**Undergraduate Council Meeting Minutes**

**April 25th, 2023**

**Voting Members Present**: Michelle Berry, Joan Curry, Leslie Dennis, Jennifer Donahue, Melissa Goldsmith, Joost Van Haren, Allison Lee, Dana Lema, Shujuan Li, Moe Momayez, Holly Nelson, Karin Nolan, Lisa Rezende, Amber Rice, Caleb Simmons, Claudia Stanescu, Paul Wagner

**Voting Members Absent**: Leslie Dennis, Jeff Millberg, Jennifer Schnellman, Pat Yango

**Non-voting Members Present:** Sharon Aiken-Wisniewski, Kian Alavy, Cassidy Bartlet, Carmin Chan, Kailey Glibert, Caitlyn Hall, Greg Heileman, Frederick Lewis, Melanie Madden, Jennie McStotts, John Pollard, Liz Sandoval, Abbie Sorg, Alex Underwood

1. Claudia Stanescu called the meeting to order at 3:33pm
2. Approval of Minutes from the UGC Meeting on March 28th, 2023 – Claudia Stanescu, Acting Undergraduate Council Chair

Amber Rice motioned to approve the revised Minutes from the UGC Meeting on March 28th, 2023, Holly Nelson seconded. Motion carries with 11 yeas, 0 nay, 1 abstain.

1. Reports:
   1. Academic Administration Report – Greg Heileman, Vice Provost, Undergraduate Education

Earlier this year, Claudia Stanescu assumed the role of Acting Chair of the Undergrad Council following the departure of the former Chair, Molly Bolger. Claudia will now be stepping down from her role as Acting Chair. A number of people have recommended that Holly Nelson be appointed Chair. Holly has graciously agreed to assume the role. These transitions should be finalized soon. Greg notes that he is used to committees choosing their own chairs and recommends that the committee should nominate and vote on candidates to assume the role as chair in the future.

We had a meeting with the Undergraduate Council of Academic Administrators who have been working with Alex Underwood on standard definitions of recommendations on naming conventions across the country for academic units, prefixes, etc. We have begun compiling a document with the information and are putting together a policy around prefixes and course numbering. Alex has created a presentation around these developments that will be provided sometime in the near future. In the meantime, Greg will send the presentation to Claudia for feedback from the Subcommittee.

Regarding the Undergraduate Office of Education, we have a number of projects we are working on with the goal of getting them set up for the upcoming academic year. In the current academic year, we put a lot of time into conducting research into Undergraduate Studies through our research task force and are currently heading into the implementation phase of that work. Additionally, we are looking into the notion of better tracking high impact practices and having them show up on a co-curricular transcript, continuing to review the experience of first year students, and how we can more formally establish meta majors on campus. Greg then asks Kian Alavy to give a brief update on the current status of the meta majors.

We have recently received a creative briefing from the Central Marketing and Brand Management team who will be assisting us in coming up with a new naming convention for what are currently being referred to as “Meta Majors”. The term has failed to land with our students, staff, and faculty, motivating us to find a better alternative. We hope the new name will assist students in having an easier time understanding and choosing a major that fits their tastes. Simultaneously, we will be looking at the product-flow and decision points students make as they are coming into the University. We have brought Marketing in early as they are a big aspect in successfully enrolling new students. The most important goal of the provost is to improve the University’s retention and graduation rates by improving the student experience to ensure they are able to complete their education .

**Q:** Regarding the naming and implementation of the meta majors, will there be opportunities for feedback as this moves forward?

**A:** We would be happy to provide the framing we are thinking of for both the meta majors and prefixes. We would love feedback. We can provide materials or a presentation, whatever would work best.

**R:** Faculty Feedback would be great; I am also interested in making sure we include our Advising community as this will have an effect on their area of work.

**Q:** Will the Curriculum and Policy Subcommittee be included in the creation of policies regarding the course numbering and prefixes?

**A:** We will send the materials to [the UGC Chair], however there is currently no policy, we are just developing guidelines. What we have noticed is that a course prefix will typically go along with a discipline, however in some cases these prefixes are being created down to the program. Prefixes are meant to provide students with information on the contents of the course. We have found that we have a lot of prefixes in use, some for very few sections. We hope to find a way to provide rational guidelines to avoid having this issue in the future.

