

**IN ATTENDANCE:**

Ellen Crowell, Judy Geczi, Jordan Glassman, Bryan Sokol, Gary Barker, Steve Sanchez, Fabiola Martinez (Skype), Justin Daffron, Laura Franklin, Bill Rehg, Ness Sandoval, Amber Johnson, Kim Druschel, Ryan McCulla, Emily Lutenski, Michael Swartwout, Joseph Nichols, Jenny Agnew, Lauren Arnold, Ginge Kettenbach, Peggy Dotson, Louise Neiman

**1. Announcements, updates, and old business**

- Katlin Kouns (English) joins us as a research assistant
- University Undergraduate Core website now live: <https://www.slu.edu/provost/university-undergraduate-core/>
- All UCC members should register for both lunch discussions and workshops so that we know who will be present as facilitators.
- UCC will also be hosting a workshop in Madrid (10/19). No registration required.
- Update on Pestello video, Newslink piece (8/29): Newslink piece coming out tomorrow with registration info as well as general info about UCC's Fall "Core Invention" series. Dr. Pestello's video is posted on the Core website.
- Common Core Invention workspace google site now live: open to all SLU community members: <https://sites.google.com/a/slu.edu/core-invention-workspace/>
  - This is where we will post pre-lecture and pre-workshop reading and also discussion / workshop artifacts. A repository from which community can draw for ideas when we call for proposals.
  - All videos will be uploaded to this site as well.
  - UCC Workspace google site will remain for UCC members.  
Please check your access and report any access problems.

**2. Fall 2018 schedule: UCC committee work**

- UCC discussions this fall 2018 semester will be largely focused on our SLU community engagement plan and digesting what we hear. Our aim will be to come back to SLU community after Spring Break 2019 with a couple (2-3) draft architectures for colleges to provide feedback on. We will then use this feedback next summer (2019) to create one model to kick back out in August of 2019.
- However, there will be room in 2018-19 for other discussions as well. What would people like to work through? Who are the voices we'd like to hear from? UCC has already been contacted by or has conferred with a number of different stakeholders willing to enter our conversations:

- Molly Schaller on how to dovetail work for SLU's Mission examen with comments on / observations about core curriculum development.
- Big Ideas grantwinning teams: willing to come to UCC meetings to discuss possible ways to use Big Ideas as a springboard for integrative / interdisciplinary course design in a new SLU core
- SLU Prison Program and discussion of the place and manifestation of social justice within core
- Learning Communities and a SLU common core (Danielle Nied / Kent Porterfield)
- Question to UCC: who else? What other conversations should we be having during this semester of invention?
  - Reacting to the Past: faculty involved in this kind of multidisciplinary course design
  - Interprofessional Education: David Pole (What they ask students to do; what disciplinary knowledge they pull in)
  - Mike Lewis (Acting Provost)
  - Competitive Scholarships and Fellowships (Annie Niedel)
  - Honors (Robert Pampel)
  - Strategic Plan – Justin Daffron?
  - Undergraduate Alumni
  - Suggestion (Justin): Listening session of key faculty members who are recognized for excellence in teaching about what excites them relative to us and their experiences working with undergrads in the classroom.
  - Other ideas: (Bill Rehg) Doesn't have a good sense of the disciplinary or accreditation demands of certain professional schools—important for thinking through any common core model's feasibility.
    - ❖ (Joseph Nichols) There's a lot of room for negotiation for core.
    - ❖ (Steve Sanchez) The range of ways accrediting bodies address gen ed is vast. Most don't have specific CORE classes (more accreditation focus on majors). Will report to group on General Education standards.
    - ❖ (Joseph Nichols) 2 Master's program—National standards not too prescriptive. Missouri Ed. more prescriptive.
    - ❖ Conclusion on accreditation conversation: Steve Sanchez has offered to conduct some research on any Accreditation requirements that are general education specific.

### 3. 11:20-12p: Discussion of Fall Engagement plans: [Hanstedt visit, Follow-up lunch discussions, workshops](#). Joining discussion @ 11a: Debie Lohe

#### WORKSHOPS:

Because this is a two-hour workshop offered three times, an interested faculty / staff / student would only have to come once. This is different from the original plan of three different workshops.

