary Simonelli, Ethan Sullivan, Julia Whitcavitch-Devoy
Assessment	Celeste Wells (chair), Ethan Sullivan, Elizabeth Shlala, Stacy Grooters, Sylvia Sellers-Garcia
Diversity	Brian Gareau (chair), Elizabeth Shlala, Akua Sarr, Sarah McMenemin

a. Curriculum

The Curriculum subcommittee is responsible for reviewing courses submitted to fulfill any of the University’s Core requirements. The subcommittee reviewed **21** proposals for new Core courses in AY23.

1) Courses Approved

The following 11 courses were approved by the Curriculum subcommittee:

Art

Drawing from the City of Lights (Abroad)

Mary Sherman

Cultural Diversity

Modern Atlantic Worlds: Race, Religion, & the Struggle for Democracy

Charles Gallagher, SJ

Provence: Art, Culture, Cinéma (Abroad)

Andrea Javel

It’s Not a Moment it’s a Movement:

BIPOC Plays for the 21st Century

Courtney Mohler

Strategy & DEI in South Africa (Abroad)

Chris-Wilson Byrne

Modern Jewish Thought

Nick Block

Literature

Israeli Literature: History, Memory,

Identity

Maxim Shrayer

Social Science

Work, Life, and Retirement in Ireland and the United States (Abroad)

Matthew Rutledge

Natural Science

Fundamentals of Chemistry

Daniel Fox

History II

Contentious History and the Politics of Contemporary Korea: Decolonization, Division, Development, and Democratization (Abroad)

Ingu Hwang

American Capitalism and its Critics

Michael Glass

2) Renewal of Non-CP/EQ Core Courses: 2015-2023

Figure 1 (below) illustrates the number of non-CP/EQ Core courses approved by the UCRC between 2015 and the first half of 2023. Literature has seen the most approvals (25 courses), followed by Arts (21 courses), History I and II (14 courses), Social Sciences (12 courses), Mathematics (4 courses), Natural Sciences and Theology (3 courses), and Philosophy (2 courses). An important takeaway here is that Core Renewal has extended well beyond CPs and EQs across the Core Curriculum, most of that occurring over the past five years.

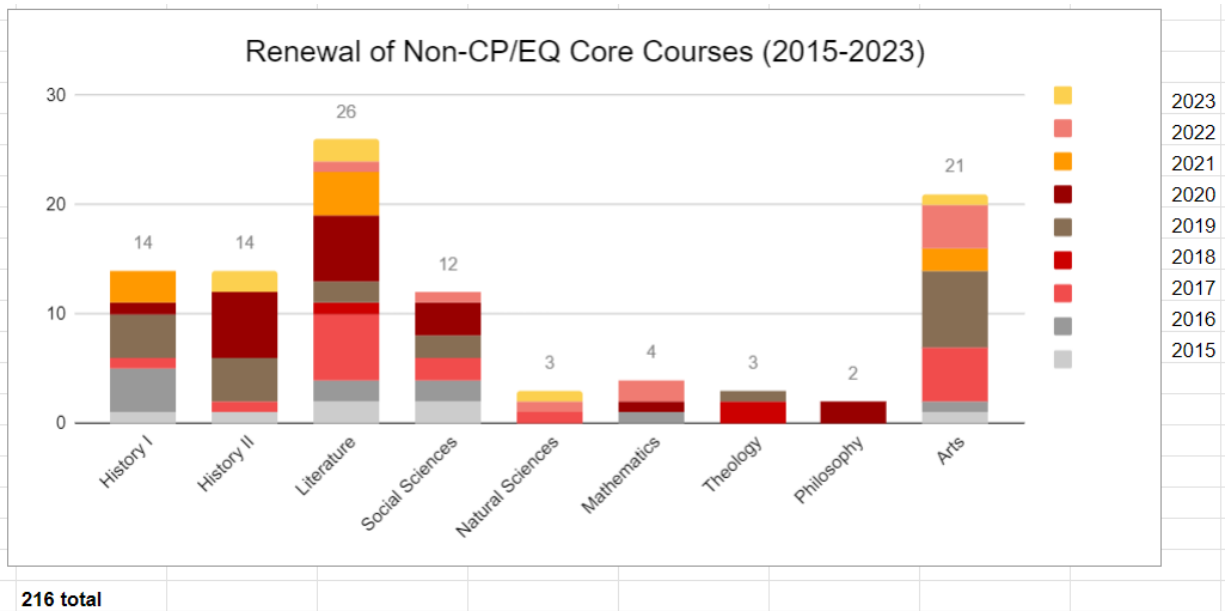


Figure 1

b. Diversity

1) Cultural Diversity Renewal

Figure 2 (below) shows the number of Cultural Diversity Core courses approved by the UCRC between 2015 and the first half of 2023. 2020 saw the most approvals (37 courses), followed by 2019 (17 courses), 2015 (14 courses), 2018 and 2021 (12 courses),

2016 (9 courses), 2022 (8 courses), and 2017 and the first half of 2023 (5 courses). The Core curriculum subcommittee reviewed the EDJ and DJCG proposals in AY23.

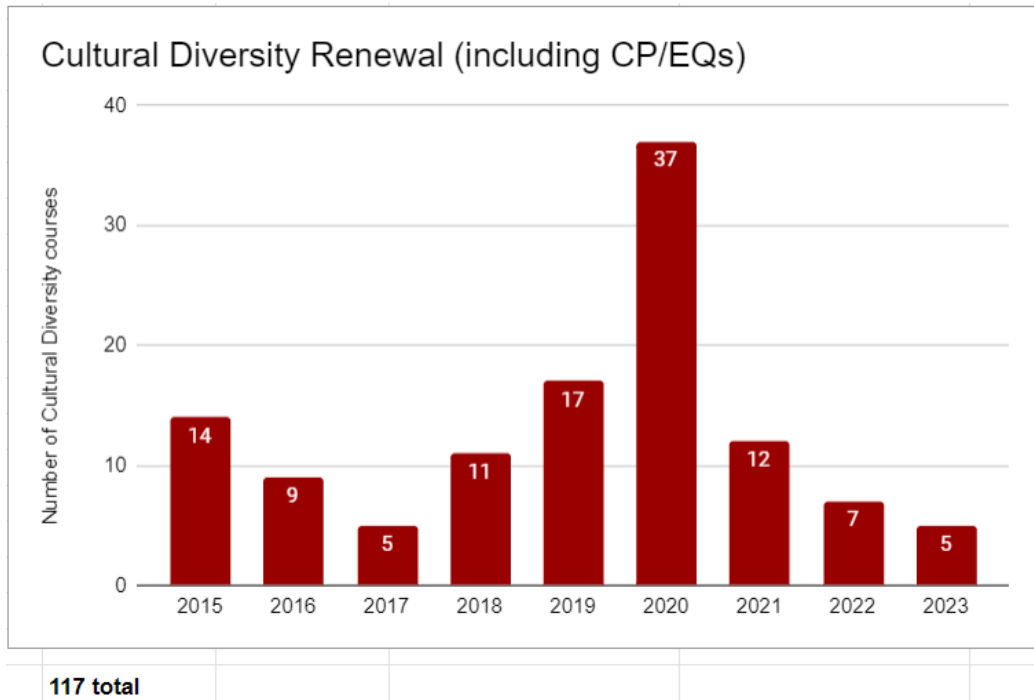


Figure 2

c. CP/EQ

Complex Problem (CP) and Enduring Question (EQ) courses are created for first-year students taught by two faculty members from different academic disciplines. During AY23, the CP/EQ subcommittee, along with the UCRC, approved 4 new EQ course pairings to run in AY24. There were no new CP courses proposed. In response, we will expand the Complex Problem course, *Making the Modern World*, to 152 seats in Fall 2023, and we hired two new Core Fellows to support it.

In the year ahead, we must be attentive to generating new faculty proposals. The Assistant Dean conversed with the following potential faculty partners: Dermot Moran, Fr. Mark Massa, S.J. and Eve Spangler, Tom Sapsford and Joe Nugent, and Sarah McMenamin and Zachary Matus.

1) New Courses Created

The following 10 new EQs were created in the AY23 Course Design Workshop:

<p>Constructing the Past: Literature, Neuroscience and the Making of Memory: The Literature of Memory</p> <p>Constructing the Past: Literature, Neuroscience, and the Making of Memory: The Science of Memory</p> <p>Amy Boesky and Elizabeth Kensinger</p> <p>→ <i>Fulfills Literature and Natural Science</i></p> <p>Exploring the Mystery of God: a Theological Perspective</p> <p>Exploring the Mystery of God: a Philosophical Perspective</p> <p>Matthew Petillo and Deborah DeChiara-Quenzer</p> <p>→ <i>Fulfills Theology (Christian Theology) and Philosophy</i></p>	<p>Making American Landscapes</p> <p>→ <i>Fulfills Social Science, History II and Cultural Diversity through Engaging Difference and Justice (EDJ)</i></p> <p>The World With Us: Environmental Literature in a Time of Crisis</p> <p>The World With Us: Conserving Nature in a Time of Crisis</p> <p>→ <i>Fulfills Literature, Natural Science, and Cultural Diversity through Engaging Difference and Justice (EDJ)</i></p> <p>Buddhism in Practice: Artistic and Ritual Responses to Suffering</p> <p>Buddhism and Christianity: Contemplative Responses to Suffering</p> <p>Aurelia Campbell and Matthew Vale</p> <p>→ <i>Fulfills Arts and Theology (Sacred Texts and Traditions)</i></p>
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2) CP/EQ Offerings: Fall 2022, Spring 2023, Fall 2023, and anticipated Spring 2024

Figure 3 (below) is composed of Complex Problem and Enduring Question courses that were offered in Fall 2022 and Spring 2023. Courses for the Fall 2023 and Spring 2024 semesters (first half of AY24) are also shown below (see Figure 4).

Fall 2022			
CP or EQ	Course Codes	Course Title	Core Req Met
CP	ENGR1801	Making the Modern World: Design, Ethics & Engineering	Natural Science
	HIST1627	Making the Modern World: Design, Ethics & Engineering	History II, EDJ

CP	EESC1501	Global Implications of Climate Change	Natural Science
	SOCY1501	Global Implications of Climate Change	Social Science, EDJ
CP	EESC1507	Powering America: The Past and Future of Energy, Technology, and the Environment	Natural Science
	HIST1513	Powering America: The Past and Future of Energy, Technology, and the Environment	History II
CP	ECON1704	Real Estate and Urban Action: Transforming Communities and Increasing Access to Opportunity	Social Science
	UNAS1725	Real Estate and Urban Action: Transforming Communities and Increasing Access to Opportunity	Social Science, EDJ
CP	ENGL1503	Beyond Price: Markets, Cultures, Values	Literature
	ECON1501	Beyond Price: Markets, Cultures, Values	Social Science
EQ	FILM1701	Coming of Age: Crisis and Calm Revealed through Film	Arts
EQ	UNAS1708	Coming of Age: Crisis and Calm Revealed through Literature	Literature
EQ	POLI1051	Flawed Founders: George Washington and the Mythology of a Heroic President	Social Science
EQ	THEO1710	Flawed Founders: King David and the Theology of a Political Hero	Theology (Sacred Texts & Traditions)
EQ	UNAS1717	From Hiroshima to K-Pop: Filmmakers' Perspective	Arts
EQ	UNAS1716	From Hiroshima to K-Pop: Historical Perspective	History II
EQ	HIST1716	Geographies of Imperialism: History of Colonization	History I, EDJ
EQ	THEO1707	Geographies of Imperialism: Theology of Colonization	Theology (Sacred Texts & Traditions), DJCG
EQ	CLAS1704	What is the Good Life? Tolstoy to Chekhov	Literature
EQ	THEO1702	God and the Good Life	Theology II
EQ	COMM2216	Growing Up Gendered: Contemporary Media Representations	Literature
EQ	SOCY1708	Growing Up Gendered: Socio-Cultural Perspectives onto Gender in Contemporary Society	Social Science, EDJ
EQ	UNAS1702	Life, Liberty & Health: The Economics, Policy and Law of Healthcare	Social Science
EQ	ECON1702	Life, Liberty & Health: The Economics, Policy and Law of Healthcare	History II, EDJ
EQ	UNAS1718	Maternity and Science: Neuroscience & Genetics	Natural Science
EQ	PHCG1701	Maternity and Science: Society, Culture, & Public Health	Social Science
EQ	HIST1710	Nature and Power: Making the Modern World	History II
EQ	ENGL1724	Nature and Power: Reading the American Place	Literature
EQ	UNAS1726	Reckoning with Incarceration: The Stories that Must Be Told	Social Science
EQ	CLAS1703	St. Petersburg: Dream and Reality	Literature
EQ	CLAS1702	Rome: Art, Regime, and Resistance	History I
EQ	ENGL1712	Roots and Routes: Reading Identity, Migration, and Culture	Writing
EQ	ENGL1713	Roots and Routes: Writing Identity, Migration, and Culture	Literature
EQ	MUSA1701	Aesthetic Exercises: Engagement, Empathy, Ethics	Arts
EQ	THEO1701	Spiritual Exercises: Engagement, Empathy, Ethics	Theology (Christian Theology)

