

Attendees: Ellen Crowell, Liz Burke, Marissa Cope, David Kaplan, Atria Larson, Bobby Wassel, Benton Brown, Natalie Floeh, Joya Uraizee, Nathaniel Rivers, Lauren Arnold, Elena Bray Speth, Camille Smith, Annie Smart, Heather Bednarek, Dyan McGuire, Mike May, Gary Barker, Kathy Kienstra, Kyle Crews, Hamish Binns, Kathleen Armstrong, Corinne Wohlford Mason, Genevieve Keyser, Anne Carpenter, Katie MacKinnon, Ben Perlman, Natasha Case, Ryan Day, Paige Chant, Nicole Mispagel

1. Call to Order / Announcements

- Yesterday, the Core hosted its first student workshop. The workshop's goal was to show undergraduate students how the Core is intentionally designed and how the different pieces reinforce each other. The workshop was piloted with Honors students.
- The University Assessment Director shared an HLC update: The Year 4 assurance argument is due in a month, and she and the Associate Provost for Assessment and Accreditation are currently working on that.
- UCC discussed if the CAS faculty council should have a formal Core representative. It was decided that a template of post-meeting recap would be helpful for UCC reps to take into other curricular/departmental meetings that they sit in on. The template will include: (1) classes that have been approved for the Core in the representative's college and what Core areas they now count for, (2) any changes to bylaws, (3) any discussions had/returned to, (4) any action items for representatives.

2. Approval of Minutes from 9.3.25

- Bobby Wassel first approver; Benton Brown second; no opposition.
- Minutes approved.

3. Course approvals

Cura Personalis 2: Self in Contemplation

International Business Ethics and Sustainability Case Competition (Co-curricular)

Reflection in Action

NURS 4350: Complex Care Practicum

International Business Ethics and Sustainability Case Competition (Co-curricular)

Eloquentia Perfecta: Oral and Visual Communication

PUBH 2800: Applied Health Communication & Design

Eloquentia Perfecta: Creative Expression

ART 1450: Sculpture: Gargoyles and Grotesques

MENG 1000: Design Thinking

Eloquentia Perfecta: Writing Intensive

EEGS/EAS 2450: Communicating in Science

ENGL 3650: Science Fiction

ENGL 3670: The Story of Sports

PHIL 3256: Faith and Reason: Explorations in Philosophy of Religion

PHIL 3301: Being Human

Identities in Context

ASTD 2550: American Leisure and Pastimes

Global Interdependence

SPAN 4090: Spanish Sociolinguistics

Ways of Thinking: Aesthetics, History & Culture

ASTD 2550: American Leisure and Pastimes

CHIN 3200: Contemporary Chinese Popular Culture

Ways of Thinking: Social & Behavioral Sciences

SPAN 4090: Spanish Sociolinguistics

Collaborative Inquiry

ASTD 3550: Introduction to Museum Studies

ENGL 3630: Disaster Narratives

SPAN 4835: Making History: From Warriors to C21st Citizens

(All courses approved)

4. Discussion of Draft of Revised Core Bylaws

- The language added to the bylaws codifies what is already done in practice.
- If the UCC votes to change the leadership structure as well, then pertinent changes will be made to the bylaws' membership list, post-approval.
- A vote to approve the proposed updates to the Core bylaws (version 5.0) was held. Dyan McGuire gave first motion to approve; Elena Bray Speth gave second motion to approve. All were in favor, and none were opposed. The new bylaws were unanimously approved by UCC but will not move forward for approval from CADD until membership structure is determined and approved at a later date.

5. Discussion of Draft of Revised Core Curricular Oversight Structure

- It was shared that one goal of the new structure is to minimize the Core's footprint across the university. As such, all changes to the structure except the addition of an Associate Director for Assessment and Professional Development would be a consolidation.