- Primary purpose of session is to introduce, experiment, and use as jumping off points for finding cross-college commonalities and investments.
- Part of the reason we're doing the workshops is to connect members of the SLU community (crossdisciplinarity).
- A single offering multiple times allows for the engagement of more people, and we will offer the same workshop in Madrid within the same timeframe.
- Although these are open workshops, they were designed to intentionally reflect some values / investments regarding HIPs that the UCC has already coalesced around: all teams should build curricula that 1) are informed by the new Core student learning outcomes; (2) build in common intellectual experience; and (3) include some kind of signature work or capstone experience.
- We do have a few weeks to work on documents about restraints so if you have any questions or concerns please contact Ellen or Debie.

#### UCC MEMBERS' ROLE AT WORKSHOPS

- Because participants will register for workshops in advance, we will have teams already set with cross-college, cross-disciplinary representation.
- Embed a UCC member to be at each table to call up the Google site, take notes on the conversations happening, and keep track of the "Parking Lot." Take photos as needed / possible.
- In addition, we will have one or two UCC members working as floaters / roving documenters: taking pictures of teams working and any artifacts produced.
- Register for the workshops, we will plan the teams ahead of time.
- Debie Lohe will make a facilitator checklist (key ideas to remember).
- Core liaisons are asked to come to 2 workshops.

#### FOLLOW\_UP LUNCH DISCUSSIONS

- UCC Brainstormed discussion questions to help lead these conversations:
  - Which models excite people?
  - What questions do you still have? What is still unclear?
  - What were your expectations to this process prior to Paul's talk? How has your perception changed?
  - What was your understanding of a core curriculum?

- Why are you here? What draws you to the conversation? What about the Core relates to how you interact with students? (Might be a good icebreaker!)
- PROMOTE THE WORKSHOPS- Make sure everyone at your table knows how to sign up.
- We should also work to get this info out to undergrad Alumni

**4. 12p-1p: Discussion / revision of six SLO Alignment documents (available on [UCC Workgroup site under “Alignments”](#)). Joining discussion @ 12:30p: Kim Reitter, Career Services**

Formatting- principle is to make all alignments one page.

-General statement (Justin): We don't want to complicate the alignment.

-General statement (Amber): More narratives/suggestive and not directive.

-Craft a statement at the top: “Here are SOME ways that our SLOs align with ...”

- COMMENTS on Bacc SLOs:
  - Can't line up SLOs with Vision characteristic exactly.
  - We can remove the table.
  - Many members had difficulty understanding the connection in the table.
  - Connect the SLOs to Vision characteristics by simply saying they are connected.
  - The others train eyes a certain way—perhaps have a similar visualization of the other docs.
  - Vision statement in middle and SLOs coming out like rays of a sun.
  - CHANGE FORMATTING
- Jesuit Ed Principles:
  - Under ‘Men and Women for and with Others’ – COLLABORATE
  - Key Jesuit Principles- pull back on the outcomes; have fewer (SLO 3. Under 1<sup>st</sup>) (SLO 8 under ‘Men and Women For and With Others’)
  - Get rid of SLO 3 and add SLO 1
  - Perhaps SLO 2 going under ‘Educating the Whole Person’?
  - Make sure to share this and ACCU/CST document with Chris Collins and/or other vested stakeholders for comments / modifications.
- ACCU/CST:
  - SLO 2 should be SLO 6 at bottom of SLO\_CST
  - (Justin) Catholic Social Teaching 7 themes in preamble and insert in chart and align with SLOs

- NACE:
  - SLO #2 under 'Critical Thinking'
  - What skills do employers expect new graduates to have?
  - Kim Reitter (Career Services) thought the alignment document looked good and the Outcomes lined up well with Vision
  
- LEAP:
  - Perhaps more interactive way (hyperlinks) with SLO page with full description.
    - ❖ Is there another interactive way to do this?
    - ❖ Not this week! Trying to get these up before the Hanstedt talk on 9/7
  - Combine LEAP outcomes (Quantitative / Information) in same box.
  
- STRATEGIC PLAN:
  - Initiative One- cut SLO 1, replace with SLO 3 (or 7).
  - Initiative Two- some pillars not connected to undergraduate education.
    - ❖ (Justin) Is going to go back and look at the specific goals and see how it can fit into the initiative.
  - Reading it more closely might allow us to pull out different SLOs.
  
- ACCU\_CST:
  - Perhaps pull out 3 under 'Toward a World Made New'.
  - Peggy will give Ellen her notes.
  - Eliminate phrase "All SLU graduates".
  - Eliminate the arrows and let the dialogue speak for itself.

Adjourn.