**Undergraduate Council Meeting Minutes**

**August 22nd, 2023**

**Voting Members Present**: Joan Curry, Jennifer Donahue, Melissa Goldsmith, Allison Lee, Dana Lema, Shujuan Li, Michael McKisson, Moe Momayez, Holly Nelson, Karin Nolan, Liza Rezende, Dereka Rushbrook, Jennifer Schnellmann, Claudia Stanescu, Joost Van Haren, Paul Wagner.

**Voting Members Absent**: Leslie Dennis, Jim Hunt, Amber Rice, Caleb Simmons

**Non-voting Members Present:** Sharon Aiken-Wisniewski, Carmin Chan, Greg Heileman, Melanie Madden, Abbie Sorg, Alex Underwood, Cassidy Barlett, Kian Alavy, Ally Roof, Cindy Williams, Bryanna Andrade.

1. **Holly Nelson called the meeting to order at 3:30pm**
2. **Guiding Principles of UGC Membership – Holly Nelson, Chair**
	1. The purpose of UGC is to review undergraduate, academic and curricular programs to provide oversight, feedback, and recommendations. Attendance is very important, as each voting member is part of a subcommittee. The council is able to choose the subcommittee of their preference, and as we prefer to honor their preference, we like to keep a balance to have good oversight and scrutiny on all proposals coming through the subcommittees. More happens outside of meeting times which is reviewing proposals in advance to familiarize yourself with the issues coming forward, communicating with your colleagues within your college bringing forward their concerns and perspectives, keeping your associate or assistant deans up to date to familiarize them with any business they might encounter in their future business.

Liza Rezende and Joost Van Haren will be given an opportunity to give a brief overview of their subcommittees to make sure everyone understands the roles and responsibilities of the subcommittees and make a decision whether to stay in your current subcommittee or select a new subcommittee.

1. **Subcommittee selection (Roles/Responsibilities)**
	1. Academic Programs – Liza Rezende, Chair
		1. Academic Program Committee reviews all programs that come through the departments of colleges, which includes, majors, minors, certificates, subplans and disestablishments to be approved for creation.

This year there will hopefully be a continuation of addressing a concern of DEI, which is a concern of policies excluding potential applicants unintentionally. Hopefully to be taken into consideration on how to approach it and include it in proposals or their considerations of proposals.

* 1. Curriculum & Policies – Joost Van Haren, Chair
		1. Curriculum & Policies Subcommittee work with Office of the Registrar on revising policies, and meeting with departments on any policies that need revisions or that are outdated.

A few policies that were implemented last year were military excused absences, undergraduate leaves of absence, GRO, audit policy, and grade appeal policies.

* 1. Academic Affairs Report – Greg Heileman, Vice Provost, Undergraduate Education
		1. At the Undergraduate Academic Administrators Council (UCAAC) meeting there is a subcommittee that is working on the tracking of high impact practices, and another subcommittee working on the transfer student student success, such as the transfer student experience, on how to improve the experience and success rates of students transferring from Arizona community colleges. Shelley McGrath is leading the subcommittee working on the student transfer experience, and anyone interested in working on the subcommittee can contact her or Greg Heileman. Also, working on undergraduate research trying to implement some of the recommendations on taskforce, and this subcommittee would have a bearing on it because what is lacking in curricular integration on how courses are being used to scaffold undergraduate students from a first year to VIP course in their senior year. Vertically integrated project courses are being created.
		2. There was a lot of work this summer around AI and generative AI, and the challenges that is posing for us. There is a group that was between Academic Affairs and RII, called AI squared. The webpage for it is [www.artificialintelligence.arizona.edu](http://www.artificialintelligence.arizona.edu) The reasoning for bringing this up is because there was syllabus guidance that was provided and many faculty members who were involved. There are many challenges that are coming up but is also an entry point on trying to understand what is going on in that space.

Q: Many of the undergraduate students are working while being students, and may be difficult for them to do research, is there a way we are developing sort of pathways so that there is funding for them to do research as well?

A: Yes, meeting undergraduate students where they are is important so that this opportunity involves curricular integration. We are currently working with the director of Education and Outreach, to put together a document for both students and faculty to understand how to scaffold those experiences from a preliminary experience in the first year which might be a lab course where you are taught to think a bit more like a researcher all the way up to working in someone’s lab perhaps as a VIP in their senior year and contributing to knowledge generation. Undergraduate education also added on how students said that curricular integration cannot be an additive, it needs to be part of the curriculum, and needs to be more academic integration. They are also working on gaining more funding; the director of education and outreach is working with the foundation and office of the president. There are also some opportunities and possibilities with alumni and donors with the upcoming event of homecoming in the fall.

Q: Are we going to start having some house numbered courses around that?

A: We are creating UNIV prefix courses for this purpose, that have a set of learning outcomes for a 200 level VIP. You will modify those learning outcomes to your own particular research. There are a set of four courses that will be approved. The funding for the UNIV courses does not flow to undergraduate education, it flows to whoever creates the course.

