

University Committee on Educational Policy

Annual Report 1999-2000

TO THE ASSEMBLY OF THE ACADEMIC SENATE:

Under the bylaws of the Academic Senate, the University Committee on Educational Policy has the following responsibilities:

- (1) To consider and report on matters referred to it by the President of the University, the Assembly, a Division, or any Senate Committee, and
- (2) To initiate appropriate studies and make reports thereon to the President, the Assembly, or any Division, on the establishment or disestablishment of curricula, colleges, schools, departments, institutes, bureaus, and the like, and on legislation or administrative policies of a fundamental character involving questions of educational policy.

The Committee held eight formal meetings during the 1999-2000 session, supplemented by e-mail consultations.

During the 1999-2000 academic year UCEP considered and acted upon the following major issues:

I. NEW PROGRAMS, SCHOOLS COLLEGES AND CAMPUSES

- ***UC Merced.*** The Committee was kept apprised of the continuing work of the UC Merced Task Force by Chair Berck, UCEP Task Force representative. Since the Task Force is functioning as a founding faculty, the Committee was asked to vote on granting its authority for approving or not approving courses to the Task Force. Such action required a bylaw change designating the Task Force as a Special Committee of the Assembly to approve courses for UC Merced. This action was unanimously approved at the UCEP meeting of 9/22/99, and the necessary change to Bylaw 116.B was approved at the 10/20/99 Assembly.

- ***Proposal for a Law School UC Riverside.*** The Committee discussed concerns about the proposed off-campus location, competition for resources, and the structure of the program. They concluded, however, that establishment of the law school would increase the quality of legal education and the economic diversity of the law profession sufficiently to justify its establishment. They felt the program would also enhance UC Riverside's academic stature as a research university, directly benefit its intellectual climate, and have a synergistic effect with graduate and undergraduate programs. The UCEP recommendation to establish the school was conveyed to Council Chair Coleman on 4/20/2000. This matter was referred back to UC Riverside by Council Chair Coleman on 6/5/2000 for the purpose of addressing concerns of location, orientation, consultation and budget. Another iteration is expected in the 2000-2001 academic year.

- ***Proposal for a School of Pharmacy at UC San Diego.*** The Committee concluded that the proposed school fills an important need of the State and complements the existing programs at UCSD. UCEP transmitted its formal recommendation in support of this proposal to Academic Council Chair Coleman on March 8, 2000. The establishment of the School of Pharmacy at San Diego was approved by Council on June 7, 2000, and approved by the Committee on Educational Policy on July 20, 2000.

II. ACTION ON SENATE REGULATIONS AFFECTING UNDERGRADUATES

- ***Senate Regulation 810. Grade Point Credit for Concurrent Enrollment.*** UCEP considered the request of UC Riverside for a variance to Senate Regulation 810. The requested variance would grant the right to count concurrent enrollment courses for grade-point credit (as well as unit credit). (Concurrent enrollment, administered by University Extension, is the procedure by which individuals not admitted to regular student status are able to take regularly scheduled courses.) The Committee approved the request for a variance. In addition, UCEP recommended amending SR 810 to permit divisions to allow enrollment for grade point credit. UCR&J also reviewed the proposed amendment. The UCEP proposal for amendment of SR 810 was approved at Assembly 5-24-2000 and the Riverside Division was granted approval of its request for variance to make its desired concurrent enrollment practice retroactive to the time the division approved this practice, in May 1999.
- ***Senate Regulation 778. Proposal for +/- Grades at Divisional Option.*** SR 778 sets forth that plus and minus grades exist only as divisional variances. The Committee recommended that an amendment be put before the Assembly to make plus or minus grading a divisional option. Any plus grades are to carry three-tenths of a grade point more than the unmodified grade and any minus grades three-tenths of a grade point less than the unmodified grade. It was agreed that this proposal be forwarded to Council and UCR&J.
- ***UC Santa Barbara Approval for Notation of Minors on Diplomas.*** After brief discussion, the Committee approved the UCSB request for diploma notation for Designated Emphasis Programs. The recommended diploma notation is "Ph.D. in X with Emphasis in Y," where X is the Ph.D. degree and Y is the designated emphasis program. Ten existing emphasis programs were approved for diploma notation. The Committee's recommendation was transmitted to Assembly, and the matter was approved in Assembly on the Consent Calendar of May 24, 2000.

