

*Reflection on the State of the Core during this year of COVID-19 ...*  
*Selected Highlights of the Annual Report ...*  
*Selected Recommendations for AY22 ...*

*Administrative Assistance ...*  
*Support of Existing Complex Problem (CP) and Enduring Question (EQ)*  
*faculty during the COVID-19 pandemic ...*  
*Developing new CPs/EQs for the year ahead ...*  
*Course Design Workshops ...*

*Board of Regents "Discovery Expedition" ...*  
*NECHE Interim Report Core Committee ...*  
*Formative Education Steering Committee ...*  
*Student Affairs Presentation ...*  
*MCAS Advising, Orientation Leader Training, and FYE ...*

*New Core Fellows' Biographies ...*

*UCRC Subcommittees ...*  
*Assessment ...*  
*Pandemic Impacts on Assessment ...*  
*Assessment-Driven Developments ...*  
*AY21 Assessment ...*

*Core Curriculum ...*

*Diversity ...*  
*Engaging Difference and Justice Student Survey and Focus Group*  
*in Spring 2021 ...*  
*Racial Justice Te*

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*Selected Highlights of the Annual Report*

*Justice & the Common Good*      *Engaging Difference & Justice*      *Difference*

*ad hoc*



*growing*

*Administrative Assistance*





*The course is going extremely well. Melissa [Fitzpatrick] and I had a two-hour meeting yesterday afternoon where we opened up all the concerns, critiques, and "what we'll do differently next time" conversations. While there are plenty of things <sup>W?</sup>*



*Course Design Workshops*







*Board of Regents “Discovery Expedition”*

*clearly, a tremendous amount of preparation, time and effort from a very broad group was required to develop and implement the program. Overall, I thought it was very well done and went a long way to achieving the objective. I hope that you will find that the Sojourn program was effective at informing and engaging the Regent group, as well as better enabling us to be continued and well-informed advocates of Boston College.... There’s a lot of great work being done at BC, and I am proud of the quality of leadership and programming at the university*

*(and) a real gift to experience*

*a gentle hug...*

*allows*

*students to think about different perspectives which is so critical in the world today*

*an incredibly valuable skill set “framework... (that) they can use to understand the variety of issues; to see different constituents and issues and (to) be conveners and work with those constituents.”*

*“a great way to introduce these freshmen to the ethics behind of whatever career they launch into”*

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*tbling*







*Student Affairs Presentation*

*“thanks so much for joining us for our meeting. I loved how you highlighted the connections between your work and ours, and it was great to get a sense of the variety of courses currently being offered. My sense was it was very helpful for staff, and very timely with the focus on the new course offerings.”*

*Admitted Eagles Day*

*Manage and improve the Core Fellows Program in order to pr*





*students are not emotionally able to absorb it? The explicit focus on the students' internal lives in course reflection helped to reify this insight. Having the opportunity to attend workshops at CTE and being forced to rapidly restructure my courses due to COVID were also beneficial to my teaching. The Core Fellows program allowed me to have a very happy work-life balance, at least compared with my colleagues who directly entered tenure-track faculty positions. While I did inevitably work the long hours associated with a junior professorship, I have been able to be very present in my son's early life due to my ability to work flexible hours. The relatively high salary (compared to zđ*







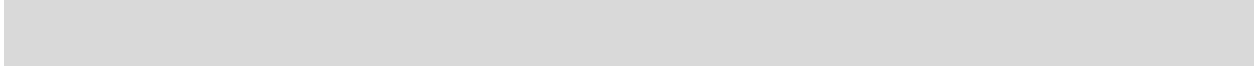


*There has been some modest experimentation with CP and EQ courses, including the successful implementation and growth of the POD model for reflection...blurring the lines between CP and EQ (piloting some CP topics as EQs for a few years, which develop into CP when faculty are ready)...the required course design workshop has improved over the years and is now seen by most participants as very useful and no doubt shapes all of their courses...[but] the work of overseeing the Core, approving new courses, matching faculty for EQ and CP courses, etc. doesn't leave much room for taking on big changes.*

