**Undergraduate Council Meeting Minutes**

**February 28th, 2023**

**Voting Members Present**: Michelle Berry, Leslie Dennis, Jennifer Donahue, Melissa Goldsmith, Joost Van Haren, Allison Lee, Dana Lema, Shujuan Li, Holly Nelson, Karin Nolan, Lisa Rezende, Claudia Stanescu, Paul Wagner, Pat Yango

**Voting Members Absent**: Joan Curry, Caleb Simmons, Jeff Millburg, Moe Momayez, Amber Rice,

**Non-voting Members Present:** Jim Baygents, Carmin Chan, Frederick Lewis, Melanie Madden, Sharon O’Neal, Liz Sandoval, Abbie Sorg, Hal Tharp, Michael Wu

1. Claudia Stanescu called the meeting to order at 3:33pm
2. Approval of Minutes from the UGC Meeting on January 24th, 2023 – Claudia Stanescu, Acting Undergraduate Council Chair

 Minutes were revised to correct comment from Sharon Aiken-Wisniewski regarding advisor caseloads. Lisa Rezende was mistakenly marked absent; this was also corrected.

Melissa Goldsmith motioned to approve the revised Minutes from the UGC Meeting on January 24th, 2023, Allison Lee seconded. Motion carries with 10 yea, 0 nay, 0 abstain.

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

Regarding ODCE, we are in the final stages of hiring two director roles, our Interim Director and our Director of Program Operations and Strategic Initiatives. We hope to have these roles filled within the next month or so. We are currently short staffed with our Program Operations and Strategic Initiative Team, our unit within Arizona Online that helps to spearhead new degree programs that are launching into the online campus and coordinating those efforts both across our campus stakeholders and our internal stake holders. Right now, that team is in the process of doing hand outs and making connects for those departments that are going to be launching in fall 2023. Due to these factors, we are postponing bring in new request for Spring of 2024. Finally for enrollment updates, we have 1,200 students that are registered for Spring and will continue to see growth until the end of March.

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

Carmin Chan shared a few things for Sharon Aiken-Wisniewski, who was out for a conference.

There is a project happening right now to reassess the Strategic Advising Dashboard. This a dashboard that lives in UAccess Analytics and that any professional advisor with provisioning access can use to conduct intentional outreach among the large amount of students that they are assigned. UAIR is working in collaboration with the advising community to create this tool as the current Strategic Advising Dashboard is several years old. It offers perspective on students academic progress towards their degree obtainment by identifying factors that could negatively affect their completion. When the tool first when live in 2018, the factors that were brainstormed at the time were focused around enrollment, GPA, academic readiness, demographic factors and D2L login information. It also included specific issues like their course load, the amount of units being taken, DEW patterns, less successful course outcomes, etc. The advising community is now working with UAIR to revamp this tool to be more effective. There are two focus groups, one that happened in person recently and one that will be done virtually next week. Another key aspect will be attempting to streamline and integrate this information within Trellis so that we use automated communications and leverage this tool. Another significant update from this month, the advising community has been requesting for a while now to have proxy access to the UAccess student center so that advisors can see what the students see and directly walk them through the process of registration without doing it for them directly. This access has been granted and has gone live, advisors across campus are currently completing training for provisioning access. This was previously a feature before the most recent academic refresh happened.

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

Michael Davenport, Associate Registrar, will be filling in for Alex. Schedule of classes for summer and fall is going to go live on March 1st. All students received the email today about the schedule of classes and their enrollment shopping cart going live. In preparation for classes going live our Room and Course scheduling team hosted a successful resolution week. There were more than 60 appointments with Academic Departments to help them plan for their schedule of classes and process over 800 section forms. The first day of enrollment for the summer and fall will be April 3rd, and then every Monday and Thursday for the following few weeks will be the registration periods. Our Military Connected and Benefits team is hosting a webinar on March 21st, talking about how to support military connected students during certification process and helping make sure they can get all their courses certified.

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

Absent, no report given.

* 1. Subcommittees
1. Academic Programs Subcommittee Report, February 14th, 2022 – Holly Nelson, Chair

See items on consent agenda and discussion items Ai-ii.

1. Curriculum & Policies Subcommittee, February 14th, 2022 – Joost Van Haren, Chair

We did 3 main discussion items. One was from UWGEC, they brought forward a guiding principles document they wanted considered to be made policy. These principles had to do with 400 level general education courses and the kind of overall changes that they think should be made. There was a long discussion about the commonality of 400 level courses and whether it would be necessary to have the policy in regards to prerequisites. The discussion concluded with a suggestion of edits as well as the decision that this should not be made policy but instead be made to be part of the quick start process for faculty who can look at it as a guiding principle on how to move forward in proposing general education courses. We also continued our discussion from January concerning double use of courses. What we are trying to do here is see if this policy should be updated to allow for triple dipping so that students may apply it to their Major, Minor and to General Education. We also brought up whether or not certificates should be included in this. The biggest issue is the way Advisors would see this in regard to accounting, in the sense that when double dipping the course credits are immediately given to the other department. Additionally the allowance on double dipping varies from department to department. With that we found that we are still limited in where we can go, this is also not the first time the committee has looked at this as multiple years back this was listed on the agenda. We decided to create a subcommittee to look at the previous proposals and try to figure out why they have stalled and what the best way to move forward is. Finally, we discussed grades and the grading system policy amendment, this has to do with the W and the WC. With the WC there is no maximum course withdrawal but with the W there is. There are other issues with summer and winter courses in that there is no WC possible there and whether or not this limit can really be applied across the board. We are concerned about how this looks on transcripts regarding personal hardships and so forth where these W and WC grades would really come in. The issue we face is with too many Ws, how does that go for over prescribed courses? Do we allow enough allowance despite the fact that space may be unavailable to other students? The discussion then led to barriers such as optional pass-fail courses, whether you have sophomore status or a 2.0 GPA. There are many stipulations for students that could be seen as restrictive leading to the decision that we needed more information, specifically from the Office of Scholarships and Financial aid to really look at how these W grades impact the financial support of students and how we need to move forward with that and get feedback from colleagues in other departments. With that we shelved the topic with the hopes of moving forward in March.