* 1. Online, Distance, Continuing Education Report – Carmin Chan, Director, Online Student Success

As we are rounding out a couple of weeks of priority registration activity, here are the updated headcounts for Arizona Online: for the summer semester we have over 3,200 online students enrolled, with about 2,200 of those individuals being undergraduate students. For the Fall semester, as of last week we had just over 2,700 students enrolled, with about 2,000 of those individuals being undergraduate students. We are still seeing a lot of activity. Our students tend to not make many registration decisions around the priority registration period and usually wait until closer to the start of term, so this increase shows that we have been successful in motivating some students to act sooner rather than later.

In the past few months, we have shared information regarding our virtual mentoring opportunity, MentorCats, which was successfully launched last year and was recently announced to be expanding to be available for all undergraduate and graduate students. In addition to that, we will be launching our Online Student Experience Survey this week for both Undergraduate and Graduate students. This survey is an important tool in assessing the Arizona Online student experience in terms of loneliness, the way they are navigating the University etc.

Within the larger Persistence & Completion working group, the intuitional-wide task force focused on retention, A new subgroup has been created that will be specifically focused on online student retention. We have asked for volunteers from a number of the different colleges and partners through the PCWG to be able to be involved in that.

Our central Online Student Success team is shifting to a success coach model. The official shift will be occurring next month in May when we will be excited to share more details.

* 1. Advising Resource Center / Advising Community Report – Sharon Aiken-Wisniewski, Assistant Vice Provost, Academic Advising

Today we have opened up the development side of the change to the Advisory Directory that is hosted by the Advising Resource Center (ARC) which allowed the advisors to see it for the first time and begin inputting data. We plan to continue this for a month before going live on May 25th.

We are also continuing with the refresh to the Strategic Advising Dashboard and are hoping to have something out to the advising community by August or September along with documents and training. We have also been looking at different assessment tools around the training for Academic Advisors on campus. We will be sending surveys out to Advisors to get an idea of what they feel they need that we are able to provide through ARC. The A Center has also been doing some early work on meta majors until we have a better term.

We have been working with AIR to develop an advising position which we hope to have filled by next week. The point of this position will be for this advisor to work with students who have an interest in environmental topics and issues and to try connecting them to majors, minors, and other undergraduate experiences that will meet their needs.

Finally, later this week the advising community will be receiving a survey along with the drafts of the philosophy, mission, and vision statements for Academic Advising. The history behind these statements is that there have been a number of projects and opportunities for the advising community to give input. The statements have now been put into draft form for the purpose of receiving public comment by May 8th. Depending on the comment, we hope to have the final versions of the statements published by no later than June 30th. If anyone from this group is interested in seeing those draft statements, I will send them to Melanie who can distribute them.

**Q:** Where are these going to live and how will they be used?

**A:** They will live on the Advising Resource Centers page for advisors and stakeholders. These pieces will also be used as we do different types of training. We currently do the advising on-boarding program through ARC at which point these materials will be provided. They will also be provided at many other points throughout the year with the goal of continually reminding us of the mission and vision we have committed to. It is important for people to be constantly thinking about these as they are living documents that are meant to be updated based on the context of what is happening on a national and global scale.

* 1. Registrar’s Report – Alex Underwood, Registrar

The registration has been opened for summer and fall, as of this morning we already had 21,385 undergraduate students registered for the fall semester. Last week we celebrated the opening of the Chemistry and The Commons buildings. We are very excited to have those collaborative classrooms to use for scheduling in the fall. Open scheduling for Winter 2023 and Spring 2024 begins on May 1st. We hosted a webinar for department schedulers last week. We are recruiting for the residency review committee, a committee appointed by the president that acts as the official review for appeals for residency classification for tuition purposes. The committee includes faculty, administrators, and staff.

We are in the process of updating all the syllabus templates for the fall semester to reflect updated information regarding campus safety, specifically changing the requirement piece about campus safety from optional to required component for classes with in-person instruction. Additionally, we are adding information about the Critical Incident Response Team and an updated video. Abbie and her team are currently working on these updates which will be broadly distributed upon completion. This change is an administrative change to syllabus templates which are academic policy.

Additionally, with this being our last UGC meeting of the semester, I would like to share that we have a new academic catalog that will be coming soon. I will be sharing a preview link with the group. Following that there will be an updated solution for managing all the approval processes.

