

**Council on Teaching, Learning, and Student Experience (CTLSE)
Annual Report
2018-2019**

To the Irvine Divisional Assembly:

The Council on Teaching, Learning, and Student Experience (CTLSE) respectfully submits its report of activities for the 2018-19 academic year.

I. COUNCIL OPERATIONS

Ian Straughn, Assistant Teaching Professor, Anthropology, chaired the Council on Teaching, Learning, and Student Experience (CTLSE) in 2018-19. Jennifer Pastor, Professor, Studio Art, served as Vice Chair. The Council met nine times during the academic year. Attending regular CTLSE meetings were twelve elected faculty members, the Vice Provost for Teaching and Learning and Dean of the Division of Undergraduate Education (DUE), the Vice Provost and Dean of Graduate Division, the Chair of the Board on Undergraduate Scholarships, Honors and Financial Aid (BUSHFA), the Librarians Association of the University of California, Irvine (LAUC-I) Representative, the Director of the Center for Engaged Instruction (CEI), the Director of the Undergraduate Research Opportunities Program (UROP), the Vice Chancellor of Student Affairs, two representatives from the Associated Graduate Students (AGS), and two representatives from the Associated Students of University of California, Irvine (ASUCI).

II. COUNCIL ISSUES

A. Student Course Feedback Updates

Meeting Dates: 10/1/2018, 2/4/2019

Gary Coyne, Principal Research Analyst, DUE, presented information regarding the implementation of and recommendations to the new Student Course Feedback process, including a current pilot. The pilot included 25 instructors who had approximately 5,000 combined students. Students were randomly assigned to use the old form or the new form to compare the results of each within the same course. The courses were mostly lower-division. A Qualtrics tool is being used to analyze data. There was a TA sample version proposed, but it is still in the process of implementation.

In Fall 2018, DUE looked at the properties and psychometrics of the form. Analyses included assessing the validity of questions, and whether open-ended questions were an improvement from numerical assessments. Course Learning Outcomes (CLOs) may end up being optional, but there was little clarity on the use of CLOs in the future. Student grades were compared and evaluated in the assessment of the forms. Both forms took approximately five minutes for students to complete, although students spent slightly less time on the Student Course Feedback Form (SCF). Students wrote comments of very similar overall length on both forms. Students tended to use the highest ratings available when asked about instructor behaviors in closed-ended questions, although this was somewhat less pronounced on the SCF: 50-70% of students chose the highest rating on the Course Teaching Evaluation Form (CTEF) while 40-45% selected the highest rating on the SCF. Course level

averages also tended to be high, with the highest (and also often the median) rating of the 35 courses being at (or near) the highest possible rating.

Within each form, items that asked about the course or instructor directly tended to correlate strongly with each other, while items that asked about other things (like academic integrity or students' level of effort) correlated less strongly with other items. Items asking about how challenging the course was were negatively correlated with other items. Female instructors received lower ratings than male; STEM courses rated lower than non-STEM courses; large courses rated lower than smaller courses, and; upper division courses rated lower than lower division courses. Instructors who participated in the pilot most often said the two forms offered feedback that was equally as useful (or useless). Among those who expressed a preference, the SCF was seen as providing more useful feedback.

The Council on Academic Personnel (CAP) expressed concern regarding offensive comments on evaluation/feedback forms. It was stated that perhaps changing "instructor" to "course" in the forms would help reduce bias, but that the offensive language should not be censored. It was suggested that there be a second round of a pilot, and that the reference materials provided by the CTLSE proposal be used by DUE in the process. It was uncertain whether specific department forms would be used in lieu of or in addition to of the standardized form. CAP has an interest in this and is looking to CTLSE to continue to assess the value of the SCF as a tool that measures teaching effectiveness.

B. Systemwide Senate Review of Proposed Presidential Policy on Sexual Violence and Sexual Harassment

Meeting Date: Reviewed via email

Memo Date: 10/25/2018

Academic Council requested a review of the proposed Presidential Policy on Sexual Violence and Sexual Harassment after significant feedback from campus constituents. The Council reviewed these revisions and expressed concern regarding how the policy defined which acts would be considered actionable. Throughout the policy the notion of "intimate areas" of the body was central to the forms of sexual violence, however, the definition of which parts of the body that entails seemed particular to one type of cultural expression of how the body may be violated or sensitized. In different cultures and diverse communities and contexts, all manner of bodily contact may be sexualized and unwanted. There is a potential danger in too narrowly and explicitly defining the particular acts and body parts that constitute violations of the SVSH policy.

C. Systemwide Senate Review of Proposed Presidential Policy BFB-RMP-7: Protection of Administrative Records Containing Personally Identifiable Information

Meeting Date: Reviewed via email

Memo Date: 10/25/2018

Academic Council requested a review of the proposed Presidential Policy on the protection of administrative records containing personally identifiable information,

whether paper, electronic, or other media. The Council reviewed these revisions and expressed concern regarding the section on the use of private records by the Advancement, Development, and Alumni Office. It seemed rather general and vague. Who decides if the information “is relevant and necessary to carry out their assigned duties and is clearly related to the purpose for which the information was originally collected?”

