Attendees: Bobby Wassel, 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 Fisunoglu, Fr. Steve Schoenig, Liz Burke, Atria Larson, Sheri Anderson, Heather Bednarek, Kathy Kienstra, Jesse Helton, Maria Jose Morrell, Natasha Case, Carolyn O'Laughlin, Jackie Barnes, Bobby Wassel, Paige Chant, Grant Kaplan, Peggy Dotson, Kyle Crews

1. Call to Order / Announcements

- Ignite Brown Bags are underway, first one 2/27, 5-7 people present (how do you talk to students about what Ignite is, and other challenges)
    - 2 more (1 in March, 1 in April)
    - Focused on topical discussions

- Collaborative Inquiry Initiative
    - Experimental course proposal (2 semesters of teaching experimental
    - First workshop 2/27
    - 36 submissions to the experimental portal
    - David- Summary of courses received (sorted by department)
        - It still needs work on improvement:
            - Recruitment
                - Still science light (need more science courses)
                - Scheduling
                    - Heavy favoritism towards 75 min time slot (but need more options for 50 min time for student flexibility)
                    - Offering them at times when all students can take them
                - Most are converting existing courses
        - No reason to put off the experimental portal (don't want to have so many courses to approve last minute)
        - Lauren- question of adding Monday/Wednesday classes to Registrar (offering more two-day slots than Tuesday/Thursday)
            - Space is a challenge, doesn't mean we can't have a conversation

- SLO 4 and SLO 6 Assessment Update
    - Bobby and Allen
    - Allen
        - The SLO 4 rubric is basically finished
            - Ready to bring it to UUCC for final review
            - Testing the rubric in a few weeks and signing up people for the actual assessment process

- Collected artifacts from Fall 2023
  - Marissa
  - Which artifacts we can assess question (student ID numbers)
  - 2 different assessment cycles
- Marissa
  - Rubric won't come to UUCC until after assessment
  - Testing occurring on March 28 (Bobby)
- Joya
  - SLO 6
    - Feb 9 pilot
    - Much time discussing rubric
    - One artifact, a 2-page artifact from Business School
    - Need to make some changes
    - 6 in the room, 3 from UUCC, 3 from outside
    - Revised draft shared with Marissa
    - Good testing session (Marissa)
      - Good representation
      - Conversation of what this means

2. Approval of Minutes from 1.31.24

- Motion to approve
  - Sheri and Dan
  - Approved

3. Approved Courses

Ignite

CORE 1000: Tragedy, Foolishness, and God(s)
CORE 1000: Power, Money, and the Science of Human Nature
CORE 1000: Encountering the Qurʾān
CORE 1000: The Outdoors, Wilderness, and Ignatian Spirituality
CORE 1000: The Social Dimensions of Emotions
CORE 1000: Worldmaking
CORE 1000: Hurting and Healing Reimagining Religion
CORE 1000: Religion and Science Fiction
CORE 1000: Gaming and Community

(All Approved)

Reflection-in-Action
ANTH 2510: Asylum: Sanctuary in a Bordered World

(Approved)

Eloquentia Perfecta: Writing Intensive
ENGL 3212: Dark Academica
ENGL 4022: Writing for the Gaming Industry
ARTH 2030: Art and Philosophy
ARTH 4900: Research Methods
NURS 4147: Research and Evidence-Based Practice
POLS 4510: Democratization
EAP 2850: Nation, Identity, and Literature

(All approved)

Identities in Context
ANTH 3410: Psyche: Culture and Power
SOC 2310: Live Long and Prosper: Cultural Sociology and Star Trek

(All approved)

Global Interdependence
ANTH 3460: Global Mental Health
FREN 2590: Women Writers, Conflict, and Social Change in the French-Speaking World

FREN 4290: Conflict and Social Change: Women Writers in French

(All approved)

Ways of Thinking: Aesthetics, History, and Culture
FREN 2590: Women Writers, Conflict, and Social Change in the French-Speaking World
FREN 4290: Conflict and Social Change: Women Writers in French

(Liz and Ellen check on SPAN3010- Double check for Sheri)

(All approved)

Ways of Thinking: Social and Behavioral Sciences
ANTH 2510: Asylum: Sanctuary in a Bordered World
ANTH 3410: Psyche: Culture and Power
SOC 2310: Live Long and Prosper: Cultural Sociology and Star Trek
ANTH 3460: Global Mental Health

(All approved)

Collaborative Inquiry (non-experimental)

> AENG 4004: Flight Vehicle Analysis and Design I
> (All approved)

> CORE 4101: Are We Alone in the Universe?
> ENGL 4160: Deep Narratives: From Microbiomes to AI
> SWRK 3600: Financial Capability and Asset Building Practice
> THEO 3840: Theology, Beauty, and Monsters
> (These four were already approved)

4. Discussion of Worksheet Revisions (Bobby and Joya)

- The ultimate goal- put worksheets into CIM as questions, get rid of paper worksheets altogether, and leave them as only the online course submission process
- Cura Personalis 2 Revision Worksheet (Bobby)
  - Fold in CEC as questions in boxes (help text)
  - Eliminates CEC questions
  - Started with CP2 just to make sure it was okay, will work on CP3
- Global Interdependence Revision Worksheet, (Joya)
  - Started with GI because it is being assessed (then will move to Identities and Dignities worksheets)
  - Moving Essential Criteria up
  - SLOs were ambiguous
    - Eliminate confusing language
  - Focused on "Global" and "Interdependence" and removing redundancy and ambiguousness
  - Added extra questions for assignments/artifacts clarification for faculty (stuck on at the end)
- Sheri's question- within Global Interdependence does it have to be within relation to the U.S.? → Joya- No, how do they depend on each other, does not relate to U.S. or economic dependence
- Get thoughts from UUCC (gaps, issues?)
  - Atria (Ultimate Questions)- Leadership meeting, every subcommittee working separately, pulling essential criteria to Core Component Learning Outcomes together
    - Not being addressed- How are these worksheets being used moving forward? How are they going to be used by future faculty members?
    - Need a policy within the department of what they are doing with these and to bring everybody in to discuss outcomes
    - (Gary)- courses belong to departments and not separate faculty members
    - Departments need communication
    - How do we address that? What do we need to do with these moving forward?

