**Undergraduate Council Meeting Minutes**

**October 9, 2019**

**Voting Members Present**: Fabian Alfie, Molly Bolger, Wendy Davis, Leslie Dennis, Brennen Feder, Neel Ghosh, Melissa Goldsmith, Kelly Leslie, Kyle DiRoberto (for Todd Lutes), Moe Momayez, Holly Nelson, David Ortiz, Jennifer Schnellman, Claudia Stanescu, Joost Van Haren, and Amy Kimme Hea

**Voting Members Absent**: Anthony Sanchez, Madison Smith, Suzie Weisband

**Non-voting Members Present**: Roxie Catts, Greg Heileman, Martin Marquez, Abbie Sorg, Alex Underwood, Liz Sandoval

1. **Welcome and Introductions**

Neel Ghosh called the meeting to order at 3:31pm. A quorum was established with 16 voting members.

1. **Approval of minutes**

Minutes were approved as presented for first and second set.

1. **Reports**:
2. **Academic Administration Report** – Greg Heileman, Associate Vice Provost for Academic Administration
* At the November ABOR meeting, one item will be reviewed – new Bachelor of Arts in Professional and Technical Writing. Historically UA has put forth new proposals in February but welcomed in November as well.

Going forward, Pam Coonan will not be serving as Executive Director of Curricular Affairs. Martin is serving in her place as interim lead; she will be working on strategic initiatives in the Provost’s Office, particularly work related to the Veterinary Science program so her efforts will be focusing on getting that program up and running.

1. **Academic Initiatives & Student Success Report** – No report, Joel is on travel.
2. **Registrar’s Report** – Alex Underwood, Registrar

Schedule of Classes went live for the spring semester on October 1st. An email was sent to all students about upcoming registration cycle with October 24th being the day students will see their assigned priority registration groups. For winter, they can enroll on the first day it opens. Included cadets of the ROTC program as part of the priority group who are in phase 1 as a special population. Requested by the Dean of Student’s Office. Have received positive feedback on the new model, fill rates are still working. In Summer-will revisit the seat release for orientation.
Question was asked about the amount of time between release of schedule of classes and enrollment appointments set. The response was to allow campus the appropriate amount of time to make sure students are in the correct student groups and to allow students to get transfer credit on record.
A follow up question was how soon is the earliest group allowed to register? Alex was not sure but could get that info, but the time does allow for students to shop for classes and put them in the shopping cart. There was additional discussion about students meeting with their advisors and availability if their first plan for classes does not work. Alex explained that they would like to encourage students to meet with their advisor in a timely fashion and before the priority registration groups begin to enroll. Roxie Catts, Director of Advising Resource Center answered that it is to encourage students to be proactive and meet with their advisors beforehand.

1. **Advising Resource Center/ Advising Community Report** – No report, Roxie passed on giving a report.
2. **University-wide General Education Committee Report** – No Report, no chair yet. Neel asked that members participate. The provost has been sitting in on meetings.
3. **Academic Programs Subcommittee Report** - Fabian Alfie, Chair

Met two weeks ago. Very small agenda, two items that were unanimously approved by those present – Minor in Global Education and the Subplan request for Game Studies in Applied Humanities.

1. **Curriculum & Policies Subcommittee Report** – Molly Bolger, Chair

Also met two weeks ago, two items on agenda are: 1) policy in and small changes to certificate program. The certificate option has been around for a long time, but recent changes were added and are ready to finalize. 2) International exams accepted for credit.

1. **Items for Discussion and Vote**

Academic Programs Subcomittee – Fabian Alfie

1. Minor in Global Education presented by Jenny Lee

Many universities around the world are quick to internationalize. Global education is one pillar in the strategic plan. The minor is interdisciplinary involving courses from the College of Humanities, Social & Behavioral Sciences and other departments, so undergrads will be better prepared for working in educational areas outside of the country. The minor will offer curriculum involving cultural sensitivities, cultural frameworks in cultural skills, and opportunities to take classes across the university in some core, regional topics. It will also supplement majors by providing a more global dimension and outlook especially to those seeking opportunities abroad as well as working more closely with organizations here in Tucson and across the country. Across universities across Arizona, no one else has a global education minor so we would be the first. Imagine it pairing with College of Ed students first, the LLL major but also know there are other majors where our graduates are going abroad to teach internationally.

Discussion:

* ASUA representative commented that students will greatly benefit from the cultural frameworks offered by this minor

There was a motion to approve. Another member seconded it. The motion was approved unanimously with 16 votes in favor.

