

**Council on Teaching, Learning, and Student Experience (CTLSE)
Annual Report
2021-2022**

To the Irvine Divisional Assembly:

The Council on Teaching, Learning, and Student Experience (CTLSE) respectfully submits its report of activities for the 2021-22 academic year.

I. COUNCIL OPERATIONS

Ian Straughn, Assistant Professor of Teaching, Anthropology, chaired the Council on Teaching, Learning, and Student Experience (CTLSE) in 2021-22. The Council met nine times during the academic year. Attending regular CTLSE meetings were 12 appointed faculty members, the Vice Provost for Teaching and Learning (VPTL) and Dean of the Division of Undergraduate Education (DUE), the Vice Provost of Graduate Education and Dean of Graduate Division, the Librarians Association of the University of California, Irvine (LAUC-I) Representative, the Director of the Division of Teaching Excellence and Innovation (DTEI), 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. Undergraduate Research Opportunities Program (UROP) Updates

1. Meeting Date: 10/4/2021

Guest: Sharon Parks, Director of UROP

The application system for submissions was being replaced by a new system with the launch schedule of late fall. UROP is working on making the fall submission call process earlier than it has been in the past. The UROP Faculty Advisory Board (FAB) recently held a retreat and discussed data, priorities, and gaps in the program. Recommendations included increased mentorship, improved equity and inclusion, programming design, and additional guidance for proposals and submissions. Finally, members learned that there would be increased outreach to transfer students and better UROP involvement with transfer student programs.

The Council asked for a representative from CTLSE to serve on FAB. Member Phil Collins volunteered to represent CTLSE.

2. Meeting date: 6/6/2022

Guest: Michelle Khine, Associate Dean, Undergraduate Education and Professor, Biomedical Engineering

One of UROP's current goals is to bridge the gap between underrepresented minorities and research, particularly with the new Research Discovery Program. This pilot program will provide 100 students with 25 graduate student mentors. The program is looking to increase visibility and services to transfer and Undecided/Undeclared students. Every school is represented in terms of funding availability, but some STEM schools offer additional funding. UROP is working with its FAB to improve student representation from all schools. CTLSE could assist UROP in continuing to provide feedback and getting UROP information out to colleagues and campus partners. CTLSE is awaiting an opportunity to review the budget for UROP for the most recent five years and prospective budget for AY 2022-23.

B. Office of VPTEL (OVPTL) Updates and Initiatives

1. Meeting Date: 10/4/2021

Chair Straughn, Vice Provost Dennin, and members discussed instructional issues, challenges, and concerns due to the COVID-19 pandemic.

The DTEI was very involved in the student/teaching/advising experience during the pandemic and the transition back to in-person teaching. The Teaching Reflection Statement on student evaluations encourages evidence-based inclusive teaching. OVPTL is looking into academic probation processes and procedures and the use of academic contracts. There will be a shift to a “Student Success Plan” in an attempt to move away from punitive measures, which may delay academic probation to later in the process. The team behind student success plans is mainly academic advisors. Preliminary data on fall courses and modalities were given. Finally, DUE hosted a Higher Education Festival that celebrated UCI’s return to campus, invited the campus community to reflect on what we’ve learned about higher education during the pandemic, and encouraged us to discuss the lessons we will take into the post-pandemic future.

2. Meeting Date: 11/1/2021

Members discussed the “C” course designation for communication courses. It may be paired with the “W” for writing courses.

3. Meeting date: 12/6/2021

OVPTL has proposed some recommended practices for all UCI courses to maximize student success. These practices encourage flexibility for students experiencing issues related to COVID-19. Some suggestions for flexibility included setting windows for assignments instead of hard deadlines and scheduling different times for midterms and finals. It was suggested that a more finalized version of the strategies/recommendations be reviewed by CTLSE in the future. Members expressed concern about these recommendations in that they are not uniform in policy and there are no avenues for consistency. It was stated that a goal is that consistency be maintained for all students within a particular course. A member suggested that some universitywide policies should be required to be included on all syllabi.