D. OIT and Canvas Transition

Meeting Dates: 11/5/2018, 4/1/2019

Memo Date: 3/18/2019

The Council was presented with the state of the transition from EEE to Canvas. Kelsey Layos, Communications and Technology Support Specialist, and Briandy Walden, Associate Director of OIT’s Student and Academic Services Division, presented that the EEE, EasyWebsites, SignupSheet, and E-Legacy tools are being retired. The Quiz and Websites tools are no longer be available. Qualtrics is replacing the survey tool, and should provide better access to survey analytics. Qualtrics has been evaluated through HIPAA regarding privacy issues. Department evaluations, RapidReturn, ClassMail Lists, and GradeBook exports are currently in development. GradeBook has been the most challenging transition, and changes will take 1-2 years to refine. Self-diagnostic evaluations can be done at any time. OIT is reaching out to late-adopters to assist in the transition. Members expressed concern regarding messaging functions in Canvas, default options, Grade Book/Grade Predictor issues, and placement test taking via Canvas.

Erik Kelly, Instructional Technology Support Manager, OIT, presented that a new GradeBook is coming. Improvements include a setting for a late or never-submitted assignment grades. There will also be a final grades override which allows an instructor to specify a grade instead of the preset calculation. Members expressed concern regarding the slowness of response by Canvas. It was explained that OIT has a limited ability to alter features, but that there is a monthly “Customer Success Manager” call to discuss issues. Once EEE is fully retired, OIT should be able to focus on adding features to Canvas. OIT reviews third party tools such as McGraw-Hill and can add their content/services, but needs to vet them first. Departments and Schools can request to purchase these tools through OIT or can use e-tech funding.

Members expressed concern regarding integrating Inbox with campus email, and integrating Turnitin. Members questioned whether messaging in Canvas may be considered official University business, and that perhaps a policy should be put into place regarding communication through the tool.

There is a function in Canvas that allows students to send messages to all students within a course. This has resulted in spam messages to students as well as messages being sent to all students without the requirement of copying the instructor. Members requested that the function for students to message all students within a course be disabled, and the ability for students to contact other students individually by direct message to remain enabled. Members stated that the service and responses from OIT have been very helpful. This continues to be an issue of discussion and CTLSE will weigh the pros and cons of these types of features within Canvas,

particularly with respect to efforts to utilize it for commercial exploitation or other abuses.

E. Undocumented Students and DACA

Meeting date: 11/5/2018

Memo date: 11/20/2018

The Council was presented with updates on DACA, different forms of immigration relief, and financial aid. Oscar Teran, Director of the DREAMERS Center, presented that there is an increased climate of fear and hostility regarding immigration issues. The Center is continuing to adapt its services for students, and is focusing on professional development and economic opportunities. The Center helped facilitate at least 301 cases with a campus attorney last year, which was the highest of any UC campus. There will be a postdoc available through the Law School to assist with the case load. The Center provides an internship program with scholarships and industry contacts available. The Undocumented Student Ally Trainings are very popular, with RSVPs filling up quickly. The Center will be providing an updated guide on how to deal with DACA issues. The surrounding community has challenged SB54, and could affect police enforcement. The UCIPD is bound by UC policy regarding enforcement. If a student has a lapse in DACA status, they will have to withdraw from courses until they may re-enter. UCOP has a current working group to assist in these cases. Financial aid is one of the biggest concerns with DACA students. UCOP will be publishing instructions on which students may be eligible for aid.

Members expressed concern regarding the current immigration climate, particularly on campus and within the surrounding community. The UCI DREAMERS Center strives to provide a multitude of services for DACA and non-DACA students, including professional development and economic opportunities. However, the Center is limited in its scope due to staffing, uncertainty of fluctuating policies and shifting climates, and overall resources.

The Council would like the Academic Senate to take a larger part in this issue to ensure that this particular population of students is provided with the resources, services, rights, and privileges as merited to all of those in pursuit of higher education. The Council specifically suggested that the Senate explore ways that undocumented students who do not have DACA can apply for paid positions on campus that will provide them with meaningful training and experience to further their professional and educational goals.

F. Non-DACA Students

Meeting date: 11/5/2018

Memo date: 11/20/2018

The Council was presented with information from Non-DACA students and advocates regarding professional development and work opportunities for undocumented students without DACA. Students from SAFIRE (Students Advocating for Immigrant Rights and Equity) presented that SAFIRE seeks to provide resources and support that promote a safe environment for undocumented/DACA/Non-DACA/AB 540 students. Its vision is to raise awareness

regarding issues the undocumented community faces as well as diversifying the image of the undocumented student identity.

UCI has the highest population of undocumented students within the UC system. Non-DACA admitted students face uncertainty regarding how to attend and how to be employed on campus. All new undocumented students will be non-DACA after the DACA cutoff deadline. UCSD and UCLA currently provide compensation for non-DACA students, and UCSC provides on and off campus employment. Housing is a major concern for non-DACA students. UROP is attempting to provide a summer stipend to non-DACA students. The majority of non-DACA students are in STEM programs. SAFIRE presented the Council with a document proposing a fellowship for non-DACA students. The fellowship would be managed through Financial Aid, which does not require a social security number.

G. Faculty Welfare Healthcare Task Force Request for Information

Meeting date: Reviewed via email

Memo date: 11/27/2019

The University Committee on Educational Policy (UCEP) requested faculty perspectives on the availability of on-campus and referral services for students seeking abortions. Separate consultation is taking place to obtain undergraduate and graduate student perspectives. UC student health centers currently provide basic reproductive healthcare, but provide referrals to off-campus providers for abortion services. California Senate Bill 320 (SB320) would require all California public postsecondary educational institutions with an on-campus student health center to provide early medication abortions.

