

**UCC Meeting
July 16, 2019**

Attendees: Ellen Crowell, Jay Haegen, Judy Geczi, Jordan Glassman (remote), Gary Barker, Steve Sanchez, Jennifer Rust, Kelly Lovejoy, Ness Sandoval, Ellen Carnaghan, Kim Druschel, Ryan McCulla, Paul Vita (remote), Michael Swartwout, Kyle Crews, Lauren Arnold, Devita Stallings, Louise Neiman, Laura Rettig

- 1) Call to Order and approval of meeting minutes for 7-2-19
Minutes approved with revisions.

- 2) Announcements

Core Director will be meeting with all deans in next two weeks to update them on where we are with the core, starting with Dean Duncan (CAS) who is stepping down. She also plans to begin meeting with department chairs, starting with CAS, in late July / early August.

MADRID: Fabiola Martinez (Madrid rep) will not be returning this fall 2019. SLU Madrid faculty assembly will be identifying a replacement for her no later than by the start of our UCC fall 2019 meetings on 8/20. Core Director will be visiting SLU Madrid from 10/15 – 10/19, and will present on the core to all Madrid faculty at their assembly 10/18. Ellen will be part of the 10/18 All Faculty meeting for Madrid.

Molly Schaller and Chris Collins offered to facilitate a renewal event for the UCC. Judi Buncher, Mission and Identity, suggested a few dates after fall break.

Reminder: all ongoing, new and past members will soon receive invitations to join Dr. Pestello for dinner on August 20th in recognition of our hard work on the Core.

- 3) Subcommittee Quantitative Reasoning component

The QR subcommittee met again and further discussed how to define Quantitative reasoning / literacy, where, how, and at what level of proficiency students should meet this requirement, and where it should fit within a core model. The QR subcommittee met with faculty members from the Department of Math and Statistics to answer some of these questions.

Determined that Core QR requirement needs to ask more than SLU currently requires for admission to university

Recommended to UCC that QR should stay outside of core distribution because it is focused on basic skills needed for success in higher level classes

Identified three distinct kinds of courses that would be offered to fulfil this requirement: Math courses (often those required for majors / minors); statistical analysis courses (often those required for majors / minors); Contextualized / themes Math and Statistical analysis courses connected to civic understanding and responsibility in the world (often taught to those whose majors do not require math or stats)

Presented a one-



9)