**UUCC Meeting**
**July 16, 2019**

Attendees: Ellen Crowell, Jay Haegen, Judy Geczi, Jordan Glassman (remote), Gary Barker, Steve Sanchez, Jennifer Rust, Kelly Lovejoy, Ness Sandoval, Ellen Carnaghan, Kim Druschel, Ryan McCulla, Paul Vita (remote), Michael Swartwout, Kyle Crews, Lauren Arnold, Devita Stallings, Louise Neiman, Laura Rettig

1) Call to Order and approval of meeting minutes for 7-2-19
   Minutes approved with revisions.

2) Announcements
   - Core Director will be meeting with all deans in next two weeks to update them on where we are with the core, starting with Dean Duncan (CAS) who is stepping down. She also plans to begin meeting with department chairs, starting with CAS, in late July / early August.
   - MADRID: Fabiola Martinez (Madrid rep) will not be returning this fall 2019. SLU Madrid faculty assembly will be identifying a replacement for her no later than by the start of our UUCC fall 2019 meetings on 8/20. Core Director will be visiting SLU Madrid from 10/15 – 10/19, and will present on the core to all Madrid faculty at their assembly 10/18. Ellen will be part of the 10/18 All Faculty meeting for Madrid.
   - Molly Schaller and Chris Collins offered to facilitate a renewal event for the UUCC. Judi Buncher, Mission and Identity, suggested a few dates after fall break.
   - Reminder: all ongoing, new and past members will soon receive invitations to join Dr. Pestello for dinner on August 20th in recognition of our hard work on the Core.

3) Subcommittee Quantitative Reasoning component
   The QR subcommittee met again and further discussed how to define Quantitative reasoning / literacy, where, how, and at what level of proficiency students should meet this requirement, and where it should fit within a core model. The QR subcommittee met with faculty members from the Department of Math and Statistics to answer some of these questions.
   - Determined that Core QR requirement needs to ask more than SLU currently requires for admission to university
   - Recommended to UUCC that QR should stay outside of core distribution because it is focused on basic skills needed for success in higher level classes
   - Identified three distinct kinds of courses that would be offered to fulfil this requirement: Math courses (often those required for majors / minors); statistical analysis courses (often those required for majors / minors); Contextualized / themes Math and Statistical analysis courses connected to civic understanding and responsibility in the world (often taught to those whose majors do not require math or stats)
   - Presented a one-page document describing this requirement and its learning outcomes / SLO points of contact.
   - UUCC questions:

    - Would College Algebra count? A: we are still conferring with Math and Stats department on that.
    - Should QR document make the three kinds of possible courses clearer (i.e.—students choose one of the three)? A: Yes. We will alter the form to reflect this more clearly.
    - Who would teach these classes? A: Ideally, faculty members.
    - Knowing that this would mean a lot of classes, what is the ideal class size? A: Depends on the class—this can be flexible. The themed classes would likely be smaller. UUCC discussed possibility that Core could have Postdoctoral fellows who would deliver some of these courses.
  - QR subcommittee will meet again to refine requirement based on discussion.

4) Subcommittee Ethics component
   The Ethics subcommittee met again and further discussed how to define a core Ethics component.
   - Bill Rehg looked across the university and determined that most students do currently complete an Ethics component. Difference here would be twofold: Ethics could form part of a "ways of thinking" distribution, and secondly SLU's Ethics requirement would be distinctive in its focus on SLO 7.
   - Committee discussed how to balance need to allow currently offered applied ethics courses count, while building in enough theoretical content. Committee looked at syllabi and determined that most already being taught do include approximately 3 weeks' worth of theoretical ethics, so the requirement now states this formally (3 weeks of "ethical theories or methods.")
   - Committee also discussed what kinds of Ethics courses would be able to transfer in—and initial thinking is that they would have to be coming from other Jesuit, Catholic universities.
   - UUCC questions:
     - Would transfer credit only come from other Jesuit, Catholic colleges and universities? Are we looking for ethics taught through a Jesuit, Catholic lens, or any ethical inquiry rooted in those theories that form part of the Jesuit intellectual tradition (i.e., Aristotle, Kant) which may or may not be taught from a Catholic, Jesuit perspective? A: We need to talk about this more. Gets to a complex question about Jesuit education. By adding SLO 7, we have another set of criteria through which transfer credit will have to be evaluated.
     - UUCC noted that some words in the draft description document seem value-laden and possibly exclusionary: these are: "i**mportant** ethical theories"; "**well-regarded** ethical theories," and "**sound** moral judgement." Committee suggests striking these words from the document.

5) Subcommittee Communication component
   The Communication subcommittee met again and further discussed how to define a core Communication sequence.
   - Comm committee suggested adding "Creative Expression" to the sequence—making it three courses (2 3-hour and one 2-hour) and then one attributed "Writing Intensive"

course taken anywhere in a student's time at SLU. One question that remains: would base-level performance classes, like Piano I, count?

- Comm committee still wrestling with how, specifically, to align these courses with our Core SLOs (both SLO 4 and others)
- Comm committee plans to reach out to stakeholders in Writing, Communication, and FPA to discuss this model further.
- Questions from UUCC:
    - In the Creative Expression envisioning requirement, would Engineering Design fit in? A: Yes, with a bit of tweaking.
- The Written / Visual component sounds like English 1900 but with more visual emphasis. Will this be a heavy lift for the Writing program? Will AP credit still count, if we emphasize visual communication here? A: Most if not all current ENGL 1900 courses are multimodal and include some visual literacy component; this can be amplified. And the truth of the matter is, no writing class these days is not attending in some way to visual communication given the visual world we communicate within. So most AP will articulate.

