

CAAC Meeting Minutes
August 22, 2017

Voting Representatives Present: Jim Hunt, Renee Clift, Cindy Rankin, Jim Baygents, Ted Tong, John Koshel, Robin Rarick (for Elliott Cheu), Laura Hollengreen (for Barbara Bryson) Amanda Gluski (for Mary Koithan), Amy Kimme-Hea, Janet Sturman, Martina Shenal, Lisa Ordonez, Pam Perry, Keith Swisher, Kim Jones

Additional Representatives Present: Pam Coonan, Cynthia Demetriou, Chrissy Lieberman, Martin Marquez

Absent (without proxy): Laura Berry, Barbara Citera, Doug Taren

Chair Kim Jones called the meeting to order at 11:00 AM.

I. Approval of Minutes from the May 23, 2017 Meeting

Jim Hunt moved to approve the minutes as presented. The motion was seconded by Cindy Rankin and approved with 1 abstention.

II. Items for Discussion and Vote

a) Master of Science in Econometrics and Quantitative Economics– Andreas Blume

The proposed program will have a strong analytical and quantitative focus. It will prepare students for high-level positions in private entities and PhD programs. The proposed program is modeled after the UA Economics PhD program and will be taught entirely by tenure tracked faculty, with few exceptions. The proposed program consists of four focus areas including econometrics, microeconomic theory, empirical microeconomics, and behavioral and experimental economics. The program will have a strong microeconomics focus. The core curriculum will consist of methods, microeconomic theory and econometrics. Electives offered in labor economics, experimental economics, behavioral economics, and market design, among others. There will be tight integration between core and electives. Primary reasons for this proposal are to stabilize research faculty in the department by generating revenue, strengthening graduate education (hiring new faculty with depth and breadth), and as a response to nationwide demand/trend for economics education beyond BA and BS degrees. ECON programs in Wisconsin, UCLA, Texas-Austin, etc. have recently started masters programs and have high enrollment. Duke has 1,000 applicants and accepts 75.

Discussion:

- Businesses are interested in students with masters degrees due to malleability. Would be a good marketing piece for the program.
- Pre-requisites include undergraduate statistics and calculus. Can undergraduate ECON students could go right into the masters program based on undergraduate curriculum requirements? Andreas confirmed that this is possible.
- UAnalytics shows there are students in masters in Economics. Andreas responded that this proposal is for an MS. The ECON MA is awarded to students that do not fulfill the PhD program requirements, as is standard practice.

Renée Clift moved to approve the proposal. The motion was seconded by Jim Baygents and approved with 1 abstention.

b) Sports Nutrition Minor- Jennifer Ricketts and Veronica (Ronnie) Mullins

Sports nutrition is a specialized subgroup in the field of nutrition. Nutrition and sports nutrition share common basic nutrition curriculum. However, the curriculum changes significantly when focused on athletes vs general population. The science around sports nutrition changes constantly and is a highly specialized field. The proposed sports nutrition minor would allow students to complete coursework

focused on working with athletes. Survey results from non-nutrition students indicate high interest in sports nutrition. All courses for the proposed minor are already created and in place. No additional staff required.

Discussion:

- How specialized are the courses? Might there be enrollment access for Literacy, Learning, and Leadership major students (which has a sports component)? Jennifer clarified that the targeted audience is primarily science majors. However, any student could complete the pre-requisites for enrollment in sports nutrition minor coursework. Ronnie mentioned that the pre-requisites are not extensive: basic nutrition, sports nutrition, and advanced sports nutrition. Electives may have more pre-requisites, but there are several options available to accommodate students.
- Lisa asked that the department send information, if/when the minor is approved, to distribute to students pursuing Eller's Sports Management minor. Ronnie agreed and added that physiology students would also be interested.
- The proposal includes survey results indicating demand from nutrition majors, but also indicates nutrition majors are not eligible for the proposed minor. Ronnie responded that the department has plans to offer a sports nutrition certificate for nutrition majors in the future. Nutrition majors can complete sports nutrition coursework as electives.
- Kim reminded the department to provide the signed proposal and letters of support from departments with courses in the sports nutrition minor. Ronnie stated they will be forwarded to Pam Coonan. *[Note: signed proposal and letters of support were uploaded to CAAC box on 8/22/17]*
- Cindy stated that there is a concern regarding course size and demand for PSIO 201 and 202. PSIO 201/202 serve as pre-requisites for a couple of electives. PSIO 201 and 202 is at capacity for Fall. Cindy would like for Nutrition to provide information on anticipated demand for PSIO 201/202 and PSIO 380 (non-majors) to PSIO department. Jennifer stated that this may be difficult to obtain discipline-specific demand and anticipates PSIO majors would be the students enrolling in the electives requiring PSIO 201/202. Ronnie provided information on class size for the sports nutrition core including NSC 315 and 415. Cindy requested NSC keep PSIO informed of headcount and interest in order to accommodate students.
- What are employment opportunities for students? Ronnie stated that short-term, NSC 320 trains students to prepare for ACE personal or health coach training certification, for potential hiring at the student recreation center. Long term, students could work in health nutrition field including health coach, sports field, athletic trainers, and sports management. The minor would provide a well-rounded education on athletic experience. Jim Hunt suggested looking at sports psychology as a component.

