

**Integrative Core Committee Minutes**  
**Monday, September 18, 2017 2:00-3:15 p.m.**  
**CAS Conference Room**

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**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

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

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**Documents distributed before the meeting for review:**

n/a

**Documents distributed at the meeting:**

- A. Agenda
  - B. PowerPoint presentation: Core Double-Dipping and Double Designations
1. Course development grant final reports
    - Review groups were assigned (see agenda).
    - Final report documents will be uploaded to Canvas ASAP (this is taking the Core assistant longer than usual due to technical hiccups and staff overload)
    - A vote will be held on 10/2.
  2. Divisional Goals (update)
    - Associate deans are convening assessment coordinators from each division. The departments affiliated are those who were originally named in the new core document.
    - The sciences already have established a goal for themselves and an assessment plan for it.
    - Social Sciences and Humanities deans have planned meetings for their divisions. T. Bruce has put together a document for them to use for that purpose.
  3. Double Dipping
    - The ad hoc subcommittee charged with examining "double dipping" in the core gave an initial report on its findings.
    - One problem with multiple-attribute courses generally: Banner technology is not sophisticated enough to decide for each student where a course will fit "best" if it can count for more than one thing, which leads to a lot of petitions when Banner chooses wrong.
    - It was also pointed out, to general agreement, that pedagogical decisions in the Core should not be based primarily upon the limits of the available technology; if there are solid reasons to move forward in this model, a case must be made for resourcing the appropriate technology needed to handle the courses.
    - Subcommittee presented the pedagogical pros and cons of 3 models: single designations only, double designations that can count for only one, or double dipping. See PowerPoint for details.

- Additional questions suggested for the subcommittee to consider as it moves forward:
  - o How do multiple designations affect assessment at semester-end?
  - o If multiple designations are not allowed, is it possible that we might have too few core courses offered (because easier to teach/assess a HUM than an EGC, for example)?
  - o If double dipping were allowed, would it lead to a “designation arms race” for those wishing to maximize enrollment? Would we have to enforce a cap of two designations, for example?
  - o Could we permit double dipping only in certain categories but not others in order to maintain the current verticality of certain parts of the core (writing, for example)?
  - o How much would double dipping actually improve completion rates? Is the credit burden of the Core what is truly keeping our students from completing a degree on time?
  - o When comparing credit burdens of the core with peer institutions – who do we consider ‘peers’? Only Jesuit schools? Regional schools? Those with similar styles of Core inspired by AAC&U standards? T. Bruce will examine this question.
  - o What would the impact on current students be if we allowed double dipping but enforced a breadth requirement by department? Can we map this question to the four-year plans submitted by departments for majors?
  - o If we move to a single-designation system, does that create too many problems with transfer credits? (For example: if HS 211 is ISJ but AP credit counts for HS 211, it's not a humanities class (Because here, it's only ISJ and can't also be HUM) and ALSO it doesn't count for ISJ (Because AP obviously doesn't meet ISJ goals))

(Other topics on the agenda were postponed.)

Adjourned 3:17 pm.

Next meeting: October 2, 2017.

18.September.2017 mtwr

Approved as recorded by vote of the Integrative Core Committee, 11.November.2017