
1. Call to Order / Announcements
   - Dr. Jennifer Powers visit details and Dr. Kathleen Blake Yancey visit details
   - Assessment
     - Assessing SLO 4 and SLO 6
     - Rubric testing for SLO 6 on February 9, 2024
     - Rubric testing for SLO 4 in March—tentative date March 28
     - Subcommittees and likely UUCC as a whole will be invited to participate in rubric testing; anyone can help us test the rubric—this would actually be optimal because assessment brings together a diverse group from across the university
     - Time commitment = approximately 2 hours
   - Ignite Scheduling
     - Draft Ignite schedule for AY24-25
     - We have emailed or will email everyone today their schedules for next year
     - We are in a good spot with Ignite but we have created some empty sections
     - Next year we will be 75% on new Core
     - Many new faculty are teaching Ignite, which is exciting
     - We are reimagining the Ignite workshops and thinking through continuing professional development
   - Roster and Rotation
     - Many people are rotating off UUCC soon (August ‘24, August ‘25, August ‘26)
     - If staying on, double-check with chairs that you have the W 9am and 10 am time slot free
     - If you know you are rotating off, we need to seek replacements
     - Fr. Steve Shoenig is being reappointed and this will be his last year; Provost will appoint a new Jesuit representative

2. No Approval of Minutes from 12.13.24
   - Electronic vote and no December meeting

3. Approved Courses
*All courses approved

**Cura Personalis**
- CP2: CORE 1605 / THEO 1605: The Big Questions in Theology (for SPS students)
- The Five Monuments - Madrid - Co-curricular

**Reflection-in-Action**
- ASCI 4900: Senior Seminar
- FSCI 3700: Principles of Flight Instruction
- PST 4800: Technology and Leadership Capstone Experience
- The Five Monuments - Madrid - Co-curricular

**Eloquentia Perfecta: Creative Expression**
- FREN 4250: The World of New Media: Friend ou Faux?
- SPAN 4180: Creative Writing in Spanish

**Eloquentia Perfecta: Writing Intensive**
- ENGL 3490: 19th Century British Literature
- GR 4650: Wolfram von Eschenbach's Parzival: Gender, Race, and Otherness
- THEO 3110: Introduction to the Pentateuch

**Identities in Context**
- ASTD 3400: American Incarceration

**Global Interdependence**
- HSCI 3800: Global Perspectives in Epidemiology
- ASTD 3040: Religion and U.S. Global Activism
- THEO 2755: Islam: Religion, Culture, and Society
- HIST 3420: The Atlantic World

**Dignity, Ethics, and a Just Society**
- EDUC 1300: Exceptional Learners

**Ways of Thinking: Aesthetics, History, and Culture**
- ASTD 3400: American Incarceration
- ASTD 3040: Religion and U.S. Global Activism
- THEO 2755: Islam: Religion, Culture, and Society

**Ways of Thinking: Social and Behavioral Sciences**
- ASTD 2110: U.S. Ethnic Studies

**Ways of Thinking: Quantitative Reasoning**
- SOC 2000: Research Methods
Ways of Thinking: Natural and Applied Sciences  
ANTH 2210: Biological Anthropology

4. Discussion of Removing Option to Combine Ignite and Cura Personalis 1

- Currently Ignite and CP1 worksheets delineate the option of coupling the two courses together
- We propose to get rid of this option; Ellen doesn’t believe this rises to the level of a material change that would need vote from entire university
- Tim Huffman: proposes that people be able to apply to link them
- Ben Perlman asked how common this currently is / response = not common
- There was a credit hour concern for CAS who wanted to teach them as 3 credits
- Increasingly, Deans and other campus administrators want to teach Ignite as 2 credits, although the initial concern came from SSE, Doisy, Nursing
- Heather Bednarek: option for Grandfathering it in? No—we’ll just reach out to that handful of faculty who have been doing it
- Mike May: If they’re doing it and it works well, we won’t worry about it for the next few years but for three or four years from now, we’d have the application worked out

Motion Approved

5. Discussion of Core Assessment and Ongoing Professional Development

- Lessons learned from SLO 1 assessment
  - Gap between submission of courses for the Core and subsequent iterations of the course
  - Areas of Ultimate Questions may not be within the scope of faculty expertise, so ongoing faculty development/continuing education can be beneficial
  - Artifacts show gaps (e.g. “In dialogue with Catholic, Jesuit tradition”)

- Lessons learned from Writing Intensive assessment
  - Initial faculty development works well, but last minute changes to faculty members teaching WI courses aren’t always getting the same PD as initial faculty member
  - Findings from programmatic assessment overall were positive; two areas that needed work

- Marissa: We are still encountering people who don’t realize they are teaching in the Core / Core boilerplate statements are missing / Do all instructors know they are teaching in the Core? Are syllabi requirements being met? If not, assessment is potentially less effective than it could be

- We don’t have a culture at SLU for faculty members to review and take note of learning outcomes that are from units that are not their own

- Ignite can be a model for ongoing professional development, but where’s the line between welcome collaboration on a shared curriculum and what might be too much? How can we find the sweet spot?
**What can we do?**

- Increasing regular community / monthly brown bags
- Syllabus collection in theory but logistical problems and to what end?
- The Core office could be in charge of this
- Spot checking syllabi
- Department chairs can remind faculty they are teaching classes for the Core
- Collect sampling of all syllabi for Core courses to review for consistency
- The work of the Associate Directors will become this
- Fidelity check in addition to assessment
- Core faculty member recognition / Core faculty mentors
- Fidelity of implementation–early messaging and check-in to faculty teaching in X area, reminders–etc.

**Conclusions:** outreach to faculty, % of syllabus review, ongoing professional development/brown bags

6. Adjourn