EQ	PHIL1722	The Formation of Early Christian Thought: A Philosophical Examination	Philosophy I
EQ	THEO1722	The Formation of Early Christian Thought: A Theological Examination	Theology (Christian Theology)
EQ	ENVS1515	The Just City: Nature, Environment, and Infrastructure	Social Science, EDJ
EQ	HIST1515	The Just City: Race, Class, and Communities	History II
EQ	HIST1630	The Meaning of Boston: History and Memory	History II
EQ	ENGL1735	The Meaning of Boston: Literature and Culture	Literature
EQ	ENGL1729	The Role of Literature in Understanding the Complex Meaning of Justice	Literature
EQ	UNAS1719	The Rule of Law and the Complex Meaning of Justice	Social Science, EDJ
Spring 2023			
CP or EQ	Course Number	Course Title	Core Req Met
CP	BIOL1706	Understanding and Protecting Our Oceans in the Wake of Global Change	Natural Science
	ENVS1075	Understanding and Protecting Our Oceans in the Wake of Global Change	Natural Science, EDJ
CP	HIST1505	Planet in Peril: The History and Future of Human Impacts on the Planet	History II
	SOCY1509	Planet in Peril: The History and Future of Human Impacts on the Planet	Social Science
CP	HIST1621	The "Other" Americans: Representation and Reality in Asian America	History II
	UNAS1729	The "Other" Americans: Representation and Reality in Asian America	Arts, EDJ
CP	PHIL1723	Faith, Ethics, and the Sciences in the 21st Century	Philosophy
	THEO1723	Faith, Ethics, and the Sciences in the 21st Century	Theology (Christian Theology)
EQ	CLAS1702	Rome: Art, Regime, and Resistance	History I
EQ	CLAS1703	St. Petersburg: Dream and Reality	Literature
EQ	FILM1702	Why Do the Wicked Prosper?: Portraits of Good and Evil in Film	Arts
EQ	UNAS1728	Why Do the Wicked Prosper?: Portraits of Good and Evil in Literature	Literature
EQ	PHCG1702	Institutional Disparity: Equity and Global Health	Social Science
EQ	UNAS1730	Institutional Disparity: Equity and US Education	Natural Science

Figure 3

FALL 2023					
CP or EQ	Seats	Course Number	Course Title	Faculty	Core Req Met
CP	76	EESC1720	Crisis in Story telling in the Age of Climate Change	Hilary Palevsky	Natural Science
		ENGL1733		Min Song	Literature
CP	76	ECON1704	Real Estate and Urban Action: Transforming Communities and Increasing Access to Opportunity	Geoffrey Sanzenbacher	Social Science
		UNAS1725		Neil McCullagh	Social Science, EDJ
CP	152	ENGR1801	Making the Modern World: Design, Ethics & Engineering	Jenna Tonn	History II, EDJ
		HIST1627		Jonathan Krones	Natural Science
EQ	19	ARTH1725	Artistic and Ritual Responses to Suffering: Buddhism in	Aurelia Campbell	Art

			Practice		
EQ		THEO1725	Contemplative Responses to Suffering: Buddhism and Christianity	Matthew Vale	Theology (Christian Thought)
EQ	19	FILM1701	Coming of Age in Film	John Michalczyk	Art
EQ		UNAS1708	Coming of Age in Literature	Susan Michalczyk	Literature
EQ	19	CLAS1701	Death in Ancient Greece: Achilles to Alexander the Great	Hanne Eisenstein	Literature
EQ		CLAS1705	Death in Russian Literature: Heroes, Cowards, Humans	Thomas Epstein	History I
EQ	19	PHIL1726	Exploring the Mystery of God: A Philosophical Perspective	Deborah De Chiara-Quenzer	Philosophy
EQ		THEO1726	Exploring the Mystery of God: A Theological Perspective	L. Matthew Petillo	Theology (Christian Thought)
EQ	19	UNAS1716	From Hiroshima to K-Pop: Historical Perspectives	Ingu Hwang	History II
EQ		UNAS1717	From Hiroshima to K-Pop: Filmmakers' Perspectives	Tina Klein	Art
EQ	19	PHCG1701	Maternity and Science: Society, Culture, & Public Health	Tara Casebolt	Social Science, EDJ
EQ		UNAS1718	Maternity and Sciences: Neuroscience and Genetics	Jessica Black	Natural Science
EQ	19	ENGL1724	Nature and Power: Reading the American Place	Suzanne Matson	Literature
EQ		HIST1710	Nature and Power: Making the Modern World	Ling Zhang	History II
EQ	19	THEO1701	Spiritual Exercises: Engagement, Empathy, Ethics	Brian Robinette	Theology (Christian Theology)
EQ		MUSA1701	Aesthetic Exercises: Engagement, Empathy, Ethics	Daniel Callahan	Art
EQ	19	POLI1033	Shifting Forms: Political Belonging in Song and Film	Jonathan Laurence	Social Science
EQ		ENGL1732	Shifting Forms: Sexuality and Belonging in Modern Literature and Film	Kevin Ohi	Literature
EQ	19	THEO1722	The Formation of Early Christian Thought: A Theological Examination	Michael Magree	Theology (Christian Theology)
EQ		PHIL1722	The Formation of Early Christian Thought: A Philosophical Examination	Sarah Byers	Philosophy
EQ	19	HIST1630	The Meaning of Boston: History and Memory	David Quigley	History II
EQ		ENGL1735	The Meaning of Boston: Literature and Culture	Carlo Rotella	Literature
EQ	19	ENGL1729	The Role of Literature and Understanding the Complex Meaning of Justice	Marla DeRosa	Social Science
EQ		UNAS1719	The Rule of Law and the Complex Meaning of Justice	R. Michael Cassidy	Literature, EDJ
EQ	19	ENGL1728	The Value of Work: Significance through Literature	Aeron Hunt	Literature
EQ		PHIL1721	The Value of Work: A Philosophical Examination	Micah Lott	Philosophy
EQ	38	ENVS1702	The World With Us: Conserving Nature in a Time of Crisis	Vena Offen	Natural Science, EDJ
EQ		ENGL1737	The World With Us: Environmental Literature in a Time of Crisis	John Yargo	Literature
EQ	19	ENGL1736	What is Memory, and Why Does it Matter? The Literature of Remembering	Amy Boesky	Literature

EQ		PSYC1701	What is Memory, and Why Does it Matter? The Science of Remembering	Elizabeth Kensinger	Natural Science
SPRING 2024					
CP or EQ	Seats	Course Number	Course Title	Faculty	Core Req Met
CP	76	THEO1723	Faith, Ethics, and the Sciences in the 21st Century	Stephen Pope	Theology (Christian Thought)
CP		PHIL1723		Holly Vanderwall	Philosophy
CP	76	BIOL1707	Understanding and Protecting our Oceans	Heather Olins	Natural Science
CP		ENVS1075		Vena Offen	Natural Science, EDJ
EQ	19	GERM1701	Constructing Deviance: Madmen, Hysterics, and Criminals	Daniel Bowles	Literature
EQ		SOCY1710	Constructing Deviance: Power, Control, Resistance	Stephen Pfohl	Social Science
EQ	19	UNAS1702	Life, Liberty & Health: Policy, Politic, and Law	Mary Ann Chirba	History II, CD
EQ		ECON1702	Life, Liberty & Health: The Economics of Healthcare	Tracy Regan	Social Science
EQ	19	RLRL3373	Love, Gender, and Marriage: The Western Literary Tradition	Franco Mormando	Literature
EQ		ENGL1704	Love, Gender, and Marriage: Writing and Rewriting Tradition	Treseanne Ainsworth	Writing
EQ	38	ENVS1703	Making American Landscapes: Geographies of Race, Place and Power	Robin Wright	Social Science
EQ		HIST1730	Making American Landscapes: Building and Living in Asian America	Hongyan Yang	History II, EDJ
EQ	19	POLI1035	Morals and Metaphysics: Political Perspectives	Paul Wilford	Social Science
EQ		THEO8510	Morals and Metaphysics in Theology	Jeremy Wilkins	Theology (Christian Thought)
EQ	19	ENGL1715	Revolutionary Media: How Reading Changes Us	Mary Crane	Literature
EQ		HIST1705	Revolutionary Media: How Books Changed History	Virginia Reinburg	History I
EQ	19	ENGL1718	Reading In/Justice: Literature as Activism from Abolitionism to #BlackLivesMatter	Lori Harrison-Kahan	Literature
EQ		ENGL1719	Writing in/Justice: The Power of Response	Alex Puente	Writing
EQ	19	UNAS1726	Reckoning with Incarceration	Celeste Wells	Literature
EQ		UNAS1717	Reckoning with Incarceration	Andres Castro Samayoa	Social Science
EQ	19	POLI1034	The Making of the Modern Mind: Morality	Ryan Hanley	Social Science
EQ		MATH1702	The Making of the Modern Mind: Mathematics	Avner Ash	Mathematics

Figure 4

3) Graphs of Seat Numbers, Core Requirements

Figures 5 and Figure 6 display student enrollment in Complex Problem and Enduring Question courses from previous Fall semesters (Fall 2018, 2019, 2020, 2021, and 2022) and Spring semesters (Spring 2019, 2020, 2021, 2022, and 2023).

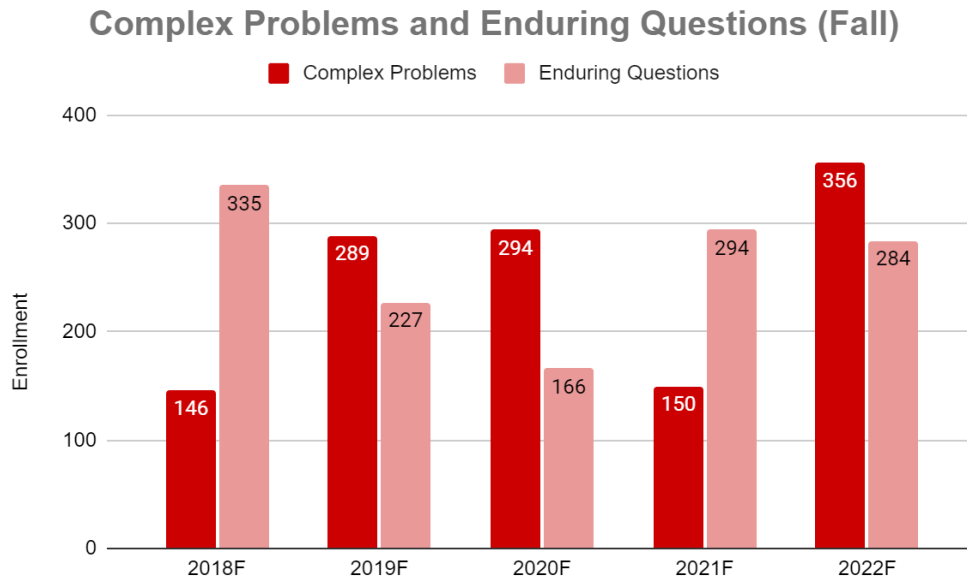


Figure 5

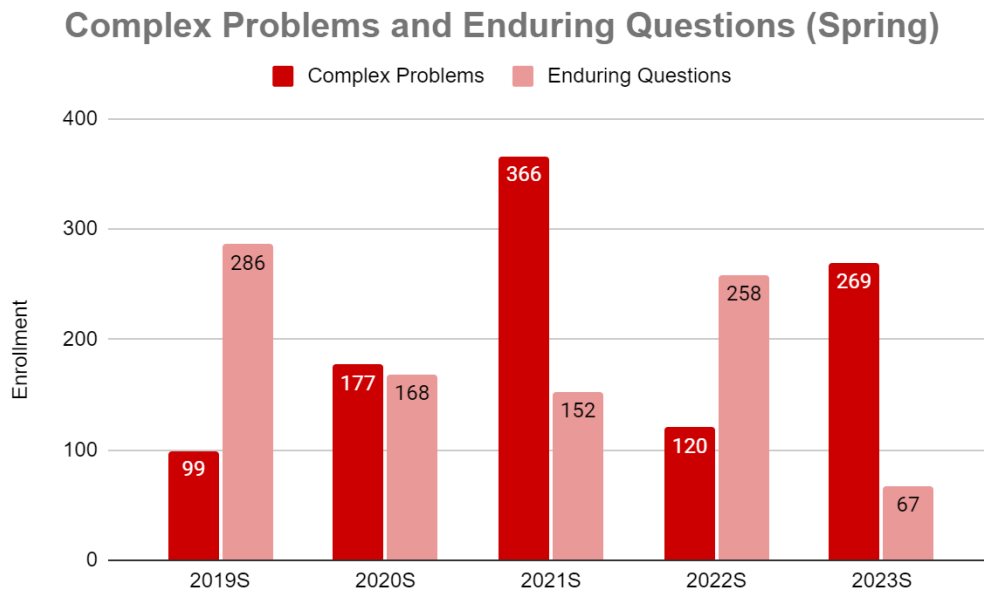


Figure 6

Figure 7 compares student enrollment (as a percentage) in Complex Problem and Enduring Question courses between the Fall and Spring semesters mentioned previously. Of note, the Fall 2022 semester saw enrollments of 94% for Complex Problem courses and 94% for Enduring Question courses.

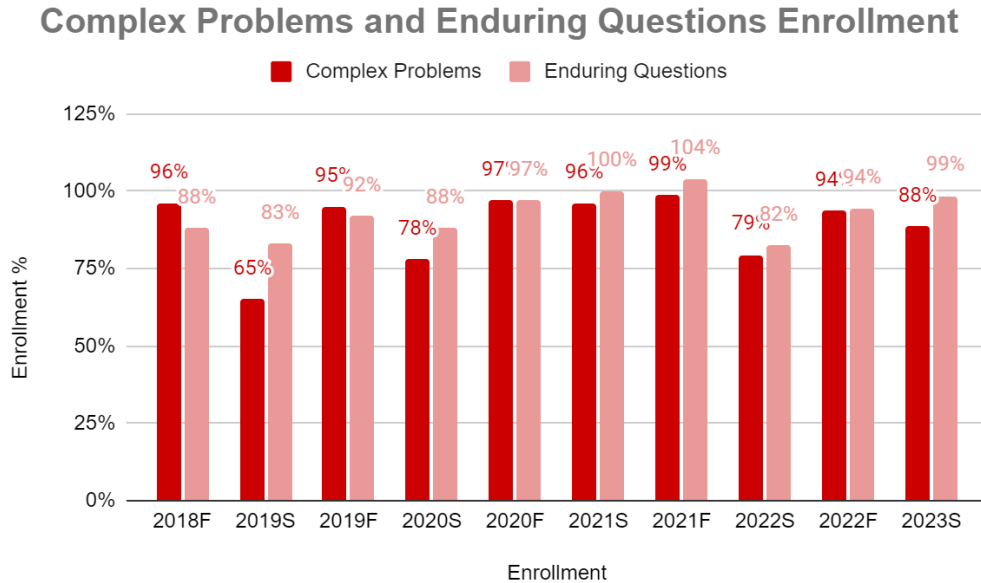


Figure 7

4) Course Design Workshops

Assistant Dean Shlala successfully led four Course Design Workshops in the Spring of 2023 for 8 faculty members creating 4 new EQ courses. The emphasis in the workshops remains Jesuit pedagogy, Core learning goals, Reflection sessions, and Core Assessment. The BC Libraries, 245 Beacon Makerspace, and McMullen Museum took part in the Reflection sessions. The date and topic of each course design workshop meeting were as follows:

- **Workshop One:** Introduction to Teaching CPs/EQs held on February 3, 2023
- **Workshop Two:** Core Learning Goals held on March 17, 2023
- **Workshop Three:** Reflection and Formation held on March 31, 2023
- **Workshop Four:** Core Assessment held on April 21, 2023, led by Celeste Wells

Faculty voices reflect the experience of the Course Design Workshop:

It was very helpful to have time to work with my co-teacher so that we didn't have to worry about scheduling that time on our own. It was also inspiring to hear what other pairs were planning.-Lori H-K.

