

**Cardinal Core Curriculum Committee  
Meeting of October 11, 2019, 2:30 p.m.**

**Minutes**

*Attending:* Banerjee, Barrow, Baumgartner, Beattie, Bertacco, Collins, Detmering, D'Silva, French, Koenig, Land, Lewis, Libe, Mansfield-Jones, Patton, Riedel, Shanahan, Singleton Willey

*Absent:* Fuselier, Hammash, Olinger, K. Partin, W. Partin, Perry, Pinkston, Woosley

**Approval of Minutes**

The minutes of September 20, 2019, were approved.

**\*ACTION:** Carden will post the minutes to the Cardinal Core web site.

**Subcommittee Service and Charges**

As previously announced and reflected in the charge, the **Assessment Subcommittee** has the additional assignment of conducting a random sample syllabi review each semester, working with Shanahan. D'Silva is an additional volunteer on this subcommittee. *Unassigned:* Banerjee, W. Partin. The **Course Proposal Subcommittee** was tasked with an ad hoc assignment related to the marketing of Cardinal Core (see discussion below).

**Marketing of Cardinal Core**

As part of the marketing strategy to convey the value of Cardinal Core to students (and parents), a concise, catchy "purpose statement" about the value (benefits) of a general education program is needed. The Course Proposal Subcommittee was asked to craft 1) a clear, student-friendly purpose statement and 2) talking points for faculty who teach Cardinal Core courses. Once drafted, this information will aid the Office of Communication and Marketing.

Singleton mentioned that feedback from faculty who set a good example might be helpful.

Baumgartner commented that although Cardinal Core courses are required, a wide array of course options are offered, giving students some choice. Students may not realize the relevancy of these foundational core courses until after they graduate. Bertacco added that CC courses are at the core of a liberal arts education. Riedel recommended getting input from key employers of graduates to see what specific skills they seek. Certainly, communication skills are crucial in the work world. He offered to talk to the Career Center.

Willey reported that John Drees did not like the idea of a logo brand. However, still images for the monitors in the BAB and at other campus locations can be arranged. The proposed development of a short video might include "talking head testimonials." Willey wants to post it on a redesigned web site. Collins stressed the importance of showing this video to students and parents during Student Orientation. It could also be made available during other campus visits (Campus Preview Day, Accolades, etc.). Consistent and clear messaging is important! One statement might begin with "This is what Cardinal Core teaches students." Another statement might address how "Cardinal Core prepares students with skills for obtaining a job." Additionally, President Bendapudi might be willing to promote the value of Cardinal Core during one of her short video communications.

**\*ACTION:** Carden will re-circulate the Cardinal Core philosophy statement and offered to facilitate the subcommittee meeting or exchange of ideas by electronic communication.

**\*ACTION:** Collins will get SGA feedback.

**\*ACTION:** Riedel will consult the Career Center.

### **ISLP Courses**

French proposed to Caleb Brooks that he formalize his ISLP course into the structure of a Cardinal Core course to see if the CCCC wants to move it forward. Shanahan reported that Engineering also wants to develop a SB/D2 course.

Willey proposed that another way to approach the ISLP courses is to certify them through the Study Abroad Petition process. In this way, a student potentially could obtain diversity (D2) certification without the added course content designation (SB, etc.). Already, many students come to UofL with SB and other credits. However, QR is another story. Of course, the syllabus would need to be approved through the petition process on a semester basis. Collins commented that this solves the issue concerning other study abroad courses. Also, a student would know up front rather than have to appeal for D2 credit afterwards. Still, she is concerned that it is primarily the upper-tier honors scholars that benefit in study abroad opportunities.

**\*ACTION:** French will follow up with Heather Mann who initially talked with Shanahan.

### **Innovative Courses**

Seif had recommended a handful of smaller, interesting, cross-disciplinary courses taught with high standards by the very best instructors as one part of Cardinal Core, gearing them toward incoming and second-year students. Shanahan mentioned that the Cardinal Core Task Force wanted to see innovative Cardinal Core courses, including cross-discipline collaborations. Willey felt like these opportunities were missed when the majority of proposals were re-worked old courses with revised outcomes. During the transition, more than 200 proposals had to be reviewed quickly to meet the Cardinal Core implementation deadline.