1. Subplan in Public and Applied Humanities, Game Studies presented by Judd Ruggill

This subplan is one of several emphases the college offers. This is in partnership with UA South, SBS, and will supply some of the courses themselves due to the College’s expertise in the area. The college has demonstrated student and faculty interest as well as expertise. The University does not have a current program which means, as a university, we are lagging in the industry. There will be no additional resources required. Of the 8 classes that are part of the minor, 6 have been approved and 2 are still in the review process.

Discussion:

* SBS has been working closely with the College of Humanities via the School of Information. This will leverage the visibility from very different points of view.

Wendy Davis moved to approve the Subplan in Public and Applied Humanities, Game Studies. Another member seconded the motion. The motion was approved unanimously with 16 votes in favor.

Curriculum and Policies Subcommittee – Molly Bolger

1. Certificate program presented by Rhea Gowin

Requesting to add language back into existing policy that would allow undergraduates and advanced undergraduate certificates to be offered at various locations. Advanced undergrad certificates can be a pathway to graduate enrollment and can benefit master’s programs growth and retention. For those that are successful in the 12 units allowed to be taken as non-degree seeking, it can lead to a Master’s, especially for international students because it is more affordable. This strategy was modeled after AMP programs.

Discussion:

* UA admissions requirements are applied equally for non-degree seeking students seeking admission into certificate program
* The goal would be to make it available at various global locations
* The issue of 120 total units and over is an issue with ABOR. We do not want proposals going forward that will violate the 120-unit requirement.
* We do not require this for minors so why would we want to limit this and not minors?
* Financial aid cannot be applied to certificate programs and this language is noted in the program description and limitations

Leslie Dennis moved to approve the Certificate Program. Wendy Davis seconded the motion. The motion was approved unanimously with 16 votes in favor.

1. International Examination Policy

Review given by Molly Bolger: the proposal is to add additional exams for preapproval; equivalency cannot be determined by the committee but should be done by the appropriate department. The reasoning being that more exams should not be added without review by the UGC committee. There should be minimum scores for each exam.

Nicole Kontak called in:

For students who already have the exam, the policy was asked to be enacted fall 2019 but it can be retroactively dated and put into effect; it is up to UGC to enact retroactively. Policy must be passed by ABOR, in limbo until it goes forward; didn’t have intent to apply retroactively originally. Equivalency determination would be based on articulation agreement that was submitted by the College of Humanities.

Discussion:

* German Abitur has not been fully approved, technical notation of date in effect – it will be removed from the policy document.

Claudia Stanescu moved to approve the International Examination Policy. Fabian Alfie seconded the motion. The motion was approved unanimously with 16 votes in favor.

1. **Lisa Elfring, Office of Instruction of Assessment**

Teacher/Course Evaluations Discussion

* 5 years ago, OIA took over the TCE and the test kit services
* Faculty committee formed due to Chronicle of Higher Education and other publications focused on the impact student bias had on student’s course evaluations
* Reports have been published frequently since
* For the past 2 years, OIA has been working with faculty committee to re-envision what TCEs should look like and how data should be used
* The update for today is that there are a new set of core questions that will be launched this fall for all 16-week classes
* Reasons for doing this: 1) impact of student bias (backed by research), 2) student response rate decreased dramatically when the TCEs went digital (sent via email), 3) wanted to come up with questions that would form formative assessment for instructors to make teaching improvements
* Would like to raise awareness of the issue, rolling out communication campaign
* Primary consumers of student data is instructors; there are secondary consumers of the data as well and would like them to be evaluative of teaching but should not take only one point of evidence, rather multiple points of evidence to talk about quality of teaching taking place and student responses about their experience in the course is critical; can include peer observation, reflective instructor writings about experience in teaching the course, student learning outcomes in particular course
* There is a prepared analysis of the bias present
* Will do evaluation at scale across university to have representative data; iterative process
* Current system: departments can add a specific set of questions like for gen ed, specific set for online classes and in addition to core set of questions
* Key stakeholders: students, faculty, department heads-communication campaign

Discussion:

* Most users don’t understand standard deviation, respect is skewed high, there needs to be educational component for faculty, head, administrators on how to read data
* No comparison should be done from faculty member to faculty member, course to course, etc. only for individual review and assessment (best practices)
* Name of survey changing to Student Course Survey (or Feedback)
1. **Meeting Adjournment**

Meeting adjourned at 5:08pm

*Respectfully prepared and presented by Liz Sandoval, Program Manager, Curricular Affairs*