

## University Undergraduate Core Committee

January 27, 2021

Remote

9:00 am – 11:00 am

### Meeting Minutes

Attendees: Judy Geczi, Anne McCabe, Ellen Carnaghan, Sheri Anderson, Kim Druschel, Filippo Marsili, Michael Swartwout, Kyle Crews, Lauren Arnold, Ginge Kettenbach, Ellen Crowell, Bryan Sokol, Gary Barker, Peggy Dotson, Marissa Cope, Dan Kozlowski, Elena Bray Speth, Heather Bednarek, Jessica Leonard, Renee Davis, John James, Bobby Wassel, Atria Larson, Nathaniel Rivers, Tim Huffman, Wynne Moskop, David Kaplan, Steve Schoenig, Laura Rettig

#### 1) Call to order, Announcements

- New SLU Core website for prospective student is live: – <https://www.slu.edu/core/index.php>
- Core Director working with colleges / schools/ programs to identify which incoming FA21 students should be invited to be part of the FA 21 pilot (early adopters of the Core).
- Core Component Brown Bags begin 2/9 (every Tuesday 12:15-1:30 for all Core components) and all will be recorded / posted to Core faculty resources site: <https://sites.google.com/slu.edu/university-core-pilot/instructor-resources/core-component-brown-bag-presentations?authuser=0>
- 12/9 UCC minutes – add Ellen Carnaghan, Judy Geczi – Approved
- Personnel change: Dr. Dannielle Davis has stepped down from her position as Associate Director: Reflection-in-Action. RIA. Bobby Wassel will manage.

#### 2) Approval of January Core course/experience submissions

- UCC discussed process for reviewing courses for formal approval into the Core, using the January roster of 31 Ignite Seminar sections that the IS subcommittee recommends for approval for FA22 / SP23 Core launch year.
- Because some parts of the Google form were not working, UCC agreed to vote online by Friday, 1/29 on these courses. In the meantime, Core Director promised to get all links fixed to assure full review is possible.

#### 3) Discussion: FAQ topics for FAQ page on Faculty Resources website

- FAQ will appear on faculty resources website
- UCC members generated topics for both a “general” area and component-specific areas, each containing both questions and answers, this will be further built out with questions faculty members pose during the upcoming brown bag sessions on each Core component area.
  - General / Component specific questions: Why is IS application process different than the others? How will teaching in the Core impact my teaching load? Do I have to take an overload if I teach an Ignite Seminar or Cura Personalis? Are there additional syllabus statements expected for courses counting for the CORE? Is a course approved forever?

#### 4) Discussion: Eligibility for teaching Ignite seminars and Collaborative Inquiry Seminars (Paper three

- Because in discussing the proposed Core with colleges and schools in 2019 / early 2020, we were consistent in describing the Ignite Seminar as a course taught by “full-time faculty,” we had a disconnect when three submissions for Pilot came in from Honors, developed by non-faculty members. UCC agreed to discuss this issue and try to find a resolution before choosing seminars for the 2022-23 launch year. It should be noted that the Core Document is fairly, mute on this point: Ignite is described as a course taught by “faculty” in one place, “instructors” in another, and nowhere in the document does the UCC stipulate FT / PT status.

- UCC members discussed consequences of either holding fast to FT faculty stipulation, or opening this up to PT faculty / staff / administration. Some concern was voiced that the University could decide to have the Core taught by more staff members /adjunct faculty as opposed to addressing hiring needs for full time faculty.
  - Others noted that we now have long standing instructors in Student and Development that are qualified to teach IS but aren't full time faculty. Division between academics and Student Development at SLU is a problem, and the Core was supposed to begin to break down these barriers. Furthermore, do we know that we actually, have enough FT faculty to staff all the courses we will need to deliver for the Core?
  - UCC discussed the possibility of altering the language in Core Document to indicate (for the Ignite Seminar) "a strong preference for full-time faculty," as a way not to exclude others.
  - But, as another UCC member observed, would such a change need to go back to all colleges / schools for re-ratification?
  - Core Director agreed to take these concerns to Provost Lewis to see how we might thread this needle while staying true to the Faculty Manual / Instructor eligibility concerns
- 5) Discussion: Undergraduate Curricular Fellows program: Call for Applications and selection committee makeup (Paper four)
- UCC discussed how to reach out to undergraduates who might be interested in applying to become an Undergraduate Core Curricular Fellow. SGA mailers, social media, Newslink, UNews.
  - Students will be asked to identify one recommender (faculty / staff) and that recommender will be sent a link to a google form to fill out (NOT a letter of recommendation / we want a more streamlined process here.
  - UCC discussed amount of stipend, and observed that it should fall in line with other UG stipends offered on campus. But, UCC discussed that there is no real standard on campus for this, and we should just provide what we think is right and fair given the work.
  - UCC also discussed the oversight model to ensure that these fellows are getting mentoring and training that will make this experience useful for their future educational and career goals.
  - Core Director indicated that a draft "Call for Applications" would be circulated at February's full UCC meeting, and distributed to students by end of February with a mid-March deadline.
- 6) Adjourn