III. POLICY RECOMMENDATIONS AND CONTINUING REVIEW ITEMS

- ***Issues Concerning Enrollment Planning and Time to Degree.*** Multiple interlocking topics were considered in reviewing and making recommendations on this item.
 - ***180 Unit/Four-Year Initiative.*** The UCEP initiative to drive the system toward 180 units and four years has become a crucial issue in the management of enrollment during the period of growth encompassing Tidal Wave II. UCEP requested that the

divisions be encouraged to review existing regulations and policies and make recommended changes to ensure timely completion of the degree. They also requested the divisions discuss the enforcement of existing Senate and Divisional Regulations with the appropriate administrators to move toward this goal. In investigations of these issues UCEP inquired into reasons for excess units at graduation, unavailability of required courses within the student's timeline for four-year completion, loosely applied "W" policies and generous drop dates, and the consequences of requiring a minimum of 12 units. UCEP noted that there were a variety of reasons for excess units at graduation, but based on the information obtained, they felt that students are behaving responsibly. They concluded that the four-year requirement should be emphasized, not the 180 units. The Committee agreed that an adequate advising and support structure would be key in getting students to finish in four years.

➤ **Enrollment Planning.** The Committee reviewed the draft report by AVP Sandra Smith on this issue. UCEP members recommended that the report to the Legislature include a statement about the need for good academic planning. They recommended the statement include (1) ensuring that there is an adequate deployment of resources to expand popular majors, (2) that quality of teaching is not compromised, and (3) the balance between Ph.D. and undergraduates be expanded or maintained.

➤ **Withdrawal policies/"W" Grades.** The Committee reviewed and discussed campus policies on "W" (withdraw) grade policies. They concluded that on many campuses there was effectively no drop date because of the loose standards applied to withdrawing from courses. The consensus was that, because of Tidal Wave II enrollment increases, loose withdrawal policies would result in increasingly heavy resource costs, a negative effect on time-to-degree, as well as undermine student responsibility. The Committee recommended encouraging the divisions to adopt requirements that limit the number of times an undergraduate student may fail to finish a course in which they are enrolled beyond a reasonable drop date. The suggested limit was twice in an undergraduate career. The committee felt that divisional regulation would need to place a requirement for exception to regulation that is extremely high and depends upon circumstances beyond a student's control.

➤ **Summer Session/Time-to-Degree Incentives.** The Committee was supportive of the recommendations of the Task Force on Summer Session, including Time-to-Degree Incentives. Examples of such incentives are tuition-free summer school for those who finish in summer and financial rebates for finishing on time.

• **Rewriting Student Code of Conduct.** UCEP was informed that the administration is engaged in rewriting the student code of conduct. UCEP is specifically interested in the following: Speech and advocacy, student governments, registered campus organizations, university obligations and student rights, campus-based fees, student participation in governance, authorized student governments, and student conduct and discipline. The UCOP advisory group will come together in the fall. UCEP has requested to consult with administration on this subject, and will be placed on the list of recipients for drafts of the revised policy, currently titled *The University of California Policies Applying to Campus Activities, Organizations, and Students*.

- ***Subject A.*** In response to Council suggestion that UCOPE bring BOARS and UCEP into their review of Subject A, the committee heard reports by AVP Dennis Galligani and UCOPE Representative Calvin Moore. Subject A, as currently crafted, is a graduation requirement that is used for placement. If satisfied prior to enrollment, it takes the form of a reading and writing examination or of obtaining specified scores on standardized tests. The requirement may also be satisfied after enrollment by a variety of methods that vary by campus. The review of Subject A was instigated because of concerns from three sectors: The University would like to reduce the proportion of students who must take Subject A after enrolling; the legislature wishes to reduce the amount of remedial learning in state-supported higher education, and there is some confusion among California residents as to what the exam is and what it is trying to accomplish. UCOPE reported that it plans an examination of opt-out scores and of what criteria should be used to judge alternative tests. UCEP members made suggestions regarding methodology, discussed eliminating Subject A if it can not be justified, and considered implementing a variety of substance-based writing requirements as a replacement to Subject A. Members agreed that most students could benefit from more writing instruction in small sections. UCEP is to review Subject A along with UCOPE and BOARS, and will ask for reports on UCOPE's findings throughout the 2000-2001 calendar year.