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- A member expressed that an Assessment AD should not dilute the work of subcommittee members or remove them from the context of assessment when they are approving courses.
- A member proposed that the Reinert Teaching Center could identify a person to be the professional development liaison who closes the loop for each Year-3 SLO, rather than a floating AD doing that work. It was also suggested that the Core Office could build in more assessment support for ADs and subcommittees during years 2 and 3.
- The UCC discussed whether to combine the Ignite Seminar and Collaborative Inquiry Associate Director positions into one Open Seminars Associate Director position that would oversee both areas.
 - A member pushed back on the combination, stating that both components are highly important and a single committee may not be able to do them justice.
 - Another member asked what the workload would be for the Open Seminars AD, because reviewing/approving and overseeing courses across two distinct areas of the Core would be a lot of work. It was then suggested that as long as the Ignite Seminar and Collaborative Inquiry vision remained consistent and connected, two ADs who stay in conversation could carry out this work.
 - Some members were in favor of the combined Open Seminars position as they saw the parallels between Ignite and CI from their own teaching experience. Others saw the parallels but felt they should remain separate since the first-year experience and junior/senior year experience are so different. The Equity and Global Identities subcommittee chair shared that reviewing courses that span 1000-4000 levels is not a problem, as she does it in her curricular subcommittee without issue.
 - A member on the Cura Personalis curricular subcommittee mentioned that her committee reviews courses spanning the full CP sequence and therefore spanning first-final years of a student's undergraduate career. She finds it beneficial for one group to review courses of different levels that all contribute to the same overarching experience.
 - The co-chair of the Ignite Seminar subcommittee shared that her subcommittee does not do SLO assessment like the other subcommittees do and they review fewer course submissions, so their workload is smaller than the others; combining ADs could better utilize the time of the people on that committee.
- A member shared that he finds it beneficial to have more Associate Directors rather than fewer because more ADs would mean a higher likelihood for non-CAS representatives in the leadership.

- Another member asked about staggered terms and term limits. It was explained that the Director's term will be staggered with the Associate Directors' terms going forward. The UUCG decided to table the discussion of term limits for a future meeting.
- The UUCG discussed whether to combine the Eloquentia Perfecta Associate Director position into one that oversees all four EP components or to keep them separate (one for Written and Visual Communication and Writing Intensive; one for Oral and Visual Communication and Creative Expression).
 - The Associate Director for OVC and CE shared that he sees value in the EP committee as a singular whole that oversees the full EP vision. The Associate Director for WVC and WI expressed that one committee makes sense conceptually, but in practice it would be difficult to find one person who can do it all.
 - The undergraduate student representative shared that while some students may see the connection between WVC, OVC, CE, and WI as one sequence based on the shared SLO's, many do not. Another representative shared that he hears students talk about the EP courses as very separate.
 - It was suggested that the oversight structure might need to allow for the flexibility to split the positions back up in case a candidate qualified for the superposition does not surface.
- Some members pointed out the importance of curating subcommittee representatives so that pertinent disciplinary expertise is available; this would include coordination with the expertise of the Associate Directors.
- A member suggested that a grad student could be hired to do the logistical/organizational work for assessment, but not the visionary work, which would remain with the faculty. He expressed that ultimately there is an ongoing need for a staff person to help the University Assessment Director with assessment logistics.
- From a show of hands, it was evident that most members were onboard with combining the Ignite Seminar and Collaborative Inquiry Associate Director positions, though a few were opposed. Also from a show of hands, it was clear that none opposed combining the Eloquentia Perfecta Associate Director positions.
- The Core Office will prepare both options for a new Core oversight structure and bring those back to the UUCG in November for a vote.

6. Discussion of Core Credit Hours

- Since its inception, the Core course review process has been operating under the rule that one course can not count for more than one credit-bearing component (e.g., both

Collaborative Inquiry and Ways of Thinking). This rule is not explicitly stated in the Core document, so it would be helpful to codify this practice.

- The rationale behind the rule is that SLU's Core is not just based on learning outcomes but also based on time spent (e.g., 15 hours studying the humanities vs 15 hours learning how to solve complex problems).
- This discussion will be continued at the next UCC meeting.

7. Adjourn