**Paper Two**

**(1) Core Leadership Team—Weekly Meeting Summary (1/26/20 – 2/16/21)**

Date	Agenda item	Outcome
1/26/21	<ul style="list-style-type: none"> <li>• Jay Haugen, Registrar: How Courseleaf interface will work for Core course/experience submissions</li> <li>• Draft: Call for applications for Core Undergraduate Curricular Fellows</li> <li>• Discussion: FAQs about Core that need to go up on Faculty Development website</li> </ul>	<ul style="list-style-type: none"> <li>• First orientation to Courseleaf that ADs will use with subcommittees. We now know more about what we don't know</li> <li>• Drafted initial parameters for Undergrad Core Curricular Fellowship program to bring to full UCC for discussion</li> <li>• Generated preliminary list of FAQs</li> <li>• Finalized schedule for Core brown bag series</li> </ul>
2/2/21	<ul style="list-style-type: none"> <li>• Discuss: what needs to be in the Core brown bag presentations / what are faculty and staff asking about the Core in general and each area more specifically?</li> <li>• Discussion of template ppt that Ellen will make for first brown bag on 2/9; others will build from this template</li> </ul>	<ul style="list-style-type: none"> <li>• Outline for ppt template – Core brown bag sessions</li> <li>• Finalized approach to brown bags (ppt presentations recorded, Q and A not recorded; where the ppts and recordings will live for those unable to attend)</li> </ul>
2/9/21	<ul style="list-style-type: none"> <li>• Core ADs reviewed Core Brown Bag ppt template in advance of 2/9 Ways of Thinking presentation</li> <li>• Review of Core Assessment plan in advance of Core brown bag series; all ADs should be ready to answer questions on assessment informed by this shared document</li> <li>• Discussion: Summer 2021 UCC subcommittee funding? Intention: to keep course review going over the summer to hit our goals for January 2022 / Fall 2022-Spring 2023 academic catalog</li> </ul>	<ul style="list-style-type: none"> <li>• Changes suggested and implemented in Brown Bag template</li> <li>• Core AD team gained clarity on overarching Core assessment plan; plan will be posted to Core Faculty Development website</li> <li>• Core AD team determined that not all Core curricular subcommittees would need to meet over the summer. Ellen Crowell will go to Provost with request for Equity and Global Identities, Ways of Thinking, and possibly Cura Personalis / Reflection-in-Action to meet 2x / summer. Compensation: \$500 in professional development</li> </ul>
2/16/21	<ul style="list-style-type: none"> <li>• Discussion: INTO students in Core Pilot? They would function like transfer students; could be a way to think through some transfer questions before Core launch</li> <li>• Feedback on 2/9 brown bag and prep for 2/16 Equity and Global Identities brown bag</li> <li>• Review: Draft of Call for Applications: Undergraduate Core Curricular Fellows</li> <li>• Planning for 2/24 Full UCC meeting</li> </ul>	<ul style="list-style-type: none"> <li>• Core AD team agreed that having some INTO students (those exiting their Pathway) in the Pilot would offer some valuable information about both international student and transfer student experience with first year Core experience</li> <li>• Prepared draft of UG Core Curricular Fellows call for applications to be circulated at 2/24 UCC meeting</li> </ul>

**(2) Subcommittee monthly digest**

For complete subcommittee notes, please visit the UCC 2020-21 shared drive folder:  
<https://drive.google.com/drive/folders/1Oq0OW0M-C9TVqTh5CU9j4jtPksNLf0Qk?usp=sharing>

