UUCC Meeting 7.10.18
Minutes

1. Announcements, updates, and old business
   - We are happy to have Peggy Dotson (CAS) and Louise Neiman (Doisy) joining the UUCC for our development phase in an ex-officio capacity.
   - Website: The UUCC / Core website will be housed on the Provost's website, which has just undergone a Mar-Com update. We are working with Mar-Com and Miriam Joseph to get a page designed that will be able to function as a public platform for communicating with the university community. We are working towards a weblaunch at the start of the Fall semester.
   - Dr. Paul Hanstedt (Roanoke College, author of *General Education Essentials*) will be on campus September 6-7. He will present an interactive lecture on 21st century gen ed curricular models on September 7th from 2-3:15pm in the Cook auditorium. Also a lunch with members of the UUCC on Friday the 7th. Thinking a few of us plus perhaps a few outside UCCC plus Paul. Contact me if you are available / interested.
   - Hanstedt talk will be "flipped," in that there will be follow-up lunch discussions for those who attended: M 9/10, noon-1pm (North campus) and T 9/11, noon-1pm (South campus)
   - UUCC summer retreat will be August 7th from 10-3pm at Il Monastero. We will than take two weeks off, and resume meeting weekly on Tuesday August 28th--at our old timeslot of 11-1pm in VH 219.

2. Final discussion: THE UNDERGRADUATE EXPERIENCE

   - UUCC members discussed what ideas from this book have felt most vital and useful for our efforts moving forward with core invention.
   - Issues of Alignment and Leadership came to the fore of our discussion. Our challenge is to help SLU cultivate a "culture of learning" for students, faculty, staff, around what might constitute a unique SLU undergraduate academic experience / outcome.
   - Steve Sanchez stressed that although we have been told that the HLC is the most pressing voice calling for swift reform, in fact the HLC only asks: are you being intentional and thoughtful about student

learning? UUCC has been moving forward mindfully; we now need to take this work out into the SLU community.

- Moving into the 2018-19 year, we are mindful of the need to keep the question of shared core values at the fore:
  - What values do we want our new SLU core to embody?
  - What values make Saint Louis University unique?
  - What do we want our Common Core program to help our students become?
  - What student and faculty development are necessary to accomplish this? [questions adapted from article "Developing a Four-Year Integrated Core Curriculum" (7/10 meeting)]

and consistently place these questions (and concise, compelling answers to them) at the center of meetings with faculty, staff, and importantly, SLU's Board of Trustees.

- To this end, UUCC members advised that the Director of the Core have a standing invitation to join the SLU Board of Trustees' Academic Affairs committee, starting in September.

3. Presentation of Peer Core Assessment [Joseph Nichols (chair), Lauren Arnold, Gary Barker, Ryan McCulla, Steve Sanchez]

- Peer core assessment subcommittee surveyed 15 institutions to determine how other universities design core curricula with assessment in mind, how they structure assessment, and how they fund assessment.
- Found that although many universities have copious amounts of available information about their core curricula, less posted information available about their assessment structures and practices.
- Questions that the sub-committee asked: What is a university's assessment schedule? Does the university fund faculty members to complete assessments, for instance over the summer? Are there models out there of core curricula designed in such a way that assessment of learning outcomes is scaffolded and therefore tracks not only a student's ability to meet an outcome, but to improve in an outcome?
- UUCC questions for further discussion on 7/24 (Kathleen Thatcher visits):
  - Are there models of core architectures built with assessment baked in?

- o Who are the audiences for assessment data and modes of showcasing positive outcomes?
  - o How do other universities approach the assessment of extra- or co-curricular elements of a core?
  - o What kinds of artifacts get assessed and whether we can move away from a writing-only model?
  - o What are some best practices around faculty engagement in assessment and funding that engagement?
  - o How can we can best advocate for a new assessment position devoted to Core-only assessment, and relatedly, might we secure Graduate Assistant positions for work on core assessment?
- One idea that emerged from this discussion: new faculty members might get involved in core assessment in ways that help orient them to SLU's academic mission and identity. This could be built into and made an ongoing part of faculty engagement and orientation.

