

## 1. Updates, old business

- 9/27 Presentation to Board of Trustees on core invention process went well.
  - During presentation, received question about MedScholars—UCC will plan to bring in pre-law and pre-med to have conversation about common core this year.
- Mike Lewis (acting Provost) asked Core Director to work on presentation to CADD this semester on initiating a conversation on a university wide team-teaching policy
- We are hearing some feedback that SLU community members want more comparative information about what other Jesuit Catholic universities are doing with their Cores. We have done a lot of this research, but we need to drill down more specifically. Does not preclude us from looking at non-Catholic universities, but as we begin to look at components of core curricula, we must keep examples / models from other Jesuit universities at the fore.
- Ellen Crowell has reached out to Marquette’s core director and asked for a conversation about their process/roll out.
  - Ellen plans to visit Marquette to sit in on some core courses and talk to more stakeholders.
- Katlin Kouns (RA for UCC) has been tasked with building a spreadsheet of where other Catholic/Jesuit universities are with their Cores and how that differs from what they were doing in 2010 (year of the *Conversations* issue on “Core Wars” which did a survey) and why they have made the modifications they have (or have not).

## 2. Review of 10/5 workshop plan

- 53 SLU community members attending; 12 UCC members needed as table leaders: Jenny, Emily, Lauren, Judy, Laura Bryan, Bill, Bonnie, Devita, Ginge, Ness, Jordan, and Mike. Kim (Rover)- Kim will be our official photographer for the workshops, and will make a short slideshow for each to capture dynamism and spirit of what is happening in the room.

## 3. Discussion of Notre Dame core reform article (holdover from 9/25)

- Feedback from both Hanstedt talk and first workshop suggests that some members of SLU community want more examples from Catholic, Jesuit colleges and universities.
- Asked departments to think about “if this is the only class a student will take in your discipline, what do you want them to know?”.
  - What should introductory courses accomplish?
  - Should they connect disciplinary ways of knowing to outside the discipline?

- G-d and the Good Life class- how would it go over if it is required for ALL students? Could you maybe highlight the Good Life portion? *Religion and The Good Life?* *Technology and the Good Life?*
  - (Bill) Depends on how you design it. Could be team taught—theology, psychology, etc.
  - (Emily) Even at Notre Dame this isn't the ONLY course that is required, they can choose courses that are possibly less religious. (Big Questions, Intro to Philosophy) It looks like they have 4 courses they could take to fulfill the requirement.
  - (Jordan) Happiness 101 at Yale—meditation, philosophy, faith, etc. Less overtly religious
- Students can't opt out of core with AP credits. They (Notre Dame) reduced the size of the core, but how does lack of AP credit transfer relate? How does that relate to transfer students?
  - If you say you can't opt out of them, you have to make a cohesive argument as to why the core and not opting out of classes is integral to the experience of being a student at that institution.
    - (Ginge) Respect the students! It's a big recruiting tool and concern. Students want their credits to be valued.
    - (Bonnie) Maybe different saying "AP credits don't count" versus "AP credits don't count toward the CORE"—In which places is it the case that saying it doesn't count towards the core versus counting at all?
      - Maybe the AP credit goes elsewhere.
    - (Louise) Do you want the 1818 student to have the experience of core?
      - Those 1818 courses are college courses in high school classrooms—they can transfer it to SLU.
    - (Jordan) A big selling point is the Jesuit identity. A graduate of SLU is someone who has partaken in this education experiences.
- UUCC is hearing from many that there may be a misconception at SLU around idea of a "common" core. Some seem to think that although we are working to create a common core, individual colleges can add to / subtract from it. When we use the term 'common core', does it mean that it is a true common core or that colleges can add or subtract from it?
  - We are striving to deliver a true common core!!
    - We will end up here again in 10 years if we allow the colleges to add and subtract at will.
  - Although it is important to anticipate that compromises will have to transpire for all colleges to agree on the core, we should begin from a place of common assumption that we are working towards a core that all will take.
- Key takeaways from Notre Dame article?
  - Cohesive and thoughtful intro to the liberal arts (liberal education?)
  - "Ways of knowing" rather than disciplinary distribution model
  - Grandfathered in courses alongside revamping / development of new
  - Focus on integration plays out in team taught courses that asks students to study a big question from two or more disciplines

- Purposefully asking disciplines to think about gen ed: “Is this what you want to be teaching students if its their only exposure to your discipline?” Asking: What should introductory courses accomplish? A deep dive into a discipline (St. Eds)? Or connect disciplinary Ways of Knowing to broader social questions (Notre Dame)?
- Reducing number of requirements but not allowing any AP credit to count for the core.
- Departments being asked to review majors so that students can complete major, core, plus three electives (choice / flexibility)

#### **4. 11:35 Fall 2018 community engagement plan well underway:**

- Website, Core Invention Workspace, Pestello video, 2 Newslink articles, one UNews article likely soon.
- Hanstedt visit (approx. 125 attendees)
- Workshop one (50 non-UUCC, all colleges represented)
- Workshop two this Friday (53 non UUCC, all colleges represented) Room at tables for potential walk-ins.
- Workshops three and four are smaller; could work on attendance at those and maybe Newslink / UNews will help
- Feedback on all events positive, enthusiasm for and openness to this shared work is growing, and common trends are emerging:
  - A smaller core (~30-35 hours)
    - an interest in integrative approaches, big ideas approaches, and scaffolding core components through all four years.
    - A deep commitment to retaining a Jesuit “core” tradition rooted in philosophy and theology but extending also to other humanistic disciplines and approaches. (Global citizenship—value foreign language)
    - Integration of core and major programs of study (synergistic relationship between major and core)
- Our objective is to use all of the feedback that we have received to move us towards our ultimate goal in March. In March, we are scheduled to present the university community with 2-3 draft models/ways forward for comment, alteration, expansion, and clarification.