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*UCRC Subcommittees*



## *Pandemic Impacts on Assessment*



*AY21 Assessment*





*Core Curriculum*

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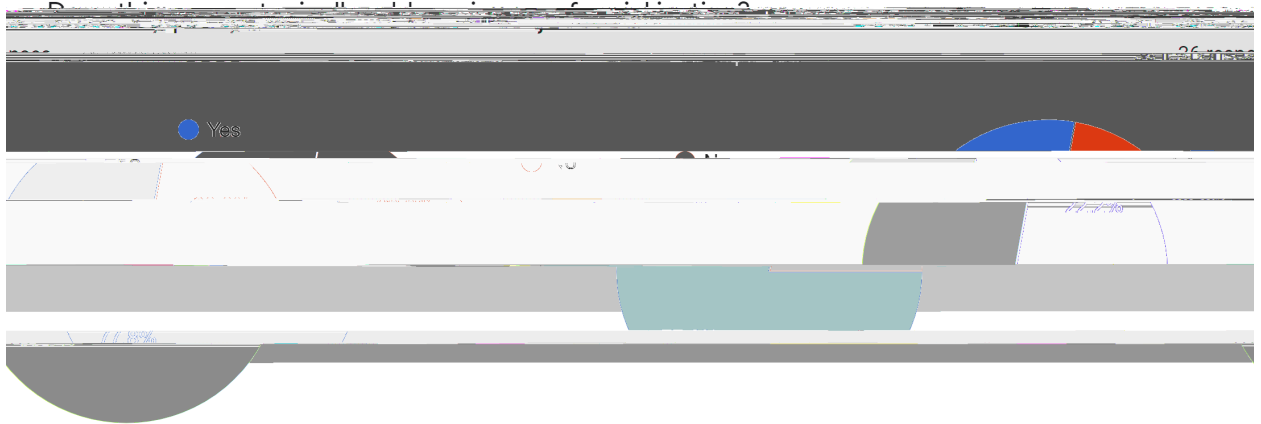
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st been in that environment n e mal forward to going

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*Racial Justice Teaching in the Core Fall 2020 Survey*



*more intentional*

*it was the first time I've done a reflective assignment like this in my large lecture course, and I think that students appreciate it*

*students are eager to learn and moreover, offered that they have felt in the past that BC was slow to do much on this issue, and are pleased wherever they see concrete actions taking place*

*giving specifically to race this semester*

*with 60%.*

*quizzes*

*material*



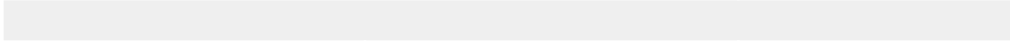
*Renewal*

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*Fulfills Natural Science & Literature*

*Fulfills Math & Social Science*





*POD Leadership Program*

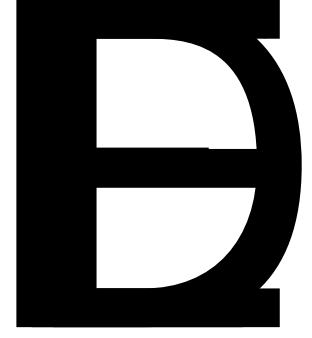
*improving collaboration skills  
helping them  
understand the role of the Core Curriculum in their broader education  
would recommend  
being a POD Leader to other students*



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*POD Leader Focus Group Feedback*

*through my experience as a POD leader, I gained valuable insights into my own thought process, communication style, and analytical process. In discussing a variety of subjects concerning engineering and social justice, I was able to hone my understanding of these concepts with the help of the incredible students and POD Leaders with whom I was able to engage.”*