These were thoughtful, practical and engaging workshops...I also really appreciated Greg's initial comments on the question and its importance in helping students to guide their reflection. Thanks so much to you for organizing and leading these workshops. -Amy B.

I found hearing about other people's reflection sessions to be really helpful- having specific examples from past instructors was very inspirational. Similarly, I appreciated the assessment session as it gave me a clearer sense of what was being evaluated by the committee and how that connected to what we were evaluating the students on in the joint assignment. -Robin W.

I appreciated a number of things about the course design workshops:

1) The focus of each session was excellent, and served as a useful guide for how to construct the course; 2) Their spacing, which gave time to reflect and incorporate into the syllabus what had been covered in the prior session before the next session began; 3) The ample opportunity for the co-teachers to be in discussion with one another during these sessions; and, 4) The Canvas site was helpful. -Elizabeth K.

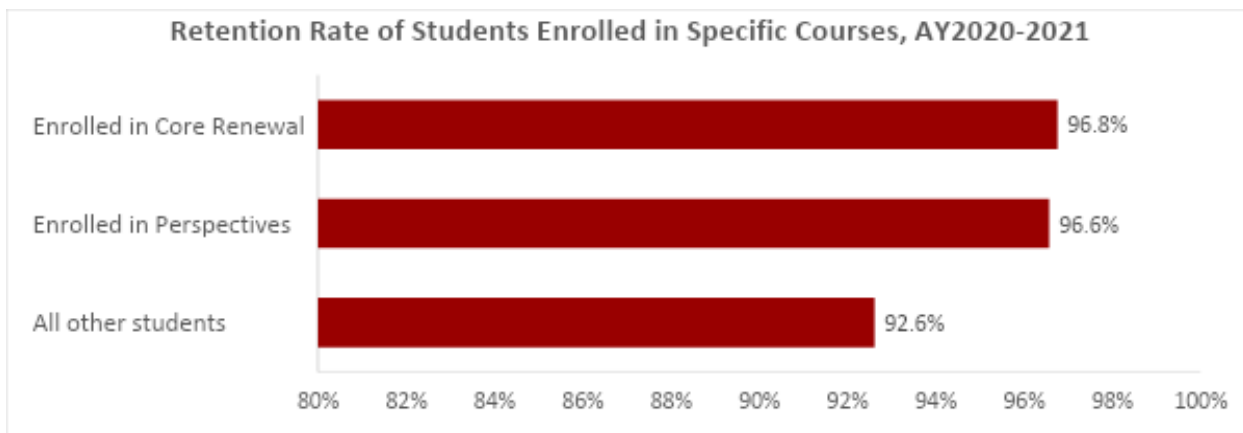
The workshops have been very helpful--all four of them. Just creating the time and space for partners to sit down and talk together has been very productive. Listening to the ideas of other faculty has been very inspiring and pushes me to think of creative ideas. -Alex P.

This is my first time teaching an Enduring Question course. I found the four meetings very informative, wonderfully welcoming, and so helpful. -Deborah D.

5) Student Retention Data (Provided by IRP on Boston College Class of 2024)

There is a positive association between students' participation in Complex Problem or Enduring Question courses and first- to second-year retention. Students who enrolled in one or more Core Renewal courses had a retention rate of 96.8%. Students enrolled in

Perspectives I had a similar retention rate at 96.6% (the retention rate for students in Perspective’s Advisory sections was 96.1%, compared to 96.9% for “regular” sections). In contrast, students in the Class of 2024 who enrolled in neither Perspectives nor in Core Renewal courses had a retention rate of 92.6%.



6) Faculty Voices: Survey on Interdisciplinary Teaching

Faculty were invited to participate in a survey on interdisciplinary teaching in the Core. Interdisciplinary teaching has become an integral part of “educating the whole person” at Boston College, especially when considering Complex Problem (CP) and Enduring Question (EQ) courses and their prevalence in students' first-year experiences. Faculty were invited to provide their personal reflections on interdisciplinary teaching as a CP/EQ instructor, including its impact on the faculty as a scholar/researcher, on their relationships with students, on how it has influenced their overall approach to teaching, and perhaps on its wider impacts on their lives.

The Core hoped to gather insights from key faculty voices from across the Core requirements (Natural Science, Social Science, Philosophy, Theology, Mathematics, Art, History, etc.) on what has been learned from teaching in an interdisciplinary setting. In this, the Core was successful in CP/EQ feedback, as well as department, Core requirement, and school/college representation. Below is a selection of representative

voices. More information from the survey, including graphs and other responses, may be found in Appendix 7.

How were you paired with your co-instructor? How would you describe the relationship you have developed with your co-instructor? Please discuss both the positive and negative aspects.

Overlap in interests allowed us to organize our respective lessons so that students were exposed to the same historical events through the media of film and through engagement with written primary and secondary sources. To facilitate this cross-disciplinary exposure, Prof. X and I shared teaching materials and kept each other updated on course-related developments. We also occasionally sat in on each other's sessions. I found this experience to be an overwhelmingly positive one and so cannot report any negatives. Students learned to integrate and synthesize concepts and principles across disciplines. From a personal standpoint, I also found this collaboration rewarding because I expanded my knowledge base; prior to this co-teaching opportunity, I was unfamiliar with the methodologies used in film studies.

Some helpful issues were raised concerning inequities between partners:

My co-instructor actually reached out to me to ask if I would be willing to teach with her. I was honored to be asked and readily agreed. The positives of this experience were working with such a kind and intelligent partner. The negatives weren't as much negatives as "tricky things" - as a Professor of the Practice and my co-teacher being a full professor, I intentionally took on the bulk of planning for the class as I didn't feel totally comfortable asking them to share the "administrative" components. I think the power dynamics can play a big role in junior faculty experiences, even when the senior faculty are excellent, we just don't know what is expected and so we err toward doing more and asking less.

To what extent did/do you share lectures, assignments, and learning goals with your co-instructor? Has sharing increased over time, through re-teaching the course, for example? How has such sharing provided a different perspective on teaching?

Working with another faculty member is transformative. I have learned a lot from working with my EQ teaching partner and it has definitely changed my perspective on teaching. Planning a course is usually pretty solitary so it has been great to share ideas with another experienced teacher.

How far/close is the discipline of your co-instructor from your own? Has teaching with someone from another discipline had an impact on your teaching, scholarship, and/or on you as a whole person?

I am surprised how much law and literature seem connected. I somehow envisioned that the law was more clear-cut, but there is still a lot of interpretation and debate about meaning. I love using various literary theories to examine literature and the law has expanded how I view the meaning of a piece of literature. I would also say I have a slight bit more respect for the legal system.

Has teaching an interdisciplinary course influenced your connection with students? If so, how?

Yes, indeed. The small-class format and the frequent reflection sessions bonded me strongly with my students. I got to know them better, and they had opportunities to ask me questions beyond what was discussed in the classroom. The diversity of the student backgrounds really helped me think about the impacts of my own research. It gives me a sense of pride but also a stronger sense of responsibility.

How have you revised or reimagined your course designs/pedagogies in non-CP/EQ courses due to your experiences with CP/EQ teaching?

I went into the EQ course with a firm sense of the kind of approach I wanted to take. More than causing me to revise my pedagogy, this paired-course approach enabled me to enrich and deepen my teaching. I had someone to bounce assignment ideas off of, someone to co-teach the evening sessions, and someone to tell me what assignments seemed to be "working" best in the sense of engendering discussion in the other class.

7) Student Voices

The following are a selection of primarily senior student voices who engaged with the Core mainly through Complex Problem (CP) and Enduring Question (EQ) courses with some reflection on how Covid impacted their undergraduate experience:

When I took my EQ/CP course my freshman year, named #ShopApocalypse at the time, I loved the dual professor course. This experience was a strong way to link multiple courses and gain new insights. Even though COVID hit in the middle of our semester, the class carried well over into the Zoom world. Ultimately, I wish I had been able to continue with this type of class beyond Freshman year!--Corrine DeRonde '23

*During my senior year, working in the Core's **Justice and the Common Good Living Learning Community** has been incredibly rewarding. As a senior mentor, I had the opportunity to get to know underclassmen in both an academic and personal setting and pass down my (albeit limited) knowledge of college and what it means to be a student at Boston College. It has been incredibly rewarding to see the freshman grow throughout the year and come to discover their own interests and passions at BC. Their involvement on campus and within the greater Boston community is critical to their development and it's reassuring to know that the future of BC is in good hands. Personally, engaging in core courses like my first-year enduring questions course allowed me to expand my knowledge of the world around me and engage in material that is tangible and relevant not only to my major, but my development as a person. After all, it was through the enduring questions course, **The Rhetoric of Social Justice and Inequality in America** taught by Celeste Wells and Eve Spangler that I found a passion for learning about economic inequality, continued to pursue a major in economics, and then take courses abroad and at BC catering to economic inequality. At BC we champion the Latin maxim *cura personalis*. Boston College seeks to not only educate the minds of their students, but their hearts as well. Throughout my time in the core, whether it be as an employee or a student, I've had the pleasure of being both educated and an educator. I not only found an academic interest, but a personal one as well that has allowed me to enjoy my studies and reflect on what it means to have a Jesuit education. Additionally, my time in the JCG has given me endless opportunities to connect with underclassmen, hear their experiences, and give back to a community that has been so formative for me.--Joseph Fleur '23*

*The EQ course, **Geographies of Imperialism**, with Professor Shlala and Professor Delong-Bas was the most impactful course I've taken at Boston College. The students in our class developed strong relationships and to this day I am still friends with the majority of the class. Professor Shlala and Delong-Bas curated a class atmosphere that encouraged us to be open and vulnerable with one another. I have not been in another class where the students were able to build such strong and lasting friendships. The course itself was challenging but in a beneficial way that helped me grow as an analyzer of texts and writer. Class discussions were frequent and lively and the material was interesting which made classes a great academic environment.*

*Another one of my most impactful BC experiences was being a senior mentor/teaching assistant for the Justice and Common Good Living and Learning Community. The **JCG LLC** has been a true community for me and it has been a great experience to be a part of building that community. The highlight of this experience was seeing the students become great friends over the course of the year, many of them are best friends and it's special that we were able to provide them with such a strong community as freshman. I was in*

the MLE LLC freshman and sophomore year and from my experience the bond of our JCG students is unique from other LLC's. Our students are not only great friends but they have also used their strong relationships to organize events and complete service projects.

The JCG LLC has also been a great leadership opportunity. Professor Shlala trusted myself and the other TA's and gave us a lot of responsibilities. She valued and implemented our input when developing the curriculum, leading our seminars, and planning events outside class. I don't believe Covid has had much of an effect on my core experiences as I was involved with the core during freshman, junior and senior year.--Abel Yohannes '23

***Making A Modern World** was a terrific class that combined basic beginner level topics in the engineering field with real world application. This was done through carefully constructed case studies surrounding engineering failures and crises in the past such as the Boeing 737 Max as well as positive innovations and tech for the future like face identification tech and accessibility engineering. The class is very unique in that it is taught by 3 professors. Given the interdisciplinary nature of the course the three professors all use class time to focus on a different topic. Typically the class started with an Engineering lesson from Professor Kronen on a basic topic like weight distribution, structural balance when making arches and landings. Then we moved on to a historical lesson from professor Tonn where she explained the historical significance of certain inventions and how that shaped our world today. Lastly we would have occasional lessons from Professor Powell where he tied together philosophical ideas on ethics and humanity to get us to explore the intricacies surrounding innovation and social impact. From my time in the class I remember my favorite part was one of our final projects we had where we were tasked to find an area in which the school is failing to be accessible to all and create something to address that issue. We had multiple weeks to work with our group through the scientific process and create something from start to finish. We were also able to display skills we've learned about such as internal design, historical background information collection, and productive teamwork in a professional setting. Our classes during these weeks consisted of brainstorming sessions, prototyping in the Schiller labs and lastly presenting in front of judges and our fellow classmates. Making a Modern World is just one of the many courses planned by the Core Curriculum Office that excel in interdisciplinary inclusion to get freshmen to have experience in multiple different disciplines at the same time. The skills I've learned in that class have helped me hone in on what it is that I am interested in focusing my studies on. These are the types of courses that are imperative for producing well rounded and knowledgeable leaders for the future.--Malik Robinson '25*

As I see pictures from my friends at different schools who have been buried in the back of 400-person lectures for their entire freshman year, I can't help but remark at the special opportunities Enduring Question classes present. They've allowed me to learn about a number of different areas, but also get to know so many of my peers as well as several amazing professors, and I'm so grateful that EQs have been a part of my freshman year experience.--Atticus Crothers '26

Additional reflections may be found in Appendix 6.

d. Assessment (Provided by Celeste Wells, PhD.)