* 1. UGC Report – Claudia Stanescu, Acting Chair

 Nothing to report.

1. Consent Agenda Items – Holly Nelson, Chair

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

* 1. New Emphases: Applied Humanities – Environmental Systems and Engineering Approaches (Humanities)
	2. Modifications: BA in Games and Behavior and BS in Game Design and Development (SBS)
	3. Modification: Bachelor of Architecture (CAPLA)
	4. New Major: BS Planetary Geoscience (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. New Major: BSCSE Computer Science and Engineering (Engineering)

This proposal is being brought forward for discussion due to not being approved unanimously at Academic Programs Subcommittee with a vote of 9 to 1. This has been a carryover discussion from the past couple of months. Initially there was concern as we hadn’t received any indication that there was an agreement between the two colleges. This past meeting, we received two memos that appeared to be contradictory toward each other, so the concerns remained. Previously, we were waiting for an agreement between the deans of the College of Engineering and the College of Science, that has been sorted out, however the contradictions in the memos were in regards to expressed concern over the name and structure of the program.

**Q:** What were the reservations of those who did not vote in favor of the proposal?

**A:** Due to the nature of our anonymous voting, its impossible to know for sure, however it is likely due to the perceived contradictions in the memos we received. However, the committee discussed and acknowledged the fact that there aren’t any other naming conventions out there for this type of degree. In terms of structure as well, it seems to be similar to those seen at other institutions.

**Q:** Committee member asks where the comment regarding concern over the programs structure came from and what it was in reference to.

**A:** Answered by Michael Wu, Department Head of Electrical and Computer Engineering: There was a lot of discussion between us and the Computer Science Department Heads, we agreed our programs would have great synergy. Our program is more applied while the Computer Science program is much more traditionally focused, meaning there is a clear distinction. We agree with the Computer Science Department heads that we would only be using some of their fundamental Computer Science courses, while at the same time having our more applied Computer Science Engineering classes brought under the same program to be offered to Computer Science students as well, enrolling in them as electives. Additionally, there are many opportunities for faculty to work together on projects as well.

**Q:** I believe some of the concern over the name comes from the similar names and the fact that this could lead to confusion for the student on what direction they are going to go in. What kind of advising plan do you have set up that could address this?

**A:** Answered by Jim Baygents, Associate Dean of the College of Engineering. Some of the applied courses already exist, for example the capstone and some of the applied courses. To be in this degree program you have to apply and be admitted to the college of Engineering. Any student applying out of high school would’ve had a conversation with us presumably before applying to the college. If the student were to express interest in the Computer Science major, we would refer them there accordingly. For a student already at the University that wants to come into engineering, there is a process to transfer in, but normally they would also sit down with one of our academic advisors and then need to meet a set of admissions criteria in order to transfer in. Because of this we don’t expect there to be much confusion. There could be confusion for students coming out of high school, however our college already deals with those nuanced discussions relatively frequently. We have a team of people within the college who help to advise students full time.

**Q:** I understand that you have the accreditation that sets the Engineering program apart from the Computer Science Program. How is the accreditation actually received?

**A:** Answered by Hal Tharp, Associate Department Head of Electrical and Computer Engineering and Sharon O’Neal, Director of Software Engineering. We are in the middle of our ABET accreditation visit this academic year. Essentially, there are different criteria within ABET that we have to satisfy and show that our students satisfy. Relative to the students, the main thing is that we have student learning outcomes identified with specific classes. In those classes, students are assessed in different ways to achieve those student learning outcomes. When the curriculum was developed, we were very careful to follow the ABET CAAC accreditation requirements. In those requirements it is specified how many units must belong to a variety of different subjects including math, science, computational thinking, etc. Additionally, we created an outcome mapping to showcase which courses would satisfy those outcomes.

 Pat Yango motioned to approve. Melissa Goldsmith seconds. Motion carries with 12 yeas, 0 nays, 0 abstain.

1. New Major: BSBA Business Analytics (Eller) – Assessment Map added, pending OIA approval.

This proposal was not voted on due to concerns over the measurability of the learning outcomes. We agreed we would be willing to do an evote or bring the proposal to full council if the proposers would be able to resubmit. The proposers have resubmitted as of today. We are now just missing a letter from OIA. After reviewing revised learning outcomes, committee agrees that the learning outcomes are not yet ready. The committee notes the use of the word “understand” as something that is not measurable, as well as the methods of measurement being identical between all learning outcomes listed.

Tabled

* 1. Diversity, Equity, and Inclusion Discussion – Working ad hoc committee to establish best practices – Claudia Stanescu, Acting Chair

At our previous meeting, some individuals volunteered to compile already existing resources at the University of Arizona to use to develop a tool that can ensure that as we continue looking at academic programs, revisions, new proposals etc. we also have mechanisms to identify and incorporate diversity, equity and inclusion. For these reasons we would like to create a committee that can develop some guiding principle to ensure these issues are being considered. Committee agrees that the DEI ad hoc committee should include other student voices besides the elected student representatives. Idea will continue to be developed over the summer.

Volunteers:

Abbie Sorg

Carmin Chan

Joost Van Haren

1. Meeting adjourned at 5:02pm

*Respectfully prepared by Frederick Lewis*