FOR COURSE REVIEW: For all outstanding Core courses / experiences to be reviewed and approved by UCC:  
[https://docs.google.com/spreadsheets/d/1CF8tc-PJXuANCQy9wAyj8eT6s\\_f6wQkgPXSyr36Q1Dk/edit?usp=sharing](https://docs.google.com/spreadsheets/d/1CF8tc-PJXuANCQy9wAyj8eT6s_f6wQkgPXSyr36Q1Dk/edit?usp=sharing)

**“Courses Reviewed” Key:**

APPROVED
REVISIONS REQUESTED
AWAITING REVIEW

<b>Core subcommittee: Madrid</b>		<b>Meeting date(s): 2.3.21</b>
Courses reviewed	Other topics discussed	Actions recommended
NA: Madrid does not review courses through its Core Subcommittee	<ul style="list-style-type: none"> <li>Changes to courses and programs in St. Louis because of common Core.</li> <li>Training is a concern in a number of the Core components (e.g. EP 1, EP 2, EP 4)</li> <li>Identifying students for Fall 2021 pilot</li> </ul>	<ul style="list-style-type: none"> <li>Madrid members on STL-based Committees will check with Madrid AD and Madrid Program Directors before recommending approval of any Core courses/components.</li> <li>ADs in St. Louis work with Madrid to set up training sessions for Madrid faculty</li> <li>Identify a group of new incoming students (between 60 and 75) to invite to be early adopters of the Core for Fall 2021 (pilot). Find out which Colleges &amp; Schools in STL have provisions for this for their majors.</li> </ul>
<b>Core subcommittee: Ignite Seminar</b>		<b>Meeting date(s): 1.15.21</b>
Courses reviewed	Other topics discussed	Actions recommended
Words, Words, Words: It's All Greek to Me. CAS (Languages, Literature, Culture)	<ul style="list-style-type: none"> <li>Update on AD meetings: Courseleaf</li> <li>Update on scheduling of Ignite seminars for the Pilot year</li> <li>Reviewed Ignite Workshop to start in March</li> <li>Reviewed verbiage of Undergraduate Fellow “job description” for the Ignite sub-committee</li> <li>Assessment preview</li> </ul>	<ul style="list-style-type: none"> <li>Words, Words, Words, It’s all Greek (and Latin) to me. CAS (Languages, Literature, Culture) for the Launch year.</li> </ul>
none		
Local Civic Engagement and Agenda Setting. (Honors) Banned Books. (Honors) What Makes a Life Significant? (Honors)		
<b>Core subcommittee: Cura Personalis / Reflection in Action</b>		<b>Meeting date(s): 1.20.21</b>
Courses reviewed	Other topics discussed	Actions recommended

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N/A	<ul style="list-style-type: none"> <li>CP1 initial meeting for all pilot instructors held February 11, 9:30-11am. More in-depth workshop scheduled for April 9, Noon-3pm.</li> <li>Madrid CP1 instructors still being finalized; resources specific to these sections will be added to main resource page. Separate workshop will also be offered.</li> <li>Discussion on and approval of Student Fellowship description for CP/RIA</li> <li>Discussion/brainstorming of ideas for submission process for non-course CP2 and RIA proposals.</li> </ul>	<ul style="list-style-type: none"> <li>Anne/Paloma will finalize Madrid pilot instructors</li> <li>Bobby will create a table comparing the various components of the CP sequence in advance of the Brown Bag.</li> <li>Bobby will begin work on non-course submission forms for CP2 and RIA experiences (as well as CP1 section submissions).</li> </ul>
<b>Core subcommittee: <i>Eloquentia Perfecta</i> 1: Written and Visual Communication</b>		<b>Meeting date(s): 2.8.21</b>
Courses reviewed	Other topics discussed	Actions recommended
N/A	<ul style="list-style-type: none"> <li>WAC Director search update—reviewing additional materials and conducting targeted outreach</li> <li>Adding graduate student representative fellowship</li> <li>Instruction for the EP1 course (ENGL 1900)</li> </ul>	<ul style="list-style-type: none"> <li>Will draft and review a fellowship call (“invitation to serve”) to interest graduate fellows</li> <li>Next time discuss training and fulfillment of the visual communication component</li> </ul>
<b>Core subcommittee: <i>Eloquentia Perfecta</i> 2: Oral and Visual Communication and Creative Expression</b>		<b>Meeting date(s): No meeting</b>
Courses reviewed	Other topics discussed	Actions recommended
N/A	N/A	N/A
<b>Core subcommittee: Theological and Philosophical Foundations/Ultimate Questions</b>		<b>Meeting date(s): 2.12.21</b>
Courses reviewed	Other topics discussed	Actions recommended
N/A	<ul style="list-style-type: none"> <li>Website updated with UQ material approved by subcommittee</li> <li>Undergraduate representative; call for applications; graduate student liaison from philosophy or theological studies</li> <li>Instructor development plan, initial drafting</li> </ul>	<ul style="list-style-type: none"> <li>Put out undergraduate call; reach out to 2 departments for graduate student liaison volunteers</li> </ul>
<b>Core subcommittee: Equity and Global Identities</b>		<b>Meeting date(s): 2.12.21</b>
Courses reviewed	Other topics discussed	Actions recommended
N/A	<ul style="list-style-type: none"> <li><b>Assessment</b> Marissa Cope explained the subcommittee role in assessment. Subcommittee will help develop rubric, review assessment data, take stock of what we have learned, and determine whether revisions are needed.</li> <li><b>New EGI webpages</b> Discussed questions that might be asked and addressed.</li> </ul>	<ul style="list-style-type: none"> <li>Subcommittee recommends that instructors turn in prompt with artifact collected for assessment.</li> <li>Contribute questions to F.A.Q page.</li> <li>Consider moving resources to a Pius library site (similar to CP) and linking to that site.</li> </ul>

