

## UUCC meeting, 5/29/18

### Minutes

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Present: Ellen Crowell, Gary Barker, Bill Rehg, Michael Swartwout, Kim Druschel, Judy Geczi, Davida Stallings, Jenny Agnew, Joseph Nichols, Steve Sanchez, Brian Sokol, Ness Sandoval, Justin Daffron, Ryan McCulla, Bonnie Wilson, Emily Lutenski

#### Announcements:

Welcome to Bro. William Rehg (Dean, College of Philosophy and Letters and Professor of Philosophy), who has joined the UUCC as one of our CAS-Humanities representatives.

- 9-10am: Discussion of Kolvenbach, "The Service of Faith and the Promotion of Justice" (2000); AJCU, "Some Characteristics of Jesuit Colleges and Universities" (2012); Jesuit Schools Network, "Profile of the Graduate at Graduation" (2015).
- UUCC members discussed how SLU navigates the divide within Jesuit education between pedagogical approaches based on concepts vs. contact.
  - Kolvenbach lecture invites us to recognize SLU's valuable and potentially unique synthesis (at levels of leadership, research, teaching and service) of Renaissance humanism and social justice (Acquaviva meets Arrupe).
  - Bonnie Wilson noted that SLU is "uniquely and distinctively situated to embrace *both* Renaissance humanism and social justice – to build a core architecture that has the best of both worlds, draws both traditions together."
  - Committee discussed how we might keep this goal at the fore as we think about a core curriculum. One key area of concern was the way SLU exacerbates common problem of disciplinary silos. Faculty experience strict divisions between areas of knowledge, research, teaching; thus, so do students. Therefore, as we envision a curriculum for our students, we need to think about a parallel curriculum for our faculty. Some models: the Service Leadership program in SLU's Business School, SLU's current Lily Foundation "Mentoring for Mission" program; [Dartmouth's "Ethics Across the Curriculum"](#); [The Liberty Fund](#); and the [Institute for Humane Studies](#).
  - UUCC discussed need to think about how SLU orients and trains prospective faculty members / new hires once we have a new core that more clearly connects SLU's central approach to undergraduate education to the majors we offer our students. New faculty orientation / teaching in the core will be crucial to building a faculty willing to connect core to both teaching and research.
  - UUCC discussed need to reach out to alumni and possibly admitted Freshmen to ask what defined / what they expect will define their experience at SLU. We might partner with SLU Center for Service and Community Engagement.

- UUCC members discussed a disconnect across disciplines concerning what we mean by “social justice” and the extent to which faculty / students are able to see their work as connected to this (sometimes slippery / amorphous) term. This is a disconnect experienced in many disciplines and programs at SLU, and it affects both students and faculty. Bill Rehg suggested that the term “social justice” might sometimes be modified in ways that help multiple audiences see a connection between their own investments and the SLU mission. “Social impact,” for instance. Or asking, “what good do you want to do through your research / teaching / expertise?”
- Similarly, the UUCC might need to discuss other key words that frame Jesuit pedagogical commitments to think through how to spark conversations about how SLU’s Jesuit mission dovetails with other kinds of social justice movements and other religions. We need to build a core that highlights authentic connections and productive tensions between and among faith traditions, disciplines, social commitments in order to broaden our audience (enrollment) and create coalition (retention).
- Emily Lutenski observed that her own field, American Studies, is interdisciplinary and integrative by nature, so the “center of our field is method.” This observation felt useful in thinking about a core architecture that is “articulate,” whose overarching and visible methodology is as or more important than any discrete architectural element.

10:15-10:45pm: Discussion of AACU documents and chapters 1-2 of *The Undergraduate Experience* (2016):

AACU: “Recent Trends in General Education Design, Learning Outcomes, and Teaching Approaches” (2016); LEAP: “An Introduction to LEAP: Liberal Education & America’s Promise” (on High Impact Practices [HIPs] and General Education Maps and Markers Principles of Educational Design [GEMs])

- UUCC discussed overlap between current best practices in General Education design as articulated by AACU and AJCU.
- Both place service learning, community engagement, common intellectual experiences and integrative course design at the center of their sense of “high impact practices.”
- Difference is that AACU has METRICS to show impact.
- UUCC observed that when *The Undergraduate Experience* offers discussion questions at the end of chapters (for instance, p. 42-42, questions about ch. 2, “Learning Matters”) we might substitute “the core” for “your” to best focus our discussions of this book throughout the summer. For instance, “Where is integrative learning most likely to occur at your campus? What could *the core* do to support more integrative learning for students, faculty and staff?”

10:45-11: Break

11-12pm: Sub-committee work on researching best practices: Peer Core Budget and Resources; Peer Core Assessment; Peer Core Curricula; Peer Core Operationalization and Implementation.

12pm: Adjourn