The Council was asked consider the following questions from a faculty perspective:

1. Is the current policy of providing referrals to off-campus providers for abortion services meeting student needs?
2. What changes would be recommended to this policy?
3. What other feedback do you have about SHIP and student health centers on the campuses?

The Council expressed concern that the proposal did not fully address the connection between reproductive health and the mental health of students. It was advisable that, if student health services will provide abortion services at any level, they coordinate with campus mental health caregivers and social workers who can offer students additional support services as needed. While such services may not be desired or suitable for many patients seeking abortion procedures, such coordination could be valuable in reaching students who feel vulnerable or isolated in dealing with what are often tremendously stressful decisions about their health, bodies, and relationships.

H. Student Wellness and Promoting Student Mental Health

Meeting date: 12/3/2018

The Council was presented with what the campus is doing to promote student health and how faculty may refer students to resources. Frances Diaz, Director of the

Counseling Center, presented that the Counseling Center is the primary counseling and mental health agency for UC Irvine undergraduate and graduate students. The Center provides short-term, limited care for individuals, couples, group, and family counseling. It also assists with urgent care and some psychological testing. Group therapies can be longer term. Psychiatric evaluations and interventions are available on a limited basis. The Center also provides workshops and courses related to interpersonal and developmental issues including cross-cultural interaction, intimacy, friendships, interpersonal communication, coping, and resiliency. Crisis intervention, training regarding mental health issues, outreach, and consultation services are provided to the University community. Counseling Center services are available to currently registered students. Students with chronic or long-term issues are referred to community providers.

There is a Promoting Student Mental Health guide for UC faculty and staff as well as a Distressed Students workshop and guide. The Counseling Center staff are part of the Campus Consultation Team, which aims to address specific issues and provide resources. Graduate students are a large part of the Center's clientele, with issues regarding advisors, funding, anxiety, and depression. International students have more specific issues around funding and visa status as well.

The undergraduate population uses the Counseling Center for anxiety issues, stress, and depression. There is an Interactive Screening Program (ISP), which targets suicide prevention, and an online tool called Therapy Assisted Online (TAO) targeted to assist in anxiety, sleep, and self-esteem issues. A Peer Educator Program, an LGBT Mentoring Program, and a COACH program are available to provide various methods of intervention and growth. The Center is open Monday-Friday from 8am-5pm, but beginning at 5:01pm, there is an on-call service specifically for urgent care. It is a contracted, UC-wide service, and the Center will follow-up with the student the following day regarding any issues. SHIP covers outside services unless the student has opted out. Approximately 10% of students use the Counseling Center's services. Social workers are available to assist with food and housing insecurity. The Law School has two dedicated psychologists, and funding is provided by the School.

I. The Office of Academic Integrity and Student Conduct (OAISC)

Meeting dates: 12/3/2018

The Council heard updates about academic integrity reporting data and trends. The Council also discussed the level of faculty involvement in the process and procedures. Kim Burdett, Interim Director, and Brittany Kim, Associate Director, Office of Academic Integrity and Student Conduct, presented that the OAISC has been experiencing a lot of staff transition, particularly with the Associate Dean vacancy.

Most academic integrity incidents are reported during Spring Quarter. It typically takes 3-4 weeks for reports to be processed/concluded. Plagiarism is the most commonly reported allegation. There was uneven reporting across Schools, with ICS reporting the majority of cases. The School of Biological Sciences saw an increase in reported cases as of Spring 2018. The OAISC presented to academic departments,

international students, and academic English courses to better explain the reporting process. There was a 6% recidivism rate, with most second offenses being sanctioned to suspension or dismissal. Typical sanctions include a writing class, referral to the Learning and Academic Resource Center, and an ethical decision making workshop. UCIPD is involved in cases when an incident may seem to break a law.

J. UCI SSGPDP Policy

Meeting date: 12/3/2018

Memo date: 12/14/2018

The Council reviewed the recent changes to UCI's Guidelines for the Development of New Self-Supporting Graduate Professional Degree Programs (SSGPDPs), which were approved by Senate Cabinet in February 2018. Glen Mimura, Chair of Graduate Council, presented information and answered member questions.

Members expressed concern that students in these programs are currently able to access campus resources even if they have not been assessed a Student Services Fee. A three-tiered system was proposed, but it has yet to be put into place. This has impacted many campus services that have limited staff and insufficient funding to provide for a possible influx of students.

It was suggested that teaching overload policies be revised due to the increased teaching overloads these programs seem to require. Members also raised concern that the student experience of those in these programs was being overlooked, and could perhaps be an issue for CTLSE in the future. Members questioned how instruction in these programs would be considered for merit and review, but it was explained that CAP would best answer that question. Members were also unsure how these programs would impact teaching assistantships.

K. Academic Integrity Review Board (AIRB)

Meeting date: 1/7/2019

In Fall 2016, the campus implemented a new academic integrity policy and procedures. It was decided that Student Affairs would take on administration of academic integrity cases and sanctions with a new Office of Academic Integrity and Student Conduct (OAISC). A new Senate Board was created for faculty to hear student appeals to OAISC decisions and to discuss any academic integrity issues on campus and implementation of the new policy and procedures.

