

Attendees: Ellen Crowell, Liz Burke, Lauren Arnold, Nathaniel Rivers, Hana Rahman, Dyan McGuire, Robert Cole, Patrick Cousins, Bobby Wassel, Joya Uraizee, Kathy Kienstra, Natalie Floeh, Hillary Ash. Carolyn O'Laughlin, Miguel Romero, Anne Carpenter, Hamish Binns, Natasha Case, Susan Brower-Toland, Paige Chant, Sheri Anderson-Gutierrez, Matt Elia, Ben Perlman, Laurie Russell, Benton Brown, Vince Volpe, Kathy Armstrong, Alesha Durfee, Kyle Crews, Nicole Mispagel, Marissa Cope

1. Call to Order / Announcements

- All committee members introduced themselves and greeted the newest members. Subcommittee makeup and function was explained to new members.
- The Core is continuing to move into steady state this academic year.
- This year's Core events will include brown bags and/or workshops for each major area of the Core throughout the Fall and Spring semesters. The Core will also host its Ignite Instructor of the Year Award on December 1, 2026. The Core Office is excited to partner with the Office of Mission and Identity and the Herrmann Center for Excellence in Catholic Education to spearhead the visit of the National Seminar of Jesuit Education, featuring a panel conversation on what it looks like to live the mission in the classroom. This will take place on September 24, 2026.

2. Approval of Minutes from 5.6.26

- Benton Brown gave first motion to approve. Nathaniel Rivers gave second. All were in favor; none opposed. Minutes were approved.

3. Course approvals

Collaborative Inquiry

POLS 4132: Environmental Law, Policy, and Politics

PHIL 4190: Gender and Science

Cura Personalis 2: Self in Contemplation

The NewSLU Madrid Campus Newspaper (Co-curricular)

For the Culture: Black Alumni Association Mentorship and Engagement Program (Co-curricular)

SLU Mass Choir (Co-curricular)

Reflection in Action

Youth Literary Initiative (Co-curricular)

Writing Intensive

POLS 2140: The American Presidency

POLS 3125: Women, Gender, and Leadership in Politics

Identities in Context

POLS 3125: Women, Gender, and Leadership in Politics

Global Interdependence

EDUC 3000: Inclusive Practices in Instructional Settings (Birth-Grade 12)

ARTH 2120/3120: Art in Africa

Ways of Thinking: Social & Behavioral Sciences

ANTH 3280: Forensic Anthropology

POLS 2560: The Politics of Asia

Ways of Thinking: Quantitative Reasoning

BST 3100: Applied Biostatistics

(All courses approved)

4. Discussion on current state of SLO assessment

- The University Assessment Director walked the committee through the assessment process, including the goals and activity of the first three years of the assessment cycle.
- The Director explained SLOs and CCLOs for new committee members.
- The Associate Director of Ultimate Questions shared the current state of SLO 1 assessment.
 - SLO 1 is in Year 5 of the cycle, meaning it is wrapping up its “closing the loop” phase. Her subcommittee has put together a PowerPoint presentation explaining the basics of the Catholic Jesuit Tradition which UQ instructors can use in their own classrooms. She also ran a hands-on workshop about artifact development for Ultimate Questions courses. She shared that her subcommittee is in a good position this year to use what came out of those efforts, and they are going to spend time in the subcommittee checking in with faculty and doing fidelity checks on UQ syllabi.
- The Associate Director of Eloquentia Perfecta shared the current state of SLO 4 assessment.
 - SLO 4 is in Year 4 of the cycle. She is working to conduct professional development workshops and will run some throughout the Fall and Spring. She shared that work for this year will include assignment design in Cura Personalis 3 courses, since SLO4 is at the achievement level in CP3, as well as developing the visual communication piece of Eloquentia Perfecta.
- The Associate Director of Equity and Global Identities shared the current state of SLO 6 assessment.

- SLO 6 is in Year 4 of the cycle. She and her subcommittee are working to implement recommendations from the SLO 6 assessment report. This includes assisting instructors with assignment design by providing sample prompts and holding workshops on prompt alignment and refinement in partnership with the Reinert Center for Transformative Teaching and Learning.
- The Associate Director of Cura Personalis and Reflection in Action shared the current state of SLO 9 assessment.
 - SLO 9 is in Year 3 of the cycle. In accordance with the implementation report for SLO 9, he will be conducting professional development efforts for Reflection in Action instructors.
- The Assistant Director of the Core shared the current state of SLO 5 assessment.
 - SLO 5 is in Year 2 of the cycle. Artifact data was collected in May of 2026, and now the EGI subcommittee is wrestling with that data. They will work with the University Assessment Director over the course of the Fall to dig deeper and ask questions in order to prepare to make recommendations later in the year and ultimately allow the Assistant Director to write the implementation report in collaboration with the EGI subcommittee in the Spring.
- The Director of the Core shared the current state of SLO 3 and SLO 8 assessment.
 - SLO 3 is in Year 2 of the cycle. In June of 2026, student artifacts were assessed and data was collected. This year, a group of faculty (some of whom assessed the artifacts) will wrestle with the data.
 - SLO 8 is in Year 1 of the cycle. It would be hard to assess SLO 8 with one artifact because the process leading up to the artifact cannot be seen. To account for this, the Core will pilot an embedded assessment process only for Collaborative Inquiry courses. This process asks instructors to fill out a rubric for a random pool of their students. Five courses will supply data via embedded assessment.

5. Open floor discussion

- A new member asked how the UCC handles/positions itself around the use of AI in the classroom/for classwork, especially in consideration of assessment.
 - The Director explained that so much of work done for Core courses is in-classroom, on-paper reflective writing, and if an artifact being assessed is found to be generated by AI, then it is tossed from the data set.
 - The Assistant Director shared that out of Core assessment come long-term conversations about pedagogy, especially in the “closing the loop” years. These conversations center on wanting students to achieve the SLOs the best they can, and so AI may be discussed there with a common goal of student success.

- The representative from the Reinert Teaching Center explained that his center is open to conversations on pedagogy and discussing the purpose of using AI in the classroom and its efficacy for student learning.
- The Director shared that the Core assignment should be designed to encourage independent thinking. The Core is discipline-agnostic, and so while AI might be crucial to a course from one college/discipline, it may be approached very differently in a course from a different discipline. Because the Core has a unique view of the university, it requires flexibility on this topic.
- The Director shared that next year, 2027-28, the search for the next Core Director will begin.
- The Associate Director of the Madrid Campus shared that in Madrid they have just onboarded new Core faculty and are working to launch everything for the new academic year, and so more to talk about is to come.

6. Adjourn