1. Direct Assessment

a) Assessment Subcommittee Developments

The Assessment subcommittee, under the leadership of Celeste Wells and members Elizabeth Shlala, Sylvia Sellers-Garcia, Marina McCoy, Ethan Sullivan, and Stacy Grooters, has continued to successfully assess material design and student work. The subcommittee began indirect assessment of learning goal #7 to determine if students *demonstrate the ability to examine their values and experiences and integrate what they learn with the principles that guide their lives*. We also continued to assess core learning goal #5 to determine whether students *demonstrated the ability to apply more than one disciplinary perspective to the same enduring question or complex problem*. In addition, Celeste joined forces with the Theology department to aid in assessment design. The following report will comment on: 1) the assessment developments, 2) findings from AY 2022-2023, 3) Core assessment expansion, and 4) the ongoing discussions regarding the continual improvement and development of the assessment process.

AY23 Assessment-Driven Developments

In AY23, the subcommittee has continued to take the findings from assessment processes and use them to refine and enhance the CP/EQ Course Design Workshops and subcommittee practices.

Clarity in Reporting. In Spring 2022, the subcommittee agreed that moving forward, assessment findings would indicate the percentage of submissions meeting the learning goal and provide submissions meeting the learning goal in relation to the 20% assessment requirement. We met this goal successfully in both Spring 2022 and Fall 2022, with 100% of submissions hitting the 20% assessment requirement.

Assessment Feedback. We have seen a steady increase in faculty requesting feedback on their submissions. In Fall 2021, 19% of faculty requested feedback. In Spring 2022, 29% of faculty requested feedback; in Fall 2022, 42% requested

feedback. We attribute these increasing numbers to increased and informative explanations about our role as assessors and the value of assessment feedback to pedagogy.

Live Feedback. Starting in Spring 2022, faculty were given a “live” assessment option for student projects that are performed live in-class. In Spring 2022, we performed one live assessment, and in Fall 2022, we performed four live assessments and were also given two additional Panopto recordings of presentations. We expect similar numbers of live assessments in the future for faculty who assign presentations for assignments. In the Spring 2023 assessment workshop, we encouraged faculty to let us know as soon as possible if they wanted live assessments to confirm a subcommittee member is available during a CP/EQ student project.

Draft Assignment Submissions. In Spring 2022, faculty in the Course Design Workshops were required to submit draft assessment assignments for feedback from the subcommittee. This process worked well and allowed further discussion between the committee and faculty. This practice continues with Spring 2023 faculty planning to submit assignments for feedback on May 12, 2023.

Assessment Findings

Indirect Assessment of Core Learning Goal #7

In May 2022, the committee met to identify the next potential learning outcomes appropriate for assessment in the Core. The committee identified learning goal #7 (*demonstrate the ability to examine their values and experiences and integrate what they learn with the principles that guide their lives*) and determined that to assess this learning goal, indirect data (i.e., data gathered directly from student opinion) would be ideal. As such, in Fall 2022, the committee included the following three questions in the student evaluations for all CP/EQ courses and received the following feedback:

1. **The learning experience in this course led me to examine my values:**
 - 59.9% Strongly Agreed (5)

- 27.57% Agreed (4)
- 9.03% Uncertain (3)
- 2.02% Disagreed (2)
- 0.58% Strongly Disagreed (1)
- 0.86% Not applicable

Response Count: 1041; Mean 4.46; Median 5; StDev 0.79

2. The learning experience in this course has aided me in developing principles that guide my life:

- 55.72% Strongly Agreed (5)
- 30.64% Agreed (4)
- 9.03% Uncertain (3)
- 3.36% Disagreed (2)
- 0.48% Strongly Disagreed (1)
- 0.77% Not applicable

Response Count: 1041; Mean 4.39; Median 5; StDev 0.83

3. The learning experience in this course led me to act differently in a specific situation than I would have in the past.

- 54.05% Strongly Agreed (5)
- 28.42% Agreed (4)
- 13.01% Uncertain (3)
- 2.99% Disagreed (2)
- 0.39% Strongly Disagreed (1)
- 1.16% Not applicable

Response Count: 1041; Mean 4.34; Median 5; StDev 0.85

They were very pleased with these initial data and look forward to Spring 2023 data to explore the differences and similarities prior to determining the next steps to assess this learning goal.

Direct Assessment of Learning Goal #5

Assessments from Fall 2022 showed that 96% of course submissions demonstrated the ability to apply more than one disciplinary perspective

to the same enduring question or complex problem. We now have seven semesters of solid assessment data for this interdisciplinary learning goal. One interesting finding we can now report is that Fall data, regardless of year, is reliably higher than Spring data.

Submissions Meeting the Learning Goal Benchmark in both CP/EQ Courses	Fall 2019	Spring 2020 (COVID)	Fall 2020 (COVID)	Spring 2021 (COVID)	Fall 2021	Spring 2022	Fall 2022
	85.5%	77%	99%	75%	93%	88%	96%
Submissions Meeting the Learning Goal by percentage of percentage submitted	76%	71%	86%	71%	91%	88%	96%

While we do not have an evidence-driven reason this is occurring, we assume that it is related to student burnout. This finding is something that, if the administration was interested, we could explore more deeply in the future.

AY23 Expansion Beyond CP/EQ

After an invitation from Dean Kalscheur to begin expanding the assessment process to majors within the Core, Celeste Wells met with Jeff Cooley, the Director of Undergraduate Studies in the Theology department, and Jessica Greene, the AVP of Assessment and Accreditation discuss the best processes to assess theology student work for both the department and the Core. They determined that the data the theology department was gathering for their internal assessment processes matched well with Core learning goal #6 (*Be familiar with*

the scholarly exploration of religious faith and understand how faith and reason are related in the search for truth). To aid Jeff in this department process and thus ensure the Core received data in line with its objectives, Celeste Wells worked with Jessica and Jeff to design the assessment rubric. Jeff Cooley and the theology assessment working group (Elizabeth Antus, Liam Bergin, Natana Delong-Bas, Dieter Roth) did a tremendous job completing a direct assessment of 22 STT theology core courses. **Their initial results indicate that 82% of assignments met the benchmark for engaging with the search for truth process, and 87% met the benchmark for engaging in scholarly exploration of faith.**

In addition, Jeff requested indirect data in the form of an evaluation question to be gathered from all students taking theology core courses in Fall 2022 & Spring 2023. In Fall 2022, two questions were asked of STT students, excluding PULSE and Perspectives students. These two questions addressed learning goal #6. These questions and their average result were as follows:

1. This course has helped me understand how faith and reason are related in the search for truth. **4.42/5**
2. This course has familiarized me with the scholarly exploration of religious faith. **4.56/5**

In Spring 2023, we will expand the distribution of these questions to all CT and STT THEO courses and will provide further in-depth data for review.

Overall, Jeff Cooley deserves particular recognition for this significant contribution to assessment. His leadership in spearheading assessment within the theology department was impressive, and the Core thanks him and his team for their excellent work.

Future Assessment Plans

In December 2022, Celeste Wells and Brian Gareau met with Dean Greg Kalscheur to discuss how they saw the eight Core learning outcomes of Boston

College coming together most practically and productively for assessment with the 15 required undergraduate Cores as well as foreign language). In this meeting, Celeste outlined three potential options, ranging in complexity, commitment, and cost, for assessing the Core in the future. These options are currently being explored and discussed to determine the next appropriate steps in developing assessment for the Core. Please see Appendix 3 for the full proposal.

b) Fall 2022 Results Table

Fall 2022 Assessment Report provided to the University Core Committee by the Assessment Subcommittee

Learning Goal #5 - Direct Assessment

The committee saw a 100% participation rate by faculty again this semester.

Faculty Participation (by percent)	Fall 2018/Spring 2019	Fall 2019	Spring 2020 (COVID)	Fall 2020 (COVID)	Spring 2021 (COVID)	Fall 2021	Spring 2022	Fall 2022
	70%	93%	85%	79%	100%	100%	100%	100%

The assessment committee aims to assess 20% of student population within a course.

The following data indicates the rate at which the 20% threshold was met.

The common reasons 20% of assignments are not submitted for assessment include lack retrievable assignment (e.g., a live experience), simple error, and choice).

Rate at which the assessment threshold was met	Fall 2018/Spring 2019	Fall 2019	Spring 2020 (COVID)	Fall 2020 (COVID)	Spring 2021 (COVID)	Fall 2021	Spring 2022	Fall 2022
	*benchmark at this time was 15%. Benchmark met at 90%	89%	92%	87%	95%	98%	100%	100%

The committee report that submissions meeting the learning goal #5 this semester were 96%

Submissions Meeting the Learning Goal	Fall 2018/Spring 2019	Fall 2019	Spring 2020 (COVID)	Fall 2020 (COVID)	Spring 2021 (COVID)	Fall 2021	Spring 2022	Fall 2022
	68%	85.5%	77%	99%	75%	93%	88%	96%
Submissions Meeting the Learning Goal by percentage of percentage submitted								
	61%	76%	71%	86%	71%	91%	88%	96%

Percentage of courses requesting feedback	Fall 2021	Spring 2022	Fall 2022
	19%	29%	42%

Learning Goal #7 (Indirect) - demonstrate the ability to examine their values and experiences and integrate what they learn with the principles that guide their lives and determined

Data from Fall 2022 Student CP/EQ Students (n=1040)

	Strongly Agree	Agree	Uncertain	Disagreed	Strongly Disagreed	NA	
1. The learning experience in this course led me to examine my values:	59.90%	27.57%	9.03%	2.02%	0.58%	0.86%	Response Count: 1041; Mean 4.46; Median 5; StDev 0.79
2. The learning experience in this course has aided me in developing principles that guide my life:	55.72%	30.64%	9.03%	3.36%	0.48%	0.77%	Response Count: 1041; Mean 4.39; Median 5; StDev 0.83
1. The learning experience in this course led me to act differently in a specific situation than I would have in the past.	54.05%	28.42%	13.01%	2.99%	0.39%	1.16%	Response Count: 1041; Mean 4.34; Median 5; StDev 0.85

c) E1As

As in years past, the deans collected E1As from all departments, which helps the MCAS Dean have informed conversations about steps departments have taken to improve their

participation in the Core. This past year, a Summary E1A report was provided to the MCAS Dean for the Chemistry, Classical Studies, and Eastern, Slavic and German Studies Departments (All E1As available on the Core website).

2. Indirect Assessment: Student Evals

a) CPs/EQs

For the Fall 2022 semester, 1,089 respondents completed the course evaluation regarding their experience taking Complex Problem or Enduring Question courses (see Appendix 4 for full survey). This is a significant increase from the number of respondents (i.e. 769 respondents) reported in AY22. The following data from the Fall 2022 CP/EQ student evaluations illustrate students' ability to meet the learning goals. In turn, students' attainment of these learning goals emphasizes the effectiveness of CP/EQ courses and courses' capacity to facilitate student growth. At this time, the Spring 2023 evaluations are not available and will be featured in the next State of the Core report.

Figure 8 (below) shows that most students strongly agreed that the Core course they took facilitated their ability to think differently about other disciplines. Particularly, the CP/EQ course helped students identify and articulate strengths and limitations of the disciplines and the relationship of the disciplines to one another.

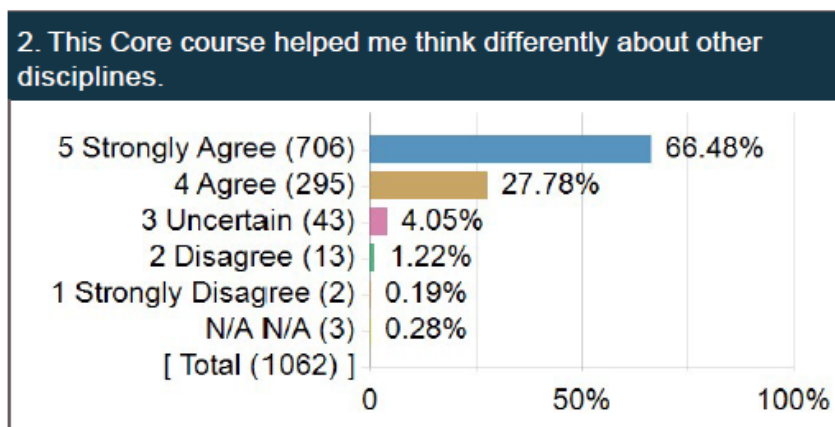


Figure 8

Figure 9 (below) displays that most students strongly agreed that the Core course helped them make connections and integrate what they learned elsewhere. These results highlight the continued effectiveness of CP/EQ courses, such that students were able to

demonstrate an understanding of the breadth and diversity of human knowledge as well as its openness to integration in more comprehensive wholes by linking what they learned to parts of their lives and society at large.

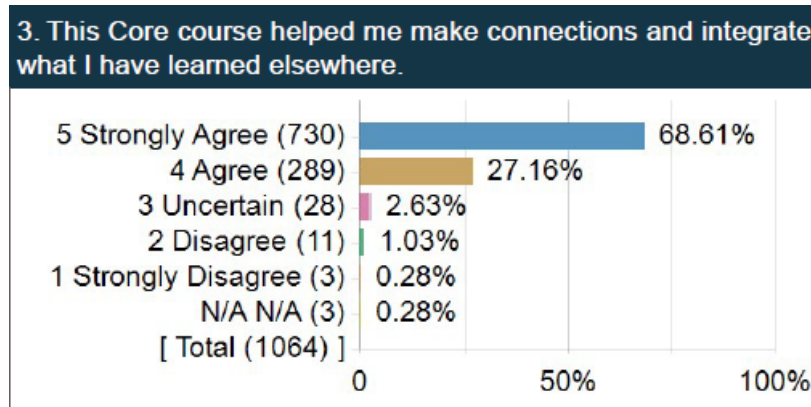


Figure 9

Figure 10 (below) illustrates that most students strongly agreed that they were presented with a balanced view of the Complex Problem or Enduring Question from multiple perspectives. This is consistent with one of the goals of renewed Core courses, which is that students will be able to demonstrate the ability to apply more than one disciplinary perspective to the same enduring question or complex problem.

