

**UNIVERSITY COMMITTEE
ON
EDUCATIONAL POLICY
2008-2009 ANNUAL REPORT**

TO THE ASSEMBLY OF THE ACADEMIC SENATE:

The University Committee on Educational Policy (UCEP) met seven times in Academic Year 2008-09 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:

Undergraduate Involvement in Research

Over the course of the year, UCEP discussed opportunities for undergraduate involvement in research at UC. The committee developed a white paper focusing on unique aspects of a research university and specifically UC, the value of research to students, and ways to increase opportunities. The white paper describes the various ways undergraduates participate in research through both introductory and in-depth activities. Quantitative information detailing learning gains related to faculty-supported undergraduate research and creative project participation is provided. The paper includes data from Center for Studies in Higher Education's Student Experience in the Research University project at UC Berkeley that shows that UC undergraduates are conducting research with faculty at a significantly higher rate in comparison to national data. The Office of the President's Communication unit has been asked to help disseminate the paper, the audience for which includes prospective students and their parents, and state legislators.

Impacted Majors

The issue of impacted majors was explored by UCEP during several meetings. Committee members provided information from their campuses regarding majors that are oversubscribed and the strategies employed to help manage them. UCEP found that a clear definition of impacted majors and policies intended to address the problem does not exist. It was noted that, although students' interests shift quickly, demand should be considered when determining resource allocations. The committee had a number of conversations about ways to help steer students who are struggling in their declared major toward other disciplines that better match their talents and real interests. UCEP wrote a white paper that provides the committee's definition of an impacted major and highlights factors that contribute to an impacted major. The paper also documents current mitigation strategies used by various departments and the potential negative impact of some of the strategies. UCEP recommends that timely and accurate counseling of students is probably the most effective tool to minimize the impact of various majors on UC campuses. At its July 29, 2009 meeting, the Academic Council unanimously endorsed UCEP's request to the Provost to distribute its white paper on impacted majors to deans, deans of undergraduate education, CEPs, UG Councils, and directors of student affairs. The paper was forwarded to the Executive Vice Chancellors at the end of August, and the Provost also asked staff at OP to develop a more quantitative assessment of the extent and number of impacted majors.

Educational Effectiveness Task Force

Dr. Clair Brown met with UCEP in December and May to report on the work of the Educational Effectiveness Task Force. The Undergraduate Education Planning Group's Educational Effectiveness Task Force is chaired by Dr. Brown and was established to develop assessment strategies. The task force has investigated how undergraduate learning goals are being assessed and the support that can be provided to the campuses. The goal is for campuses to own a faculty-driven, department/content-specific assessment process that provides information for the public about learning outcomes for UC students. The aim is for UC's strategies to be richer than the Western Association of Schools and Colleges evaluation and utilize measures that are better than those found in standardized tests. Information about the outcomes will be available online at the department level so the public can look at departments' learning goals, see how they map to the curriculum, and eventually see outcomes of UC students' achievements. The task force's report will be available in September and it is hoped that UCEP will oversee implementation of the process and that campus CEPs will provide leadership to ensure it is faculty-driven.

SR 764 Credit in Special Study Courses

UCEP discussed Senate Regulation 764, a systemwide regulation which limits credit in special study courses for undergraduates to five units per term. The committee found that some campuses are out of compliance with the regulation and that the definition of special study courses is problematic. Across the campuses, the number of credits given and the course names and numbers vary. Since campuses limit the number of special study courses a student can take and most majors will restrict how many special study courses can be taken, members agreed to recommend that the regulation be rescinded. UCEP submitted a letter Council requesting that SR 764 be rescinded and on May 27, Council unanimously approved sending UCEP's request to repeal SR 764 for systemwide review. This review will occur in the fall.

Student Experience in the Research University (SERU) Project

SERU representatives joined UCEP in February and April to provide information about the UC Undergraduate Experience Survey (UCUES) process. UCUES is a comprehensive questionnaire administered biennially to all undergraduates in the UC system that collects data on 800 variables. The survey is mainly used for accreditation and academic program review and collects information about campus climate, student engagement and various aspects of diversity. SERU is working on a web-based tool that allows for queries by campus, discipline and background characteristics and will help UCEP understand research engagement and opportunities that are happening at the campuses. Funding from all the campuses and from OP has been year to year. SERU asked for UCEP's support for UCUES and the survey administration. UCEP submitted a letter to Council urging the Office of the President as well as the leadership of each division of the University to help with the funding of SERU. At its May meeting, Council unanimously endorsed forwarding UCEP's letter to the President and Provost.