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	<p>Continue to add to list of general resources for de-centering curriculum and list of resources for each EGI attribute.</p> <ul style="list-style-type: none"> <li>• <b>Presentation for Feb. 16 EGI brown bag</b> Reviewed draft powerpoint and made suggestions; agreed presentation should be brief. It will be helpful for members of subcommittee to monitor the chat and run slides.</li> <li>• <b>Description for EGI Undergraduate Student Fellow position</b> Important elements include ability to connect with other students and experience looking at questions about identities and social systems.</li> </ul>	<ul style="list-style-type: none"> <li>• Roles for Feb. 16 presentation: Laura will record and take notes. Ellen will show slides while Wynne narrates. Joya will monitor the chat.</li> <li>• Draft description and send to Core Director.</li> </ul>
<b>Core subcommittee: Ways of Thinking</b>		<b>Meeting date(s): 2.10.21</b>
Courses reviewed	Other topics discussed	Actions recommended
N/A	<ul style="list-style-type: none"> <li>• Welcomed Scott Berman (CAS-Philosophy)—one-semester replacement for Katrina Thompson (CAS-History)</li> <li>• Discussed questions from SLU community emerging from 2/9 Ways of Thinking brown bag</li> <li>• Reviewed subcommittee course submission and vetting procedure</li> <li>• Discussed possibility of meeting over Summer 2021 to keep course approvals on track for FA22 launch</li> </ul>	None
<b>Core subcommittee: Collaborative Inquiry</b>		<b>Meeting date(s): 2.8.21</b>
Courses reviewed	Other topics discussed	Actions recommended
N/A	<ul style="list-style-type: none"> <li>• Discussed the student fellow position and the wording for Collaborative Inquiry</li> <li>• Discussed and approved content for the google site</li> </ul>	<ul style="list-style-type: none"> <li>• Publish Google site content</li> <li>• Work on brownbag presentation</li> </ul>

**Paper Three:****Draft Call for Applications:****Undergraduate Core Curricular Fellows 2021-22**

Starting in the Fall 2022 semester, Saint Louis University will require that all undergraduate students complete the [Saint Louis University Core](#), an integrated intellectual experience completed by all baccalaureate students at SLU, regardless of major, program, college, school or campus. The Core will offer all SLU students the same unified approach to Jesuit education guided by SLU's institutional mission and identity and our [undergraduate Core Student Learning Outcomes](#). In recognition of the important contributions our undergraduate students make to shaping the SLU experience for future students, the University Undergraduate Core Committee (UCC) invites current SLU undergraduates to **apply for one of eight Undergraduate Core Curricular Fellowships**.

