

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:

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

learning? UUCC has been movi

Who are the audiences for assessment data and modes of showcasing positive outcomes?

How do other universities approach the assessment of extra- or co-curricular elements of a core?

What kinds of artifacts get assessed and whether we can move away from a writing-only model?

What are some best practices around faculty engagement in assessment and funding that engagement?

How can we 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

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:

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.

Director of Core should attend pre-semester meeting of CAS chairs and directors – another way to get the word out quickly and expediently.

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
-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?

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 GENERATING revenue