

UUCC Meeting Minutes 11.20.2018

In Attendance: Ellen Crowell, Gary Barker, Laura Franklin, Bill Rehg, Ness Sandoval, Kim Druschel, Ryan McCulla, Emily Lutenski, Michael Swartwout, Joseph Nichols, Jenny Agnew, Lauren Arnold, Devita Stallings, Ginge Kettenbach, Peggy Dotson, Louise Neiman, Laura Rettig, Katlin Kouns

1. Announcements, updates

- Schedule for rest of semester into spring:
 - 11/27 regular meeting (last presentation)
 - 12/4 no meeting: UUCC members attend Parks workshop if desired / needed
 - 12/11 final meeting / planning for Spring 2019
 - First meeting of SP19: 1/15 (Same location, same time)
- 11/27 Undergraduate workshop: 64 students signed up so far:
 - CAS 38
 - PHSJ – 9
 - Parks 5
 - SOB 3
 - Medicine 3
 - Doisy 2
 - Nursing 2
 - Education 1
 - SPS 1
- 12/4 Parks workshop (32—need a few [3 or 4?] members) who won't be participating in teams to float as photographers, note takers, question answerers, comment recorders.
 - Call for Core submissions will go out in a longer “Message from Core Director” on or before December 1, 2018.

2. Sub-committee presentation: Common Intellectual Experience

- Best practices (Kim) First Year Experience models (FYE) have been around since 1980s. Such models stress:

- Close interaction with faculty, in-depth work
- Cross disciplinary thinking
- Tiered student support
- Student interests with meta majors
- Treat students as partners
- Diversity
- Real-world applications
- Summer Bridge Programs
- Developmental education
- SLU Core Invention Workshop data (Devita): Our workshops produced multiple approaches to common intellectual experiences that could be built into our new common core. The areas of thematic focus of such courses / experiences include:
 - Life skills
 - Well-being
 - Introduction to the Jesuit Tradition, Jesuit Mission
 - Contemporary local and global problems
 - Social justice
 - Writing Intensive Seminars
- Peer institutional approaches to common intellectual experiences (Emily):
 - Asked: What do other universities CALL these common experiences?
 - What are examples of the topics?
 - Most common thing in the 11 schools is a 3 credit FYS taught by 1 instructor.
 - SOMETIMES, there is a corequisite class (same group of students, often there is a writing component).
 - The most integrative model for a common intellectual experience comes from Boston College. Two semester sequence:
 - Fall 6 credit, team taught course team taught called ‘Complex Problems’
 - Spring 2 linked classes in disciplines [tend to have a title and subtopics]—integrative

General observations: There’s a great deal of overlap between the synthetic work of Devita’s presentation from the workshops and what Emily’s research shows us already exists out there.

- We're seeing a connection between other universities over and over.
- 1st year studies is where most of the advising comes in—advising is a major component of FYE.
- “Themester” is common.

3. Sub-committee presentation 2: Best Practices for Common Core Advising

- Louise: Research on advising in general education
 - What are the kinds of things we want to be cognizant of?
- Challenges:
 - Communication around the value of general education
 - Difficulty of finding information later
 - Rising student loan debt
 - Expediency over interest
 - Perception that general education is not connected to training for job market
- Reframing:
 - Thinking about AP and dual enrollment
 - Often represent things as a checklist to students (when we approach it as thus, it isn't surprising that students don't perceive it as important)
 - Help students take ownership through goal-setting and reflection
 - Encourage students to help them think through SLOs
 - Self-reflection in writing
 - Rationale for why students are taking the courses that they are
 - Instead of checklists, flow charts or diagrams
- Peggy:
 - Gonzaga has a similar advising format
 - Most advisors are faculty within different departments
 - Gonzaga doesn't have enough core courses to choose from.
 - “Designations” (very similar to our Diversity requirements) (Social Justice, Global, and Writing Enriched)—students have a hard time knowing which courses work for what credit
 - Transfer Credit (students can't transfer in the FYS, the Core Integration capstone, or the Designation Requirements)

- They wave certain requirements based on how many credits a student brings to the University.

Adjourn.