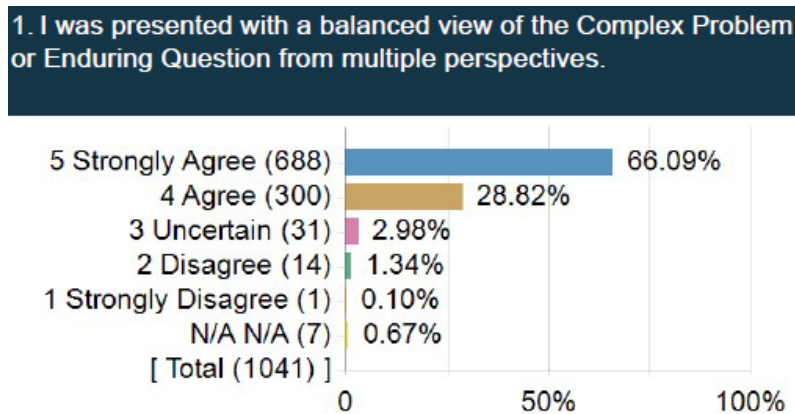


Figure 10

Figure 11 (below) shows that most students strongly agreed that the Reflection sessions in their CP/EQ courses gave them the opportunity to evaluate and connect course material to their entire life and broader community. This indicates that students were able to demonstrate the ability to

examine their values and experiences and integrate what they learned with the principles that guide their lives.

2. The reflection sessions gave me the opportunity to evaluate and connect course material to my entire life and broader community.

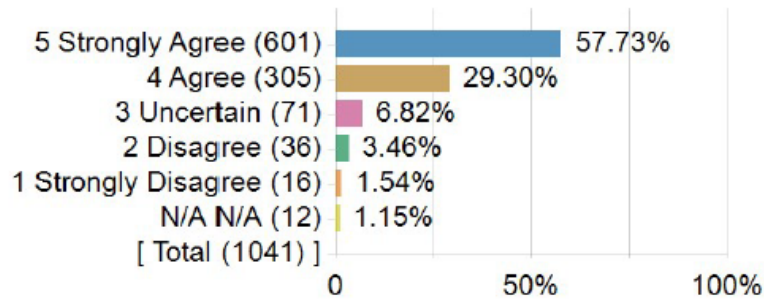


Figure 11

Figure 12 (below) illustrates that most students strongly agreed that the learning experience in the CP/EQ course they took led them to examine their values. This shows that students were able to Explore and reflect on their experiences and principles in the here-and-now.

3. The learning experience in this course led me to examine my values.

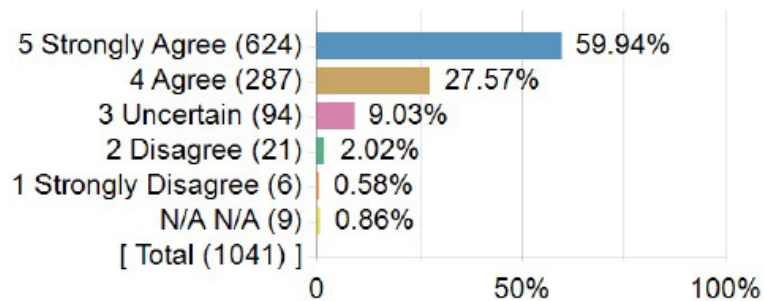


Figure 12

The Fall 2022 student evaluations for the Complex Problem/Enduring Question (CP/EQ) courses highlight the positive impact these courses have on students' intellectual growth and personal development. With a significant increase in respondents compared to the previous academic year, the results demonstrate the effectiveness of CP/EQ courses in achieving their intended learning outcomes.

Figures 8 through 12 present strong agreement among students that the CP/EQ courses facilitated interdisciplinary thinking, encouraged integration of knowledge, provided a balanced view from multiple perspectives, fostered reflection, and prompted examination of personal values. These outcomes not only fulfill the primary objectives of the Core curriculum but also contribute to the development of well-rounded, critical thinkers who are equipped to address complex problems and enduring questions in their academic pursuits and beyond.

As we look forward to the next State of the Core report, it is essential to continue monitoring the progress and effectiveness of CP/EQ courses and seek ways to improve and enrich the learning experience for future students. By doing so, we can ensure that the Core Curriculum remains a dynamic and meaningful component of students' academic journeys.

b) Cultural Diversity

For the Fall 2022 semester, 2,749 respondents completed the course evaluation regarding their experience taking Cultural Diversity courses (see Appendix 4 for full survey), particularly Engaging Difference and Justice (EDJ) and Difference Justice and the Common Good (DJCG) courses. The following data from the Fall 2022 Cultural Diversity student evaluations illustrate students' ability to meet the learning goals. In turn, students' attainment of these learning goals emphasizes the effectiveness of Cultural Diversity courses and courses' capacity to facilitate students' self-reflection abilities, (inter)cultural competence, and engagement with diverse individuals. At this time, the Spring 2023 evaluations are not available and will be featured in the next State of the Core report.

Figure 13 (below) demonstrates that most students strongly agreed that the Cultural Diversity course they took encouraged them to think critically about difference and justice. This result highlights that students were able to engage with past and present instances of injustice, such as race, class, gender, sexuality, dis/ability, religion, and other socio-cultural elements, in the context of the United States and/or the world.

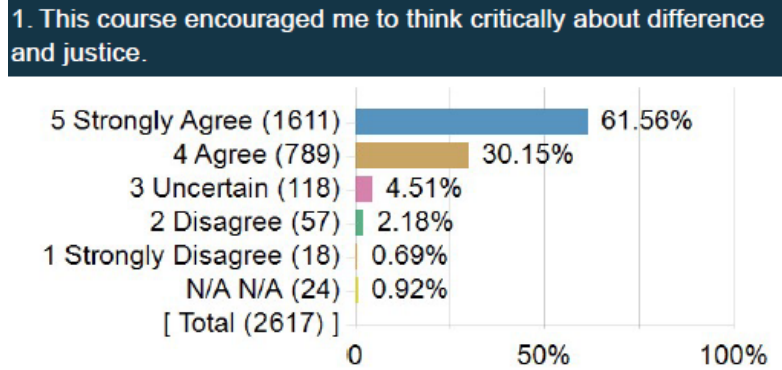


Figure 13

Figure 14 (below) illustrates that most students strongly agreed that the Cultural Diversity course they took helped them connect academic coursework and/or class discussions to lived experiences in a diverse world. This shows that students’ integration of the theoretical and empirical study of difference and power in their various forms and reflection on their own lives and identities allowed them to gain a new perspective on unique experiences.

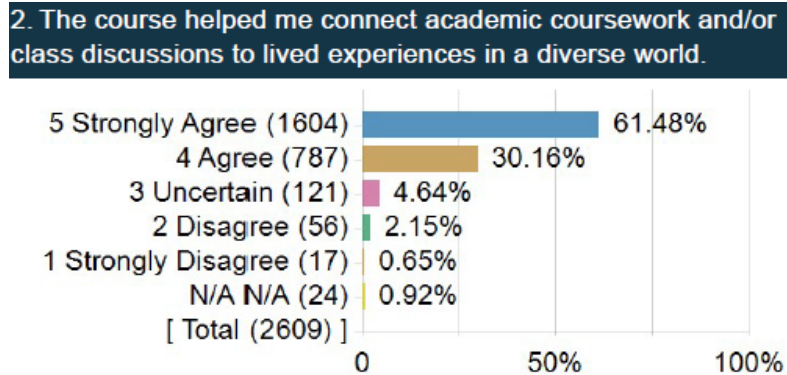


Figure 14

Figure 15 (below) shows that most students strongly agreed that the Cultural Diversity course they took helped them develop constructive approaches to pursue justice, equity, and a life of integrity in the service of others. This highlights that students were able to explore the conditions that are necessary to exist, and how to create those conditions, for all of society’s members to live fully human lives of freedom and honesty. Students were also able to think about how to flourish in communities in ways that evaluate difference and overcome injustice by becoming engaged global citizens in service of, and in care for, our common home.

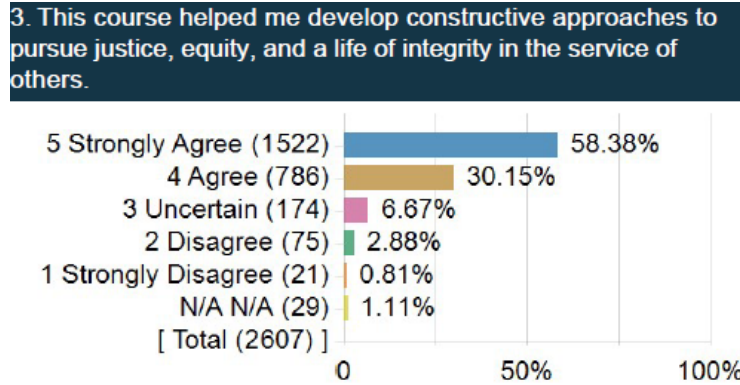


Figure 15

The Fall 2022 Cultural Diversity course evaluations emphasize the effectiveness of EDJ and DJCG courses in facilitating self-reflection, intercultural competence, and engagement with diverse individuals. Figures 13, 14, and 15 demonstrate that the majority of students strongly agreed that these courses encouraged critical thinking about difference and justice, connected academic coursework to lived experiences in a diverse world, and developed constructive approaches to pursue justice, equity, and a life of integrity in service to others. These results underscore the significant impact of Cultural Diversity courses on students’ understanding of diverse perspectives and their commitment to becoming engaged global citizens.

3. Core Curriculum Assessment Proposal

Beginning in AY 18/19, the Core Assessment Committee has developed and refined its assessment practices. Its main objective has been to evaluate the success of Enduring Question (EQ) and Complex Problem (CP) courses in making students aware of interdisciplinary connections to real-world issues. A central tenet of these interdisciplinary courses is to show students how the most vexing problems on this planet and longstanding questions pondered by humanity must be addressed through innovative combinations of theory and practice from multiple disciplines. As such, the Assessment Committee has designed a flexible and robust process for evaluating materials on a standardized rubric and assessing materials from different disciplines. From AY 18/19 to the completion of the assessment of CP/EQ Spring 2022 courses, the Committee succeeded in increasing: 1) faculty participation in assessment processes by 30%, now at

100%, 2) the rate at which the required assessment materials threshold was met by 8%, now at 100%, and importantly, 3) the rate at which submissions met the learning goals by 25%, now at 88%.

Furthermore, the Committee has developed practices that actually utilize the data from the assessment process to inform pedagogical changes for CP/EQ teaching workshops and courses, a feat that is challenging for most colleagues to complete. As such, the Committee has seen positive and constructive development in course assignments and learning (participation in those CP/EQ courses taught multiple times).

These experiences and processes have prompted deeper reflection among Committee members regarding how to proceed with Core Curriculum assessment in the future. Appendix 3 further outlines the rationale for how the Committee sees the eight Core learning outcomes of Boston College coming together most practically and productively for assessment with the 16 required undergraduate courses (including foreign language as an MCAS requirement). Three potential options for assessing core in the future and the necessary decisions and steps for the Committee are also highlighted. The UCRC anticipates some discussion to emerge from the annual State of the Core meeting with the MCAS Dean, Fr. Kalscheur, S.J., and Provost Quigley.

II. Core Renewal Beyond CP/EQs

a. Justice and Common Good Living and Learning Community

Justice and the Common Good LLC is a living and learning community linked to the University Core Curriculum in Boston College for first-year students who are passionate about the common good. Acceptance into the JCG LLC places first-year students in a room within Gonzaga Hall on Upper Campus with a choice to live with a roommate who may also be in the LLC. JCG LLC students are guaranteed placement within an Enduring Question course their first semester, as well as a First Year Topic Seminar centered on Justice and the Common Good that was created for students in the LLC taught by the Faculty Director alongside JCG LLC senior mentors. These JCG LLC students also have

Professor Shlala as their pre-major advisor and have regular check-in's with their senior mentors who are available to advise them academically as well as to help them navigate life at Boston College.

How does Justice and the Common Good Living and Learning Community Work?

During the fall semester, students are enrolled in a Freshman Topic Seminar, **Conversations In/Justice**. This fall, there were two sections, with half of the students on Mondays and the other half on Wednesdays. Both groups met weekly from 4:30-5:45 pm, typically in a seminar classroom in Stokes Hall. The classes that were not in Stokes took place at other locations on campus to show first-year students the many resources available to them such as: St. Joseph's Chapel where we celebrated mass with Dean Fr. Greg Kalscheur, SJ; the labyrinth where we remembered Welles Crowther on 9/11; the McMullen Museum where we were led by docents; the Hatchery where we screen printed a quotation from Pope Francis on our shirts; and Gasson 100 and the Lowell Series where they heard guest lectures. The students also attended an off-campus retreat led by Sister Jeanne Gribaudo, Professor Shlala, and the senior mentors on one Saturday in November. During the retreat, students heard from the sisters involved in ending human trafficking and supporting refugees. They participated in an Emmaus walk and were given time to reflect on what concrete action they can take to combat the injustices they see in the world. The following week, students participated in a service opportunity to pack boxes for the Boston Catholic Charities Thanksgiving Food Drive. All First Year Topic Seminars end at Thanksgiving and they are graded on a pass/fail basis. Students were asked to journal throughout the semester and they had three reflection assignments in addition to engaging fully in BC community life to pass the course.

The JCG LLC aims to engage students in conversations related to the biggest injustices facing our community and our world today.

They are asked the three formative questions: What brings you joy? What are you good at? What does the world need you to be?