Terry Dalton, Chair of the Academic Integrity Review Board (AIRB), presented that the AIRB is in its third year in with the new academic integrity processes and procedures. Approximately 17% of appeal cases have not upheld the original sanctions. CourseHero was discussed as an academic integrity issue, as well as an intellectual property and copyright issue. There is a new process for faculty member appeals. Faculty members can now appeal through AIRB if they feel an outcome or sanctions from the OAISC were not appropriate. Instructors can now upload course syllabi through the incident reporting process.

A student's ID number is required for the reporting form, but there may be some cases in which a student has dropped a course and the number is unavailable. There have been some communication issues with students whose first language is not English. Some of these students have been sanctioned by AIRB to additional Academic English or Public Speaking courses. Faculty are seeing more international students in courses and may need better tips on how to address any issues within that population. Members encouraged Student Affairs to better serve this population through programs and services, and to better publicize them to students.

L. COMPASS Project and Data Reports

Meeting date: 1/7/2019

The Council heard updates about the COMPASS project, particularly its expansion to provide data to instructors that will include demographics, a breakdown of majors, and insight into student academic backgrounds. Future reports will provide insight into course grades.

Ray Vadnais, Sr. User Experience Architect, OIT, and Mike Dennin, Vice Provost of Teaching and Learning, presented that the COMPASS program is governed by the OVPTL. The staff support is in OIT, and are not supervised by the OVPTL. The program is intended to assist in identifying struggling students and intervene as soon as possible, as well as learn more about the demographics of a course. The program is currently in phase two, and course demographics are now available. Any faculty member can view any course. Aggregate data is available for faculty, but academic advisors can see individual student grades. Faculty advisors can request access. CFW, CAP, and CEP also consult with COMPASS on issues.

There is currently no information on graduate courses due to funding and staffing issues. The system is able to check a student's prerequisites, and whether they were taken at UCI or elsewhere. A suite of reports on course demographics and grade distribution should be provided to instructors by the end of 2018-19. It was explained that student GPA is the best predictor of student success. However, implicit bias is an issue, and at-risk students may not always benefit from faculty awareness of their current GPA. The program is working on effective and beneficial data visualizations for faculty. Chairs should make an announcement at department meetings about COMPASS and its progress.

M. Proposal to Establish an Online BA in Business Administration

Meeting dates: 1/7/2019, 2/4/2019

Memo dates: 1/29/2019, 5/9/2019

The Council reviewed the Proposal to Establish an Online BA in Business Administration. A preliminary review took place at the January 7, 2019 CTLSE meeting, and comments can be found in the memo dated January 29, 2019.

Members expressed concern regarding the ability of this program to reach its target audience (those who are unable to attend on campus programs) and whether it should and/or could specifically give priority to such students. The aspect of students attending only courses through the Business School and being unable to

change majors or double major was an issue. The target population of transfer students would have limited options compared to other UCI students of similar status. Can such a mandate even be enforced with respect to the rules governing students' ability to register for classes?

Members were unclear regarding the admissions process for this program and, specifically, whether there would be significant differences in the quality of students admitted to the online versus on-campus cohorts. Members expressed concern about the ways in which this program would be a model for online programs in the future, and whether it sets a precedent for a form of limited access to the university experience by an online-only population of students going forward. Concern was expressed regarding how the California Legislature would view this and other possible similar programs in terms of per-student funding and plans for enrollment expansion.

N. Student Course Feedback Data Ownership and Oversight Procedures

Meeting date: 1/7/2019

Memo dates: 1/29/2019

The Council reviewed Student Course Feedback Data Ownership and Oversight Procedures. On January 25, 2019, the Teaching Subcommittee further reviewed the issue. Members approved that the Office of the Vice Provost of Teaching and Learning (OVPTL) can assign the use of data subject to the discretion of CTLSE and in accordance with IRB and FERPA, with OIT acting as host of the data. CTLSE reserves the right to approve, amend, reject, or replace policies and procedures developed by the OVPTL, as needed or as circumstances require. Protocols for the creation of data management plans and requirements for IRB approval for any academic researchers affiliated with the University will be developed by the OVPTL, subject to approval by CTLSE.

Recommendations for additional training and compliance monitoring for academic researchers handling the data will be developed by the OVPTL, subject to approval by CTLSE. Procedures for protecting the privacy of individual faculty and students, including those in small departments and small classes, will be developed by the OVPTL, subject to approval by CTLSE. All such procedures must explicitly indicate how the privacy of faculty and students in smaller departments and classes will be protected. OVPTL is expected to provide an annual report to CTLSE concerning the use of any and all data gathered from student course feedback.

CTLSE recognizes the potential for data to improve teaching and student performance. However, CTLSE continues to have concerns regarding the reliability and validity of student course feedback data, as well as the methods that will be used to analyze, summarize, and/or present the data. Responsible stewardship is critical to prevent misinterpretation and misuse, and CTLSE can help to ensure appropriate use of the data through its ongoing oversight role.

O. eSports Faculty Advisory Committee

Meeting date: 2/4/2019

An advisory committee has been formed that will have 6-7 faculty drawn from various Schools. The Committee will consider which aspects of eSports should be housed in Student Affairs and whether other “pillars” would be better located in other campus units (Athletics, an Academic Department, etc.). Senate involvement is encouraged to provide a voice in the future of the program.