* 1. Online, Distance, Continuing Education Report – Carmin Chan, Director, Online Student Success
		1. Arizona Online undergraduate enrollment as of yesterday is 6,151 students. Keeping in mind that we continue to enroll students in the fall semester all the way up to mid-October. The total headcount of Arizona Online is just shy of 9,000 students as of yesterday. 9,500 students is the goal by the time fall settles.
		2. Online retention is the strongest we’ve ever seen. FTFT retention as of yesterday is 72.22% which is 24.5% higher than this point in time last year. First time part-time population is up 2% compared to last year, transfer full-time population almost up 3% higher than last year, and the transfer part-time population is un par with last year.
		3. The centralized online student success team underwent a reorganization this summer in preparation for our launch of success coaching. It was officially introduced to our undergraduate students last week. There will be personalized introductions from each student assigned success coach that will go out to all of the online undergraduate students next week by their caseloads.
		4. Arizona Online is in the midst of hiring a new director of academic programs and strategic initiatives. Interviews will be held next week, and public presentations will be presented at the final stage of the hiring process and extend invitation to key partners. The position will be hopefully hired by early October.
	2. Registrar’s Report – Alex Underwood, University Registrar
		1. Update on enrollment, as of this morning there are 51,784 students enrolled at the University of Arizona, of which 41,038 are undergraduate students.
		2. Over the summer, the office of the Registrar worked with UITS to remove from public class search the classroom location of classes. For people to identify where their class is physically held, they need to be authenticated into one of the university systems.
		3. The Office of the Registrar is looking ahead to Spring 2024 for class scheduling and are working with the academic department to resolve any conflicts on rooms and spaces to be able to publish the schedule on October 1st.
	3. Advising Resource Center/Advising Community Report – Sharon Aiken-Wisniewski, Assistant Provost, Academic Advising
		1. There are almost 9,300 first time students, and for transfer students 3,200. Each one of those students were seen by an academic advisor during orientation this summer and continue to be seen by an academic advisor as they continue to enroll right now. It is important to understand that that is the yield, but to get to the yield more students need to be seen. The estimate is that the advisors interacted with about 15,000 students to get to the yield amount. FTFT is 87.49%.
		2. Mission vision and philosophy statements are finished. Those are with marketing and communication for finalized touches.
		3. Starting to move forward with a campus-wide academic advising assessment program. It is having a broad understanding of how students view academic advising on campus. There is also an opportunity to do a survey with complementary items that would go to faculty and staff as well. To also seek their point of view on academic advising. A committee will be working with the academic advising community on the assessments because they will be using other pieces of data that are here on campus, and surveys, such as the National Survey in Student Engagement (NSSE). If any advisor who is interested in joining let Sharon know to start pulling the community together.
		4. Advising Resource Center has been working over the summer with other campus partners to create the graduation and beyond summit happening September 20th and 21st. It is an opportunity for faculty, staff and advisors to learn more about what happens when our students graduate and leave us, and how what they do during their time here has an impact on that.
		5. Going over High Impact Practices (HIPS) which is teaching and learning practices and experiences that offer significant educational benefits for students who participate in them. American Association of College & Universities (AAC&U) is an organization that has classifications of HIPS. It is very important for students to have two HIPS during their undergrad experience. Spring 2023 the Vice Provost issued the convening of a HIPS Task Force that will focus on structure and classification of HIPS at the University of Arizona. Task force is charged to address the defining curricular and co-curricular activities at the University of Arizona that are HIPS with guidance from categories established by AAC&U, compiling current opportunities for students based on categories established by AAC&U, recommending organizational structures that offer direction for students, support for faculty, and clarification for off campus partners, develop a mechanism for tracking student participation in HIPS, and identifying options/strategies/mechanisms to assess experience/activities that are classified as HIPS. Research says that students who are engaged in HIPS are impacted in a highly positive way. HIPS Task Force will be collaborating with campus partners such as the Registrar, UAIRS, and UITS.

Lessons that were learned during the Undergraduate Research Task Force were that there are many HIP areas to take on in one year, so the recommendation was to create HIP area working groups, which is to develop a team to explore one specific HIPS area. Another recommendation was to have HIPS Steering Committee instead of a Task Force. This committee would receive reports from a working group and provide feedback on the reports. Also thinking about HIP areas that are being put into working groups in a year. It is important to not only see these individual areas, but also to think broadly about HIPS on campus. Being strategic on which working groups to focus on, not all at once, but to also having them go through a process to understand what we have, where we can take it, how we can track it, and how we can evaluate it, and to continue to see the impact on campus. There are four steps on how HIPS processes the working group areas. First phase is current state of area, second phase is developing plan for vision in area, third phase is launching for relaunching, and the fourth phase is evaluation. A timeline for phase one and two would be ideally for Fall/Spring semester, so that in summer we would be able to market and share information with the campus community and students to consider a launch period as we comeback into Fall, and work on tracking and evaluation.

Members are needed for the Steering Committee and for the area committee. Sharon will reach out to ask to be part of one of the committees or might reach out to ask about how a HIP area can work in your college.

Q: Should we wait for you to come to us or if we have ideas, programs and initiatives are you open to receiving those via email?

A: Yes, you can send it to me. I have a file set up for that, and if I need more info, I will get back to you.

* 1. University-wide General Education Committee Report – Joan Curry, UWGEC Chair
		1. Someone else will be taking my spot in UWGEC, as I am now Interim department head in Environmental Science, and I have to cut down on some stuff. 60 new GenEd courses that made it through UAccess and are now on our plate. There are many more coming, and we will have much work to do this year.
	2. UGC Report: Accomplishments in AY 2022-2023 – Holly Nelson, Chair
		1. Reports and Accomplishments were already covered in the Subcommittee reports.
1. Approval of Minutes from the UGC Meeting on April 25th, 2023
	1. Claudia Stanescu motioned to approve the revised Minutes from the UGC Meeting on April 25th, 2023, Allison Lee seconded. Motion carries with 11 yeas and 3 abstentions.
2. Meeting Adjourned at 4:30pm

Respectfully prepared by Bryanna Andrade