

University Undergraduate Core Committee

Tuesday, August 20, 2019

VH room 219

11am – 1pm

Meeting Minutes

Attendees: Ellen Crowell, Jay Haegen, Judy Geczi, Bryan Sokol, Gary Barker, Steve Sanchez, Bill Rehg, Jennifer Rust, Kelly Lovejoy, Ness Sandoval, Ellen Carnaghan, Kim Druschel, Ryan McCulla, Filippo Marsili, Christopher Thomas, Kyle Crews, Lauren Arnold, Devita Stallings, Ginge Kettenbach, Peggy Dotson, Louise Neiman, Laura Rettig

1) Call to Order and Announcements

- Welcome to first Fall UUCC Meeting. We have two new representatives starting this Fall: Filippo Marsili (CAS- Humanities) and Anne McCabe (SLU Madrid)
- UUCC Recognition Dinner at Dr. Pestello's home tonight at 6:00 p.m.
- Ellen will be meeting with Martin Brief from Tidy Projects this week to discuss help with our core visual for proposal to all SLU community.

2) Review of Current Drafts or Core Component

- Presented a new common template for our one-page Core Component Requirement forms: all should conform to this template.
- Discussed three goals: 1) standardizing outcome language. 2) Broad consensus statement of what to say to SLU on transfer, AP, IB maybe 1818. How we are going to articulate the proposal and recommendation. 3) Write introduction or vision statement or framing document for the common core.
- Immediate goal for the next 2 weeks: get all the components collectively drafted in subcommittees and reviewed by the whole UUCC in advance of a committee vote. Question for the committee to vote on: Is there enough here (overall structure, component description and feasibility) that I am ready to endorse the vision and move forward as a committee with refining and polishing the whole for dissemination to the SLU community as a proposed core?
- Earliest date that seems feasible to come to such a vote would be September 3rd. If this passes, the rest of September the committee will work through refining the parking lot issues. The goal is mid-semester to forward this to the SLU community. Feedback will come in through November 1st and a vote by the end of semester beginning of spring semester.

3) SLO 5 Diverse Identities and Context.

- Discussed whether these attributes (5, 6, 7) could be layered onto multiple courses in the core – answer is YES other than FYS, CP 1, 2, 3 and EP 1 and 2.
- Discussed determining what the title should be? – Last week, **determined to take out communicate.**
- Discussed that **Requirement Summary will be eliminated** to remove repetition and be distributed to other boxes.
- Discussion of phrase “communicate across difference” from the learning outcome and paragraph. Should the description instead read “connect across difference” This doesn't signal overlap with SLO 4. **Strike the last learning outcome.**

- *Filippo and Ellen Carnaghan work together to craft language that eliminates the problematic way this word is suggesting might not happen in every class but emphasizes the dialectical nature of identity formation. Work on course description and the last outcome bullet.*
 - The second bullet in assess: change wording to **“Shape and shaped by individual experiences and social interactions with others”**.
 - A parking lot issue: how many attributes (5-6-7) can one course carry? Once we answer this as a committee, this rule will go in the Notes section.
- 4) SLO 6 – Global Interdependence
- Discussed the SLO itself doesn’t set a high bar—“students will *recognize* global interdependence.” What does the committee think this SLO should accomplish, and what should a course include?
 - Changed to **Reflect on how their lives affect and are affected by events or processes beyond national borders**. Move from Essential Criteria Required to Course Outcome.
 - The sentence in the last Catalog Description is similar **and do we need to change the language of explore the global impact of local actions to “in their own personal choices”?**
Kelly and Ness finding a way to give this more attribute more shape and force without excluding a whole range of courses.
- 5) SLO 7 Attribute Courses: Justice and Society
- Discussed the first bullet point does it have to be historical? **Remove historical**. Change **and to and/or**.
 - Question asked about the course on Justice and Social Media would count?
 - As currently worded, this draft seems to require comparative analysis. But the SLO does not demand the same. What if instead of competing proposals **use vision for social change and include an example. Drop historical and put visions in SLO 7 at the achievement level. Critically evaluating visions for social change**.
 - Discussed what should the title be? Suggested Human Dignity, Justice and Society (*Jen and Bill will work on a title for SLO 7*)
 - Discussed that Global Interdependence makes sense. What do we call SLO 5? (*Ness, Kelly and Ellen Crowell will work on a title.*)
 - Discussed Justice isn’t used in the main outcome but used in the paragraph. We need to stay as close the language on the left-hand column as possible
- 6) SLO 9 Experience and Contemplation - Bryan
- General discussion centered around whether the SLO requires service learning, or merely any kind of community engagement. If the latter, then the description can be very open. If the former, we need more shape here.
 - Bryan Sokol argued that if it is not attached to the Jesuit context of SLU, this requirement is not really connecting with the Core. How do we connect this flagged experience to the core as a whole? Should students have to connect their external engagement – via a structured reflection – to SLOs 5, 6 or 7?
 - If committee felt this external engagement needed to be reconnected to the core in some way (not necessarily via 5-6-7) then it could be done in the way we structure the artifact

we want to see as evidence that this flag has been met. Centered around the idea of coordinating multiple perspectives in the service of understanding the complexity of community life.

- Bryan: Does it matter when this experience beyond the classroom happens? Can the box be checked with a brief orientation, or does the student have to do something more substantial, like a service project?
- Discussed that at minimum if it's not 5, 6 and 7 that students must reflect on in regards to their External engagement experience, then it should be "with and for others" (the last line of the SLO. Why is SLO part of core if experience doesn't have anything to do with the core? *(Bryan and Ness to revise SLO 9 the archival experience works and run by Ginge and Gary to see if it meets the SLO).*
- Do we want to intersect with any other particular SLO?

7) Discuss Possible Architecture(s)

- We are a bit at sea on an overarching metaphor for the core. What if we jettison this problem, and just go for a clear representation of all the parts in relation to the whole? Akin to the pyramid we've been looking at?
- Most in room were ok with this—as long as we can present a strong vision statement for the core proposal, and a clear visual.

8) Adjourn

Next Meeting, August 27th 11:00 a.m. – 1:00 p.m.