- ○ Joya
    - ■ Something in the syllabus to indicate if multiple faculty are using it?
- ○ Elena
    - ■ Hard to get by department chairs
    - ■ Wonder if it can be a low-level request to chairs to keep worksheets submitted when the course was designed as part of the pack with the syllabus, and keep the worksheet attached for years later as an acknowledgment (something needed to keep with the syllabus when passed down from instructor to instructor)
    - ■ Faculty-facing and admin-facing syllabus that has a preface of the worksheet?
        - ● But what about old disappeared courses
- ○ Sheri
    - ■ Wonder if there can be an additional question the chair of a department has to sign off to to agree that the faculty will be taught in and reaffirm the core and that they will be fulfilled
- ○ Fr. Steve
    - ■ Are worksheets kept in KIM?
    - ■ Once it's approved they disappear (Joya)
    - ■ Negative of digitalness- once it's approved it's gone into cyberspace
        - ● HUGE PROBLEM
        - ● Can they be housed in Course Leaf? (Marissa and Ali)
        - ● Jay question?
        - ● Can they bring it back after once it is approved in Work Flow?
            - ○ Question for software
    - ■ Atria- Work on for summer project?
        - ● Have for our records?
        - ● Google Folder to gather all worksheets so Liz and Ellen can have access
        - ● Collecting syllabi as well?
    - ■ David-
        - ● A Jay question- something to be added to Banner? So faculty members be alerted?
    - ■ Sheri-
        - ● Canvas? On the menu- Core Learning Outcomes in Canvas shelves, automatically populated
    - ■ Dan-
        - ● Email
        - ● Pull it from Class, (Liz has filter codes) with instructor names on it and what they are teaching
            - ○ Liz- it's easy to pull but can be a lot (cumbersome)
    - ■ David-
        - ● Make sure that we like the revisioned worksheets, is this something that subcommittees should move towards?

- - ○ Agreement on:
      - ■ Having questions and condensing
    - ○ Lauren- is copy and pasting still going to happen, is that okay?
    - ○ Joya/Lauren- could we not have CLOs and SLOs at the top? (not to eliminate questions, but not to have questions in boxes)
    - ○ Marissa- prefers to leave the box as is (that is where the assessment is taking place)
  - ● CCLOs- Can we touch CCLOs and decrease them? (David)
    - ○ If there are 4 CCLOs, are there any concerns collapsing into 3? Marissa- that's a question for Ellen
      - ■ Would possibly have to go through colleges again
    - ○ Marissa- SLO 6 is a good example
  - ● Joya- should we be framing questions also for SLOs?
    - ○ Marissa (and Tim)- That's the tricky part, it's different for almost every subcommittee
    - ○ Problem with not having rubrics done just yet
  - ● Marissa- Clarifying oral presentations not being artifacts in SLO 6
    - ○ Oral presentations will need to be recorded to make it an artifact (Recording makes it okay!)

5. Discussion of Ignite Workload

- ● A question that came up in the Ignite brown bag yesterday (2/27)
- ● How can we provide guidelines?
- ● Ellen piloting 2 part workshop in Madrid in May first then here in August
- ● Grant-
  - ○ 5-6 hours of work outside of Ignite already
  - ○ The starting place will be standard guidelines
  - ○ The amount of work is the best place to start the conversation
  - ○ Time spent out of class
- ● Mike
  - ○ Specify by section rather than by student
  - ○ The median student at SLU spends 10 hours of work outside of class (for freshmen through seniors)
  - ○ Communication useful
  - ○ Needs section average
  - ○ What is the average number of work being assigned? What are students actually doing outside of class?
- ● Marissa
  - ○ One of the questions in student evaluations for SPS has it, but not Blue
- ● Liz- for future → get better data
- ● Joya- how do we quantify outside of reading and writing
- ● Question of Relationship to Ignite to Collaborative Inquiry
  - ○ Conceptually what is the challenge for the Ignite Seminar

- ○ Giving students credit, might not be describing the actual workload when asking about challenges (not enjoying the intellectual challenges, not intellectually interested)
- Liz-
  - ○ Students are having conversations with each other and are comparing with others
  - ○ Concerned with intellectual challenge
  - ○ Do some research on first-year experience over the summer
- Joya- interested in doing more than how long are you spending outside of class
- Mike- build a survey for Ignite Instructors on what you expect and then share it with instructors
  - ○ Instructors need to know that students are going to chat with themselves
  - ○ Have ground rules
  - ○ Compiled and shared with instructors
- Tim-
  - ○ Following Mike, Ignite is specifically outside disciplines when situated in the core
  - ○ It is locked down and it is not 9 and it is not 1
  - ○ We have the same responsibility across disciplines
- Sheri
  - ○ Students ask why they have to take this class → miscommunication
- Ali- might not care about the classes but care if they are all the same
- Joya
  - ○ Pick the brains of instructors who won the awards because they obviously did something right (lol)

6. Adjourn
 (Motion to adjourn APPROVED)