

UNIVERSITY OF CALIFORNIA

ACADEMIC SENATE

UNIVERSITY COMMITTEE ON EDUCATIONAL POLICY

MINUTES OF MEETING

MONDAY, APRIL 6, 2009

Attending: Stephen McLean, Chair (UCSB), Taradas Bandyopadhyay, Vice Chair (UCR), Constatin Teleman (UCB), John Yoder (UCD), David Kay (UCI), Gregg Camfield (UCM), David Funder (UCR), Dorothy Wiley (UCLA), Rolf Christoffersen (UCSB), Jaye Padgett (UCSC), Stefan Llewellyn-Smith (UCSD), Jamel Velji (Graduate Student Representative), Gregg Thompson (SERU), Dennis Hengstler (SERU), Steve Chapman (SERU), Elizabeth Berkes (SERU), D'Artagnan Scorza (Student Regent), Lawrence Pitts (Interim Provost and Executive Vice President), Hilary Baxter (Assistant Director, Academic Information and Strategic Services), Mary Croughan (Senate Chair), Harry Powell (Senate Vice Chair), Todd Giedt (Senate Assistant Director), Brenda Abrams (Policy Analyst)

I. Announcements

The Regents approved the bonus freeze for the Senior Management Group. Student educational fees likely will be increased by 9.3% for next year. The Regents are backing Proposition 1A which changes how the state budget is run, part of which entails extending the sales tax. Two other items on the ballot will have ramifications for UC. If the propositions do not pass the governor and legislature will have to work on the budget again. A senate/administration task force on creative budget strategies is focusing on three ways to increase revenue: non-resident tuition, differential fees by major (increasing fees for engineering and business), and HR related strategies (such as salary cuts/furlough). This task force is co-chaired by Chair Croughan and the EVC from UCSB. Chair McLean shared President Yudof's letter on plans to establish policy for instituting furloughs or salary cuts. There are currently no rules in place. Furloughs are a temporary solution, carrying many disadvantages and salary cuts negatively impact retirement and in the past have been permanent. The budget situations at the campuses vary so part of the policies to be developed will allow individual campuses to institute furloughs or salary cuts.

Council had a lengthy discussion about Multicampus Research Units and Research Programs and Initiatives. Many of the same MRUs have received funding for many years and UCOP is taking steps to provide funding to other programs. A request for proposals process will allow the existing MRUs and new groups to compete for funding. The existing MRUs not chosen for funding may receive one to two years of transitional funding determined case-by-case. Council also discussed In Absentia fees for graduate students. Council approved CCGA's recommendation that the In Absentia fee be 15% of all fees. The goal is to keep graduate students enrolled and this would initially be limited to students who go out of state. After three years, the effect on the budget will be evaluated.

II. Consent Calendar

Action: The minutes were approved with corrections.

III. Proposed Revisions to APM 028

Action: UCEP decided not to opine.

IV. Undergraduate Research Opportunities

UCEP members were asked to volunteer to work on the white paper on undergraduate research opportunities. This work can carry over to next year. SERU could add more questions to the UC

Undergraduate Experience Survey to provide UCEP with more information. UCEP should determine what it will do with the white paper.

Discussion: The UCLA and UCR representatives agreed to work on the paper. One committee member noted activities in the Arts have not been addressed. For ideas on activities in the Arts, UCEP could look at the senior theses at liberal arts colleges and contact colleagues in the Arts at their campuses for input. A committee member remarked that faculty need to receive teaching credit for their efforts to engage more students in research activities. It was noted that resources are required in order to provide more opportunities. Graduate students could mentor undergraduates, but they would need support and incentives. The Boyer Commission Report on Educating Undergraduates in the Research University addresses the issues in the paper.

In light of the Boyer report, the white paper should be directed toward students, their families, and the state legislators. The initial audience is students and their family members. It is assumed that faculty members understand the importance of including students in research. Chair McLean reminded the committee that UCUES results indicated that students feel that research detracts from teaching. Faculty should be reminded that some students feel they do not receive enough attention, and there are things that could be changed to address this.

A broader approach to including students in research could be used. A broad spectrum of students attend UC and attending a research university will mean different things to different students. A small percentage will gravitate towards research activities. The goal is for the experience to be better for everyone. Campuses could be encouraged to report the activities that are available. The paper also should address the safety of students when conducting research.

V. Impacted Majors

Chair McLean continued working on the paper on impacted majors. At least four departments at UCSB in the social sciences have this problem. UCEP can recommend strategies that deans and others could use to address impacted majors. Any bars should not be too extensive.