Students identified as Core Curricular Fellows will serve one-year terms on one of the UCC's eight Core Curricular Subcommittees, where they will assist in the review of courses submitted to count for the Core. Working in collaboration with the faculty members populating each subcommittee, and formally mentored by the Chair of their subcommittee, Undergraduate Core Curricular Fellows will gain rich, multidimensional insight into course and curricular design in higher education. Descriptions of each subcommittee area can be found below. Please note: students are free to apply to more than one subcommittee; however, Core Curricular Fellows will serve on only one subcommittee.

**Details:**

Application period:	March 1 – March 19 <sup>th</sup> , 2021
Term of service:	One year (August – May) Fellows will be eligible to re-apply for up to one additional term of service
Eligibility:	Undergraduate status at Saint Louis University (St. Louis / Madrid) through at least May 2022
Stipend:	\$1500 stipend per academic year
Application:	Students fill out online application form and provide the name and contact info for one recommender (faculty / staff)
Application Deadline:	March 19, 2021
Fellowship term:	Fall 2021-Spring 2022 academic year

**Page Four:****Subcommittee Areas:****Ignite Seminar**

**The Undergraduate Core Fellow for the Ignite Seminar** should have a passion for transformative undergraduate learning imbued with the history and philosophy of Ignatian teaching, and use of the Ignatian pedagogical paradigm. Ignite seminars are the foundational course for the core and showcases the rich interplay of intellect and identity, wonder and certainty, rigor and play that characterizes academic inquiry rooted in the Ignatian ideal of care for the whole person (*cura personalis*). Ignite Seminars also guide students to identify and explore the questions that ignite their own sense of wonder and urgency.

**Cura Personalis and Reflection-in-Action**

**The Undergraduate Core Fellow for Cura Personalis and Reflection in Action** should be committed to helping SLU students engage in meaningful experiences with both on and off campus communities, and in reflecting on how such experiences influence their personal development and vocational discernment. The student fellow for this subcommittee will participate in the review and approval of instructors, courses, and extra-curricular activities that will meet the 3 experiences of Cura Personalis as well as the Reflection in Action attribute.

**Theological and Philosophical Foundations**

**The Undergraduate Core Fellow for Theological and Philosophical Foundations** will work with faculty and staff across the university and from the departments of Theological Studies and Philosophy to review proposed courses that will challenge all students to reflect on their own and others' worldviews by wrestling with "ultimate questions" in dialogue with the Catholic, Jesuit tradition. The ideal representative will be the type of person whose mind and conversations center on "ultimate questions" of life and meaning, who has a passion for the Catholic, Jesuit identity of SLU, and who has an interest in productive and engaged dialogue across worldviews.

**Eloquentia Perfecta: Written and Visual Communication**

Coming soon

**Eloquentia Perfecta: Oral and Visual Communication and Creative Expression**

Coming soon

**Equity and Global Identities**

**The Undergraduate Core Fellow for the Core Equity and Global Identities attributes** will help advance the Core's "commitment to helping students understand the world in which they are living so that they can better advocate for justice and act in solidarity with people who are disadvantaged and oppressed." The EGI Subcommittee discusses questions of human dignity, equity, and identity; how these questions are embedded in and shaped by social systems; and how students can advance social justice in our interconnected world. Experience connecting with students from diverse backgrounds and actively engaging in issues related to identities and social systems will be a plus.

**Ways of Thinking**

**The Undergraduate Core Fellow for Ways of Thinking** should be curious about how learning different approaches to knowledge acquisition enhances intellectual creativity and flexibility. The Ways of Thinking distribution in the University Core requires students to complete four courses of their choice in four different disciplinary areas: Quantitative Reasoning; Aesthetics, History and Culture; Social and

Behavioral Sciences; and Natural and Applied Sciences. Because so many courses at SLU will count for this Core area, the Undergraduate Core Fellow for Ways of Thinking will engage with the breadth and depth of undergraduate coursework offered at our University, and will in identifying and championing the kinds of courses SLU students would like to see populate these four areas.

**Collaborative Inquiry**

**The Undergraduate Core Fellow for Collaborative Inquiry** should be interested in looking at problems from multiple perspectives and attracted to questions that do not have a fixed answer. Because all Collaborative Inquiry courses involve students reflecting upon their experience in the Core, the Undergraduate Core Fellow for Collaborative Inquiry will help the subcommittee understand integrative, synthetic learning from a student perspective. Another thing that makes the work of this subcommittee interesting is that many people will be submitting proposals that will be developed into courses. "