4. Meeting date: 1/10/2022

The Academic Senate’s waiver for remote courses was in effect through winter quarter. The campus used public health modelling to monitor COVID-19 transmission, and it was not advised to return to in-person instruction at that time. Part of the rationale to begin winter quarter remotely was about staffing.

5. Meeting date: 2/7/2022

The DTEI faculty reflection statements on Student Course Feedback Forms can now be included in merit and promotion files (though they will not count toward a second piece of evidence). The Council also asked OVPTL for data related to Student Course Feedback Forms.

6. Meeting date: 3/7/2022

Members expressed some concern regarding clarifying emails sent to faculty and students on flexibility guidelines for instruction. It was stated that the most challenging aspect of campuswide messages is how to direct people with additional questions to the appropriate areas. Members discussed whether hybrid instruction would still be encouraged for courses, or if all in-person was the recommendation. It was explained that if a course is not fully in-person, it needs Academic Senate approval (the policy prior to the pandemic). Members also discussed that international students benefited from live and recorded transcripts for courses, and that the return to in-person instruction may prove to be more difficult after relying on other technologies for some time.

7. Meeting date: 4/4/2022

OVPTL reported that students are generally happy to return to campus, but they are still looking at some teaching evaluation data. A UROP annual report will be created this year and CTLSE should receive this report in September of each year going forward. The UROP Research Discovery Program was discussed. The general goal of the program is to provide opportunities to underserved students in any field. DTEI Graduate Fellows were available to assist with online courses. A summary/report on academic advising on campus was provided to the Senate. It noted that the revisions to the Academic Probation Policy should be a positive change for struggling students and that the Change of Major policy should be reviewed in the future.

8. Meeting date: 5/2/2022

OVPTL reported that the Celebration of Teaching event was successful. The Steering Committee on Reaffirmation (SCOR) for the WASC accreditation review would like to use some data from student evaluations of teaching, particularly from the question on the difficulty of the course. SCOR fully recognizes the subjective nature of the results but would like to get the overall student impression of difficulty. No specific comments would be used, and all response information would be aggregated around the question of interest. Members expressed concern regarding how this data may be used and analyzed. Members reiterated a suggestion for additional training for students to understand how student evaluations of teaching are used by instructors and for personnel reviews.

9. Meeting date: 6/6/2022

OVPTL reported that the campus is using summer sessions strategically towards student success. Planning for summer sessions will likely begin earlier and be based on student need rather than on instructor availability. It was discussed that there should be additional scholarships for students enrolled in summer sessions and that it may be beneficial for all courses to be online during the summer based on summer enrollment trends, but CEP would have to approve such a change.

C. Systemwide Review of Proposed Revisions to the Presidential Policy on Sexual Violence and Sexual Harassment (SVSH)

Meeting Date: 10/4/2021

Memo Date: 10/18/2021

Systemwide Academic Senate Chair Horwitz forwarded for review proposed revisions to the Presidential Policy on Sexual Violence and Sexual Harassment. The proposed revisions are to: (i) comply with a new state law, Senate Bill (SB) 493, and (ii) better account for prohibited conduct in the clinical setting.

Members had many comments regarding this issue. They felt that the policy should be more patient- and survivor-centered, with a focus on trauma-informed approaches. They also noted that the language should be more inclusive and gender neutral and the policy should clarify some terminology. There were also questions about the designation of “responsible employees” and concerns about patient confidentiality. Finally, members thought the policy revisions should be more widely distributed to undergraduate and graduate students and that the policy should clarify what, if any, remedies may be possible for affected students, particularly with regard to supportive services.

D. Student Affairs

Meeting Date: 11/1/2021

Guest: Dr. Willie Banks, Vice Chancellor, Student Affairs

Vice Chancellor Banks presented information about the Student Affairs units that are experiencing limited operations for fall quarter as well as general updates.

VC Banks gave an overview of the clusters and units of the Division of Student Affairs and their Fall 2021 operations. He noted that a COVID-19 vaccination mandate and symptomatic and asymptomatic testing were in place for all students and Student Housing is at full capacity.

All other services were available including the Student Health Center, FRESH Basic Needs Hub, and Counseling Services. However, there were operational challenges for dining and retail food and services such as Anteater Express due to limited professional and student staff. The Student Center reopened its doors for events, and staff were available to assist in planning and executing meetings and special events. While new student staff were hired and trained on conference and building operations, some services were limited.

