**Undergraduate Council Meeting Minutes**

**October 8th, 2024**

**Voting members present:** Jennifer Schnellmann, Karin Nolan, Jeremy Vetter, Dana Lema, Dereka Rushbrook, Sharon Aiken-Wisniewski, Travis Spence, Allison Lee, Michael McKisson, Ally Roof, Christopher Sanderson, Melissa Goldsmith, Lisa Rezende, Joost Van Haren, Bobby Torres, Christopher Domin, John Leafgren, Maria Wallace, Moe Momayez, Amanda Sokan.

**Non-voting members present:** Melanie Madden, Aviva Doery, Alex Underwood, Cassidy Bartlett, Kian Alavy, Amy Fatzinger, Bryanna Andrade.

1. **Joost Van Haren called meeting to order at 3:35 pm.**
2. **Approval of Minutes from the**[**UGC Meeting on September 10, 2024**](https://academicadmin.arizona.edu/sites/default/files/2024-10/UGC-September-Meeting-Minutes.docx)**- Joost van Haren, Acting Chair**
   1. Christopher Sanderson motioned to approve. Melissa Goldsmith seconded. Motion carried unanimously with 15 yeas.
3. **Reports:**
   1. **Academic Affairs Report – Greg Heileman, Vice Provost, Undergraduate Education**
      1. We are currently supporting several groups that are reviewing general education policies, particularly in the foundational areas. This includes subjects like writing, second language requirements, and math. Writing is a foundational area, but this discussion focuses more on second language and math requirements. A group led by Alex and Susan Miller Cochran, with representatives appointed by their respective colleges (mostly associate deans), is examining the second language requirement at the university. The math requirement is also being reviewed, though writing is less of a focus here.
      2. As expected, there's a lot of interest in AI courses and majors. We’re working to coordinate these offerings across campus to avoid duplication and promote collaboration. This includes exploring shared courses and cross-campus initiatives. To support these efforts, we are forming a working group to discuss the logistics of AI offerings and how to handle multiple courses or programs. If you’re interested in joining this working group, please let Kian Alavy or Greg Heileman know, and we’ll connect you once it’s established.
   2. **Arizona Online Report – Caleb Simmons, Executive Director for Online Education**
      1. No report for this meeting
   3. **Distance, Continuing Education Report – Bonnie Taylor, Director of Outreach and Business Affairs and Aviva Doery, Assistant Director, Administrative Support and Strategy**
      1. No updates for this meeting.
   4. **Registrar’s Report – Alex Underwood, University Registrar**
      1. There are 45,429 undergraduate students enrolled this semester at the University of Arizona, which is super exciting. As I mentioned last month, we're making progress on consolidating Arizona International Direct—sometimes known as Global Direct, or your 401 sections of online classes—under the support of Arizona Online moving forward. We've updated all the records, removed International Direct from the class search, and everything should be set for spring registration. The spring class schedule was published on October 1st, so if you haven't looked at what's being offered, you can do so online. Registration begins in early November, and we'll be emailing students in the last week of October to inform them when their enrollment appointment is available, or the earliest date they can register. There's a lot of activity as we get the schedule set and registration ready, but everything is going well.
   5. **Advising Resource Center/ Advising Community Report – Sharon Aiken-Wisniewski, Assistant Vice Provost, Academic Advising**
      1. We rolled out Advising Central, which is a rebranding of the previous Strategic Advising Dashboard. The rollout happened on Wednesday, October 2nd, and the advising community was invited to explore the new tool and learn more about it through mini sessions. We'll continue offering pro tips to help everyone get comfortable with the tool. In late January and February, we’ll hold lunch-and-learn sessions, where we’ll look at the tool from different advising perspectives, whether frontline advisor, advising leader, or retention specialist. These sessions will ensure the tool meets their needs and gather ideas on how to enhance it based on the advising community's feedback. A big shoutout to UAIR for their collaboration in developing the tool and engaging with advisors to understand their needs.
      2. The Major Fair took place on September 25th, with many of your advisors—and possibly some of you—participating. We had a record turnout this year with over 1,000 University of Arizona students, as well as students from Pima Community College and a few high schools. It was a great event, and its success was due to the strong community effort in supporting our students.
      3. On behalf of Greg Heileman, I want to mention the next stage of cohort analytics, now called Project Graduation, which is being developed in collaboration with the advising community. We’re using data from the cohort analytics tool to focus on increasing 4-, 5-, and 6-year graduation rates, as well as overall graduation outcomes. We’ve already shared this data with deans, associate deans, and academic advising directors.
      4. The project currently focuses on first-time students who have completed 75% of their degree, as well as transfer students who have completed 50% and brought in an AGEC (Arizona General Education Curriculum). This group includes about 7,600 students. We’re reviewing factors such as their enrollment for fall, any holds (e.g., financial), and the courses they need to finish within 2–3 semesters. UAIR is working on developing a dashboard that will incorporate these details.
      5. The advising community will use the dashboard to identify students in three categories: those on track to graduate, those who may need support, and those who may not make it in the next 3 semesters. In the meantime, we are building an inventory—thanks to my colleague Keon—to understand what colleges are already doing to support students in their final stretch, such as specific advising activities or emergency funds for tuition. Our goal is to identify successful practices that help move students toward graduation.
   6. **University-wide General Education Committee Report – Jeremy Vetter, UWGEC Chair**
