Integrative Core Committee Minutes
Monday, September 11, 2017 2:00-3:15 p.m.
CAS Conference Room

John Carroll University Integrative Core Committee:

Voting Members
Rodney Hessinger, Director (HS)
    (also serving as Faculty Council rep Fall'17)
Brent Brossmann, Public Speaking (CO)
Gloria Vaquera, Issues in Social Justice (SC)
Maria Marsilli, Engaging the Global Community (HS)
Sheila E. McGinn, Theology & Religious Studies (TRS)
Keith Nagy, Creative & Performing Arts (CO)
Tom Pace, Writing & Written Expression (EN)
Gwen Compton-Engle, Languages (CMLC)
Andy Welki, Quantitative Analysis (EC)
    (also BSOB representative)
Tamba Nlandu, Philosophy (PL)

Ex Officio Members:
Todd Bruce, Director of Assessment
Margaret Farrar, CAS Dean
Anne Kugler, CAS Associate Dean
Graciela Lacueva, CAS Associate Dean
Lindsay Calkins, BSOB Associate Dean
Pam Mason, CAS Associate Dean
Michelle Millet, Director, Grasselli Library
Nevin Mayer, Coordinator of Instruction, Grasselli Library
Martha Mondello-Hendren, Registrar
Maryclaire Moroney, Asst. Provost for Academic Advising
Catherine Sherman, Asst. Dean, Academic Advising
Carlo DeMarchi, Asst. Dean, Academic Advising

Present: R. Hessinger, T. Bruce, C. Sherman, A. Welki, M. Mondello-Hendren, N. Mayer, C. DeMarchi, K. Nagy, B. Brossmann, M. Marsilli Cardozo, T. Nlandu, A. Kugler, G. Vaquera, G. Compton-Engle, S. McGinn

Documents distributed before the meeting for review:
    A. Faculty Guidelines for the Integrative Core Curriculum, Updated Summer 2017 (via email & Canvas)
    B. Core Committee meeting minutes [draft] - August 28, 2017

Documents distributed at the meeting:
    C. Agenda

1.   Minutes
    - Minutes from August 28 were approved by unanimous vote.

2.   Core Course Designation Deadlines
    - Committee agreed to set November 5 and April 5 as consistent deadline dates for course designation applications. November 5 for the following fall; April 5 for the following spring (and for the summer after that). Will also be added to CAS calendar for faculty in that college.

3.   Course approvals: EGC – Contemporary East Asian History

Code	Course #	Course Name	Instructor(s)	Comments	Vote
EGC	HS 281	Contemporary East Asian History (Power and Identity FLC)	R. Purdy	"The instructor is a seasoned EGC instructor and also is seasoned in assessment -- so while we agree with the comments of the writing subcommittee and agree that he should address them, he would be addressing any comments of ours by doing so."	**YES – 10** **NO – 0** **AB – 0**

4.   Set out a plan for how to review Course Development Grants final reports (16 courses)
    - Committee agreed to split into subgroups to review final grant reports for linked courses (since there is as yet no Linked Courses subcommittee).
    - Voting committee members will be divided into 3 groups to review these reports (the EGC reports will be reviewed by the EGC committee). Final reports will be assigned to each group and posted in Canvas, along with OnBase applications as originally submitted.

- If there are concerns with any individual reports, please pass along for full committee review. If it is clear to see that the report is complete and has no problems, please submit with recommendations to approve.
- Goal: review all grant reports by the second week in October.

5. Form subcommittee to develop models for sampling procedures for Core assessment
   - Discussed possibility of moving to sampling in assessment so we aren't assessing for every goal, every class, every category (both at the instructor level and the committee level)
   - Goal: to get to a sampling approach that would be consistent across all categories, for the sake of clarity.
   - R. Hessinger, B. Brossmann, M. Marsilli, G. Vaquera, T. Bruce will meet as a subcommittee to discuss.

6. Update on classes carrying two attributes
   - The double-dipping subcommittee (though this is not what they were originally formed to address) has been examining various ways courses might be able to carry 2 attributes at once, but each option had tremendous hurdles associated with them.
     o Ex: building 2 sections for the two designations; students often fail to sign up for the right one
   - Options we have:
     o 1) Each class can only count for one thing. This is easiest and will be simplest for our systems
     o 2) Double dipping - courses with multiple things can count for all of those things - also OK for our systems except assessment and pedagogy. Sampling can accommodate the assessment. Pedagogy might be more complicated.
   - The trouble is we're not in 1 or 2 - we're in some middle ground between the two. We have allowed double designations but not double dipping -- and this is getting harder and harder as ground to stand on. The big problem is this: if a student is getting all the pedagogical content, then why shouldn't they get credit for completing all those pieces at once?
   - One challenge is that whatever decision we make, it needs to be realistic (i.e. Something that the Registrar and Advising can functionally use with the resources have now).
   - Committee agreed to continue examining this question.

7. Accepting applications for Distribution Designation from non-enumerated departments
   - see Revision document, pgs. 3-4
   - There are, of course, people in certain departments who could meet a particular goal in distribution
   - We have the problem that there are new departments that aren't in the Core document but that have courses that would be appropriate as Core. (Exercise science, for example).
   - Do we have interpretive freedom with the Core document that allows us to make that possible? Or does it need to go to a faculty vote?
   - Committee agreed to continue examining this question.

8. Review of Peter's "Faculty Guide to the Core" Document
   - The committee reviewed and gave feedback on the draft version of the Faculty Guide to the Core document. Once these revisions are incorporated, committee agreed that it will be ready for distribution online.

(Other topics on the agenda were postponed.)

Adjourned 3:17 pm.
Next meeting: September 18, 2017.