- ***Community Service Requirement.*** In response to Governor Gray Davis's call for a community service requirement for all students enrolled in California's public institutions of higher education, Academic Council Chair Coleman charged UCEP with investigating support on the campuses and with considering whether a transcript notation for public service should be supported. Polls were conducted on eight campuses, as well as informal surveys. Results were mixed—although the majority of students favored community service, they did not favor it as a graduation requirement. In Committee discussions, members expressed concern with the increased time commitment the requirement would impose on students, and with the resulting negative effect on time-to-degree. They were also concerned with potential liability to the University, with fiscal issues, and objected to the preemption of faculty control of curriculum. Concerning transcript notation, there was concern about paperwork responsibility and funding issues. UCEP advised Council it was not currently supportive of a transcript notation for community service. Council Chair Coleman's letter to President Atkinson of April 6, 2000 includes responses from divisions and committees as well as a framework for ways in which campuses might increase student participation in community service without mandating it as a graduation requirement.

- ***Use of Additional Funding for Undergraduate Education.*** UCEP members considered the best use of incremental funding that becomes available for undergraduate education. The Committee concluded that any such additional funding should be applied to those areas that are the highest priority for our undergraduate students. Priorities include: Enhancing writing instruction; restoring sections and readers in large courses; easier undergraduate entry into oversubscribed majors and courses; more academic advisors; instructional media (to be used both for hardware/software and for instructional technology development operations); Education Abroad Programs; undergraduate research; intensive foreign language instruction; breaking large classes into small ones;

more equipment for laboratory courses; transfer student assistance; and programs for monitoring students automatically. Among these, UCEP was most concerned with increasing funding for course and content-based writing instruction and increasing student access to the courses and majors they want, particularly in computer-related fields. UCEP has asked the Divisional Senates and their Committees on Educational Policy to monitor the expenditure of these funds.

- **Student Workload and Progress/Financial Aid.** The Committee reviewed the handout on financial aid and heard a presentation by Kate Jeffery, Director for Student Financial Support. UCEP appointed a representative to serve on the 1999-2000 Educational Finance Steering Committee, Professor Gabriele Wienhausen (UCSD). The key problem for UCEP is how financial aid affects time-to-degree, academic achievement, and experience as a student at UC. Jeffery suggested encouraging students to enroll in summer session by covering their expenses entirely with loans and then forgiving the loans if they could accelerate time-to-degree.

IV. ARTICULATION WITH COMMUNITY COLLEGES, K-12 ISSUES

- **IGETC Implementation Issues.** The Committee decided the following:
 - **Unit credit for fulfillment of IGETC.** For international coursework, a community college determination that the GE requirement is met shall be binding on the senior colleges. This was de-coupled from the issue of whether or not the course will give unit credit.
 - **Out of state institutions with low-unit courses.** UC will accept a student's taking 4N units in an area in lieu of taking N courses of 4 units each.
 - **Review and Removal.** At the request of the Senate or Administration of the Community Colleges, ICAS will review any courses' certification for meeting IGETC requirements.
 - **Mathematics Pre-Requisite Review.** For courses to meet IGETC, they must have a stated prerequisite of Algebra 2 or the demonstration of equivalency mastery.
- **K-12 initiatives.** The Committee heard presentations on UC K-12 initiatives, including the Governor's Teacher's Scholar Program, Community Teachers Fellowships Program, the Principal Leadership Institute Program, and the steps being taken create a California Consortium for Professional Development of K-12 teachers. Members raised questions as to resources to make it attractive for UC faculty to become involved in issues of teacher training. They were also concerned with how barriers might be broken down between schools and departments of education and other academic units. Committee members pointed out that through Subject Matters Projects, UC is in effect managing an extension program in teacher training whose size dwarfs UC's own teacher credential program. UCEP will continue to monitor these programs in cooperation with CCGA.