      1. We’re continuing to review course proposals, which is one of our primary functions. The flow of proposals has slowed since the initial surge after the refresh, but we still have a significant backlog to work through. In addition, we have some important policy revision proposals on our agenda this semester, which are taking up some of our time. However, we are committed to continuing the review of proposals as quickly as possible.
      2. I want to address a rumor that I received from one of our UWGEC members, who heard that we were going to pause proposal reviews. I have not heard any discussion of this, and there are no plans in the Office of General Education to pause reviews. I’ve always advocated for not pausing, as new faculty with fresh perspectives may want to propose courses, and curricular innovation often happens through these proposals. So, just to clarify there is no plan or discussion to pause course proposal acceptance. Once the civic learning requirement is adopted—which could happen as early as the end of this academic year—there will likely be a prioritization of proposals related to that requirement, but no suspension of reviews.
      3. Speaking of the civic learning requirement, this has been a major topic of discussion for quite some time. The Office of General Education has now developed a timeline for moving this proposal forward. We're hoping that UWGEC might be able to bring the proposal forward by early to mid-November. If that happens, the Curriculum and Policy Subcommittee could review and approve it by November 19th, and the full body could discuss it on December 3rd. We’re aiming to have a substantial update for the Curriculum Policy Subcommittee by the October 22nd meeting, which will follow an important meeting with the Civic Learning and Civic Knowledge Advisory Group. This advisory group was formed after the faculty forums last spring and includes faculty and advisors who volunteered to review the models for implementing this requirement. Their recommendations will help finalize the proposal, which will then go to UWGEC for consideration.
      4. If you're interested in the specific timeline, it’s included in the Office of General Education’s October report, which was shared with the Faculty Senate. That report also contains some excellent data on Gen Ed enrollment patterns by college, which was requested by the ad hoc committee and has been of interest to many of us. You can find a link to this report in the Faculty Senate agenda from yesterday. I can also share it with this group if there’s interest.
      5. One last point: if the civic learning requirement becomes an attribute (most of the proposed models suggest this), we will likely need to review all GENED attributes. Right now, there are four attributes—writing, quantitative reasoning, diversity and equity, and world cultures and societies—required for courses in the "Building Connections" or "Exploring Perspectives" categories. However, students are not currently required to follow any pattern for taking courses with these attributes. The Office of General Education will be collecting data for their November report on how students are navigating these requirements. Many of us are eager to see this data, as there are concerns—particularly from advisors—about the complexity of the system. We’ll use this data to determine if students are naturally taking the right distribution of courses or if we need to require them to follow a specific pattern. The current policy, set to take effect in fall 2026, requires students to complete these attributes in a specified pattern, so we’ll need to revisit this once we have more information.
      6. Links provided:
         1. [OGE October Report](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fdrive.google.com%2Ffile%2Fd%2F1POQQnzVgONfN1eTHhEq57JLg9dZJlYJu%2Fview%3Fusp%3Dsharing&data=05%7C02%7Cbryannaa%40arizona.edu%7Cecc27962486142d2fc1208dcf2dafdcd%7C5ee35505eb8e4929937d645df5013288%7C1%7C0%7C638652272053131216%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C0%7C%7C%7C&sdata=JPE6WFJQNtUQaxDNupZ%2B%2BfKZiOHypF6bmyJdBs17TK4%3D&reserved=0)
         2. [American Institutions and Civic Learning Attributes](https://emailarizona.sharepoint.com/:w:/s/WNC-AcademicAdministration-CurricularAffairs/EaZ3C8v8TKtIh5btLSiK500BoPptBSNKTb7awau4wN1-Bg?e=FkJU2c)
         3. [CLCK Proposed Timeline](https://emailarizona.sharepoint.com/:b:/s/WNC-AcademicAdministration-CurricularAffairs/ERJL1IrMHQtAixyhwOQ4jxwBjdlzxEt0EQHGorJn7EgGqQ?e=JANgyU)
         4. [CLCK Advisory Group](https://emailarizona.sharepoint.com/:b:/s/WNC-AcademicAdministration-CurricularAffairs/EXfSqgvntLVOo0vCngYRpJUBVGlx561ZXLvgNX7I0Odz1A?e=gBdnfD)
   7. **Subcommittees:**
      1. **Academic Programs Subcommittee report on September 24, 2024 – Lisa Rezende, Chair**
         1. In our last meeting, we discussed inviting people to our subcommittee meetings. After much discussion, we decided not to issue regular invitations, but we will welcome anyone who wants to attend.
      2. **Curriculum & Policies Subcommittee report on**[**September 24, 2024**](https://academicadmin.arizona.edu/sites/default/files/2024-10/CPS-Minutes-9-24-24_0.docx)**– Joost van Haren, Chair**
         1. We primarily discussed transfer credit policies, bachelor’s degree requirements, and policies around multiple majors and degrees. The transfer credit discussion involved consolidating four different policies into one, all related to transfer credits from various institutions, while eliminating two other policies. One of these eliminated policies was a requirement from ABOR regarding community college credits, which is no longer in effect. The other was a policy averaging grades for a final non-university credit course, which turned out to be used by only two students on campus, making it essentially defunct. After discussing these topics, we sent the policies back to the Registrar’s Office to rework. They will return to our subcommittee in two weeks, and hopefully, we can move forward with a vote.
   8. **UGC Report - Joost van Haren – Acting Chair**
      1. No report for this meeting.
4. **Consent Agenda Items – Lisa Rezende, Chair**
   1. **Modification:**[**Cyber Operations**](https://academicadmin.arizona.edu/sites/default/files/2024-09/Substantial-Change-Request-Cyber-Ops-Minor-F2025-Signed.pdf)**(CAST)**
      1. They replaced four older classes with newer ones, and an exciting aspect of this change is that they took two 300-level classes and developed two new 200-level classes. This will improve access for transfer students, as they can now transfer in credits more easily at the 200 level instead of the 300 level. The rest of the changes involve reworking the curriculum.