Andre van der Hoek, Chair, Informatics, presented that the advisory committee is a collaboration with the Informatics department and Mark Deppe, Director of the eSports program. It is not an official Senate Committee, but a small group of faculty.

Faculty would like to have more involvement in the eSports program. The recent changes within Student Affairs and the administration should allow for closer partnerships. Issues the Committee will discuss include corporations and funding for the program, which area of campus should house the program, compensation for students in the program, inclusivity and diversity, and the future of the program.

P. Cancellation of Classes in the Anteater Learning Pavilion (ALP)

Meeting date: 3/4/2019

During Week 5 of Winter Quarter, multiple lectures in ALP 1300 were displaced by flooding. The Academic Senate is reviewing responses to this emergency and considering policies and contingency plans for when classrooms become unavailable.

The primary issue was the wording of the email from the Registrar. Students were under the impression that their classes had been cancelled, not rescheduled or relocated. Members questioned whether there was a protocol in place for this type of situation, and who might be responsible for alerting students and instructors. Members agreed that there should be a process for converting other university facilities to classrooms if necessary.

Q. Transfer Students

Meeting date: 3/4/2019

The Council requested information on best practices for teaching transfer students, data on time to degree, success in majors, access to Housing, access to social aspects of campus, how transfer students vary between Schools, and which Schools receive the most transfers. Information on articulation agreements, and policies and procedures for transfer students was also requested.

Ryan Cherland, Assistant Vice Chancellor for Institutional Research and Decision Support, and Kevin Huie, Director of Student Success Initiatives, presented that the transfer population has increased by 1,800 students over the last 5 years. Social Sciences majors make up 25% of the population, with ICS seeing the largest group. Business and Engineering have also seen increases. Male students make up the majority of transfer students. Underrepresented minority populations are similar for both transfers and freshmen. There are more first generation students in the transfer population than in the freshmen population. Fewer transfer students live on campus,

and 90% come from community colleges, particularly Irvine Valley College and Orange Coast College.

The Student Success Initiatives program provides a variety of services for transfer students including a First Year Transfer Experience, STEM Transfer Scholars, and resources for Learning and Academic Resource Center scholarships, book loans, and programming specific to first generation transfer students and undocumented students. The Transfer Triumph program helps improve the success of first year transfers through Winter and Spring quarters. There is a UC-wide Transfer Pathways program that offers a single set of courses to successfully transfer to a UC campus.

The Center for Educational Partnerships has a transfer preparation program that helps increase community college transfer rates to four-year institutions through academic preparation strategies that include individual and group academic advising, summer residential institutes, and financial aid resources. Transfer students entering in Fall 2019 are guaranteed 2 years of housing.

It was suggested that faculty assist transfer students by providing better availability of test preparation and study materials and flexibility in office hours. Challenges for transfer students include financial and employment responsibility, dependents, lack of familiarity with how to access campus resources, and conflicting responsibilities with family and/or dependents.

The library has a Student Success Library for transfer students. It was suggested that additional programs and resources be made available to transfers interested in doing research and/or applying to graduate school. Additional advising on which majors may be best for employment was suggested. Best practices for low income, first generation, and transfer student populations should be made available to faculty soon.

R. UCI Guidance Concerning Disruption of University Activities

Meeting date: 4/1/2019

Memo date: 4/25/2019

The Council reviewed the UCI Guidance Concerning Disruption of University Activities. This guidance is designed to prevent disruption of University activities, protect lawful access to campus programs and facilities, avoid unsafe behavior, and prevent physical harm to persons or property. Its application does not vary according to the cause of content of a particular protest, speech, or other form of expression.

The interpretation of “disruption” in the policy was questioned. A clearer definition of what may be “undue interference with any University Activity” (Section A) may be helpful. A definition of what might be a disruption due to an impediment of space that takes into consideration forms of intimidation and mechanisms than physical barriers that can affect access differentially to specific groups (disabled, age, gender/sexuality, etc.) was recommended.

There was concern that the policy seems too specific, and does not allow enough room for interpretation of issues that may arise in the future. Members questioned

whether this policy would apply to a faculty member speaking outside of the UCI campus. Further clarification was suggested on consequences or discipline for students and other categories of people who may be found in violation of the policy.

Members found how this policy would be administered to be unclear, and requested clarification on whether faculty were obligated to implement actions and make determinations of a disruption. The concept of antagonism was discussed, and members recommended it be taken into consideration when someone responds to antagonism due to specific personal and/or emotional issues. Members suggested a reporting mechanism for all instances in which this policy is implemented for analysis of any systemic biases in its use.

S. Review of Free Speech Policy

Meeting date: 4/1/2019

Memo date: 4/25/2019

The Council reviewed the interim Free Speech Policy. The policy was designed to provide a context in which to understand and ensure free speech at UCI and to form the basis for applying other speech-related policies.

Members questioned the definition of “compelling university interest” (Section B.2.a.) and who has the authority to make such a determination. In Section A.2, which states, “Free speech requires all members of the UCI community to accept that we will be exposed to viewpoints, arguments, or forms of expression that make us uncomfortable or even offend us,” did not take potential power differentials or inequalities into consideration; the Council found this problematic. The policy appears to assume that all individuals and groups operate on a level playing field when it comes to their ability to have their voices heard.