E. Student Government

1. Meeting date: 11/1/2021

Representatives from ASUCI and AGS presented updates and concerns. Some students were struggling to find housing in winter and spring quarters, and campus housing may open additional spaces. ASUCI conducted a survey on housing needs and commuting issues for students. Despite its importance, affordable housing in the area surrounding UCI is not often discussed as an issue. AGS conducted outreach to raise awareness of its existence and services.

2. Meeting date: 12/6/2021

There was concern that graduate students are having academic progress issues due to the pandemic. Some students experienced difficulty with advancement deadlines and late advancement fees. It was suggested that more data regarding how the pandemic is affecting research and time to degree would be helpful to advocate for students. It was also noted that Graduate Division is providing fellowships for students who are close to degree completion, and that these fellowships would be available this year and for 2022-23.

3. Meeting date: 1/10/2022

There were concerns from students about some labs returning to in-person work even though there was no mandate for them to return. Student representatives reported that while most students want to return to in-person instruction, some had mixed feelings and were confused by the criteria the campus used for remaining remote for the beginning of winter quarter. Members recommended that

students should be informed of the rationale for the decision and the criteria used. Some members reported that it was overwhelming for faculty to provide both remote and in-person options and to transition from one to the other, noting that it could be helpful to better understand students' expectations. Students (mostly undergraduate) were also experiencing frustration regarding tuition and fees when courses were remote.

4. Meeting date: 2/7/2022

Guests: Yoseph Ghazal, President, ASUCI, and Connor Strobel, President, AGS

Student leaders reported there were some concerns from students regarding the return to in-person instruction. There were issues with personal well-being and the well-being of families, particularly for caregivers of young children and elderly family members. AGS looked at how other campuses managed these issues.

Members expressed concern regarding the use of the word "flexibility" with regard to instruction. Members suggested that providing some guidance as to what "flexibility" might mean for graduate students versus undergraduates would be helpful and that in the future, classrooms and workplaces should provide improved technology to adapt to a more realistic environment. Others expressed concern about how TA duties were being fulfilled or divided amongst in-person and remote courses. Some expressed concern about messaging consistency in administration's communication to students and faculty and noted that communication should include a rationale or explanation for decisions.

The Council planned to continue working closely with AGS and ASUCI to ensure that there are appropriate avenues of consultation on issues. The Council will also work on FAQs or similar documents, partnering with appropriate units as necessary, to better inform students about how to seek accommodations with their instructors and which campus units can assist with negotiating those accommodations.

5. Meeting date: 3/7/2022

Some students were apprehensive about the lifting of the mask mandate, especially TAs with in-person courses. It was reiterated that people may still wear masks voluntarily.

6. Meeting date: 5/2/2022

AGS expressed concern with the Otter.ai issue at UCLA, as it was causing tensions between students and instructors. The Council has been previously unaware of this issue but was very interested in learning more about the Otter.ai contract with UC, specifically regarding data privacy.

There was a question about who makes the decision to send out ZotAlerts and ZotMails, and how UCIPD decides when and which information to disclose in emails to campus. There were additional questions regarding how the Clery Act may impact these decisions and communications.

7. Meeting date: 6/6/2022

AGS continued to be concerned with the Otter.ai issue. The Universitywide Committee on Academic Freedom was also discussing this issue.

ASUCI presented its major activities for 2021-22. These included programs and services focused on academic advocacy, academic engagement, and academic resources such as an Anteater Mentorship

Program (AMP), speakers and debates, a Visions Leadership Program, and five new advocacy projects that were all fully funded. ASUCI representatives noted that current student concerns include exploring a hybrid option for learning next year due to the rise of COVID-19 cases, hiring office staff for 2022-2023, the Ethnic Studies A-G requirement, and the possibility of having diplomas provided in languages other than English and Latin.

