

**UCC Meeting
July 23, 2019**

Attendees: Ellen Crowell, Judy Geczi, Gary Barker, Jennifer Rust, Kelly Lovejoy, Ness Sandoval, Bill Rehg, Kim Druschel, Ryan McCulla, Paul Vita (remote), Chris Thomas (remote), Peggy Dotson (remote) Amber Johnson, Devita Stallings

- 1) Call to Order and comments from Core Director
- 2) Discussion of SLO #2 and how it relates to a possible disciplinary distribution within the core

begs two questions: what do we mean by disciplines, and how many should a) the core as a whole ask students to engage with, and b) should the integrative seminar in particular ask students to engage with.

courses (Eloquentia Perfecta, Quantitative Reasoning, Creative Expression,

Discussed how many disciplines would need to be integrated to solve a complex problem in this course: UCC determined that the number should be at least two, but agreed that mandating more than that would likely inhibit robust faculty involvement in the delivery of this course. And this one, like the FYS, needs a lot of dedicated faculty from many different areas of campus.

Question arose: should the UCC mandate that the two disciplinary areas be distinctly divergent? As in, could a History / English integration work (Humanities), or would it need to be History / Biology (Humanities / Natural Science)?

Group noted that what the SLO calls for is integration of multiple disciplines. But this does not give a number or type for the Integrative Seminar. A synthesis of two disciplines can be very powerful. Too many limits on this will limit both participation and creativity.

bear on a complex problem will at least in part come from their own knowledge from their major program of study in this way, integrating the core and major as well as the two (or more) disciplines at the heart of any such course.

decision when drafting the SLOs. Not all comp instead, the SLO language coalesces around question and inquiry. Integrative seminar subcommittee took this on and (MAY HAVE?) agreed to shift

have a

Purpose of this course is to APPLY knowledge

from multiple perspectives to the collective (SLO8) project of wrestling with complex questions.

As UCC began to talk about what fits into any distribution (and whether that distribution needs to be broadly disciplinary, or if there is another way to distribute by SLOs) that would prepare students for such a synthetic course, attention shifted to SLOs 5 and 6. Decided those needed to be discussed before we could return to SLO 2 and the question of distribution.

3) Discussion of SLO #5 and 6 and how both relate to distribution within the core

Amber Johnson talked the committee through the work she, Emily Lutenski and Kelly Lovejoy completed on SLOs 5 and 6

Noted that _____ instead, its goal is to get students to think about how identity is constituted and shaped by systems of power and privilege. This is about intersectionality, systemic injustice, equity. In this sense, SLO 5 and SLO 7 are very close in both scope and intention. [a question asked but not discussed: could a foreign language course fulfil this requirement?]

Amber and Kelly discussed that these two SLOs should be introduced early (SLO 5 has clear and important connections to the FYS and Cura Personalis as currently drafted, for instance) but that both SLO 5 and 6 should have their own courses (not flags or designations) in the core and further proposed that the distribution could be imagined as happening by SLO only, with departments / colleges free to populate any area as long as they refashioned courses to meet SLO learning outcomes.

Sideline conversation: Larger principle discussed: the only SLOs that we should think about having students meet with a _____ are SLO 9 and maybe 8

_____. UCC agreed that SLO 9 can be met with a flag / designation and in a variety of ways determined by student / program / advisors. Agreed too that there would have to be a COMMON ARTIFACT produced after a study abroad experience, a practicum, an internship, an immersion, etc. so that this SLO can be assessed.

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SLOs needed their own dedicated courses in the core. All present agreed that it made sense to think about devoting a course in the distribution to SLO 5 (and perhaps a slot in the distribution related to SLO 5 and 7 together.) There was _____ whether SLO 6 also warranted a lodgment, and this question needs more discussion. But also discussed the clear feedback from SLU community that observed that

UCC looked together at three other universities that have attempted something more interesting than strictly disciplinary distribution in their cores, and noted that most

Agreed that in order to highlight the connection between SLO 5 and 7, and

instead was about how identity is constituted and mediated through cultural systems.

Agreed that Quantitative Reasoning would NOT be part of the distribution, because the skills it ensures are foundational to the distribution. Connected instead to core competencies along with Eloquentia Perfecta

Boardwork:

SLU Core Draft distribution areas (imagined as preparing students for	Possible ways to think about areas, from a variety of other colleges and schools, including Notre Dame, Barnard, Linfield College, Duke
Identity in Relation (SLOs 5 and 7) Global Interdependence (SLO 6) Natural Sciences and Technology Ethics (SLO 1 and 7) Jesuit Foundations (Theo / Phil) (SLO 1)	Individuals, Systems and Society Global Inquiry Cross-Cultural Inquiry The Natural World Science, Technology and Society Moral and Philosophical Inquiry The Vital Past [history, art history, literature, film, cultural studies]

What this approach above (in green) misses:

Humanities / Social Sciences not connected to theme of Individuality in Systemic relationship or Global Interdependence

What other universities add:

What to do about the Social Sciences / Languages? Noted that SLO 3 calls out Qualitative

literature, history, theology, philosophy classes, qualitative data analysis is another thing entirely and should we ensure (via a social sciences requirement) that students get this exposure? Also, where can LLC participate here?

Agreed to return to these SLO 2 / distribution questions at start of meeting on 7/30, and also move forward with SLO unpacking work, focusing on SLOs 1,3,7 and 9. SLOs 4 and 8 seem to need the least attention, so we may be finished with this SLO work after 7/30.

Adjourn