Discussion: A faculty member has observed too many students in the wrong major as a result of parental pressure. These students are not doing well in the major but are successful in other disciplines. This aspect will be included in the white paper. Undergraduate advising can play an important role in directing students to fields where they will be successful. Recent graduates from certain programs may be more effective than the professional advisors. Students select their majors based on incorrect information, such as incomes in different professions or what majors track to different graduate school programs. In addition to academic counseling, students need help identifying their interests and strengths. Graduate students could help with this by serving, with appropriate training, as counselors for undergraduates.

Universities and departments adopt a variety of approaches to aiding students in the selection of a major. At some universities students are not allowed to select a major until their sophomore year which gives them the flexibility to find the major that is the best fit. A pre-major should be designed to help students determine if the major is suitable for them and to understand the requirements to be successful in that major. The courses for pre-majors start in the freshman year and should be completed by the end of the sophomore year. Availability of pre-major courses in community colleges is not uniform, therefore, transfer students have varying levels of success. Thus pre-major requirements should be attainable for transfers with minimal 'levelling.' One analysis found that transfer students entering UC with a GPA under 2.7 tend to struggle after they transfer.

Lecturers, academic administrators and teaching postdoctoral students have been used to alleviate impacted major. One possible aid to impacted departments might be the establishment of a three-year lecturer position, which would enhance the ability of a program to retain good lecturers and increase consistency in their curriculum.

VI. Student Affairs Issues

The Chair explained that there is no systemwide Senate committee examining issues involving student affairs or student life and UCEP's charge in the bylaws does not encompass looking at the welfare of students.

Discussion: Quality of life could fall under the current charge and therefore UCEP could explore these issues without changing the bylaw. If the bylaw is changed, it ensures that these issues will be discussed in the future. It was noted that UCEP may not want to get involved in issues that could be better handled at the campuses. The systemwide Student Affairs Office could provide UCEP with a perspective about what is occurring at the campuses. Chair Croughan pointed out that UCEP has looked at a number of issues not directly related to educational policy this year. UCEP can suggest wording for the expanded charge and submit it to Council.

Action: The Chair will draft language to expand the UCEP charge.

VII. UC Diversity Accountability Framework

This is a work in progress and UCEP can provide comments at a later time.

VIII. Proposed Revisions to Senate Regulations Governing Undergraduate Admissions

The regulations need to be changed in order to implement the eligibility reform. A section of the regulations is no longer consistent with current practice and another section was very specific but inconsistent with comprehensive review. The revisions try to give campuses some flexibility but provide parameters for the guaranteed admission and entitled to review pools. BOARS and UCOP Office of Student Affairs worked on the proposed revisions. The divisional admissions committee's will review the proposed revisions and provide feedback.

Action: Chair McLean will draft a memo in support of the proposed revisions.

IX. SR 764: Credit in Special Study Courses

The committee reviewed the draft memo recommending that SR 764 be rescinded.

Discussion: More examples of instances of campuses being out of compliance should be included in the memo. The committee decided against recommending a lifetime maximum number of credits. Each campus has set limits per term.

Action: Committee members will provide information from their campuses about lack of compliance to add to the memo. The committee voted unanimously to submit the request to Council to recommend that SR 764 be rescinded.

X. Textbook Affordability

- *Harry Powell, Academic Senate Vice Chair*
- *D'Artagnan Scorza, Student Regent*

Vice Chair Powell provided an overview of the textbook affordability issue and described recent legislation related to the matter. UC is interested in addressing the concerns of students. Legislation includes requiring that faculty determine if an older edition of a textbook can be used or that use of a new edition is required, especially bundles that include secondary materials. Faculty also should notify bookstores as early as possible about which textbooks will be used.

Vice Chair Powell also indicated that open access textbooks provide an additional option. The Interim Provost asked the campuses to determine what practices are in place to increase textbook affordability. Regent Scorza remarked that the most recent bill has elements that will infringe on academic freedom by telling faculty what can be used for their classes. This bill requires faculty to make a cost/benefit analysis of each textbook and this could result in liability for faculty who decide not to use it. With respect to the campus bookstores, there are several strategies that would help. Students rely on faculty to ensure that affordability is maintained and a goal is to make faculty more sensitive to the burden. If the strategies discussed are adopted systemwide, costs can be lowered by 20% to 40%. Legislation in Florida would make textbooks tax free.

Discussion: It was noted that UC may be more successful achieving affordability by pressuring publishers. Possible strategies could add to the faculty workload. Chair Croughan indicated that the goal is for systemwide committees to think of strategies that are feasible which can be shared with UC faculty. If faculty adopt at least some of these it will result in savings to students. A feedback mechanism is needed to help evaluate the effectiveness of the strategies implemented. The publishers' business model is not working for their benefit and online access to information is changing the business. If possible, faculty should hold the copyright when they publish and should publish in open access journals. The use of older editions requires faculty to keep track of the differences although older editions will not include recent changes in some fields. Faculty need to discuss the curriculum with one another especially when considering purchasing bundles of books and adopting custom versions of texts. Examination copies or instructors textbooks can be placed on reserve in the library. Faculty can identify chapters that are needed and either create a reader or ask publishers to produce a book with just those chapters. Another idea is the use of cheaper paper for textbooks.