F. Negative Comments in Course Evaluations and AP Reviews

Meeting date: 11/1/2021, 1/10/2022

Instructors expressed concern about negative comments on course evaluations motivated by retaliation (potentially from students who may have been reported for academic integrity violations) and how they are reviewed by the Council on Academic Personnel (CAP) and Academic Personnel (AP). Some faculty have asked if students who have been reported for or found responsible for academic integrity violations could be eliminated from the evaluations. Other members expressed concern about how that process may be implemented.

The background of this issue and the question of bias in student evaluations of teaching was presented. Members asked how many students complete evaluations, how seriously students consider evaluations of teaching, how the process could be improved, what might be a better way to provide constructive feedback to instructors, and, further, how to better evaluate teaching in general. It was stated that incentives are useful. It was suggested that there be a broader review of examining the usefulness of evaluations and perhaps a system for removing negative or irrelevant comments. The new Student Course Feedback Form was explained to members. It was stated that the new form and process had not been disseminated well or widely. Members encouraged the Council to review this issue with relevant units in the future, and asked OVPTL to provide data about these types of comments as well as general metrics on numbers of students who complete evaluations.

G. Revisions to Appendix II: Grade Appeals

Meeting dates: 11/1/2021, 1/10/2022, 3/7/2022

Memo date: 3/10/2022

Last year, CTLSE proposed revisions to Appendix II of the Manual of the Irvine Division of the Academic Senate. However, a grade appeal filed under the new procedures raised additional concerns about the process. Senate Chair Ho asked the Council to review Appendix II once again and propose further revisions. She requested that members specifically consider revising or eliminating language around the “burden of proof” in the policy, and reconsider whether a hearing (a meeting of the grievant, respondent, and the hearing panel) is the appropriate mechanism for resolving these cases. An alternative model, employed at other UC campuses, allows the hearing panel to review the evidence and interview both parties separately, if needed, eliminating a potentially adversarial face-to-face hearing.

The background and rationale for the revisions were presented. In the past, the process has often become adversarial by the time it reaches CTLSE. Guiding principles for the revisions should be protecting students’ rights and the rights and privileges of instructors. The process should be streamlined to make it less adversarial and the power differential between students and faculty should be considered.

A subcommittee drafted proposed revisions, which were unanimously approved by members with some amendments. The Council submitted its proposed revisions to Senate leadership and the review process will continue in 2022-23.

H. Wellness, Health, and Counseling Services

Meeting date: 12/6/2021

Guests: Dr. Marcelle Hayashida, Associate Vice Chancellor, Wellness, Health and Counseling Services; Dr. Frances Diaz, Director, Counseling Center

Dr. Hayashida and Dr. Diaz presented general updates regarding Campus Recreation, the Office of Campus Social Work, CARE, Child Care Services, the Counseling Center, the Disability Services Center, the Student Health Center, and the Center for Student Wellness & Health Promotion. They also provided specific updates on the Counseling Center's current status in terms of services to students and future goals, and data regarding equity and inclusion and outreach to student populations.

Requests for accommodations and services have returned to pre-pandemic levels and continued to grow exponentially. The Office of Campus Social Work now has seven social workers. Their services are supplemental and voluntary. There are resources or case management for students with financial needs, psychological needs, and barriers to degree attainment. There were 915 referrals in 2020-21 (an increase of 36% from 2019-20).

The Anteatr Recreation Center (ARC) facilities and programs are fully open. The Student Health Center has relocated, and the existing space will be repurposed. The new space has expanded lab and testing capabilities with additional equipment for COVID-19 and flu rapid testing. The Center has been supporting the campus through symptomatic COVID-19 testing and vaccinations.

The Center for Student Wellness & Health promotion held several mental health trainings, bystander trainings, outreach events, and multiple workshops on topics such as alcohol and other drugs, sexual health, and mental health and emotional wellbeing. CARE was awarded a grant from the Federal Office on Violence against Women (OVW).

The Counseling Center continued to provide a full range of mental health services without disruption. Client utilization was at the same level as pre-pandemic and clinical services were available via telehealth. Teletherapy increased access for students and has been well received. The aim was to continue offering teletherapy options even when more in-person services return. Operational challenges for the Counseling Center included a nationwide exodus of providers from counseling center jobs due to ever-increasing stress, and the ability to work in corporate or private practice fully remote for higher pay. The Center had several active recruitments and was trying to support retention through the flexibility of hybrid work.