Motion carries unanimously with 17 yeas, 0 nays, and 0 abstentions.

1. **Items for Discussion and vote:**
   1. **Academic Programs Subcommittee – Lisa Rezende, Chair**
      1. **Modification:**[**American Indian Studies**](https://academicadmin.arizona.edu/sites/default/files/2024-10/Modification-AIS-BA-and-Minor-College_Department-Signatures-signed.pdf)**(SBS)**
      2. The reason this is under discussion is that we talked about the major in our meeting but didn’t have time to review the minor. The changes to the major include a general refresh, updating electives, and revising the core curriculum. They increased the number of core courses required in residency from two to four, allowing one to be fulfilled with transfer credits, which will improve access for transfer students. Additionally, they added a requirement for students to present at least once at the annual department Student Success Showcase. If presenting in person isn't possible, there will be a virtual option.
      3. As for the minor, it also saw significant changes, including a refresh of the electives list, though it remains at 18 total units. They revised the subcategories for electives, but the structure remains the same with core classes, required AIS courses, and upper-division electives. The total number of units remains unchanged.
      4. **Amy Fatzinger’s presentation:**
         1. During last year’s APR, we realized that compared to our peer programs, most have most of the coursework as compulsory, with only one or two electives. Our program, however, had the reverse: only two to four required courses, with the rest being electives. There's a reason for this, which I can explain if you're interested, but we’d like to move toward strengthening the intellectual core of our degree.
         2. Currently, we have just two core courses where no substitutions or transfers are allowed. We wanted these to be common foundational courses for all students, as our program differs from others in areas like the sciences, where peer programs often have vastly different content in core courses. We wanted to ensure our students had a unified foundation within our unit.
         3. Since our major was only established in 2015, something that has emerged over time is that the two courses we didn’t allow transfers for are the ones students are most likely to want to transfer. To address this, we’ve made changes to create a smoother transfer pathway. Now, students will be required to take three courses (at least four units) within our program, while still allowing transfers for the rest of their coursework. This way, we maintain a bit of core curriculum to ensure all students have a common foundation.
         4. We are the first university in the world to offer a master's degree in this field, starting in 1982, and we are also the first to offer a doctorate. Until 2015, we were housed in the DPRS office, which made us a very unusual unit. We were the only GDP program with faculty lines.
         5. In 2015, we moved to SBS primarily to establish an undergraduate major, as we couldn't offer one solely as a GDP program. When we developed the curriculum, our predecessors modeled the undergraduate program closely after our successful master's program. Students had minimal core requirements and were encouraged to take courses across various areas of concentration, such as law, education, literature, and natural resource management.
         6. Since our move to SBS, however, we have lost a significant number of faculty lines and can no longer sustain those concentrations. This has made it difficult for students to progress through the program, forcing us to relax requirements and increase the number of electives available to help them graduate in a timely manner.
         7. We are now working on rebuilding an intellectual core. Currently, our small faculty size prevents us from sustaining multiple concentrations, although we hope to return to that in the future. Our recruiting materials have also become obsolete due to faculty losses and the changes in core structure.
         8. As we address the transfer situation, we've realized that the previous adjustments we made to requirements inadvertently complicated things. We removed a capstone course that was hard to sustain with few majors, which also eliminated our outgoing assessment opportunities. To remedy this, we plan to implement a student presentation at the end of the program, something that has worked successfully in other contexts.
         9. We began the major in 2015, and by 2019, we expected to have our first graduates. However, the pandemic disproportionately impacted our student group, leading to a rocky start. Despite these challenges, we’ve learned a lot and are committed to strengthening our program to better serve our students and the communities we represent.

Allison Lee motioned to approve. Christopher Sanderson seconded. Motion carries unanimously with 17 yeas, 0 nays, and 0 abstentions

1. **Meeting adjourned at 4:16pm**

*Respectfully prepared by Bryanna Andrade*