XI. Non-Resident Enrollment

This issue was not discussed; it will be taken up at the next meeting.

XII. Consultation with the Office of the President

- *Lawrence Pitts, Interim Provost and Vice President*

Provost Pitts indicated that the learning outcomes topic is currently in the spotlight but it is difficult to devise metrics for what students should learn. UCEP is asked to think about measures that will help identify how UC is doing. Questions include determining if there are ways that UC can look at some things graduates are expected to do and what UC can do to ensure that graduates succeed when they enter the work force. Legislators and others are asking UC to provide evidence of how well it is educating students.

Discussion: Campuses undergoing WASC accreditation are being forced to look at what they are teaching and identify ways to measure the educational objectives. Faculty in each discipline need to determine what the students should learn. Measuring what students learn is often not straightforward nor a good use of resources. Grading systems and graduation requirements represent an existing assessment and adding another level of assessment will not necessarily improve the quality of education. The task force on educational effectiveness is looking at assessment related to accountability and assessment related to educational improvement. The task force has not found an overall measure that will be meaningful. The measure of success UC has used is that students have a certain GPA upon graduation but this is no longer selling well with the public. Performance indicators like grades need to be separated from what students are learning. UC should propose a way to provide outcomes to the public and legislators and a separate way to measure effectiveness to meet its own needs. Ways to look at indirect measures

are also needed. Existing models map the objectives to the curriculum and the activities. UCEP members agreed that the WASC processes should be coordinated centrally by UCOP.

XIII. Student Experience in the Research University Project

- *Gregg Thompson, Co-Principal Investigator and Executive Director, Office of Student Research*
- *Steve Chatman, SERU Project Director*
- *Dennis Hengstler, Assistant Vice Chancellor, Planning and Analysis, and SERU AAU Consortium Collaborator*
- *Elizabeth Berkes, SERU Project Research Associate*

The UC Undergraduate Experience Survey (UCUES) is administered biennially to all undergraduates in the UC system. The survey is mainly used for accreditation and academic program review. The survey collects information about campus climate, student engagement and various aspects of diversity. Since the survey is administered to all students, SERU is able to drill down to look at special populations. It helps with evaluating student services and learning about research engagement. At UCB the survey has been administered annually since 2003 and there is a 50% response rate. UC's response rate compares favorably with response rates at other universities. The survey is administered at about seven universities outside California and this number will grow. There are both internal and external uses of the survey, and the academic use is increasing. The data is being mined by graduate students outside of UC, including international students.

Students enter their UC identification when completing the survey so while the data is confidential it is not anonymous. The ID allows the UCUES responses to be linked to information about students in other datasets. Data on academic engagement, satisfaction and academic time is collected. The Office of Institutional Research at each campus has access to a tool that allows it to generate reports that compare departments across UC campuses. Academic programs are arranged by a federal classification system in anticipation of working with AAU institutions so that mapping will be easier. The tool allows a template of the report to be saved so it can be run annually. Students self-report their skills when they entered UC and at the time of the survey in over sixteen areas which provides some information about change over time. There are differences in the students who respond to the survey. Students with higher grade point averages have higher response rates. In some cases, it is difficult to make reliable comparisons between demographic groups due to the limited number of respondents in those groups.

A report on undergraduate research participation across the UC system is being drafted. About 10,000 of the UC Berkeley respondents to the 2008 survey reported participation in a research activity with faculty outside of class. Based on a comparison with a national survey that found that one in five seniors participated in a research activity, a higher percentage of UC students seem to be conducting research. A higher percentage of science, technology, engineering and math majors participated in research than do humanities and social science majors. Certain campuses engage more undergraduate researchers than others in certain fields of study. There are limitations with the data on research participation by gender, race/ethnicity, and major. Data on the association between participation and non-participation in research and a set of sixteen learning outcomes shows that students involved in research experienced significantly greater gains in virtually all sixteen outcomes.

Discussion: WASC has indicated that grades cannot be equated with learning outcomes so better metrics are needed. Measurements should be defined locally, faculty driven, and discipline specific. UCUES data allows SERU to look at the correlation to students' grades and what

students report about how engaged they are with their studies and their post-baccalaureate plans and at the trajectories of different subgroups over time. This will give UC an idea of what is and is not working. The postgraduate outcomes task force will eventually have a survey which will be linked to the UCUES data. For purposes of comparison, AAU campuses have been encouraged to administer graduating senior and alumni surveys as well.

Meeting adjourned at 4pm.

Minutes prepared by Brenda Abrams

Attest: Steve McLean