

UNIVERSITY COMMITTEE ON EDUCATIONAL POLICY

December 5, 2005 Meeting Minutes

Attending: Denise Segura, Chair (UCSB)

Lynda Bell (UCR), Jaye Padgett (UCSC), Richard Weiss (UCLA), Keith Williams (UCD), Benson Tongue (UCB), Stephen McLean (UCSB), Paul Elko (UCI), Rozana Carducci (Student Rep-UCLA), Cliff Brunk (Chair, Academic Senate), Julius Zelmanowitz (Vice Provost, Academic Initiatives), Julie Gordon (Director, Intercampus Program Coordination), Jodi Anderson (UCLA), Kathy Byrne (Director, UCLA Center for Community Learning), Michael LaBriola (Senate Analyst)

I. Chair's Announcements – Denise Segura

Employee compensation was a central topic at Academic Council, after the Regents adopted a recommendation to bring the salaries for all UC employees up to market parity over a ten-year period and new procedures for determining senior leadership salaries. President Dynes is setting up a Task Force to examine how UC can improve transparency with regard to its compensation policies and practices. Meanwhile, a group of faculty, unaffiliated with the Academic Senate, is petitioning the Regents to appoint an independent body to conduct an audit and investigation. Chair Segura summarized for Council members the data reported by UCEP members in November about the status of the Science and Math Initiative on their campuses. UCEP members Benson Tongue and Keith Williams have joined the Senate's SMI workgroup.

In other news, Acting Provost Rory Hume is leading a Task Force to develop a Comprehensive Academic Plan, which has not been updated since 1965. The Advisory Council to the President on the Health Sciences is considering the future of enrollment in the health sciences. BOARS sent out for review a request that campuses discuss the potential elimination of the Honors "bump" for UC eligibility, and consider measures like strength of schedule at campus selection. A blue ribbon committee is forming to review the UCI Liver Transplant program, which closed in early November. An announcement regarding the contract award for management of Los Alamos National Laboratory is forthcoming. Finally, retirement plan contributions are expected to return in 2007.

Chair Segura also attended the November meeting of ICAS, where members discussed ways to improve transfer; the Lower Division Transfer Patterns project (LDTP); and plans for applied doctorate degrees soon to be offered at CSU.

II. Civic Engagement Initiative

Kathy O'Byrne, Director of UCLA's Center for Community Learning and Former Student Regent Jodi Anderson joined the meeting, seeking feedback from UCEP on a proposed new systemwide effort to increase UC's leadership around civic engagement, engaged scholarship and service learning.

Civic engagement in a higher education context employs students, faculty and scholarship in a broad array of strategies and interactions with the larger community to identify and address issues of public concern.

Engaged scholarship involves an institutional commitment to give academic and research activities new relevance by linking scholarship and learning to community-based organizations

through partnerships and collaborations that have reciprocal benefits for the University and the community.

Service learning is a pedagogical approach that enhances undergraduate learning through the integration of community service into the academic curriculum to give students opportunities for learning through active participation that brings theory and practice together. It also helps foster civic responsibility in students and has reciprocal benefits for the community.

A Universitywide Civic Engagement Symposium was held at UCB on June 10, 2005 and involved approximately 80 faculty, administrators and students from across the system. A smaller strategic group made several recommendations after the meeting, related to the infrastructure, organization, leadership and funding of a systemwide effort to bolster civic engagement. The strategic group also recommended strategies for cataloging current civic engagement activities at UC, methods for identifying future activities, and the role of the UC Undergraduate Experience Survey ([UCUES](#)) in assessing outcomes. A follow-up symposium is planned for June 2006.

Ms. Anderson and Director O'Byrne said integrating civic engagement into new, purpose-driven models of teaching and research would invigorate research agendas and learning environments. Enriching undergraduate learning and faculty research are key benefits that can be derived through a greater investment in civic engagement. By increasing engagement, UC campuses could also enhance their relationships with policymakers and community groups and locate new funding opportunities. However, faculty will also need tools to help develop and achieve the goals of the Initiative— access to civic engagement methodology and best practices, and support in curricular development and rewards built into the academic personnel process. Ultimately, organizers plan to forward their recommendations to the President and the Senate. They noted two organizations involved nationally in civic engagement and service-learning: [Campus Compact](#) and [Learn and Serve](#).

UCEP members agreed that the Civic Engagement Initiative should not be a top-down systemwide mandate. Grassroots faculty must be involved in the process, and organizers should disseminate information in the broadest way possible so that ideas grow out of existing local campus models and also from beyond existing channels of communication.

Members recommended that the purpose and desired goal of the Initiative be clear and understandable. Organizers should articulate the assumed principles—that civic engagement is an integral part of the role and mission of UC; that participation in civic engagement enhances undergraduate education and plays a significant role in the development of students; and that civic engagement should be integrated into the undergraduate curriculum.