Members were concerned that the policy can provide cover for forms of harassment and intimidation, particularly when targeted towards vulnerable minorities. It is recommended that there be clear guidelines that consider when repeated offensive speech that targets specific groups should be regarded and regulated as a form of intimidation. Members expressed concern that the policy did not seem to take “outsiders” into consideration (when parties are not invited by a campus constituent and seemingly aim to antagonize or intimidate campus populations, particularly vulnerable minorities). Members questioned who might be a relevant authority in managing those practicing free speech, and who may oversee student groups in those instances.

Members were unsure what motivated the interim policy, and agreed that some background information, including identifying any parties with a vested interest, would be helpful. Members questioned whether faculty offices may be considered “administrative offices” (Section B.2.c) and whether they are subject to the articles of this policy governing such spaces. Members expressed concern regarding the delineation of areas of free speech, and how parties should be able to tell whether they are in a free speech area or not. There was concern that there may be different standards for faculty, students, and staff regarding interpretation of free speech. Members agreed that the policy should clarify the responsibility of faculty, staff, and

teaching assistants in the enforcement of the policy and define a “compelling university interest.”

Members found it unclear regarding how this policy would be administered, and specifically whether faculty were obligated to implement actions and make determinations of a violation of free speech. Members suggested a reporting mechanism for all instances in which this policy is implemented for analysis of any systemic biases in its use.

T. English Proficiency Requirement for Admissions and Teaching Assistantships

Meeting date: 5/6/2019

Memo date: 5/9/2019

The Graduate Division requested an update to the English proficiency requirements for admissions and TAs. The current policy (established in March 2002 and last reviewed in October 2008) requires all non-US citizens (international students as well as permanent residents) who are from non-native English speaking countries to pass an oral English proficiency test to establish eligibility for admissions and teaching assistant appointments. The Graduate Council, in consultation with the Graduate Division, developed a list of recommended revisions to the policy (which were unanimously approved but are contingent on implementation).

There was concern that students are required to pay for their proficiency exams. Members expressed concern that international students may feel discriminated against based on citizenship. The list of countries used to determine whether a proficiency exam is required is antiquated and problematic due to inconsistent and/or unclear criteria for countries to be added to the list. It was unclear how students who have gone to English based international schools in other countries are evaluated or exempted.

There seemed to be some inconsistency between departments or Schools whether the proficiency exam is required for TA eligibility. It should be clarified whether the proficiency exams should be required for both graduate admissions and teaching assistantships, or only for teaching assistantships. It was unclear whether the Graduate Council response was proposing modifications to for TA eligibility or also for graduate admissions. It was suggested that the proposal be modified to recommend simplified and uniform requirements for all programs with respect to admissions, while allowing some flexibility to programs with respect to the requirements to be eligible for TAs. Members expressed concern that the TOEFL exam and the SPEAK exam measure different standards of proficiency that may not relate to the ability to communicate with undergraduates in the classroom context.

ASUCI recommended that some level of English proficiency requirement be retained for TAs. It was recommended that departments or another unit should provide funding for proficiency exams. There seemed to be differences in admissions requirements for a J-1 visa versus an F-1 visa regarding proficiency exams. It was stated that the testing center used for the SPEAK test often has issues with noise, which can be detrimental for students. Members agreed that the Graduate

Council memo seemed to give recommendations for beginning to harmonize the process.

U. Academic Performance of Student Athletes

Meeting date: 6/3/2019

The Council reviewed student athlete academic performance and other updates from Athletics. David Snow, Faculty Athletic Representative and Distinguished Professor of Sociology, along with members of the Athletics department, presented that the NCAA requires each campus to have a faculty athletics representative (FAR). The FAR oversees the performance and well-being of athletes.

David Snow retired this year and Shauhin Talesh will be taking over as UCI's FAR beginning in the 2019-20 academic year. The Student Athlete Advisory Committee (SAAC) is made up of student-athletes and helps provide insight on the student athlete experience. It offers input on the rules, regulations, and policies of the NCAA and meets 3-4 times per year. Athletics offers mental health programs for students including "Live Fit" and "Mental Fitness Monday," which provides drop-in counseling for athletes. There were 321 student athletes during 2017-18.

The average GPA for all student athletes was 3.09, which is on par with other UCI students. 173 student athletes had a GPA of 3.0 or above, which designated them as scholar athletes honored by a Big West Conference press release and the Athletics Department website. This was the largest number of scholar athletes over the past six academic years. There are class conflict forms for athletes to give instructors when there is an issue with athletic responsibilities. This is helpful for students when planning their schedules.

In May 2017, the Big West Conference adopted the new NCAA autonomy legislation requiring affiliated institutions to develop a time management plan for each of its sports with the objective of providing student athletes with greater transparency, collaboration, and adequate advance notice of all countable athletically related activities and required athletically related activities. The new bylaw also requires each institution to conduct an annual review of the plan's implementation, involving, at a minimum, the director of athletics, faculty athletics representative, head coach for each sport, and at least one student athlete.

One half of student athletes are majors in Social Sciences. A member expressed concern regarding the 199 course option for students, and that it seemed as if athletes were dissuaded from taking those courses. It was explained that 199 courses are beneficial in terms of research experience and independent study. It was explained that CTLSE approved a form for Athletics to approve 199 courses, and that this form stated more specifically what the course would entail. This was important for NCAA compliance. However, it was stated that participation in 199 courses by athletes has fallen in recent years. The Council plans to look at the 199 issue and draw on the formalized aspects of the assessment of a given course's rigor and organization for the future.