#### **5. Discussion: what common or repeating core components we are seeing emerge in workshops / feedback?**

- List core components/building blocks you see the most in workshops:
  - 1<sup>st</sup> year experience/Common experience
  - Service learning (Gary—community engagement doesn't have to have anything to do with service)
  - Capstone or signature work
  - (Ginge) expand a little past 30 hrs if capstone/FYE/service learning experience builds on the core / integrate core and the major.
  - (Gary) Integration as a component of the core (may end up as a mini module )
  - Pathways, strands, or themematic clusters to make sense of integration. Collection of courses taken at some point during a student's experience to connect everything.
  - (Louise) Student choice (which strands or classes they pick). [TENOR OF THE CORE RATHER THAN A DISTINCT COMPENENT]
  - Team-taught integrative seminar (might be FYS)
  - Writing!
  - (Jordan) Important skills: writing, critical thinking, collaboration, project-based learning
  
- Overarching values / areas of emphasis:
  - (Amber) Generative (each part leads to something new in the next part) creating something new all the time, spaces to grow/morph/learn
    - Sunset clause (some prescribed time there is a revision, a new iteration)
  - (Justin) Courses grounded in values (environmental sustainability, urban issues) Faculty take leadership. Important to Jesuit/Catholic tradition. Be designed in a way to demonstrate to stakeholders that we are fulfilling the requirements.
  - (Ginge) Study abroad and AP credit. Needs to be at the forefront of our conversations.
  - Next step: creation of four subcommittees on key core component areas:
    - Common Intellectual experience / First Year seminar
    - Integrative course design / team-taught seminars
    - Catholic dimension within core curriculum

- Capstone / signature work

UUCC members will work in one of four teams to sift through workshop data for SLU generated ideas related to assigned component(s); look at peer institutional models to see what they are doing with these components; read up on best practices (AACU / Leap, AJCU, Inside Higher Ed / Chronicle); and if applicable, identify and research existing SLU models that are working.

- When we start building possible draft architectures, we need to be well-versed behind these core components from a national perspective.
- As a way to structure the 2<sup>nd</sup> half of our semester, getting this research done to help us move forward in an informed way. Peer institutions, best practiced (AACU, LEAP , AJCU), what SLU is saying (workshops), what are other institutions doing (examples of it working in other institutions).
- By next week, get these subcommittees working—present by 2<sup>nd</sup> week of November.
  - Pull together everything you work on to make an outward facing document.
- Ellen will write up a charge (parameters and what you should be thinking about) for what each of these groups will end up doing. You will likely be in 1 of the 2 that you select.
- Committees report back by November 9<sup>th</sup> so we could be done with this before we give out call for proposals.
- Draft version of call for proposals will be presented next week.
- 30 min conversation starting at 12:30 with core liaisons next week.

## **6. Visit from Leah Sweetman (with Bryan Sokol) to discuss what resources SLU would need to have in place should the new core mandate a service learning / community engagement requirement for all undergraduates.**

Leah Sweetman presented on different kinds of service learning models. There are 2 models at SLU currently: project-based and discipline-based.

- There are hundreds of sites in STL where students can serve. Sweetman shows students how to find a site, the students select their own sites, and faculty signs off on it.
- Faculty really design the courses they want to—Service learning supports it
  - QUESTION: Some universities have large project-based learning initiatives—Habitat for Humanity—students are involved for multiple semester—long term partnership, students rotate through it: do we have anything like that now that could be a signature SLU project?

- ANSWER: What we like about that: institution gains trust of community. Law clinic, health center, Mission St. Louis. We have examples that accommodate many students, but there isn't just ONE major one.
- QUESTION: Scalability: signature partnerships. Arkansas- university partners with entire community. Interview people who need housing, physical needs— students from every discipline come and work on the houses (building). Has SLU ever been approached for an ongoing partnership?
  - ANSWER: SLU is not doing this, but it would be exciting. There are models to look at.
- QUESTION: Gary- others have picked specific neighborhoods so energy and initiatives can concentrate at that location. Place-based initiative. What does it take for a course to get a service-learning component added on to it?
  - ANSWER: Entirely up to faculty member. Email registrar to request.
- QUESTION: Students and liability issues: Are there forms students need to fill out for liability purposes?
  - ANSWER: No forms currently.
- QUESTION: If the core were to mandate every student engage in a service-learning component, would questions of liability change? Do we have to have a different conversation around liability?
  - ANSWER: Yes. Absolutely.

Adjourn