If institutional resources are needed, where should the funds come from or be diverted from? What tools would be needed to accomplish the goals? What is going on systemwide and what organizational structure is best to bring these efforts together? Members agreed it is important for UC to better articulate the contributions it already makes to the community. The Initiative should also focus on strategies to highlight and publicize the work being done on campus.

The committee requested a brief 1-2 page summary defining civic engagement, engaged scholarship and service learning—with specific examples of what each is and what each is not. UCEP will make a recommendation to the Academic Council in support of the Initiative, including funding for the inventory project, which is the best chance for broad inclusion.

Action: Initiative organizers will send UCEP more information.

III. Consent Calendar

Action: UCEP approved the minutes of November 14, 2005 with a few minor changes.

IV. International Education and the EAP Program at UC—*Lynda Bell and Julie Gordon*

UCEP representative Lynda Bell reported that the UC Education Abroad Program (EAP) sends 4,200 students aboard per year to 150 host institutions in 35 countries. UC faculty also work in 53 study centers around the world, and approximately 1200 foreign students attend UC through reciprocity agreements. The systemwide program is based at Santa Barbara, and each campus has a local EAP office. EAP programs involve a high degree of faculty oversight through the Academic Senate, primarily on a systemwide basis. Most EAP students are juniors or seniors who participate in a less than full-year experience of two main types—full immersion, in which students attend a regular set of classes at a host institution; or intensive language study. There are also opportunities for individually arranged internships and independent study. Students receive UC credit for each EAP course, but credit is not necessarily applied toward a major. EAP is exploring ways to improve the process of articulating EAP curriculum with specific majors.

A joint faculty-administration committee is forming to conduct a broad review of international education at UC, including EAP. UCEP members discussed topics and questions they believe the review committee should consider:

- What principles should underlie International Education programs, and what is the relationship of these programs to the undergraduate experience? How to IE programs affect and enhance the overall quality of the undergraduate career?
- For many, study abroad is a life changing experience. Should these opportunities be built into the curriculum in more structural ways?
- American institutions are moving away from the traditional broad liberal model of undergraduate education to a professional specialization model. Is this trend leaving less room in the curriculum for experiences like EAP?
- Is it acceptable for graduation delays to be an offshoot of participation in EAP? If not, should the focus of EAP be redirected to general education requirements?
- What impediments exist to fuller undergraduate participation in IE and how effective is collaboration and coordination among university entities? It is difficult for students to apply EAP courses credit to their major when they return? Are there policies and procedures that obstruct fuller participation by students?
- What is the role of international education for students enrolled in the Sciences, who participate in EAP at much smaller rates than students in other disciplines?
- How should UC address the fact that 4,000 students study abroad through non-EAP programs?

Members said the issue of international education should be also be included in UCEP's broader consideration of the future of Undergraduate Education at UC, particularly in the context of how various experiential programs—EAP, civic engagement, research, and other opportunities—impact the undergraduate experience.

It was also noted that the [Federal Commission](#) on the Abraham Lincoln Study Abroad Fellowship Program is recommending a national program to expand the number of students studying abroad to one million per year within a decade, with an emphasis on developing nations.

Action: Members will contact local international education committees for input into their concerns. Director of International Strategy Development Gretchen Kolonji was invited to attend UCEP in February to talk about how the programs in her department impact undergraduate education.

VI. Undergraduate Education at UC

UCEP was asked to advise Academic Planning Council about how to view UC's philosophy of undergraduate education and whether it would be useful for a task force to broadly review the status of undergraduate education at UC. Members got input from local committees about what they view as the big questions facing undergraduate education over the next twenty years. They also tried to locate campus educational statements prepared for the WASC accreditation review, which is focusing more on philosophical self-assessments.

UCI: Topics submitted by Irvine for consideration included: how to balance the goals of liberal learning with the need to prepare students for future careers; the role of research in undergraduate education; the role of student advising; and how the freshman experience should be organized—around a declared major or more broadly. In addition, CEP adopted a statement of philosophy this year to serve as a guideline in reformulating breadth requirements, and the UCI task force on undergraduate education is proposing a capstone experience requirement.

UCR: Riverside asks: what should the transition from high school to university be like?

UCSB: The Santa Barbara campus [mission statement](#) is on the website.

UCD: Davis describes its educational objectives on a WASC review [website](#). The Davis undergraduate dean is including documents in the catalog highlighting the UCD philosophy of undergraduate education.

UCSC: An online [statement](#) and [reflective essay](#) for the WASC review addresses the Santa Cruz core undergraduate philosophy, which includes as topics, increasing research opportunities for undergraduates; the capstone requirement, the role of advising, and the colleges.