Students responded:

Most meaningful to me was the people I have met and the stories each of them have shared. Not only the speakers who came into class, but the other students, our senior mentors, and Professor Shlala. Being able to learn about others and their experiences has broadened my perspective and just allowed me to continually remember why I want to pursue a career in justice and the common good.

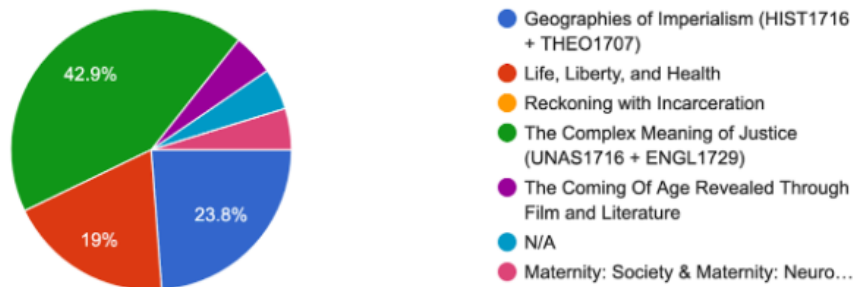
Being in the JCG LLC means to be completely and fully devoted to reflecting on our own experiences in order to be of benefit to this community and the people we seek to serve. It involves having the humility to take a step back from our own lives and listen to those we interact with, seeking to always learn.

My EQ courses this fall have taught me a great deal about different justice issues and given me increased knowledge and passion about them. One of my classes centers around environmental justice and has allowed me to learn about different ways that environmental injustices can occur (procedural injustice, distributive injustice, etc.), while the other has focused more generally on racial inequality especially in the criminal justice system. The final book we read for that class---Just Mercy---went along really well with The Master Plan and the final class session about the BC Innocence Project to raise my awareness and passion about the different types of injustices in the criminal justice system (in addition to environmental injustice and many other issues).

The first chart represents the Enduring Question courses that the JCG LLC students enrolled in during fall 2022. The second chart represents how well the interests of the JCG LLC students' aligned with their core course material in the classroom.

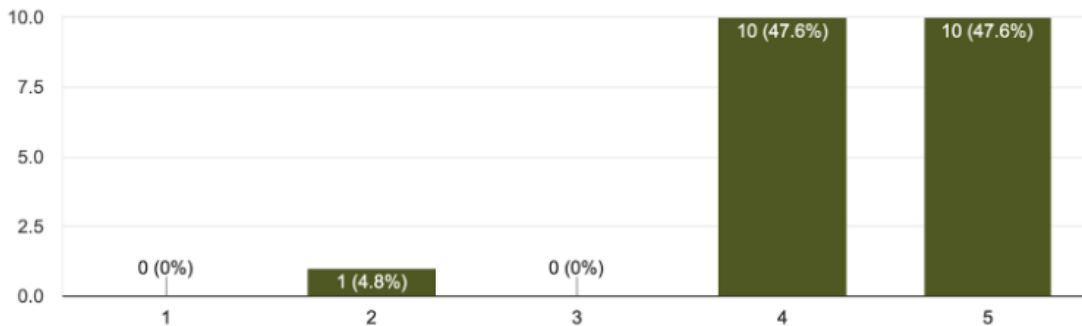
In which EQ course were you enrolled in the fall?

21 responses



How much did taking your EQ classes contribute to your overall understanding and interest in social justice and the common good?

21 responses



Conversations In/Justice First Year Topic Seminar Highlights Fall 2022

Week 3: September 12 & 14

Tree of Life Meditation, reflection and journaling as social justice practices
walking the labyrinth at BC in remembrance of 9/11

Week 6: October 3 & 5

Law school Professor Mike Cassidy visited the Monday section to talk about working as a prosecutor, and gives students his advice about law school and law as a career. Some of the students took his Enduring Question course.

Professor Celeste Wells visited the Wednesday section to talk about her class **Reckoning with Incarceration** and criminal justice in the U.S.

Week 7: October 11 & 12

Students got a docent tour of the McMullen Museum of Art of the exhibitions on American Alternative Comics and Chelsea.

Week 8: October 17 & 19

Visit from the Career Center gave students an overview of career and networking opportunities available online and in person.

Discussion of “Social Justice: Can I Get Paid for That?”

Week 10: October 31 & November 2

Center for Student Wellness visited and offered private coaching for students in the spring semester. They gave students care packages, explained resources available, and students came up with a wellness mission statement for the JCG LLC.

JCG LLC “I’ve Been There” Retreat: November 12

Students went to a retreat center off campus to hear from nuns about their social justice work, hear personal reflections from the senior mentors about their Ignatian “cannonball” moments in college as well as reflect on how they can act more justly in their own lives while thinking about how they will work for justice during college and afterwards.

I really loved everything about it. The time it gave us to reflect and just take a break from our busy lives, the speakers (all of them were amazing), the information that they shared which was really impactful, and the space to connect with other JCG LLC members.

At BC, the common good means coming together as a community to support each other, and especially to support our most vulnerable members.

The most meaningful thing for me was seeing our students develop from overwhelmed and reserved freshman into students who are confident and open. Throughout the semester our students developed close friendships and it was incredibly meaningful to see that they successfully built up a community.

Week 12: November 14 & 16

Class visits to the Hatchery Makerspace at 245 Beacon St.

Students screen printed the JCG LLC 2022 Pope Francis quote onto T-shirts.

Week 13: November 21

Lauren Jacobs from the BC Innocence Project told students about false confessions and how Innocence Project lawyers work to free those wrongly convicted.

JCG LLC Student Reflections

To me, being part of Justice and the Common Good LLC means being open to other perspectives, and (especially given the nature of many of our class sessions) being willing to listen and learn more about both social justice issues and campus resources so that we are prepared to maximize the rest of our time at BC and beyond as advocates and people for others.

I would just like to share that I have been so grateful for my experience in the LLC so far and that I am very much looking forward to next semester. Choosing to join the LLC was probably the best choice I made when coming to BC.

The senior leaders have been very helpful in understanding the way registration and life at BC works. I feel more connected to people outside of freshman because of them. Having my support system extended to seniors really makes me feel accepted and at-home.

Professor Shlala has been such an anchor for me this semester. Since she knows me better than any other professor, it was key having her as my advisor.

For me, the Justice and the Common Good LLC is a community of young people who are eager to make a difference in the world. Our community members are service-oriented, smart, and leaders-in training (or already leaders) and being a part of this community is incredibly uplifting and rewarding.

JCG LLC SPRING 2023

Chris Wilson Dinner and Talk

On March 14th we hosted Chris Wilson in Gasson 305 to give a talk regarding his life experiences and the Master Plan. Senior mentor, Abel Yohannes, along with our students: Delphine Gareau, Atticus Crothers, Emily Kahan, and Cooper Klumpp formed a sub-committee that led the planning for the event. The event was open to the whole BC community and we had about 60 students, faculty, and other members of our community in attendance. During his talk Chris talked about his childhood and how his struggles eventually led to his incarceration. He shared how he changed his life while imprisoned and got his GED, started a book club, career center, etc... He also discussed his life post-incarceration, including his criminal/social justice initiatives, creative and other

ventures. Prior to the talk, Chris Wilson, our students, and senior mentors gathered for a private dinner and discussion.



Conversation w/ Lisa Millwood

On March 28th Lisa Millwood, the Executive Director of the School of Re-entry under the Executive Office of Public Safety and Security and returning citizen Dana joined us to share their experiences. Lisa has had a long career working in community services centers, teaching, and working in case management. As the Executive Director of the School of Re-entry Lisa prepares incarcerated individuals for life post-release, and equips them with the educational, job, and social/emotional skills necessary to succeed. Lisa also offered multiple resources and ways to get involved for our students. She shared a paid summer internship opportunity with the Executive Office of Public Safety and Security, a volunteer opportunity with the Petey Greene Program (individual tutoring with incarcerated people), and also offered to give any of our students a tour of the School of re-entry. Dana was formerly incarcerated for ten years and now works as a street outreach worker in Boston. He shared personal insights to our students regarding life in prison, and truly opened our students' eyes.

Professor Wesner “Spirituality One-Shot” and Professor Shlala “Agape Latte”

On February 7th, Professor Wesner held a Spirituality One Shot, a shorter and more informal version of an Agape Latte, on the second floor Gonzaga Lounge. While the event was open to the entire Gonzaga community, the LLC ordered refreshments and

encouraged our students to attend. Professor Wesner discussed finding fulfillment in your time at BC, and also finding fulfillment in your career and personal life. Professor Wesner implored students to make the most of their time at BC by reflecting on Father Himes' three questions of "What brings me joy? What am I good at? Who does the world need me to be?" On March 21st, Professor Shlala held an Agape Latte at Hillside Cafe. Many of our current and former students attended as well as a large number of students from the greater BC community. She discussed her academic career and faith journey, along with the story of her family.

Arts Fest: Screen Printing for Social Change

Two of our students, Claire Mengel and Veronica Wells, made a design and spearheaded our booth at Screen Printing for Social Change. They picked a quote from Chris Wilson, who we invited to give a talk earlier in the semester. At the event, any student could come and receive a free t-shirt or tote. Students then walk around Stokes quad to pick which social justice club's design they want to be screen printed on it. Claire and Veronica screen printed numerous totes and t-shirts with JCG's design using the training from the Hatchery that we did as a class in the fall. The event was a huge success and our totes came out looking great.

Clothing Drive

Three of our students organized a clothing drive in partnership with Catie's Closet, which ran between March 28th and April 11, 2023. Catie's Closet "improves school attendance and graduation rates, as well as the mental, emotional, and physical health of students facing poverty, homelessness, and other crises by providing free, in-school access to clothing and basic necessities and uniting with community partners to meet students' other immediate needs." Amaris, Elise, and Lucian received support from SWSG (Strong Women Strong Girls, an organization on campus) and the JCG LLC. In total 18 bags and 18 boxes of clothing were collected, including socks, shoes, athletic wear, all season wear, and professional attire.



b. Renewal of Perspectives II - *Perspectives on Art* Workshop

The Perspectives Program is a multi-year Core program that offers courses for students who want to develop integrated answers to life's enduring questions. Inspired by the Jesuit tradition of providing a humanistic context for professional and scientific education, Perspectives courses seek to educate the whole person, and to help students develop skills in critical thinking and practical living. The Director for Perspectives, Chris Conostas, PhD, and the Assistant Director, Kerry Cronin, initiated a process to renew Perspectives II. In 2022, the UCRC supported a series of lunches for Perspectives and other interested faculty to meet to discuss what a renewed Perspectives II course might look like.

A subgroup of the UCRC comprising Marina McCoy, Mary Crane, Ethan Sullivan, Elizabeth Shlala, and Brian Gareau collaborated in crafting an email to Christopher Conostas summarizing the comments and critiques made in the October 27, 2021 and April 27, 2022 UCRC meetings regarding renewal of "Modernism and the Arts" as "Perspectives on Art". The call for syllabi drafts continued to be amended in AY23. During AY23, a review committee composed of Brian Gareau, Christopher Conostas, Mary Crane, and Thomas Epstein received 21 proposals from faculty interested in the renewal initiative through a workshop to create Perspectives on Art courses. Of those 21, the review committee determined that 13 of the proposals should move forward to the workshop stage. The faculty will allow for the creation of 4 new year-long courses (4 philosophy faculty, and 10 Lit/Art faculty) that can be offered over the next two years. While some Art/Lit faculty might teach these courses both years and some may be limited to one offering, the hope would be to continue in subsequent years. The goal is to make these courses sustainable in the long-term and to add to their numbers with future proposals. The following faculty were selected:

Philosophy Experts

1. Vanessa Rumble
2. Peter Hanley
3. Kevin Newmark

Art/Lit Experts

Lit:

1. Angela Harkins, Women in the Bible
2. Daniel Bowles, The Modern Condition; Triumphant Calamity; Expression and Explosion
3. Liesl Yamaguchi, Techniques and Technology
4. Tom Epstein, Form, Beauty and Ethics
5. Martha Bayles, Art and Democracy

Art:

1. Jennifer Burns, Art, Art History, and Film and Environmental Studies
2. Daniel Callahan, Modernist (1853-1968)
3. Stuart Hecht, Contrasting Cultures and Societies, then and now
4. Courtney Mohler, Theatre as Social Justice
5. Matt Sienkiewicz, Jewish Arts and Culture from the Bible to Today

The first Perspectives on Art workshop took place on Friday, February 23rd. At the start of the meeting, the Dean of MCAS gave some remarks on the topic of Core renewal and the importance of the faculties' efforts. Afterward, the team had a general discussion about the Perspectives on Art project. To guide the discussion, the workshop participants' proposals, the original call for proposals, and other documents were utilized. During these workshops, faculty members collaborated on developing the four new courses. Subsequent workshop meetings were held on March 24th and April 28th. For the final workshop of the semester on Friday, April 28th, Chris Constas proposed to start the meeting by having faculty work in small groups to establish shared Question for courses. The expectation was that different teams would end up with different but related questions that would bind the courses together. These "universal" questions could serve the long-term goal of providing a basic (and revisable) framework for all Perspectives on Art courses. Once these teams were set, team members needed to become familiar with how their partners' plans specifically addressed the shared question, adapted and integrated where appropriate, and came up with assessment tools and reflection exercises.

After the April 28 workshop, the team will all have until June 15 to submit their syllabi to the Core.

Faculty voices reflect the experience of the Perspectives in Art Workshop in further developing their courses:

I applaud the college for making this valuable and important investment in interdisciplinary collaboration across the humanities. I am grateful for the opportunity to meet colleagues with shared interests in other departments. I think future curriculum design workshops could be even more effective if preliminary application syllabi could be shared in advance and concrete goals established for developing them together in each meeting.--Liesl Y.