V. UCI Student Housing

Meeting date: 6/3/2019

The Council was presented with updates on Student Housing and plans for 2019-20. Tim Trevan, Executive Director of Student Housing, presented that there are approximately 14,000 students living in on campus housing. 39% are undergraduate students and 40% are graduate students. Housing is at 97% occupancy due to a smaller incoming freshman class in Fall 2018. Upon completion, there will be 500 new beds in the Middle Earth towers. There is currently a 2 year guarantee for freshmen. There will soon be a 2+1 guarantee for on campus housing. That is, if students live on campus for 2 years, they would be guaranteed an offer of a 3rd year in on campus housing.

Study rooms are currently a priority, and some study rooms that were converted into resident rooms are now becoming study rooms again. There will be a 3.5% rate increase for undergraduates, and a 2% increase for graduates. There is now a 2 year transfer housing guarantee. All admitted Ph.D., JD, and MFA students are eligible for guaranteed housing. There is a 4 year housing guarantee for students in the Campuswide Honors Program, veterans, and foster youth.

The graduate guarantee is being reviewed due to issues with leaves of absence, MS to Ph.D. transitions, later move-in dates, and students in the Law School versus the School of Medicine. The graduate guarantee is currently for time to degree minus one, but Housing would eventually like to offer the full time to degree guarantee.

Middle Earth will have its grand opening for its new towers soon. The buildings will be good for continuing students, and the new Dining Commons is expected to be popular. Housing Administrative Services (HAS) will be moving its central offices to the new Middle Earth buildings. American Campus Communities (ACC) will be opening Plaza Verde in Fall 2019. It will provide 1,400 new beds in 2 and 4 bedroom units. Rent for these units will be tiered appropriately with on campus housing. The Anteater Housing Network is a source for roommate matching and subleasing for those looking for off campus housing. The long range development plan includes providing 50% of the student population with on campus housing. Verano Place is undergoing renovations to provide for single and partnered students. The new buildings will be 5-6 stories tall and are expected to open in Fall 2022.

W. International Undergraduate Preparation Program (IUPP)

Meeting date: 6/3/2019

Memo date: 6/5/2019

In light of the recent admissions scandal, faculty have raised concerns about the IUPP run by the Division of Continuing Education (DCE). The Council looked into whether the DCE reserved seats in courses and investigated whether recruiters are being paid to identify potential students for the IUPP. Gary Matkin, Dean of the Division of Continuing Education and Vice Provost for Career Pathways, presented information on the program and answered questions from members.

The process by which students are recruited to the program appeared problematic and open to potential abuse. Not only are the recruitment “agents” compensated for

their yield of students, but the agents themselves are not UCI employees and could potentially work with other universities' programs. This may lead to serious conflicts of interest especially as DCE has no staff in China, where the vast majority of students for the IUPP program are recruited. It is unclear how these agents are vetted for appropriate and legitimate recruitment practices. Further, it is unclear what ethical standards bind these agents and what monitoring is in place to prevent practices such as false advertising and other abuses. How these agents are contracted to recruit for the program and how their level of compensation is decided is also unclear. The Council questioned if the level of compensation was disclosed to potential students and whether it is even possible for students to apply to the IUPP without going through a recruiter as an intermediary. If such a possibility does exist, do those students receive a discount on their tuition?

DCE stated that IUPP does not reserve spaces for its students in UCI courses. The exception is in Economics where DCE directly funds an additional TA section to accommodate its students. However, the process of compensating Schools or departments that accept IUPP students into their courses is vague in terms of where those funds go and how they are used.

III. ONGOING COUNCIL ISSUES

A. Undergraduate Research Opportunities Program (UROP)

Said Shokair, Director of UROP, presented regular updates.

Concern was expressed that the pace of applications for UROP had outstripped growth in the budget. The UROP Symposium took place on May 18, 2019. A group of students from South Korea will be conducting research with ICS faculty this summer, and UROP will also be working on other summer research programs.

B. Vice Provost of Teaching and Learning (VPTL)

Michael Dennin, Vice Provost of Teaching and Learning and Dean of Undergraduate Education, presented regular updates.

“Living 101” was being evaluated for its effectiveness. COMPASS has made database decisions regarding teaching and learning. Summer Session is undergoing an assessment, and barriers to students registering for Summer Session are being examined (financial aid, housing, etc.). First year and general education courses are also being evaluated on their ability to address inclusive and improve excellence, diversity, and student success, particularly regarding campus resources.

IRB approval for the new student course feedback form data has been tabled until later in the summer. Suggested topics for next year include access to grade distributions in courses and a clearer justification of reasoning and understanding of grading practices.

C. Vice Provost for Graduate Education

The Council looks forward to further engagement with the Vice Provost for Graduate Education in 2019-20.

D. Student Affairs

Rameen Talesh, Assistant Vice Chancellor and Dean of Students, presented regular updates.

There was a successful “speed faithing” event that involved students discussing different faiths. There will be Veterans Day events on campus during the week of Veterans Day. The campus facilitated 800 early votes for Election Day, which was up from 216 early votes in 2016. Hunger and Homelessness week will be Nov. 13th-16th. There is a new resource center, the Latinx Resource Center, and an advisory committee is being created.