Jim Baygents moved to approve the proposal. The motion was seconded by Cindy Rankin and approved with 1 abstention. Approved contingent on submission of supporting letters from departments. *[Letters of support uploaded to CAAC box on 8/22/17]*

- c) **Science Communication Graduate Certificate-** Janet Sturman presenting Janet mentioned that Graduate Executive Committee Review has reviewed and found it a viable certificate. NSF has an interest in in scientists being able to have strong and clear communication with the public regarding the value and importance of science research. The training required in the certificate would complement a student's research work. The college would like to propose a standalone GIDP graduate minor in the future, but would like to try the certificate first to determine if course combination is effective. The certificate will operate in the College of Science.

Discussion:

- Elective course options in the proposal focus on technical writing instead translational writing for public. Catalog descriptions more focused on technical writing. Letters of support need to be

provided by MCB and Speech, Language, and Hearing Sciences departments offering courses for the certificate. Janet stated that concerns will be forwarded to Chris Impey.

- Is the proposal for a graduate certificate and an interdisciplinary graduate minor? Janet mentioned that this coursework could be used as an interdisciplinary minor, since graduate students can construct their own minor, with approval of a student's graduate committee.
- The plan is for the certificate to be administered through the dean's office, which is not an ideal situation. However, the size of the program, Graduate College student tracking, and the idea of this being a test for a future standalone minor supported approving the proposal. Previous programs submitted with this structure have found it cumbersome; will wait to see. Bernadette Olsen will serve as the program coordinator and Chris Impey will serve as director of graduate studies.
- Could non-degree seeking graduate students do the certificate? Janet stated that students would need to apply to the certificate program. Certificates tend to have variable admission criteria, but in general tend to be more relaxed when compared to admission criteria for graduate degrees.

Cindy Rankin moved to approve the proposal. The motion was seconded by Renée Clift and approved.

III. Additional Items-Open Discussion

a) **Institutional Outcomes-CAAC discussion revisited**

CAAC involvement in discussions for institutional outcomes has not occurred as originally planned. A sign-up sheet for CAAC members interested in working on institutional outcomes was distributed.

CAAC members expressed concern regarding administrative responsibility for gathering data assessing institutional outcomes.

Are general education committees or individual colleges responsible for ensuring outcomes are met/addressed?

Will these outcomes be added to department APR? Pam Coonan stated that many of the the outcomes can be addressed as part of general education coursework. Departments could point out which institutional outcomes are addressed in major programs.

Is there a standard format for documentation of meeting institutional outcomes or can each department use their own, especially when considering accreditation? Institutional outcomes relevant to your program would be discussed in the APR. Institutional outcomes are broad enough that overlap with accrediting bodies may occur.

Will all students be required to demonstrate competency of these learning outcomes in order to graduate? HLC visit will focus on alignment between outcomes and curriculum maps. GE outcomes will be assessed.

What are the implications of measuring these outcomes—will instructors and departments be tasked with this? The wording indicates departments are responsible. CAAC members expressed concern that departments are busy tracking several components and this would be an additional hardship. It was pointed out the outcomes are general enough that all courses are doing them.