As I see it, the workshop was a success in terms of team building/esprit de corps, very much thanks to Chris Conostas's democratic manner of running the meetings. Programmatically, I found it less successful. The overall problem, which was inevitable, was focus, or rather foci: too many things were attempted to be covered in a mere three sessions. Syllabus work was insufficient, general discussion of the foundation of the new Perspectives program indecisive, the shared Question theme of session three inconclusive. (Chris is continuing that discussion via email.) I think it crucial that the program hold once-a-semester meetings of its faculty to continue the discussions initiated this semester, building momentum toward a more and more coherent vision. --Tom E.

The Perspectives Program continues to evolve in its mission to educate the whole person, fostering critical thinking and practical living skills in students. The interdisciplinary nature of the program has promoted collaboration and engagement among faculty from various departments. Although there is still work to be done to refine the program's coherence and vision, the long-term goal remains to create a sustainable and flexible curriculum that can evolve and adapt to the needs of future generations of students. The faculty agreed that the following questions should be used to: 1) connect their courses to one-another,, and; 2) gather interest from faculty in the next round of applications:

Questions for Perspectives on Art

- What is art?
- What are the arts?
- What kind of art is the art of living?
- What do we come to know by engaging with art?
- What is the relationship of art to ideas?

- How does art illuminate human experience?
- What is distinctive about how art and philosophy engage experience?
- How do art and philosophy undermine assumptions about existing knowledge and accepted categories?
- How can we conceptualize art and philosophy as dialogues across time and space?
- What is the relationship between art and entertainment?
- What is the relationship between comedy and tragedy?
- How does new art come into being?
- How, why, by whom and for whom is art produced?
- How do we participate in making meaning with and from art?
- What is our responsibility to art?
- In what senses is art autonomous?
- How is art transformative?
- What makes art dangerous?
- What do art and philosophy offer in bad times?
- How do art and philosophy make use of and create crisis?
- What is the relationship between art and politics?
- What is the relationship between art and commerce?

c. Theology Core Renewal

For the Fall 2022 semester, 1,459 respondents completed the course evaluation regarding their experience taking Theology Core courses (see Appendix 4 for full survey). This milestone could not have been realized without the collaborative efforts of Celeste Wells and Jeffrey Cooley. The following data from the Fall 2022 Theology Core student evaluations illustrate students' ability to meet the learning goals. In turn, students' attainment of these learning goals emphasizes the effectiveness of Theology Core courses and courses' capacity to facilitate students' study and understanding of the Roman

Catholic tradition, as well as other theological traditions. At this time, the Spring 2023 evaluations are not available and will be featured in the next State of the Core report.

Figure 16 (illustrated below) indicates that most students strongly agreed that the Core Theology course they took helped them understand the fundamentals text and practices that shape Christian Theology. Particularly, Theology Core courses facilitated students’ exploration of the essential texts and practices within Christian Theology.

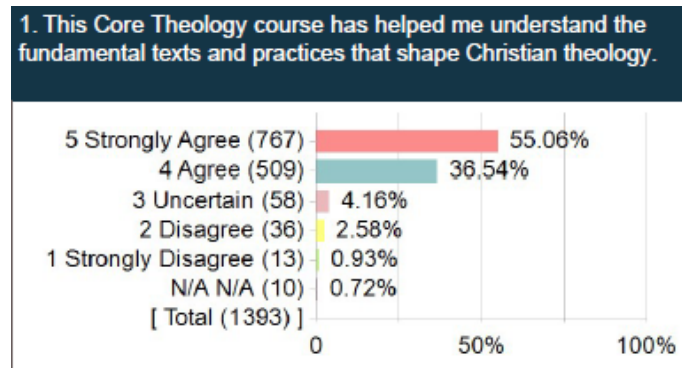


Figure 16

Figure 17 (below) displays that most students strongly agreed that the Core Theology course they took helped them understand the relationship between religious truth claims and their moral implications, both personal and societal. Particularly, Theology Core courses enhanced students’ comprehension of the dynamic connection between religion and morality on a small and large scale.

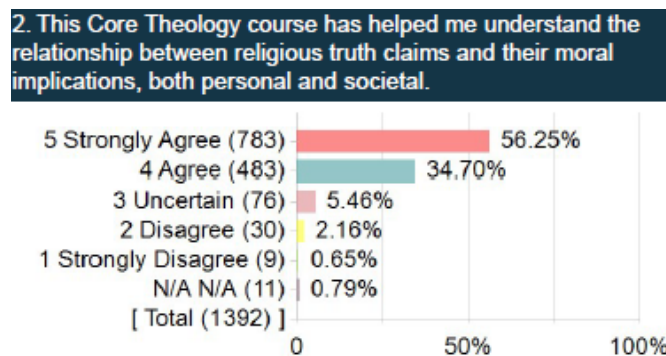


Figure 17

Figure 18 (below) displays that most students strongly agreed that the Core Theology course they familiarized with the scholarly exploration of religious faith. helped them understand the relationship between religious truth claims and their moral implications, both personal and societal. In other words, Theology Core courses engaged students in the various disciplinary methods needed for theological reflection, including textual, historical, social, and cultural analysis.

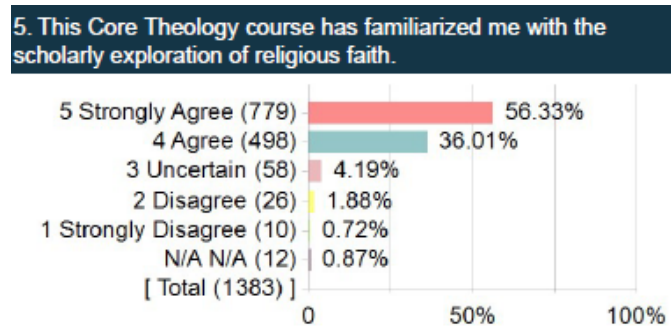


Figure 18

Figure 19 (below) displays that most students strongly agreed that the Core Theology course they took helped them understand how faith and reason are related in the search for truth. In other words, Theology Core courses engaged students in the quest for truth and meaning that generate theological insight in Christianity and other religious traditions.

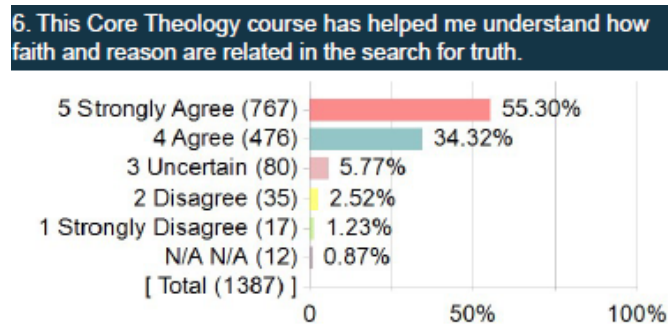


Figure 19

d. Messina College and Core Curriculum

On December 14, 2022, Erick Berrelleza, S.J. presented on the Messina College initiative that he is spearheading. Messina College is one of the four pillars of the Pine Manor Institute for Student Success. It is a two-year residential college division of Boston

College, located on Boston College's new Brookline campus. The new addition was established as a response to access, affordability, and student success. Students who attend Messina College are eligible to receive an Associate's Degree (about 60 credits) and are able to fulfill 12 of BC's 15 Core requirements. Upon completion, students may either continue their studies at Boston College or transfer to another higher education institution. Prospective students are required to enroll in the summer with an anticipated July start. Further, students may engage in an internship opportunity during their second year. Writing and math courses with co-requisite labs for added support will be available as well (additional credit hour). There are four emerging majors with faculty working groups that Messina students may focus on, including business, pre-nursing and health, data science (STEM), and applied psychology. The goal of Messina College is to create predictable and different pathways across University units where students may be more prepared going into the workforce and more equipped to transfer to another higher education institute, such as Boston College. Students will have access to all BC facilities, programs, and events. More about Messina College's program may be found in Appendix 5. The following 9 courses were approved by the Curriculum subcommittee for Messina College:

Literature

Crossing Borders – Reading, Thinking,

Writing

Lorenza Alexander Puente

Mathematics

Principles of Statistics

Juliana Belding

Functions and Differential Calculus

Juliana Belding

Natural Science

General Biology

Heather Olins

Ecology in the Anthropocene

Tara Pisani Gareau, Heather Olins, Jeff DaCosta

Philosophy

Philosophy of the Person, Messina College

Jeffrey Bloechl

Social Science

Examining Self, Community, and Society

Eve Spangler

→ Also fulfills Cultural Diversity

through Engaging Difference and

Justice

Theology (Christian Theology)

God, Self, and Social Responsibility

Meghan Sweeney

First-Year Writing

First-Year Writing Seminar: Crossing Borders

Lorenza Alexander Puente

→ Also fulfills Cultural Diversity through Engaging Difference and Justice

e. Core and Introductory Sociology

On Monday, April 3rd, Associate Dean Brian Gareau facilitated a Core Conversation with Sociology Teaching Fellows. In the meeting description, he indicated that he has been tasked to work with various departments on their engagement with BC's Core Curriculum, including Sociology. The focus was on what it means to teach introductory Sociology at BC, a course that fulfills one of two Social Science Core requirements. During the meeting, two documents, "Teaching Sociology in the Core" (see Appendix 2) and "The Vision Animating the Boston College Core Curriculum" served as the foundation for the team's conversation about BC's Core Curriculum and how Introductory Sociology might be approached as a Core course.

One important outcome of the discussion was discovering how little some graduate students know about the University Core Curriculum, and how their courses fit into the broader curriculum. It seems clear that further discussion across the departments would be helpful, as would combining efforts with faculty and administrators working on Formative Education of our graduate students.

f. Purposeful Ongoing Discussion (PODs) as a Component of CPs

Having such a diverse set of POD leaders from many different majors made our weekly discussions of leadership so rich. It really was a highlight of the course for me, and it allowed me to connect my work at BC with previous experience teaching leadership skills.- BC faculty member

There have been roughly **238** Senior (POD) leaders in the following Complex Problem courses this academic year:



Purposeful Ongoing Discussion

1. *Citizenship, Immigration & Belonging in the United States: Can Education Save Us?*
2. *Global Implications of Climate Change*
3. *Making the Modern World: Design, Ethics, and Engineering*
4. *Understanding & Protecting Our Oceans in the Wake of Climate Change*
5. *Life, Liberty & Health: The Economics, Policy and Law of Healthcare*
6. *Crisis and Storytelling in the Age of Climate Change*
7. *Real Estate and Urban Action: Transforming Communities and Increasing Access to Opportunity*

PODs are places where near-peer mentors help freshmen in Complex Problem courses tackle course material through intellectual conversations and reflections that help students connect content to their daily lives. In this way, PODs help Boston College fulfill its goals of producing "men and women for whom discernment is a habit" (*A Pocket Guide to Jesuit Education*). Leaders often become important mentors for those in their POD.

g. Office of Global Education: Studying the Core Abroad

Assistant Dean Shlala has worked closely again this year with Bryan Fleming, Larry Pickener, and Shannon Williams in OGE to approve further Core courses offered abroad. The Assistant Dean is also working on a new initiative with Larry to expand offerings abroad in the years ahead. The Core office coordinates with the MCAS Advising office to publicize the summer course possibilities. Four new study abroad courses were added for students to consider taking over Summer 2023, bringing the total courses offered during this period to seventeen (see Figure 20 below).

Title	Core Fulfillment	Location	Professor	Years Offered
Art and Patronage in Renaissance and Baroque Rome and Beyond	Arts	Rome, Italy	Guendalina Serafinelli	2022, 2023
Borders and Refugees: The Ethics of Migration	Cultural Diversity	Athens, Greece	Micah Lott	2022, 2023
Contemporary Theatre and Drama in London	Arts	London, England	Dr. Scott T. Cumings	2022
Contentious History and the Politics of Contemporary Korea	Cultural Diversity	Seoul, South Korea	Ingu Hwang	2022, 2023
Cultural Memory and the Irish Song	Arts	Dublin, Ireland	Jason McCool	2022
*Drawing from the City of Lights	Arts, Art History and Film	Paris, France	Mary Sherman	2023
Financial Accounting	Social Science	Parma, Italy	Dianne Feldman	2022
Food, Power & Politics	Social Science	Parma, Italy	Hiroshi Nakazato	2022
Global Health Perspectives	Natural Science	Quito, Ecuador	Rosemary Byrne	2022, 2023
History of the Italian Mediterranean: Una Faccia, Una Razza	Cultural Diversity, History	Venice, Italy	Elizabeth Shlala	2022, 2023
Imagination and Creativity in the Irish Landscape	Arts	Ballyvaughan, Ireland	Candice Ivy	2022
Introduction to Strategy & Management Consulting in South Africa	Social Science	Cape Town, South	Christopher Wilson-Byrne	2022
Making the Contemporary: Documenta 15 and the 59th Venice Biennale	Arts	Kassel, Germany	Kevin Lotery	2022
Modernism in Paris	Literature	Paris, France	Thomas Epstein	2022, 2023
*Philosophy of Beauty: Philosophy of the Person II	Philosophy	Prague, Czech Republic	Brian Braman	2023
Principles of Public Health: In the Happiest Place/Public Health in a Global Society	Social Science	Copenhagen, Denmark	Joyce Edmonds, Summer	2022
Provence: Art, Culture, Cinema, Diversity	Arts	Aix-en-Provence, France	Andréa Javel	2022, 2023
Religion, Justice, and Reconciliation in South Africa	Cultural Diversity	Cape Town, South	Joshua Snyder	2022, 2023
Restorative Justice and Prison Reform in Global Contexts: Australia	Cultural Diversity	Sydney, Australia	Julia DeVoy	2022
Saints and Sinners	Theology	Rome, Italy	Liam Bergin	2022, 2023
Spanish Art History: from Al-Andalus to Picasso	Arts	Madrid, Spain	Ana Peláez	2022, 2023
Studying an Innovative Economy: Israel & The Start-Up Ecosystem	Social Science	Haifa, Israel	Edward Chazen	2022, 2023
The Business, History & Politics of Sport	Social Science	Dublin, Ireland	Mike Cronin	2022, 2023
The Ethics of Capitalism: Flourishing in a Commercial Society	Philosophy	Copenhagen, Denmark	Jeremy Evans	2022
The European Union and Lisbon as an Economic, Political & Cultural Gateway	Social Science	Lisbon, Portugal	Rui Albuquerque	2022, 2023
The Imaginary City: Why Writers Love Venice	Literature	Venice, Italy	Kevin Newmark	2022
The Politics of Self-Rule	Social Science	Belfast, United Kingdom	Robert Mauro, Michael	2022
*Topics in Computer Science: Unlocking the Language Code	Computer Science	Copenhagen, Denmark	Dr. Naomi Bolotin	2023
Toward Deep Subjectivity: Philosophy of the Person II	Philosophy	Prague, Czech Republic	Brian Braman	2022
Which is Better? An Economic Comparison of Health and Health Care in France,	Cultural Diversity	London, England	Tracy Regan	2022
*Work, Life, and Retirement in Ireland and the United States	Social Science	Dublin, Ireland	Dr. Matthew Rutledge	2023

*AY23 new course offering

Figure 20

III. Success of the Core Fellows Program

The Assistant Dean and Celeste Wells met to orient the new Core fellows in August 2022. New Core fellow, Hongyan Yang reflected on the year:

The generous research support allows me to move my research agenda forward effectively. This year, I completed one book chapter (forthcoming) and one journal article ready to send out in May. In addition, the Undergraduate Research Fellowship Program has been instrumental for me to reach the completion stage of my Oral History Project, “Places of Their Own.” Through teaching the “Just City” Enduring Question course in Fall 2022, I also connected with leaders and historians of Boston’s Chinatown communities, especially Dr. Michael Liu, who provided very constructive comments on my book manuscript in progress. Students from the class also benefited from community-engaged learning and have gained a deeper understanding of the struggles and resilience of Boston’s Chinatown community. Dr. Liu, who grew up in Boston’s Chinatown, also led a history tour for “The ‘Other’ Americans: Representation and Reality in Asian America” in Spring 2023. This place-based learning of historic places is a very rewarding experience for my students and myself.

