UNIVERSITY COMMITTEE
ON
EDUCATIONAL POLICY

2018-2019 ANNUAL REPORT

TO THE ASSEMBLY OF THE ACADEMIC SENATE:
The University Committee on Educational Policy (UCEP) met nine times in Academic Year 2018-2019 (including five videoconferences) to conduct business with respect to its duties as outlined in Senate Bylaw 170 and in the Universitywide Review Processes for Academic Programs, Academic Units, and Research Units (the "Compendium"). The major activities of the committee and the issues it addressed this year are outlined briefly, as follows.

UC TRANSFER INITIATIVE
The 2017-2018 Transfer Task Force and the April 2018 memorandum of understanding between UC and the California Community Colleges (CCC) set the stage for UCEP's participation in the development of a systemwide Transfer Guarantee over the course of this year. While the Board of Admissions and Relations with Schools was responsible for devising a way to implement the Guarantee, UCEP examined and weighed in on myriad issues related to the enrollment, persistence and retention of transfer students. Committee members served on the Transfer Implementation Steering Committee and three associated workgroups: Transfer Guarantee; Transfer Advising Innovations and Communication; and Transfer Pathways and Articulation.

Overarching concerns for UCEP included identifying a strategy that would increase access for a diverse transfer student population as well as the transfer readiness of UC campuses, student success and what happens to transfer students after admission. In addition, the committee began investigating questions related to the governance and review of the Transfer Pathways and Transfer Admission Guarantee agreements. In the spring, committee members collected basic information about the processes for review and approval of transfer criteria at the department and division levels. A synopsis which highlighted the strengths and shortcomings of current procedures was shared with the divisional Senate chairs and educational policy committees in June. In the near future, the committee may focus attention on the effectiveness of the Pathways and how their utilization contributes to student access and success.

INNOVATIVE LEARNING TECHNOLOGY INITIATIVE (ILTI)
The year began with the formal appointment of the ILTI Coordinator as a consultant to UCEP, a step designed to facilitate communication and strengthen the collaboration between the committee and the systemwide program for online education. Following the committee's recommendation to Council that campuses institute a flexible petition process to increase access to ILTI courses, UCEP continued to investigate the Cross Campus Enrollment System (CCES) in an ongoing effort to uncover practices and policies that may inadvertently hinder students' ability to take advantage of the Initiative's online course offerings. Central to this investigation was the committee's review of approximately two years' worth of data from the CCES, close to 6,000 individual enrollments.

Following UCEP's recommendation, ILTI began to organize the data into common categories to form the basis for a taxonomy, and it quickly emerged that the majority of enrollment problems stem from communication and timeline issues rather than policy. In conjunction with this analysis, ILTI surveyed academic advisors about the CCES and the preliminary results suggest that a petition process would not necessarily address obstacles to enrollment. UCEP shared these findings in a letter to Academic Council in June, recommending that ILTI prioritize the creation of a taxonomy to standardize the organization of enrollment data.

FULLY ONLINE UNDERGRADUATE DEGREES

In accordance with the Compendium, in January Academic Council determined that a proposal from UCI's Paul Merage School of Business to pilot a fully online Bachelor of Arts degree in Business Administration constituted a first of its kind degree requiring review and approval of the systemwide Senate. Starting in February, UCEP began to carefully scrutinize the proposal and supplemental materials, and held multiple, in-depth discussions about the proposed pilot. UCEP received a presentation from an Associate Dean from the School of Business and UCEP's Chair kept Council, along with the Irvine Division Chair, apprised of the committee's deliberations.

By May, members concluded that the online degree program could not be approved as proposed. The committee agreed that the School of Business had not thoroughly considered or addressed fundamental operational issues related to admissions, financial aid, catalog rights, and access to resources. A [June memo from Council to the Provost's Office](#) outlined UCEP's two recommendations for next steps. The School of Business has agreed with the committee's recommendation to expand its offering of online courses in tandem with face-to-face courses in the existing BA to gather data about online student success and experience, and to clarify future decisions about moving to an online-only degree. Academic Council supported UCEP's second recommendation for a systemwide exploration of UC's engagement with fully online undergraduate degrees, with particular attention to the experiential and intellectual implications of non-residency. This effort will commence in the fall with the involvement of relevant Senate committees and administrators.

TRAINING FOR TEACHING ASSISTANTS/GRADUATE STUDENT INSTRUCTORS

UCEP's [July memo to Council](#) was shared with the directors of campus Centers for Teaching and Learning (CTL) or Offices of Instructional Development (OIDs) through the Provost's Office. The CTLs and OIDs took the lead on studying the available training in an effort to determine its effectiveness and identify best practices and potential solutions for improving the offerings. Two representatives from the CTL/OID project joined the committee in June to briefly discuss key findings, indicating that a report on their effort would be shared with the Academic Planning Council and UCEP. The committee will review this report and monitor developments related to TA and GSI training.