While there do not seem to be objections to the outcomes themselves, collection of course-level data and development of assessment plans creates additional workload at the department level. Gathering data and creating assessment plans requires significant time. Accreditation requirements that have significant work/labor to address accreditation standards, and adding more data will be burdensome. Pam Coonan mentioned departments could identify accreditation standards that align with institutional outcomes. The first year may be painful. Measurements are needed, current struggle with APR.

Colleges and departments are already doing outcomes assessment. General education committee should have rotation program to audit courses and implement assessment practices so departments can state that institutional outcomes are met by general education program. We need the institution to tell us how they are measuring general education/institutional outcomes.

General education courses go through approval and re-review processes. CAAC members requested UWGEC chair come and talk about general education structure and assessment. UWGEC has an assessment subcommittee and Kim will notify the chair about this discussion. CAAC members see this as an opportunity to measure the success of general education curriculum towards meeting these outcomes. A CAAC member mentioned that this may be a potential hardship for UWGEC due to the number of general education courses and methodology concerns (how will these be assessed across all courses). UWGEC Assessment Subcommittee has reviewed courses to find outcomes explicitly stated on course syllabi.

Listing outcomes is not the same as measuring outcomes. There needs to be a place that general education faculty can input data, much like colleges do for their curriculum. Prior proposals have found resistance and come up short. We should talk to institutions around the USA for insight. Discussion occurred regarding faculty being unaware of their course attributes (writing emphasis, general education, diversity emphasis).

If you want to do this right, assignments must be collected, sampled, and assessed, which is labor intensive. CAAC members discussed assessment coordinators for gathering data and their use across colleges. Discussion occurred regarding college representation on UWGEC and those qualified to serve on the committee.

b) CAAC Bylaws- Kim Jones and Janet Sturman

Kim and Janet presented possible CAAC bylaws. The document presented is a starting point for discussion. Requesting feedback on questions and current document. CAAC bylaws are needed for HLC compliance. The bylaws draw from other committees including faculty senate, UWGEC, and UGC. Begins with CAAC's purpose and functions. Janet went over CAAC's establishment and history. Discussion occurred on topics including open meeting laws, chair term limits, chair/vice-chair rotation, college rotations impacting CAAC membership, and requiring submitting proposals one week prior for presentation and voting at a CAAC meeting. CAAC members suggested setting a two-year term limit (renewable) for CAAC chair, removing minutes from officer position section, listing college members, developing a CAAC webpage, and proxy voting.

c) New Program Proposal Workflow- Pam Coonan updated CAAC on the new program proposal workflow in reference to the discussion on proposal deadlines and workflow. The new workflow will work like the course approval workflow and include a 10-day campus review period, comments, and direct routing of updated proposals. CAAC members discussed the current course approval workflow and voiced concerns regarding the weekly report listing courses under review.

d) International Bridge to Master's Program- Janet Sturman

Janet discussed the lack of an undergraduate admission routing option for these programs. The current situation has been troublesome for students and programs. Furthermore, the increased interest in these sort of bridge programs warrants discussion of an institutionally approved approach that works for students. Graduate College is considering admitting international undergraduate candidates to the graduate version of the certificate. However, this option would result in giving undergraduate international admission candidates an advantage/privilege since those students would not have the necessary requirements for applying to a graduate level certificate. Janet proposed that undergraduate certificate to masters bridge programs be treated as an AMP when there is an official memo of understanding with international partners. Pam mentioned that Admissions is working on a solution to admit non-degree seeking certificate students directly into undergraduate certificates. Janet discussed admission criteria and students being dropped from courses. Perhaps this should be discussed this before it develops further.

e) Dean-level Approval for Faculty Assigning Textbooks- Kim Jones

Kim asked for input from colleges regarding textbook approval including college approval process. SBS does not have a college approval process but has noticed that publishers have approached

general education instructors and in one instance requesting an exclusive contract. Eller does not permit book buyers in the building. CALS has department level processes for textbook approval for courses at all levels. Discussion occurred over customized publishing and assigning your own textbook. The discussion segued into a conversation on policy and procedures for individual colleges. Discussion included ABOR policies and rules and dissemination of information about rule/policy changes.

IV. Meeting Adjourned

Respectfully Submitted by **Martin Marquez, 9/5/17**