V. OTHER MATTERS

- ***Veterans' Day Holiday.*** UCEP deliberations resulted in the observation that the campuses would adjust to the additional holiday. Members agreed that the individual campuses should be allowed to determine the date for observance depending on practice for the local school system. The President established Veterans Day as a University holiday, to occur on the actual day.
- ***Teaching and Learning Technology Center (TLtC).*** The Committee heard presentations by Vice Provost Julius Zelmanowitz on this web-based project. This Center was presented as a showcase for the innovative efforts of faculty in the teaching area (particularly in the introduction and use of new technologies for instruction) and as a way to promote a synergy on the campuses. In its final discussion of this item, UCEP was supportive of the center's major mission to encourage the diffusion of technical innovation in teaching among the Divisions. It found the web-based magazine an innovative and appropriate way to accomplish this goal. The Committee also concluded that the grant money would contribute to technical innovation and transfer, but did not feel the use of a Presidential Award for teaching technology was justified, stating that technology related to teaching should not take precedence over teaching, research or public service. The committee also discussed concerns with intellectual property issues and the need for inclusion of provisions to monitor effectiveness.
- ***Proposal for Consortium on Language Teaching and Learning.*** The proposal for the Consortium on Language Teaching and Learning was developed by a group of faculty and administrators from across the system representing various aspects of language teaching and learning at UC. It is co-sponsored by the Office of the President and the Council of Vice-Chancellors, and is intended to work in curricular planning and institutional programming, research and development in language learning and teaching, professional development of language teachers, and outreach on the regional, national, and international levels. UCEP was asked to look critically at the proposal to see if there are activities proposed for the Consortium that should be modified or added, to discuss what functions the Center is intended to serve, and to comment on the timeline for developing the Center. UCEP suggestions included encouraging stronger advocacy for language acquisition; that an important role for the consortium would be integrating language programs and upper division literature programs; that a number of those involved in the early planning process be included in the initial governing board to maintain institutional memory. UCEP recommended the establishment of the Center to Provost King.
- ***Proposed New Academic Personnel Manual Policy Section 358: Faculty Fellows Program.*** A UCEP review was requested by Council. The Faculty Fellows Program is designed for new Ph.Ds in the Humanities. The President's vision for this job title was that this would provide UC's recent graduates in those disciplines that do not have a postdoctoral route with the opportunity to develop as teachers/scholars. It was proposed that fellows be given a two-year appointment with a 75-percent lecturer component and a 25-percent researcher component. No consensus was reached by UCEP on whether to

endorse or not endorse the proposal. Members felt that if the objective was to prepare recipients for a faculty appointment, a 50-50 lecturer/researcher split was more appropriate since faculty hired by the University are usually hired on the basis of their research. Acknowledging Senate concerns, the administration agreed that the language governing the UC Faculty Fellows Program will no longer be prescriptive with respect to how fellows divide their time between teaching and research. The Faculty Fellows Program, APM Policy Section 358, was implemented on June 26, 2000.

- **Educational Implications of DANR – Workgroup Report.** The Committee discussed recommendations included in the Senate’s DANR Workgroup Report that were of particular interest to UCEP. UCEP was concerned with the educational consequences of defunding some of the ongoing DANR educational programs in the Divisions—which they concluded would occur with a competitive grant process. Second, regarding Specialists, UCEP stated it did not want to see departments in which large numbers of voting members were not engaged in resident instruction. Third, UCEP rejected a systemwide Academic Senate standing committee and recommended less formal mechanisms be found for DANR to nurture better communication within itself. Fourth, UCEP supports Senate oversight of DANR. Fifth, UCEP supports the recommendation that ways should be found to improve the access to the research and educational resources of the Natural Reserve System.

- **Senator Dede Alpert’s Request re Master Plan for Education.** The Committee held discussions on all questions posed by the letter from Senator Dede Alpert to the university and to all segments. Responses were referred to Academic Council Chair Coleman for inclusion in his formal response from Council.

Respectfully submitted,

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