Dr. Diaz presented the Comprehensive Counseling Center Model. It provides a comprehensive continuum of care for all students. Outreach services included conflict resolution for graduate students, mental health presentation for the ASUCI Mental Health Commission, test anxiety presentations, and social media messaging and videos on relevant issues. Systemwide wellness efforts included a Systemwide Healthy Campus Network, sharing data with UC counterparts for benchmarking and improving services, and equity in student mental health funding. UCI received \$1.7 million from the Budget Act of 2021 to address ongoing student mental health needs. These funds will be used to provide additional providers and services to support students and additional resources for multiple areas of Wellness, Health, and Counseling Services.

I. UCI WASC/WSCUC Accreditation

Meeting date: 2/7/2022

Guests: Roxane Cohen-Silver, Vice Provost, Academic Planning & Institutional Research and Distinguished Professor, Department of Psychological Science; Paul Kang, Associate Vice Provost, Academic Planning

Vice Provost Silver and Associate Vice Provost Kang presented information regarding the upcoming Western Association of Schools and Colleges – Senior College and University Commission (WSCUC) accreditation that was already in progress and explained the process including the role of Academic Planning & Institutional Research.

VP Silver and AVP Kang gave an overview of UCI's Thematic Pathway for Reaffirmation (TPR) self-study. The TPR is an alternate pathway for reaffirmation for eligible institutions that demonstrate consistent evidence of a healthy fiscal condition, strong student achievement indicators, and sustained quality performance. This new pathway, while as rigorous as the current institutional review process, has a more streamlined timeline, and the institution can focus on self-selected themes in addition to demonstrating compliance with the Standards. The [Steering Committee on Reaffirmation \(SCOR\)](#), co-chaired by VP Silver and AVP Kang, aims to provide leadership and direction for UCI's self-study. SCOR comprises an [inclusive group of faculty, administrators, Senate leaders, staff, and students](#). The group will conclude its work in Spring 2023. The next comprehensive review of UCI by WSCUC will occur during early 2023, followed by a site visit tentatively scheduled for Spring 2023. In March 2021, in collaboration with the SCOR and SCOREX (the Executive Committee for SCOR), the Division of Academic Planning submitted a [TPR theme proposal](#) to WSCUC. As of April 1, 2021, approval from WSCUC had been received for UCI to pursue the themes outlined in the proposal. Work is actively underway to envision how the themes will be integrated into the final self-study due to WSCUC in early 2023. CTLSE will continue to coordinate with these efforts to ensure that the outcome of the accreditation process informs improvements to student learning and the academic experience.

J. Evaluation of Teaching and Student Course Feedback Forms

Meeting date: 2/7/2022

At its meeting on January 8, 2022, CTLSE began a conversation about the evaluation of teaching at UCI with a specific focus on the use and misuse of the current Student Course Feedback Forms that were introduced prior to the pandemic. While the proximate issue was how to manage issues where students offer non-constructive or even abusive and derogatory comments on these forms, members also considered whether this was a tool that best serves the needs of the Academic Senate and the University in how individual teaching performance and efforts to improve teaching effectiveness on campus are evaluated. CTLSE drafted a memo to address concerns and recommendations regarding evaluations of teaching.

Background information and a summary of the recommendations were given. Members agreed that CTLSE should discuss the best ways to evaluate teaching. The Council may revisit this issue in the future.

K. Review of Probation Procedures

Meeting date: 3/7/2022

Memo date: 3/8/2022

In 2019, OVPTL, in partnership with a working group of academic advisors and associate deans for undergraduate education, began a comprehensive review of academic probation processes across

campus. The review focused on those procedures related to Irvine Regulations A385 Normal Progress Requirement and 395 Probation and Disqualification (specifically focusing on probation). A primary goal of this effort was to move toward consistency in processes across campus while balancing any unique needs of the academic units. The OVPTL asked the Senate to review its report and provide feedback on changes to practices and processes.