Together with Dr. Liu, Lydia Lowe (Director of the Chinatown Community Land Trust), and other community leaders and activists, I am leading and organizing a national agenda on the preservation of America's Chinatowns, working with the National Trust for Historic Preservation. A roundtable discussion will be held in Boston. One of my Undergraduate Research Fellows, Rachel Liu, also joined the Trust's research team as a summer intern. She will also write her thesis on Chinatown history. My other Undergraduate Research Fellow, Huixing Yu, was recently accepted into the History Graduate Program at the University of Chicago. I am very delighted to know that my research projects not only flourished and progressed on their own, but also provided students with opportunities to advance their careers.

Last but most importantly, I learned tremendously from Dr. Elizabeth Shlala and colleagues whom I co-taught classes with. At the beginning of Spring 2023, I reviewed my semester goals and weekly plans with Dr. Shlala. Her mentorship on how to manage Undergraduate Research Fellows and prioritize tasks was key to helping me stay on track with my research agenda. Though taught only the lab section of "The 'Other' Americans," I attended most lectures, organized one reflection session, and learned much from my two colleagues Dr. Arrisa Oh and Dr. Anthony Tran. Dr. Oh also has connected me with the regional Asian American scholars' network in the Northeast last Fall. These experiences would be very helpful for me to seek a tenure track position in Asian American Studies/Ethnic Studies in the future. Lastly, I am very grateful to my writing partner Dr. Lacey Satcher in Sociology for committing to meet regularly to write together. I look forward to continuing to contribute to and learn from the intellectual community of Boston College in the next academic year.

a. Biographies of 3 New Core Fellow Hires:

John Yargo is a Core Fellow/Visiting Assistant Professor in Environmental Humanities. His dissertation, *Saturnine Ecologies: Environmental Catastrophe in the Early Modern World*, a study of literary and artistic representations of sea storms, earthquakes and forest fires during the little Ice Age, won the 2023 J. Leeds Barroll Dissertation Prize. John received his PhD from the University of Massachusetts Amherst and his BA in Classical Studies and English from Millsaps College. His scholarship has been published in *Shakespeare Studies*, *Early Theatre*, *Studies in Philology*, and the *Journal for Early Modern Studies*. Before receiving his PhD, John served as a Peace Corps Volunteer at the Jordan University of Science and Technology and a lecturer at Chiang Mai University.

Luke Perreault is a Core Fellow/Visiting Assistant Professor in Engineering. He received his Ph.D. in Biomedical Engineering from Tufts University (2021), and a B.S. (2015) and M.Eng. (2016) in Biomedical Engineering from Worcester Polytechnic Institute. His research intersects tissue engineering and cellular agriculture, developing plant-based biomaterials for cultivated meat and biomedical therapeutics. During his Ph.D. he was an American Heart Association Predoctoral Fellow, studying cardiac fibroblasts in the context of therapeutic development for cardiac regeneration. He was also a fellow of the Tufts Graduate Institute for Teaching (GIFT), training in interdisciplinary teaching and pedagogy. In the classroom and laboratory, Luke enjoys helping students to pursue their own ideas and scientific questions, while emphasizing the importance for engineers to consider the broader impacts of the work they do within an interconnected global community. Luke previously worked as a postdoctoral associate in the BC Department of Engineering, under Prof. Glenn Gaudette. He remains active in the Gaudette Lab's research on cost-cutting strategies for cellular agriculture and tissue engineering.

Hector E Rodriguez-Simmonds is a Core Fellow/Visiting Assistant Professor in Engineering. Hector will receive his PhD in Engineering Education at Purdue University. Hector has worked on a variety of research projects in the areas of computer engineering to student's engineering identities to the values that inform students' choice of engineering major. Hector is driven by the tension between human & social concerns and the technological focus traditional to engineering problem solving approaches. Hector taps into critical methodologies and methods for conducting and analyzing research, and exploring embodied cognition.

b. Core Fellows' Activities AY23

Several of the Core Fellows engaged in various activities during the 2022-2023 academic year that benefited their professional development while adding to excellent teaching and the enrichment of campus life at Boston College. Core Fellows Hongyan Yang, Nora Gross, and Robin Wright each provided a description of their endeavors:

Hongyan Yang hosted a film and roundtable event on 10/26/2022 in McGuinn Hall 121. Panelists included the film director/writer/editor James Rutenbuck, co-produces Kafi Dixon and Carl Chandler, and Tim McCarthy. Students viewed the film “A Reckoning in Boston”, which explores different urban injustice issues in Boston’s history and present, including housing insecurity, gentrification, school desegregation, etc. The event was part of the course she taught, “The Just City: Race, Class, and Communities.” Hongyan hoped to tie the event to BC’s mission of formative education, helping the broader BC community better understand the struggles faced by marginalized communities in the Greater Boston area. Her goal was for students to be exposed to people who have engaged in local social movements and have deeper roots in Boston.

Nora Gross and the Office for Institutional Diversity hosted an interactive discussion on the concept of collective grief titled “Reflection and Dialogue Series: Navigating Grief as a Social and Collective Experience”. The conversation was centered around the following questions: How does grief function as a shared experience? How are even our most private experiences of grief affected by our social worlds? Grief is a concept that all human beings are subject to given the local and global calamities encountered through the news on a daily basis. Nora facilitated this topic through reflections and group discussions while sharing her own sociological research on Black teenage boys’ grief in the aftermath of neighborhood gun violence. The session closed with a conversation on how individuals may support each other through grief and move towards forms of collective hope.

In October, **Robin Wright** offered training to Core Fellows on using podcast assignments in the classroom, emphasizing the exciting role podcasts can play in allowing students to demonstrate complex content and methods mastery in interdisciplinary courses. Podcasts also offer students the opportunity to advance advanced skills, including creative storytelling, narrative development, concept synthesis and application, and collaborative project development. Robin emphasized the importance of helping students explore the medium-specific elements of podcast, and provided model activities to facilitate student exploration of sound design, podcast storytelling, and audio editing. She also shared a set

of scaffolding assignments to support student development of podcasts, from group contracts and topic brainstorming to full podcast pitches and storyboards. In her own teaching, Robin has used podcasts in Complex Problem courses on climate change, with students recording podcasts on climate change mitigation and adaptation and climate justice, covering topics ranging from mangrove restoration in Bangladesh to the environmental challenges of lithium mining and electric vehicle production.

c. Core Fellow Exit Interview

My three years as a Core Fellow have been marked by dynamic collaborative opportunities, meaningful student-teacher relationships, and helpful research support. Being a member of the larger BC community has been a meaningful experience at this early point in my academic career.

In all, the Core Fellowship program has provided an excellent setting for me to develop my interests in, and skills around, interdisciplinary teaching, course design, and collaboration. The opportunities for growth in these areas in the Core Fellowship program at BC seem to me to be unparalleled in the wider academy. That Core Fellows also receive such strong research support and a platform for forging supportive relationships in collaborative research makes it truly an exemplary opportunity for early-career scholars. It has been my profound privilege to take part in the Core Fellow program and to be a member of the BC community.--Russell Powell, PhD

My favorite thing about teaching courses in the Core was the opportunity to collaborate and team teach. There is no doubt that this has made me a better lecturer, mentor, grader, syllabus-developer, etc – especially given how little college-level teaching experience I came in with. In each of my partnerships, I've gained new skills and perspectives on teaching – as well as learned material from other disciplines. Additionally, I loved teaching first-years and courses in which the primary goal seemed to be to engage their interest in the subject matter or discipline (or in the world in some new way) rather than to cover some prescribed set of topics or authors. This gave me more freedom and room to be creative with course topics and assignments. The class models also made room to prioritize developing a sense of community in the class which I think made more student risk-taking and vulnerability possible. –Nora Gross, PhD

See Appendix 8 for exit interview reflections.

d. Post-BC Placements of Recent Core Fellows

Nora Gross will be joining the faculty of **Barnard College** in the fall as an Assistant Professor of Education.

Carlos Zuniga is a lecturer in discipline for **Columbia University's** Center for the Study of Ethnicity and Race (CSER).

Jesse Tumblin is an Assistant Professor of Strategy and Policy at **Naval War College** specializing in political and military history, ideas of security, and the current and former British world.

Jessica Worl is currently an Assistant Professor of Environmental Studies at **Davidson College**.

William Attwood-Charles holds a position as an Assistant Professor of Sociology and Gerontology at **Miami University**.

IV. Notable Outreach (internal and external stakeholders)

a. Admitted Eagle Days

In collaboration with Susan Migliorisi in the Admissions office, the Core was represented at both Admitted Eagle Days again this year. On April 16, Profs. Jenna Tonn and Jonathan Kronen presented their Complex Problem course: **Making the Modern World**. They will be offering first-year students 152 seats in their course in the fall.

On April 23, 2023 Profs. Marla DeRosa and Michael Cassidy who taught the EQ pair, **The Role in Understanding the Complex Meaning of Justice and The Rule of Law and the Complex Meaning of Justice**, and their students represented the Core by highlighting its impact on students' ability to realize how interdisciplinary thinking could aid them in exploring new ways of knowing and being. These novel outlooks on life would subsequently facilitate students' understanding of who they want to be, how they want to live – and why.

b. Collaboration with Hong Kong Baptist University

Gareau, Brian J. Academic Consultation Panel Member, University Core and General Education (GE) Programme Review, Invited by Prof. Chiu Sung Nok, Director of General Education, Hong Kong Baptist University, 12-15 December 2022

c. C21 and Student Voices by Dennis Wiebolt III '23, '24

In a survey of 550+ Boston College students, the Church in the 21st Century Center found that "Boston College's coursework and distinctive academic programs facilitate fruitful engagement with questions of faith." Through the Center's [Student Voices Project](#), numerous BC students expressed how their CP/EQ courses--alongside the Perspectives Program and other aspects of the University's Core Curriculum--had helped them to integrate questions about faith with other disciplines about which they felt more comfortable. As one of four "major findings" in the Center's [report](#) to the Vatican's Synod on Synodality, the value of Boston College's coursework and distinctive academic programs to faith formation cannot be overstated.

Here are some quotes from BC students in response to the question, "What Do You Want From the Church?" They show a strong desire for the type of integration of faith and reason that CP/EQ courses do so well.

To do a better job engaging the tough questions of modern culture, to show that the Church welcomes all people while simultaneously demanding that we move our hearts towards Christ.

Maybe (help) more groups to understand religion, I feel like I still don't understand faith or God as much as I'd like to but feel judged for asking questions.

In the next issue of *C21 Resources*, which is focused on the theme of "polarization," two BC MCAS alumni, Dennis Wiebolt and Lorenzo Leo, have been selected to write an article under the guidance of Theology professor Brian Robinette, entitled, "Overcoming Polarization Through Friendship: Lessons from a Jesuit Education." In the article, they discuss how their experience in a first-year CP course, ***Citizenship, Immigration, and Belonging***, helped them to recognize the Jesuit values of unconditional love and the importance of learning in community.

V. AY24 Recommendations

Recommended Initiatives for AY24 include the following:

1. Promote faculty engagement for new EQ, and particularly CP, course creation in the years ahead in order to maintain roughly 1,000 seats per year;
2. Continue to renew and update Cultural Diversity course offerings through the two pathways of *Engaging Difference and Justice* (EDJ) and *Difference, Justice, and the Common Good in the United States* (DJCG);
3. Cultivate innovative teaching and course creation linked to the Core and Formative Education such as PODs, new courses in Human-Centered Engineering, and potentially a new EQ with the new Department of Formative Education;
4. Support faculty involvement in the UCRC's expanded assessment to review students' ability to, "*demonstrate the ability to examine their values and experiences and integrate what they learn with the principles that guide their lives;*"
5. Support another call for participation in Perspectives on Art renewal, complete with a Course Design Workshop for course creation;
6. Continue to link Core in innovative ways to Study Abroad, residential life, and service learning; and,
7. Work with the English department to renew the First Year Writing Seminar (FWS).