Finally, Cori Cashen is retiring from our office after 30 years. Michael Davenport, who currently leads our Registration, Residency and Transcripts team will be transitioning into more of a Compliance and Systems role to take over Cori’s portfolio. We are fortunate to have Maggie Ramirez, the current Head of Advising for Physiology, joining our office on May 15th as the Associate Registrar for our Registration, Residency and Transcripts team.

* 1. University-wide General Education Committee Report – Joan Curry, UWGEC Chair

We had a fast-track way of processing proposals for classes for about a year and have recently switched back over to the regular processing scheme and are now waiting for courses to arrive at our end. In the meantime, we are focusing on refining our policies and procedures and discussing the American Institutions in Physics attribute which we currently have a team working on. We have completed the courses that went through the initial set (around 400) and are now down to the last 5 or so.

* 1. Subcommittees

1. Academic Programs Subcommittee Report, April 11th, 2022 – Holly Nelson, Chair

We met on April 11th and reviewed 5 proposals, 4 of which are on the consent agenda. The 5th proposal is up for discussion and vote today and will have visitors to present to the committee.

1. Curriculum & Policies Subcommittee, April 11th, 2022 – Joost Van Haren, Chair

We also met on April 11th and discussed two policies, the Grades and Grading System and the Enrollment policies, both of which are up for vote today. We also started discussion about the undergraduate syllabus templates with Abbie and how we can move those forward in the Fall.

* 1. UGC Report – Claudia Stanescu, Acting Chair

We did not have anything on the Faculty Senate Agenda for April, all of the proposals had been approved and will be moving forward along with anything else voted on and approved by the Committee in todays meeting.

* 1. Thanks to UGC members whose terms are expiring: Joan Curry, Jim Hunt, Jeff Millburg, Holly Nelson, Amber Rice, Caleb Simmons, and Patricia Yango

Please reach out to you college representative if you are willing to continue serving on the committee.

1. Consent Agenda Items – Holly Nelson, Chair

These are items that were unanimously approved in the Academic Programs Subcommittee.

* 1. New Minor: Climate Change & Public Health (Public Health)
  2. Disestablish: Intelligence Studies Minor (CAST)
  3. Disestablish: Informatics Thematic Minor (CAST)
  4. Disestablish: Pre-Health Thematic Minor (Science)

Claudia Stanescu motioned to approve. Motion carries with 11 yeas, 0 nays, 0 abstain.

1. Items for Discussion and Voting
   1. Academic Programs Subcommittee – Holly Nelson, Chair
2. Bachelor of Creative Intelligence and Innovation (Honors)

This proposal was presented to us in both March and April. Due to the unique nature of the degree, the subcommittee had requested that they first receive UCAAC approval which was confirmed today prior to this meeting. They have provided tremendous amounts of information and justification both to us and the UCAAC committee. Essentially this degree is a non-standalone major that requires a secondary major to be mapped on to. The concerns mainly revolve around the fact that the requirement of two majors is exclusionary to students in regard to workload expectations despite the fact that it is exclusive to Honors. Members of the Subcommittee specifically expressed concerns that Honors students with heavier majors would be unable to do the double major due to the number of units.

Member of the committee notes that it is not unheard of for student to enroll in double majors. The goal of the program is to empower student to tackle real life problems, a key component in adapting the curriculum from the University of Technology Sydney to here is presenting local problems those students can work on across a variety of studies and disciplines. It was also mentioned that many students coming into the Honors college are well established with many college credits already, making it less of a challenge for them to complete a double major.

Another member of the committee notes that typically, proposals are reviewed on evidence of student need. In contrast, this proposal has the purpose of being innovative and differentiating the University of Arizona from other institutions across the country.

Presented by John Pollard, Jennie McStotts, Caitlyn Hall, and Kailey Glibert.

This degree is a great way to get hands on and transdisciplinary experiential learning to address grand challenges. Rather than breaking down problems into smaller pieces and looking at it from a single discipline, this degree embraces complexity. Each class will have industry, community, and governmental partners coming in and presenting grand challenges (i.e., climate change) for students across different disciplines in the honors college to come together to develop new ideas and solutions for these issues. This allows so much more interdisciplinary and strength disciplinary collaboration between students. Due to this being a degree program, students will work together with their cohort across multiple courses and explore these topics more in-depth.