To date, Fuselier is submitting new innovative courses, but more would be welcomed for consideration. Willey questioned how the new IBM partnership might tie into course innovations that meet the Cardinal Core requirements. Singleton wondered if faculty could be challenged to develop innovative courses as part of the marketing piece. Riedel commented that one obstacle that holds faculty back from developing new or joint interdisciplinary courses is lack of rewards. Also, there is resistance since there isn't an option for failure. He agrees with Seif's suggestions about encouraging departments to offer interesting courses and that smaller is better; however, smaller courses cost more and the budget situation has worsened. Beattie added that departments are penalized when offering small courses and agreed that lack of reward is an issue. Originally, the Task Force recommended funding for faculty and course development, but then came the budget limitations. Still, new instructors come in excited to teach innovative courses. Collins questioned how Honors does this to which Willey responded that variable topics courses can be tricky. Riedel added that the smaller Honors courses are not open to all students. Mansfield-Jones made a case for a logical reasoning component to an interdisciplinary programming course. Shanahan had evaluated some programming courses through the VALUES Institute with Critical Thinking as a significant component.

Detmering proposed that Cardinal Core could be linked to the Grand Challenges of the Strategic Plan. Willey liked this idea and envisioned "Grand Challenges Freshman Seminars." Perhaps the Delphi Center could sponsor a learning community with syllabi developed around the grand

challenges. Collins commented that such an offering during the Maymester could help students catch up on hours. If offered in 2020, a quick turnaround would be required to develop such seminars, using an Honors seminar interdisciplinary shell with a writing component. Barrow liked the idea that the outcomes would be out front and recommended a 200-level course. Riedel wondered how performance-based funding would play into this approach. Willey responded that the instructional unit gets 50% and the enrollment unit gets 50%, but perhaps Cardinal Core could get 10%. No follow-up action was decided.

### **Meta-Majors**

Willey proposed the idea of offering meta majors as one strategy in making the Cardinal Core program a cohesive whole. Meta majors is an established practice at a number of institutions with the goal of helping students to advance in the first two years and is also part of exploratory advising. She wondered if the CCCC could take the listing of 200+ courses and carve out some common “gen-ed” clusters of classes. She suggested choosing various areas of focus and grouping students for purposes of advising. For example, starting with health sciences meta majors, advisors tell students to take Biology and Chemistry courses. The meta-major approach also gives students a sense that they are exploring their general interests. Detmering, French, and Collins thought this would be appealing to students, providing them with pathways. Currently, Cardinal Core courses are not grouped this way, but Willey asked that the committee come up with categorizations of courses around meta majors. Koenig visualized tree diagrams to cluster the courses. Riedel thought that Math 105 and 111 would be two big areas, which could be divided down. He recommended 4-8 levels only, although eight might be too broad. Collins commented that students who are interested in both marketing and history could be shown both bubbles/diagrams. This may push students toward one area or the other. Early decidedness helps with retention. Libe commented that there are still CC requirements to fulfill, but synthesizing how they are related could be beneficial.

To divide up the work, Riedel recommended deciding on the meta-majors first, looking at other universities. Baumgartner agreed with surveying those outcomes. Koenig volunteered to do the research, working with other volunteers, Beattie and Collins. Baumgartner might be able to join the discussion once she gets past accreditation.

**\*ACTION:** Willey will share meta-major information that she has from several institutions, along with an article from *The Chronicle*. The subcommittee will give a brief report on December 6.

### **Skills Development as Part of Outcomes (discussion)**

Willey reported that she talked to the Provost about possibly asking faculty to link the outcomes to employability skills. JCPS students have a “backpack of skills,” labeling coursework as skills so that students and parents see that the courses are useful. She asked if the committee could come up with a list of employability skills (effective communication, teamwork, critical thinking, etc.). Riedel was concerned that this approach could deteriorate into the mentality that skills are the only thing that you will get out of the class and mentioned that it would require more work for the faculty. Koenig and Mansfield-Jones favored making it part of the marketing campaign, not part of the syllabus. Collins recommended that an open question could be included in the student evaluation of courses, asking what skills they developed in the course. Willey reminded the committee that during the assessment of Cardinal Core courses in the spring that students scored better when outcomes were part of the syllabus.

### **Honors 214**

During the random review of syllabi in the spring, the Honors Program was informed that there was no evidence that HON 214 met the SB outcomes, only the OC outcomes. An opportunity to bring

the syllabus in compliance was extended; otherwise, the SB designation would be de-certified. The Course Proposal Subcommittee reviewed the newest version and unanimously agreed that it still did not show evidence of meeting the SB requirements. Therefore, a motion was made by the CCCC to approve the course as OC only.

**\*ACTION:** A CIF will be required to make this change and then Carden can update the Cardinal Core course listing and notify the advisors prior to pre-registration for spring 2020 courses.

### **Spring 2019 QR Assessment Report and Course Syllabi Review**

This report was approved through an electronic vote.

### **Fall 2019 Meetings**

The next full committee meeting is set for December 6, 2:00-3:00 (one hour only), in Ekstrom E254. In the meantime, the Course Proposal Subcommittee will meet on November 22, 2:00-4:30 p.m. to review new course proposals and attend to any pending business.

Prepared by Kathy Carden