

Attendees: Ellen Crowell, Tim Huffman, Nathaniel Rivers, Allen Brizee, Marissa Cope, Jessie Headley (stand-in for Grace Lopiccolo), Joya Uraizee, Elena Bray Speth, Lauren Arnold, Fr. Mike May, Renee Davis, David Kaplan, Dan Kozlowski, Ali Fusunoglu, Fr. Steve Shoenig, Ben Perlman, Liz Burke, Atria Larson, Sheri Anderson, Heather Bednarek, Kathy Kienstra, Jesse Helton, Maria Jose Morrell, Natasha Case, Carolyn O’Laughlin, Jackie Barnes, Bobby Wassel, Benton Brown, Paige Chant, Hamish Binns

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 UCC 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 UCC 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