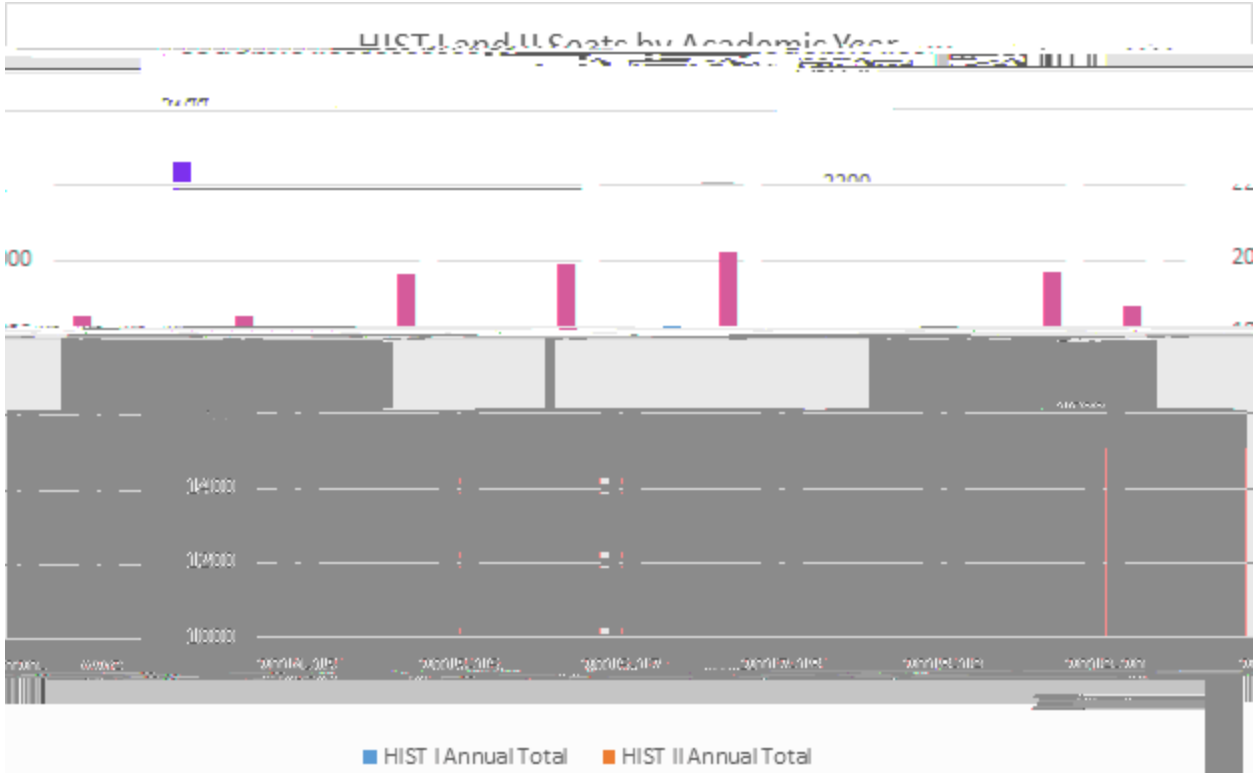
*being a POD Leader enabled me to meet wonderful individuals and learn about a variety of leadership and communication styles. In doing so, I have learned valuable lessons regarding strategies for collaboration in creating meaningful discourse”*

*love helping others and connecting with freshman, I love reflecting and being vulnerable with others, interdisciplinary lenses are really important and interesting to solve complex problems, I love working with others, and that I can be a powerful leader!”*

*attending a virtual conference with Jenna Tonn and*

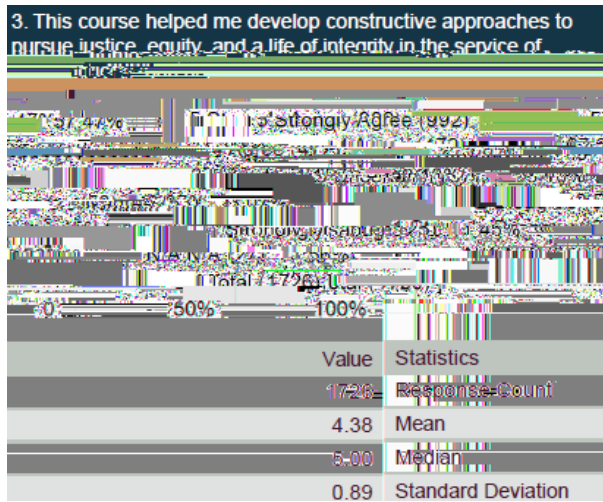
*experience in PODs last fall, both students said they LOVED PODs and that their POD leaders actually checked in on them throughout the spring semester this year, which made them feel cared for and like they had someone looking out for them on campus who wasn't an administrator or part of the BC hierarchy.”*











1. *Administrative Assistant, not Program Assistant*

2. *Update the UCRC Charge to reflect its contemporary makeup, and maintain leadership*

3. *Complete OIP transition of Cultural Diversity to EDJ/DJCG for study abroad (w/ website changes)*

*only*

*all*

*all*

4. *Pursue a CP on “Faith in the 21st Century”*

*a.*

5. *Make POD an option for graded credit (3-credits) Spring 2022 POD Leaders (currently only offered pass/fail)*

6. *Renew of the Math Core/ Quantitative Reasoning*

7. *New call for EDJ/DJCG Core Courses*

8. *A Step Towards a University Core Curriculum*

9. *Justice and the Common*

