



**STATE OF THE CORE REPORT
AY23**

V. AY24 Recommendations

62

VI. Appendices

63

Executive Summary

	27	85
	174	
2.67		6,792
		485

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Notable Recommendations for the Year Ahead:

and

renewal,

*Engaging Difference and Justice
Common Good in the United States*

Difference, Justice, and the

*demonstrate the ability to examine their values and experiences and integrate
what they learn with the principles that guide their lives;”*

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

Committee Membership

ex-officio

1. Subcommittees

Table 1. UCRC Subcommittees and Members



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a. Curriculum

21

1) Courses Approved

Art

Drawing from the City of Lights (Abroad)

Cultural Diversity

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

Provence: Art, Culture, Cinéma (Abroad)

**It's Not a Moment it's a Movement:
BIPOC Plays for the 21st Century**

History II

1) New Courses Created

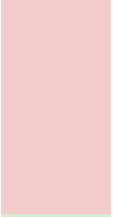






SPRING 2024

CP or EQ	Seats	Course Number	Course Title	Faculty	Core Req Met
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3) Graphs of Seat Numbers, Core Requirements



Figure 5

Figure 6

Figure 7

4) Course Design Workshops

Workshop One:

Workshop Two:

Workshop Three:

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 would have been better off if I 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 refigure

D S B D F K M

During my senior year, working in the Core's

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

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 fr" es

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

1. Direct Assessment

a) Assessment Subcommittee Developments

demonstrate the ability to examine their values and experiences and integrate what they learn with the principles that guide their lives.

demonstrated the ability to apply more than one disciplinary perspective to the same enduring question or complex problem

AY23 Assessment-Driven Developments

Clarity in Reporting.

Assessment Feedback.

Live Feedback.

Draft Assignment Submissions.

Indirect Assessment of Core Learning Goal #7

demonstrate the ability to examine their values and experiences and

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

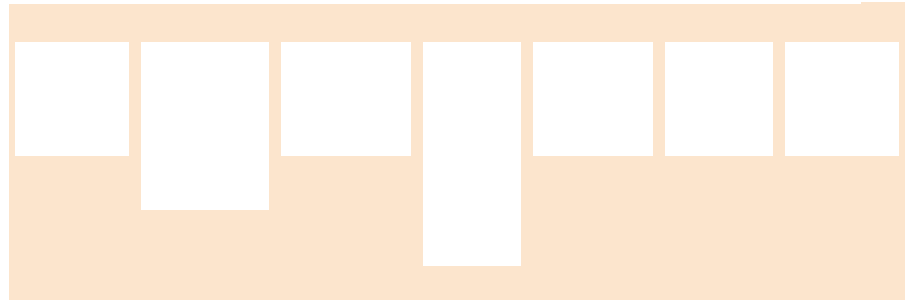
- 2. The learning experience in this course has aided me in developing principles that guide my life:**

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.**

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

to the same enduring question or complex problem.



the scholarly exploration of religious faith and understand how faith and reason are related in the search for truth

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.

4.42/5

4.56/5

b) Fall 2022 Results Table

c) E1As

2. Indirect Assessment: Student Evals

a) CPs/EQs

Figure 9

Figure 11

Figure 12

Figure 13

Figure 14

Figure 15

a. Justice and Common Good Living and Learning Community

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.