4. Discussion of DRAFT 2018-19 SLU Community Engagement Plan
   - Debie Lohe of the Reinert Center joined us to listen to UUCC feedback on draft 2018-19 community engagement plan.
   - We discussed how to build enthusiasm for a semester-long process of education and generation around core curricular models. Members of the UUCC suggested several approaches:
     - o Use UUCC members and Director of Core to build momentum from inside departments. Attending Fall 18 faculty retreats (departmental, program, college level) if at all possible will be the best way to reach many people at once.
     - o Director of Core should attend pre-semester meeting of CAS chairs and directors—another way to get the word out quickly and expediently.
     - o If deans are willing, able, and excited to participate in this process, great. But the whole engagement plan cannot hinge upon every dean's ability to participate.
     - o When reaching out to potential "core collaborators" or "core consultants," we need to be asking what kinds of people would make ideal collaborators? Leaders, influencers—champions AND skeptics. Who are the right people to have in these rooms?

- UUCC members discussed keeping current SLU initiatives in mind and at the fore as we talk about what a core can be and do. We need to keep asking (and finding good mechanisms for showcasing): What High Impact pedagogical practices are departments / units / colleges / programs currently modeling, and how might these help us create a SLU common core?
- Debie Lohe asked us to think about whether as a committee, we have already tacitly landed on a sub-set of HIPs that we think will inform our core creation process. For instance: integrative learning; common learning experience; service / community engagement; signature work?
- We also discussed the need to think through our own learning outcomes for each "phase" of our 2018-19 community engagement process. **What is the particular thing we need each event to accomplish and why**? What is the connective thread between all events, and how can we make that thread LEGIBLE to all?
- All events should produce "evergreen artifacts" (photos, images, documents, video) that can be posted to the Core website and will thus be accessible to anyone who wants to join into the process at any stage. This will also give us a way to showcase the intention and thought that is going into our effort to create a common UG SLU core.
- We will continue this discussion at our 7/24 meeting.

5. Presentation of Peer Core Financials by sub-group [Laura Franklin (chair), Bonnie Wilson, Mike Swartwout, Ness Sandoval, Bryan Sokol]
    - Laura Franklin led UUCC through a power point highlighting peer institutional approaches to funding a core revision process and also ongoing funding for innovative UG cores.
    - Laura then presented a DRAFT Core budget for SLU, as a working document the committee and the director can use to visualize the holistic cost of core creation / implementation / maintenance (both monetary and workload reallocation) and to advocate for what we need moving forward. This draft budget presents a vision for core implementation and attempts to capture the monetary / workload reallocation resources the initiative will demand.
    - In preparation for a visit from Stacey Harrington, Assistant Provost overseeing Financial Management and Support, we discussed the following issues:

- The challenges of budgeting for an ambitious new curricular initiative in these lean times at SLU.
- We are not sure where funding for the core comes from—now, or in the future. Might we be able to dovetail with Mission and Identity, Public Service and Community Engagement, Student Development, etc. for ways to fund parts of a new common core?
- As we roll out a staffing model for a new core (instructors, advisors, assessment, administrative assistance, etc.), we will need to keep in mind that some schools / programs have externally-defined limits on how many adjuncts can be delivering curricular requirements.
- We may need to think about whether a Core can be imagined / pitched as GENERATING revenue rather than just requiring resources.
- This is again an audience question…but thinking ahead: a common core distinctive to SLU can become a selling point for recruitment and a revenue-generating pitch to alumni.
- We asked if our current upper-administrative leadership changes might give the UUCC an opportunity to work directly with Dr. Pestello as we advocate for a dedicated and adequate core budget. An endorsement of the UUCC's efforts from the university president, in the form of a publicly-announced budgetary commitment, would be huge for building momentum.

6. Committee adjourned with questions in mind for Stacey Harrington, who will visit the UUCC on 7/24 to discuss the budget.