6) Subcommittee First Year Experience components
The FYE subcommittee met again and further discussed how to define the FYS and the Discernment sequence.

- Subcommittee decided to pull common reading around SLU mission / traditions out of the seminar proper, but include it in faculty development to make sure these courses are rooted in Ignatian pedagogical practice.
- Subcommittee also decided to double down on SLO 5 here, and ask that all FYS courses meet three basic criteria: Rooted in Ignatian pedagogy; focused on the broad theme of "The Good Life," and engaging Diversity.
- UUCC questions:
    - This is likely asking the course to do too much. Also, the departments and faculty members who are truly devoted to teaching diversity won't be able to teach these courses all the time, so some students may not get this SLO in a rigorous and responsible way if it is added here. A: OK. Point taken.
    - The Writing / Oral communication add on here seems to overlap with the EP / Comm sequence and should not be a main emphasis. A: We intended this to be germinal here: a place to begin cultivating an understanding of what university-level reading, writing and communication look like.
    - Why SLO 3? A: This is where information literacy / library skills will get delivered.
    - "Ignite" prefix is OK but premature—we don't know what our governing metaphor is now. Likewise for "The Good Life" although this showed up in many core design submissions and got good feedback from Blueprint
- Committee presented ideas for the 1 + 1 + 1 Discernment sequence, tentatively titled "Cura Personalis" as a collective name (but depends on final metaphor, see point above). These three 1-ch buckets do these three things: (1) Orient students to the intellectual, academic, health and wellness, and cultural resources available to them at SLU; (2) help students cultivate the skills of resilience, wellbeing and vocational discernment; (3) help them in career preparedness.

- UUCC Questions:
    - Will instructors who want to add this module to their existing courses be trained? Would instructors have to become experts in these areas, or would there be a sort of "master coordinator" from the Core? A: TBD
    - If one of these was not attached to course, would the core run them independently? A: Yes.
    - 1ch blocks, and 4ch blocks created when a faculty member wants to add one of these to a course, create issues with workload, classroom scheduling, and student credit hour caps. A; Yes. These are logistical challenges that we will have to work out with Registrar and also with upper admin—in particular, we will need to ask for a 1ch raise in the enrollment limit—from 18 to 19ch.
    - The 1ch add on for career preparedness invites departments to think about adding this important element to their students' final SLU experiences. A: Yes. But the very end of a student's time at SLU may be too late for this; we will need to work closely with Career Services to think about ideal timing and structure here.
    - Are 1ch courses rigorous? Do students / faculty see them as rigorous? UUCC discussed that this depends on what happens in them. These 1ch modules will require a culture shift. They add up to much more than U101, with more intellectual depth and rigor. Also, cura personalis is deeply rooted into our SLOs – SLO 1

7) Break

8) Subcommittee Integrative Seminar component
The Integrative seminar subcommittee met again and further discussed how to define the Integrative seminar and how it relates to distribution in the core.
    - Subcommittee said that they discussed whether SLO 6 (Global interdependence) would be a natural fit for this component but ultimately decided that adding this here would limit the kinds of courses that could count and maximum faculty engagement is critical.
    - Also discussed idea that student enrollment (students from a wide range of disciplinary backgrounds, taking the course later in their time at SLU) would be what created the integrative element in the course. Course can focus on a "Complex Problem," but the students engaging with it form the integrative element, and this also helps to stress collaboration (SLO 8) Prereq complex problems makes it harder for students to get into class.
    - Timing for taking the class: after completion of 60 hours / 3 distribution courses.
    - UUCC questions:
        - What is the relationship between this course and a student's major and minor? To ensure a diversity of disciplinary perspectives, how would you go about reserving seats? A (registrar): Possible but difficult, and given the scheduling constraints of many programs, you would likely not get the diversity you are hoping for here.
- Would IPE courses work for this? A: Yes..
- In terms of SLOs, which ones are primary here: A: We need to dig into these SLOs.

9) "Modes of Inquiry" Distribution approach/components (5 Modes)

UUCC discussed multiple things in this section of the meeting, but the focus was about whether we've lost sight of the SLOs – whether disciplinarity and covering disciplinary areas rather than student achievement of our SLOs has taken over the conversation.

- What would it look like if our SLOs, rather than broad disciplinary areas, drove the distribution? What would then be "integrated" in the integrative seminar?
- Why did we land on these disciplinary areas? What is the goal/purpose of them? A: we got clear feedback from university community that although they liked the idea of integration (SLO 2: **All SLU graduates will be able to integrate knowledge from multiple disciplines to address complex questions.)** they felt that to do this requires broad disciplinary knowledge. This is certainly somewhat about departmental / disciplinary lodgments, but not solely. There is logic in this argument.
- And yet, we discussed that these five courses are currently not clearly underpinned by our SLOs

Takeaway: We need an extra summer meeting to discuss the relationship of our SLOs to any distribution element connected to the core.

Agenda forthcoming: Meeting next Tuesday, July 23rd in room 219 for those who can come.

Adjourn.