

UNIVERSITY COMMITTEE ON EDUCATIONAL POLICY

Videoconference Minutes

Monday, March 20, 2023

Attending: Melanie Cocco, Chair (UCI), Kathleen Bawn, Vice Chair (UCLA), Darlene Francis (UCB), Katie Harris (UCD), Manoj Kaplinghat (UCI), Dorothy Wiley (UCLA), Holley Moyes (UCM), Eric Schwitzgebel (UCR), Geoff Cook (UCSD), Thuan Le (UCSF), Julie Bianchini (UCSB), David Cuthbert (UCSC), James Weichert (Undergraduate Student Representative, UCB), Sadaf Bandiali (Graduate Student Representative, UCD), Pablo Reguerín (Vice Chancellor, Student Affairs, UCD), Steve Sutton (Vice Chancellor, Student Affairs, UCB), Todd Greenspan (Executive Advisor, Academic Planning and Policy Development, IRAP), Carmen Corona (Director, Academic Planning and Policy, IRAP), Ethan Savage (Academic Planning and Policy Analyst, IRAP), Brenda Abrams (Principal Policy Analyst, Academic Senate)

I. Consultation with the Systemwide Advisory Work Group on Students with Disabilities Co-Chairs

- *Pablo Reguerín, Vice Chancellor, Student Affairs, UCD*
 - *Steve Sutton, Vice Chancellor, Student Affairs, UCB*
- The systemwide work group is comprised of staff, faculty, and students from all the campuses and started its work in 2022.
 - The former provost charged the work group with looking at the needs, resources, educational experiences, and campus culture issues for undergraduate and graduate students with disabilities.
 - There were subgroups on campus infrastructure, academic culture, and campus climate, and the effort involved meetings with the directors of the campus disability centers and with students.
 - The work group submitted its interim report to the Regents in January and the Board encouraged the group to think about how UC can set a new vision and be bold with respect to support and services for students with disabilities. This report highlighted the most pressing recommendations.
 - The report included an analysis of data from the Undergraduate Experience Survey that looked at disabled students' satisfaction and retention.
 - The disability offices need sufficient staffing so they can respond to students within two to four days of being contacted, which is a national benchmark. To achieve this goal, the ratio of staff to undergraduate students should be one to 250 and one to 50 for graduate/professional students.
 - Some form of training should be required for faculty and staff on effectively serving students, both inside and outside the classroom.
 - In the event of a complaint, the resolution process requires at least one full-time Americans with Disabilities Act coordinator.
 - One recommendation is the development of cultural centers for students with disabilities which are not necessarily connected to disability offices and do not focus on accommodations but are resources to help students build their identities.
 - The work group also recommended the creation of chancellor-level task forces at the campuses with diverse representation that try to address cross-cutting and complex issues.

Discussion: A member asked if a student with disabilities could be added as another work group co-chair and this idea will be shared with the work group. Faculty need help to think creatively about competencies that may have physical components and how to help students meet their professional goals. It is important to meet students where they are while also addressing their unique experiences. Faculty are seen as partners on issues related to assessment, instruction, universal design, and

differentiated approaches to demonstrating competency. The growth of accommodations for students with disabilities is a positive, but the burden that has fallen on faculty and staff has not been acknowledged. Training for faculty is needed so they are better equipped to understand and address the needs of disabled students in their classes. It is important that training is conducted by faculty with experience in different classroom settings and who understand the challenges. UCEP could think about how learning and competency are assessed and if there are more differentiated approaches that could be employed.

Students have to separately inform multiple campus entities about their need for accommodations and the work group wants to figure out how the information can be shared more easily with the relevant offices. However, there are privacy issues and some students prefer not to disclose their disability. The committee discussed issues related to providing accommodations and it was noted that requests for accommodations increased since the COVID-19 pandemic began. The co-chairs do not think the work group will make any blanket recommendations about online course offerings and there is an understanding that the remote instruction provided during pandemic does not have to continue. One of the most important things faculty can do in terms of accommodations is to ensure that the learning goals for a course are very clear. The directors of campus disability offices meet weekly and consult with campus counsel about case law because practices are continuously shifting. The work group's final report will be released in the fall.

II. Chair's Updates

Vice Chair Bawn will assume the position of chair in September and asked any members who expect to return to UCEP next year if October 2nd, February 6th and May 6th would work for in-person meetings. May 6th is the first week of finals for UCB and UCM and the vice chair wonders if this would be problematic. Members were also asked to weigh in about having two shorter videoconferences a month or one longer meeting the first Monday of the month.

Chair Cocco and the analyst have contacted the WASC Senior College and University Commission about the criteria for "regular and substantive faculty-initiated interaction" but have not received a response. It is possible that WSCUC may not have the criteria so UCEP will move forward on the principles for online majors and minors without this information.

Discussion: Members indicated that an in-person meeting in May 2024 will probably not be a problem. There is strong support for two shorter videoconferences each month.

III. Consultation with Institutional Research & Academic Planning

- *Todd Greenspan, Executive Advisor for Academic Planning and Policy Development, IRAP*
- *Carmen Corona, Director, Academic Planning and Policy, IRAP*
- *Ethan Savage, Academic Planning and Policy Analyst, IRAP*

Director Corona shared that IRAP is working with Academic Personnel and Programs on two items for the May Regents meetings. One topic is on where UC lives which focuses on the UC Washington, D.C. Center, UC Sacramento Center, UC Education Abroad Program, UC Scout, and on the UC regional consortium working on degree completion efforts at UCR, UCSB, and UCD. The Regents will also receive a report from the systemwide task force on open education resources such as online textbooks. There is a provision in the governor's compact with UC to lower the cost of educational materials. Campuses will submit their enrollment estimates to IRAP later this week. Last year the legislature funded enrollment

that was not achieved this year and UC is proposing to spread the enrollment growth over the next four years. The projected growth for 2023-2024 is 4200 FTE and the administration is discussing ways to increase summer enrollment growth and encourage students to take more units.

IV. Management Consultation: Proposed Revisions to APM 210, Review and Appraisal Committees

UCEP has the opportunity to comment on the proposal to add mentoring to APM 210. The motivation behind this change is based on concerns that mentoring is often invisible labor and should be recognized.

Discussion: There are questions about how mentoring activities will be tracked. A lot of mentoring is very informal which is acknowledged in the document. It is unclear if faculty have to comment on all 14 items in APM 210.3(C) and it is also not clear if mentoring faculty members will be counted. There is no explanation for why mentoring for academic purposes should be separated from mentoring for non-academic ones. Faculty should determine where to report their mentoring, but the policy dictates that it be reported in the section on service. Examples of mentoring activities and an explanation of what supporting student learning means would be helpful.

Action: Chair Cocco will draft a memo and ask for the committee's feedback.

V. Preparation for April 3rd Consultation with Provost Newman

The new provost will join UCEP on April 3rd and members should send Chair Cocco any questions or topics they would like to raise by the 29th. The questions will be sent to the provost in advance.

VI. Campus Reports/Member Items

A member reported that faculty are finding that students in upper division classes do not have basic Writing skills and Writing faculty have taken the position that teaching formal English is considered a racist act.

VII. New Business/Executive Session

There was no New Business or Executive Session.

Videoconference adjourned at: 1:25 PM

Minutes prepared by: Brenda Abrams

Attest: Melanie Cocco