ACADEMIC INTEGRITY

The committee considered several issues related to academic integrity over the course of the year, including dishonesty and plagiarism, posting course materials on websites, and inappropriate comments on student course evaluations. Previous conversations about dishonesty, plagiarism and other forms of cheating have been general in nature, but this year UCEP compiled specific information about campus policies and practices which was reported to Council. Another aspect of academic integrity pertained to students illegally posting course materials on commercial social learning websites. The committee's concerns about this activity and appeal for a systemwide response to this complicated matter were delineated in [an April memorandum to Council](#) which was shared with Academic Personnel. Finally, UCEP is one of five committees Council has tasked with studying issues related to inappropriate comments made by students on course evaluations. UCEP will consider this matter from the educational quality perspective.

STANDARDIZED TESTING TASK FORCE

In July 2018, President Napolitano requested that the Senate evaluate the use of standardized tests for UC admissions and determine whether any changes in admission testing policies or practices are necessary to ensure that the University continues to use standardized tests in an appropriate way. It is worth noting that more than 1,000 universities in the U.S. have stopped requiring the SAT and ACT in recent years and that nine UC campuses are among the 13 colleges that currently still require the ACT Writing or SAT Essay for freshman admission. UCEP's Chair, the UCSD representative and the graduate student representative agreed to serve on [Academic Council's Standardized Testing Task Force](#) (STTF), which held its first

meeting in February. The STTF's investigation will continue into the new Academic Year, with the expectation that recommendations will be forthcoming in early 2020.

INCARCERATED STUDENTS

In April, the Senate Chair called for UCEP, the Committee on Graduate Affairs, and the Committee on Affirmative Action, Diversity and Equity to determine if policies or a set of best practices are needed to support working with students who are incarcerated or whose circumstances limit their ability to interface with a campus. As a first step, UCEP invited the director of the [Berkeley Underground Scholars](#) program to discuss the challenges facing both currently and formerly incarcerated students and the academic needs of this population. In August, Senate leadership and representatives from UCEP and the other two Senate committees participated in a roundtable that brought together UC faculty working with or planning programs for incarcerated students as well as representatives from the CCC and California State University systems. The process of information gathering and identifying pertinent Senate policies that need to be reconsidered to accommodate working with these students will be ongoing.

OTHER ISSUES AND ADDITIONAL BUSINESS

In response to requests for formal comment from the Academic Council, UCEP also issued views on the following:

- Restructuring of systemwide UC Mexico programs
- UCSD School of Public Health
- Amendment to UCSC Division Regulation 10.1.3
- UCSD Variance Request to Senate Regulation 782
- Revision to Senate Regulation 636.E
- UCSD's Seventh College
- Discontinuation of UCD's Textiles and Clothing degree and Fiber and Polymer Science degree
- Restructuring of UC Sacramento
- UCLA Bachelor of Music in Music Performance degree

UCEP touched on a variety of other issues related to the business of the Academic Council, Academic Assembly, ICAS, and the work of campus Committees on Educational Policy/Undergraduate Councils.

UCEP REPRESENTATION

UCEP Chair Anne Zanzucchi represented the committee at meetings of the Academic Council and the Academic Assembly. Chair Zanzucchi also participated on the Provost's monthly budget briefing teleconferences, the Academic Planning Council and represented UCEP on ICAS, and the UC Washington D.C. Center's Academic Advisory Council. Chair Anne Zanzucchi represented UCEP on the Transfer Implementation Steering Committee and the Transfer Guarantee and Transfer Advising Innovations and Communication subcommittees. Finally, UCEP was represented by Vice Chair Serences on the Office of the President's Education Financing Model Steering Committee and by Daniel Potter (UCD) on the UC Education Abroad Program Advisory.

COMMITTEE CONSULTATIONS AND ACKNOWLEDGEMENTS

UCEP benefited from consultation and reports from; Todd Greenspan, Director, Academic Planning Institutional Research and Academic Planning; Ellen Osmundson, ILTI Project Coordinator, UCOP; Mary-Ellen Kreher, ILTI Course Development Director; and Paul Montoya, ILTI CFO and Marketing Director, UCOP.

In addition, UCEP consulted the Academic Senate chair and vice-chair, who updated the committee on issues facing the Academic Council and Senate.

Respectfully submitted,

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