A committee was formed to look at the Latinx Resource Center. The committee was chaired by Louis DeSipio, and made up of faculty, students, and staff.

Homecoming was Saturday, February 9th. A Confronting Extremism event took place in May, and the Veterans Appreciation Dinner also took place in May.

The Vice Chancellor for Student Affairs search was completed. There were 3 finalists, and on-campus interviews took place in March. The new Vice Chancellor is Willie Banks, Jr., who started in July.

There were approximately 350 participants in the Women’s Leadership Conference. The Sigma Alpha Epsilon chapter at UCI no longer exists, and the Irvine Police Department has an ongoing investigation into a pledge’s death. Student Affairs had at least 3 open Director-level positions for which searches took place.

E. Center for Excellence in Teaching and Innovation

Andrea Aebersold, Director of the Center for Excellence in Teaching and Innovation, presented regular updates.

There were some changes to the 2018-19 nomination process for the Celebration of Teaching Awards. It was simplified and made open to students to submit nominations as well. It was suggested that a representative from CTLSE be part of the review instead of the entire Council. The Celebration of Teaching Awards received 200 nominations, with the Lecturer of the Year receiving over 30 nominations. CTLSE members were split into groups to review nominations. Active Learning Certifications went well, with 100 instructors certified. There will be a Summer Active Learning Institute, and registration was full as of April 2019.

IV. NEW AND/OR CONTINUING BUSINESS FOR AY 2019-2020

- A. Assessment of Student Course Feedback Forms
- B. Teaching Course Feedback Data Ownership
- C. eSports
- D. Academic Integrity
- E. Canvas Transition
- F. Celebration of Teaching Awards
- G. Student Housing
- H. Student Athletes
- I. UCI Undocumented Students

- J. Graduate Student Initiatives
- K. Student Health Center and Services
- L. Instructor of Record
- M. Reserve Officers' Training Corps (ROTC)
- N. UCI-UCIPD Community Relations
- O. Student Affairs Transitions
- P. Transportation Services
- Q. ADA Compliance and Accessibility

V. INVITED GUESTS

- 1. Gary Coyne**
Principal Research Analyst, OVPTL
(10/1/2018)
(2/4/2019)
- 2. Kelsey Layos**
Communications and Technology Support Specialist
(11/5/2018)
- 3. Briandy Walden**
Associate Director, Student and Academic Services, OIT, and Compass Initiative
Lead (11/5/2018)
(1/7/2019)
- 4. Oscar Teran**
Director, DREAMERS Center
(11/5/2018)
- 5. Kara Rivera and SAFIRE Students**
11/5/2018
- 6. Frances Diaz**
Director, Counseling Center
(12/3/2018)
- 7. Kim Burdett**
Interim Director, OAISC
(12/3/2018)
- 8. Brittany Kim**
Associate Director, OAISC
(12/3/2018)
- 9. Glen Mimura**
Chair, Graduate Council
(12/3/2018)
- 10. Terry Dalton**
Chair, AIRB
(1/7/2019)
- 11. Ray Vadnais**
Sr. User Experience Architect, OIT
(1/7/2019)
(2/4/2019)
- 12. Andre Van der Hoek**
Chair, Informatics
(2/4/2019)
- 13. Ryan Cherland**

Assistant Vice Chancellor for Institutional Research and Decision Support
(3/4/2019)

14. Kevin Huie

Director, Student Success Initiatives
(3/4/2019)

15. Erik Kelly

Instructional Technology Support Manager, OIT
(4/1/2019)

16. David Snow

Faculty Athletic Representative and Distinguished Professor, Sociology
(6/3/2019)

17. Tim Trevan

Executive Director, Student Housing
(6/3/2019)

18. Gary Matkin

Dean, Continuing Education and Vice Provost, Career Pathways
(6/3/2019)

VI. COUNCIL MEMBERSHIP

Senate Members (voting)

Ian Straughn, Social Sciences – Chair
Jennifer Pastor, Arts – Vice Chair
Ann Marie Carlton, Physical Sciences
Bernard Choi, Engineering
Andrea Henderson, Humanities
Vipan Kumar, Medicine (Clinical)
Nicholas Marantz, Social Ecology
David Mobley, Health Sciences
Jennifer Pastor, Arts
Judith Sandholtz, Education
Christine Suetterlin, Biological Sciences
Libby Webber, Business
Yaming Yu, ICS

Ex Officio Members (non-voting)

Michael Dennin, Vice Provost for Teaching and Learning
Frances Leslie, Vice Provost for Graduate Education
Teresa Dalton, Chair - AIRB
Kristen Hatch, Chair - BUSHFA
Rameen Taleh for Thomas Parham, Assistant Vice Chancellor – Student Life & Leadership

Representatives (non-voting)

Junha Baek, ASUCI
Stacy Brinkman, LAUC-I
Neil Nory Kaplan-Kelly, AGS
Sungmin Park, ASUCI
Evelyn Valdez-Rangel, AGS
Kyle Dimla, ASUCI

Tiffany Alana Stills, ASUCI
Zayne Sikander Suhale, ASUCI

Consultants (non-voting)

Andrea Aebersold, Director – Center for Teaching Excellence and Innovation
Said Shokair, Director – Undergraduate Research Opportunities Program

Council Analyst

Julie Kennedy