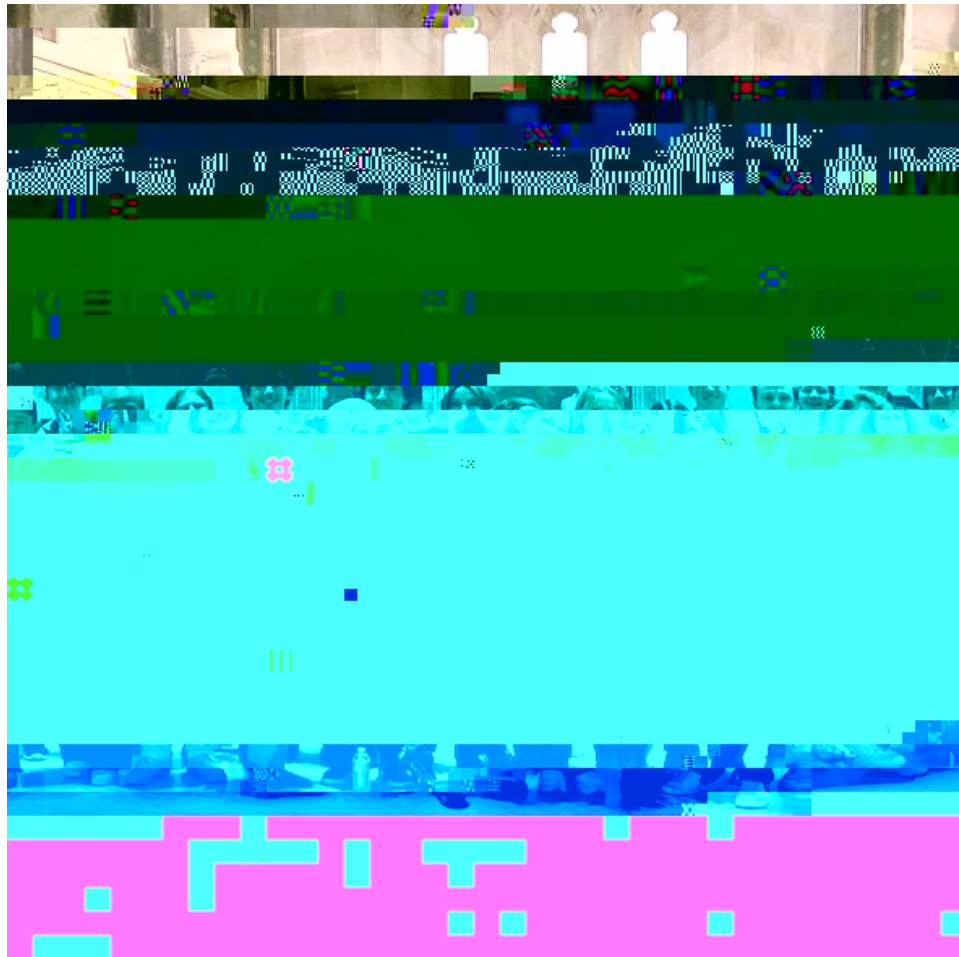
~~My ED courses this fall have taught me a great deal about~~ *My ED courses this fall have taught me a great deal about* ~~difficult~~

Conversations In/Justice First Year T

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

Conversation w/ Lisa Millwood



b. Renewal of Perspectives II -

Workshop

Art/Lit Experts

Lit:

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 NMM

c. **Theology Core Renewal**

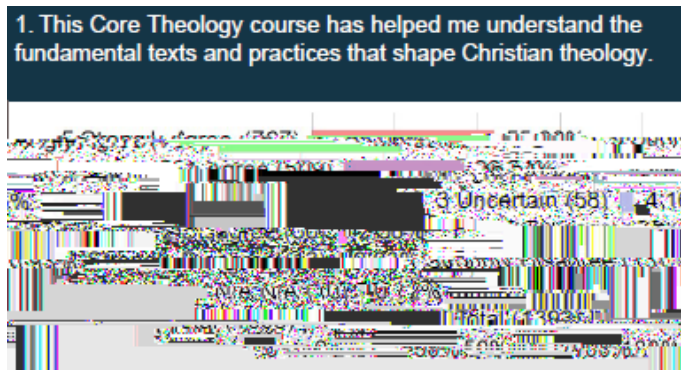


Figure 16



Figure 17

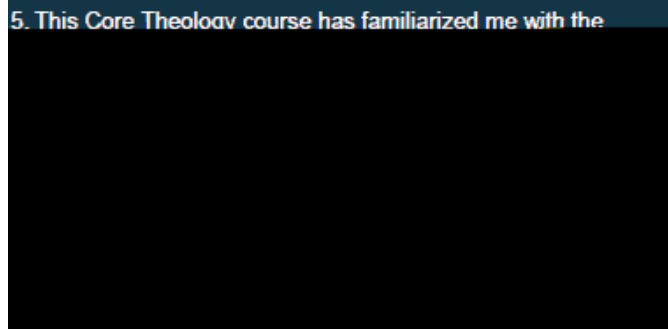


Figure 18

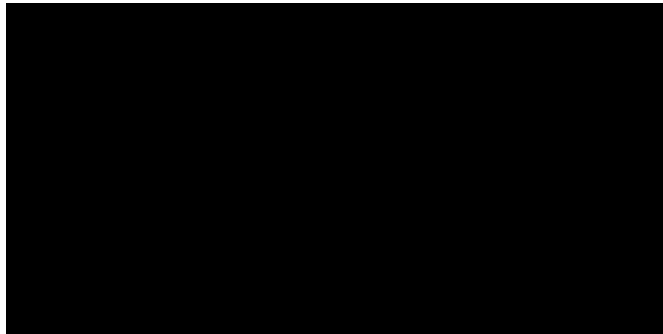


Figure 19

d. Messina College and Core Curriculum

First-Year Writing

**First-Year Writing Seminar: Crossing
Borders**

e. Core and Introductory Sociology

1. *Citizenship, Immigration & Belonging in the United States: Can Education*

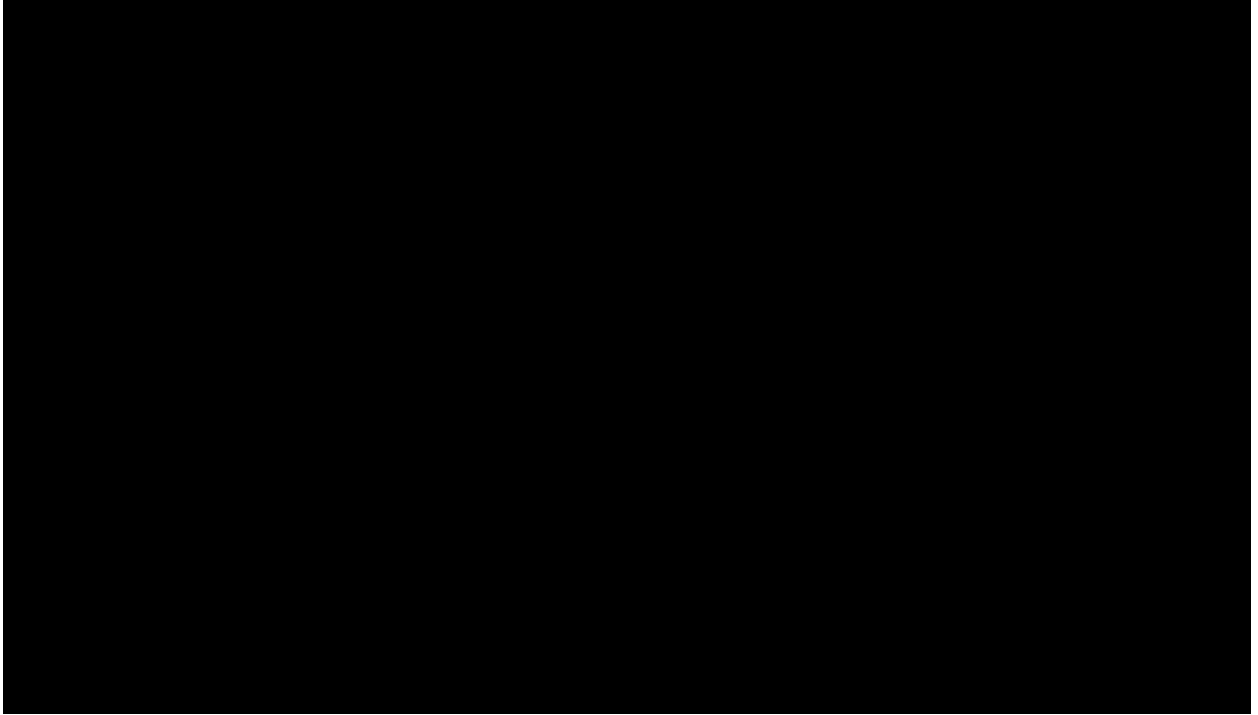


Figure 20

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*

Luke Perreault

Hongyan Yang

3 D Q H! "u

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

My favorite thing about teaching

d. Post-BC Placements of Recent Core Fellows

Nora

b.

Recommended Initiatives for A