UCLA: The campus is considering a capstone experience requirement for every undergraduate, which may involve a research project. Currently 60% of life science undergraduates at UCLA have a research experience, but the majority of those are conducted with non-research clinical faculty in the School of Medicine.

The committee discussed “capstone” experiences. Members said instituting capstones as a requirement might be desirable, but would require a lot of resources, and what it could involve across campuses and disciplines has not been fully articulated. One possible type of capstone is the research experience. UC students have a unique opportunity for meaningful exposure to research as undergraduates. Although a research experience is no guarantee of intellectual engagement, any kind of lab experience can inspire an interest in Science. UC should broaden and encourage research opportunities for undergraduates not only in the Sciences but also the Humanities.

Members discussed the role of Science in general education. Lecturers, not faculty, are usually assigned to teach entry-level Science courses, and attrition rates are very high on some campuses. The UC culture must place a higher value on undergraduate Science education for non-science majors, and on faculty who wish to construct and teach courses that provide a broad science education.

UCEP decided it should focus on the key questions facing undergraduate education at UC in the context of this year's review of international education and next year's review of the undergraduate education experience. This discussion could include such elements as the role of EAP, the research experience, civic engagement and other opportunities. Members will consider first what is desirable and then what is practical and possible.

Action: A draft discussion document summarizing UCEP's ideas and key questions will be developed. Members were encouraged to email additional information to Chair Segura.

VII. UCEP's criteria for determining approval of systemwide courses – Julie Gordon

Two years ago, UCEP agreed to accept as part of its charge, the review and approval of universitywide domestic academic programs and courses, including but not restricted to UCDC, UCCS and the language consortium. UCEP now functions as the systemwide course approval committee for such courses, after they have been approved at a home campus of record, which circumvents the need to put such courses through the approval process on all campuses. In 2004, the Academic Assembly passed an amendment to UCEP's [bylaw](#) regarding this.

Director Gordon asked UCEP to think about how to define the course approval process in the event that such a course came to the committee. Members agreed that the approval campus should forward the approval and related documentation to UCEP. If questions arose, UCEP would reserve the right to ask for expert opinion from another campus. However, members asked whether there was a provision for a campus to reject UCEP's approval and what UCEP's role would be if UCCS designed a course that was based in Sacramento, not on a campus. The answers to these questions were not clear.

Director Gordon noted that there is a course currently approved at Berkeley, a semester campus, which would be offered at UCDC to both quarter and semester students. There are issues to be worked out, including semester-quarter credit conversions and whether the faculty member would need a zero percent appointment at quarter system campuses. The committee may want to ask UCDC and/or UCCS for input into this and the question of how the course approval process should be structured.

Action: Julie Gordon will contact the registrars to clarify the issue around the UCDC course. Analyst will forward the minutes from UCEP's meeting deciding this role.

VII. Implementation of Senate Regulations 477 and 478

Academic Council asked UCEP to work with BOARS and the Student Academic Services office on the systemwide implementation of SR 477 (Streamlining Major Course Articulation) and 478 (SciGETC). To help UCEP identify potential similar majors, Student Academic Services provided the committee with a preliminary analysis of commonalities in top UC majors. The analysis identified "similar" majors; whether those majors had common lower division major

preparation requirements; and whether the requirements were prescriptive (requiring 45 or more quarter units).

The committee found that although SR 477 established guidelines related to similar majors at four or more campuses, the information provided to UCEP was an analysis of similar majors at five or more campuses and three or more campuses. The committee will request data on similar majors at four campuses.

The committee also wanted to uncover more specifics about the process by which Student Academic Services determined the set of “common” majors. Members identified four majors for this review—Linguistics, Chemistry, Biological Sciences and Economics—that they thought represented a variety of commonality issues.

Action: The committee will request additional information and invite staff from Student Academic Services to the February 6, 2006 meeting.

VIII. Program Reviews

Before the meeting, UCLA representative Richard Weiss surveyed members about individual campus program review procedures and issues. He distributed a summary of the collected data, and asked the committee to think about what additional information it wanted about the program review process—were campuses generally satisfied with the way reviews were conducted; with the differences across campuses, the weight in reviews given to undergraduate programs compared to graduate programs; the role of external reviewers, and the responsibilities of the Academic Senate in the review process as compared to the administration? Members were asked to identify both best practices and weaknesses about the program review process. Members may also want to share with each other the questions asked in the review.

The committee may want to consider compiling best practices and/or making a recommendation to Academic Council or campuses.

Action: Richard Weiss will contact members for more information.

The meeting adjourned at 4:00 PM.

Minutes prepared by Michael LaBriola

Attest: Denise Segura

Distributions:

1. Education Abroad Program Overview
2. Civic and Academic Engagement in the Multiversity
3. Promoting Civic Engagement in the University of California
4. Civic Engagement PowerPoint
5. UCEP – Program Reviews