This is a dual-degree program and cannot be a standalone degree. It is meant to complement any degree on campus and can elevate a student’s exposure to different partners and give them a better idea of what industry and government look like. We are partnering with the University of Technology Sydney, so we are able to provide an in-house but still global experience for our students. We hope to eventually expand our study abroad program as well. We believe this program addresses a growing need for students to be able to work on more complex problems.

We are only targeting a cohort size of around 50 students for cohort and intake. Students will declare this degree after declaring a primary degree and completing orientation. Currently about 10% of our honors students are enrolled in dual degrees. We spoke with UTS BCII students who gave strong indications that the program elevated them in their academic and professional careers. We are aware this will be a huge undertaking and have plans to hire new advisors and strategic partnerships development coordinators to make sure we can provide students, faculty, advisors, and staff the best leg up possible.

The conception of this program started because of the work that we have done in the Honors college in developing interdisciplinary courses where we would take faculty from different disciplines and have them co-teach courses together and stage grand challenges to their students. This is the next evolutionary step, degrees in Honors colleges are starting to pop up across the country. We want to get on the front end of this to make sure we can attract those amazing high-value students in order to benefit the university as a whole. We already have a small coalition of faculty across campus who will be helping us in implementing this curriculum and will be including more faculty to be involved as we continue. While we do plan to develop a minor, we decided to begin with a major to keep the benefit of students getting the most possible out of the program as they do at UTS.

Committee member notes that they were pleased to hear that Jennie and Kaitlyn traveled to Australia and got testimonials from students currently in the program.

**Q:** What is the nature of this collaboration with UTS? Will you be using the same courses? Will they be considered equivalent when global is set up? Are you using the same syllabus or creating your own?

**A:** It’s best described as a hybrid of what you said. We are taking their curriculum over and establishing a partnership agreement with them, but we will be doing our own version of these courses. Additionally, one of the reasons that UTS is interested in partnering with us is due to the fact that the University of Arizona is really well known for pedagogical innovation and collaborative learning. They are interested in having us contribute to helping them co-develop materials for use in the next generation of BCII. It's a mutual partnership involving faculty from both institutions coworking together. At the end of the day this will be a UA degree and we will be making it our own.

**Q:** On page 2 of the proposal, under required supporting course work, there is a statement that says, “the requirements will be dependent on each student’s respective primary major degree program.” Would you be able to elaborate on that a little more?

**A:** Due to the nature of this degree being mapped onto primary degrees chosen by the student, we don’t have set requirements. With this degree we understand there will be students across all different degree types, so we are trying to be as accessible and flexible as possible in order to accommodate students wherever possible.

Allison Lee motioned to approve. Dana Lema Seconds. Motion carries with 15 yeas, 0 nays, 0 abstain.

* 1. Curriculum & Policies Subcommittee – Joost Van Haren, Chair

1. Grades & the Grading System

* Proposal
* Grading Systems Benchmarking
* Withdrawal Maximum Benchmarking

We have two policies we are moving forward with. The first is the Grading System Policy. We have discussed this policy in the subcommittee since January. We have had people from the Office of Scholarships explain issues to us regarding status for students in terms of remaining eligible for funding and federal scholarships to ensure that we do not cause problems by changing limits. The policy has now become a combination of the different discussions we have had up to this point. The main areas impacted by our discussions were the iGrades, Pass / Fail Grades, and the W Grades. I believe we have moved to a point where the policy is much clearer and more effective in what it is trying to accomplish.

Caleb Simmons motioned to approve. Allison Lee Seconds. Motion carries with 14 yeas, 0 nays, 0 abstain.

1. Enrollment Policies

* Proposal and Benchmarking

The advice given by the Office of Scholarships on this proposal was that it would be much easier for students to understand overall if we stated that students must have a minimum of 12 units to be full-time admitted to the University of Arizona, regardless of term. The reason for this was that Scholarships at both the state and federal level have a hard time determining student compliance if there is a large variability across the campus. The main objections had to do with both students during the summer having difficulty obtaining all 12 units. Specifically, there was a small group of internationals being brought over during the summer who are concerned. The Office International Students stated that they would rather work to help those students on an individual basis. The subcommittee felt that both of these objections did not constitute a large enough reason to prevent the policy from being moved forward.

Allison Lee motioned to approve. Dana Lema Seconds. Motion carries with 14 yeas, 0 nays, 0 abstain.

1. Meeting adjourned at 4:37pm

*Respectfully prepared by Frederick Lewis*