Textbook Affordability

The issue of textbook affordability was brought to UCEP for consideration by the Academic Senate Vice Chair and the Student Regent. In recent years, textbook prices have risen much faster than the average rate of inflation. One reason for these price increases is the large number of extras included with modern textbooks such as CD-ROMs and instructional supplements that are usually web-based. Customization makes it very difficult for students to buy and sell in the used-book market. Recent pieces of state legislation attempt to address this issue through a number of strategies, including encouraging faculty to give consideration to the least costly

practices in assigning textbooks and by requiring publishers to make information about the cost of the textbooks more available. UCEP members suggested several approaches to increase affordability such as placing examination copies or instructors textbooks on reserve in the library or creating a reader including only the required chapters from a book.

Amending UCEP's Charge

No systemwide Senate committee examines issues involving student affairs or student life and UCEP's charge in the bylaws does not encompass looking at the welfare of students. The committee debated whether it was necessary to change the bylaw to encompass these issues, and ultimately agreed that changing it will enable UCEP to initiate studies of student affairs topics of interest to the committee in the future. It was noted that some matters related to student affairs can be better handled at the campus level. UCEP suggested wording for the expanded charge and in May Council unanimously approved sending UCEP's request to revise their charge for systemwide review.

Science and Math Initiative

Keith Williams of the Cal Teach Executive Committee joined UCEP's June meeting to discuss the Science and Math Initiative, now known as Cal Teach. SMI started five years ago with a pact between the governor and UC. The program is designed to prepare UC math, science, and engineering students who are interested in becoming K-12 math and science teachers. The goal of the program is to put a thousand new science and math teachers annually into California classrooms. The governor's office provided funding which UC matched, and approximately \$4 million in external funds raised by OP have been expended to provide for non-instructional activities. There are questions about how SMI will be funded in the future and issues have arisen as the program governance transitions to the campuses. The Cal Teach Executive Committee has written a letter to the president with a number of requests including continued core funding from OP and assistance with systemwide fundraising. The letter, also signed by UCEP's chair, was reviewed and endorsed by Council in August and forwarded to the Provost.

Review of Proposed Schools and Degree Programs

As a Compendium committee, UCEP participated in the review of the following proposed Schools and submitted thoughtful, detailed views and analyses to the Senate chair:

- Proposal to Reconstitute the A. Gary Anderson Graduate School of Management at the University of California, Riverside
- UC Davis School of Nursing

In general, UCEP supported the development of new graduate and professional schools, though there were also concerns about funding models for some of the schools and their potential effects on other programs if both existing faculty are redirected to the new schools. UCEP's Chair participated in the joint administrative/Senate task force to revise the Compendium. The task force identified ways to improve the five year perspectives review, add guidelines for reviewing financial and budget issues in proposals for new schools, and update language in the Compendium.

Other Issues and Additional Business

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

- APM 110-4(10), Academic Personnel Definitions; APM 230-17, Visiting Appointments Terms of Service; APM 230-18, Visiting Appointment Salary; APM 279-20, Clinical Professor, Volunteer Series; APM 360- 80-a, Librarian Series; APM 520-4, Employment of Near Relatives; APMs 710-14-b, 710-14-1, 710-38, and 710-46, Leaves of Absence/Sick Leave/Medical Leave; Proposed New APM 765
- Policy on Re-employment of UC Retirees
- UC Accountability Framework
- Proposed Variance to Merced Senate Regulation 70.B
- Sexual Harassment Prevention Training Compliance
- Blue and Gold Opportunity Program
- Item J1: Proposed revenue bond to finance seismic upgrades and other construction
- Amendments to Senate Bylaws 125.A.4, 128, and 130
- Report from the UC Task Force on Planning for Doctoral and Professional Education
- UC Education Abroad Program Business Plan
- Proposed Revisions to Senate Regulations Governing Undergraduate Admissions
- Furlough and Salary Cut Guidelines
- Non-Resident Enrollment
- UC Seminar Network
- Proposed UC Merced Divisional Regulation for the Honors Program
- Reviews of the Division of Agriculture and Natural Resources and the Cooperative Extension Program

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

UCEP Representation

UCEP Chair Steve McLean represented the committee at meetings of the Academic Council, and Academic Assembly, and regularly attended meetings of the Intersegmental Committee of Academic Senates. Due to the state of flux in the Provost position, the Academic Planning Council only began meeting toward the end of the academic year and incoming Chair Williams represented UCEP.

Committee Consultations and Acknowledgements

UCEP benefited from consultation and reports from Carol Copperud, Director, Academic Planning and Hilary Baxter Academic Planning Analyst, Academic Planning, Programs and Coordination. In addition, UCEP consulted the Academic Senate chair and vice-chair, who updated the committee on issues facing the Academic Council and Senate, and the systemwide Senate executive director, who spoke to UCEP about committee and administrative matters.

Respectfully submitted,

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