Members generally agreed that these changes to practices and processes seemed reasonable. Members also agreed that this seemed like a positive initial step in providing more consistency across campus regarding students who may not be making satisfactory progress toward a degree. Members suggested that the “early alert” student concerns be shared with Associate Deans and Directors of Undergraduate Studies to provide an opportunity for mentorship or additional advising. Members also suggested that a process for TAs to provide assistance for “early alert” student concerns would be helpful. The Council recommended that OVPTL survey students about these changes and solicit feedback from student government or other representative student organizations.

L. UCIPD

Meeting date: 4/4/2022

Guest: Liz Griffin, Chief, UCIPD

Chief Griffin presented information about the demographics of UCIPD officers, including racial makeup, age, gender, highest level of education completed, and number of UCI alumni. She also explained the UCIPD organizational chart and reporting structure. She reported on a Mental Health Evaluation Team pilot program that began in November 2020 involving an agreement with the Orange County Health Care Agency and includes clinician response to campus and partnership with the OC Be Well Program. All UC campuses are looking into similar programs. Finally, she demonstrated the UCIPD data dashboards (<https://www.police.uci.edu/data-dashboards/about.php>), shared results from the post-call satisfaction survey, and provided information about the Community Service Officer (CSO) program.

Chief Griffin reported that a Police Accountability Board (PAB) is being created based on the recommendations of a Presidential Task Force. The PAB will review complaints and provide recommendations to the chief of police on findings for complaints. A committee is currently reviewing how the PAB will develop policy, procedures, and membership. She noted that the department is providing enhanced training for officers through the Office of Inclusive Excellence that includes racial and cultural diversity, racial profiling, de-escalation, social awareness, and implicit bias training. The department also provides specific safeguards and procedures for rallies and free speech demonstrations on campus, as well as multiple community engagement activities throughout the year.

M. Public Safety Advisory Committee (PSAC)

Meeting date: 4/4/2022

Guest: Kelli Sharp, Interim PSAC Chair and Assistant Professor of Dance Science

Interim Chair Sharp provided background information about the creation and current membership of PSAC. PSAC proactively seeks advice and counsel from a diverse group of community members regarding issues that impact the safety and quality of life of students, faculty, staff, and visitors of the UCI campus and Medical Center. PSAC provides a forum to discuss current issues and makes recommendations on policing policies. It provides community outreach to enhance the relationship between the UCI Police Department and the community. Finally, it creates an avenue for feedback to various entities to aid in clear reporting of complaints and participates on hiring panels for key UCIPD personnel.

The Committee produces an annual report, which summarizes its activities and includes key data of interest to the campus community, including the number and types of complaints the UCIPD receives. Interim Chair Sharp presented the development and timeline of the Campus Safety Model (2017-2021) as well as the UC Presidential Campus Safety Guidelines (2018- 2021) and explained UCI alignment with the Systemwide plan. She highlighted specific accomplishments of the Committee that include a review of public safety on campus with an outside consultant; a report of recommendations including the campus safety survey; triaging of 911 calls for OC Be Well; several outreach events; and an email portal to address concerns.

Future PSAC goals include increasing visibility within the community and encouraging an open dialogue to enhance the relationship between the UCIPD and the UCI community.

N. English Proficiency for Teaching Assistants

Meeting date: 4/4/2022

Memo date: 4/15/2022

Two task forces were convened to develop a new English proficiency policy for appointment of students as Teaching Assistants and Teaching Associates (TAs) during the 2019-20 and 2020-21 academic years. The recommendations from the task forces and subsequent review and approval by the Senate resulted in the current policy for TAs. CTLSE was asked to revisit the policy in response to particular requests from Graduate Division.

Members agreed that there should not be a campuswide English proficiency policy for TA appointments, particularly considering that Graduate Division has an established policy regarding English proficiency for admissions. There were also no objections to the proposed modifications to the current English proficiency policy for admissions. Members encouraged all hiring units for teaching positions to ensure that candidates are sufficiently trained in the various skills needed for effective pedagogy in order to work productively with our students in the course(s) and/or discipline(s) in which they will be part of the teaching team.

O. UCI Athletics and the Faculty Athletic Representative (FAR) Report

Meeting date: 5/2/2022

Guests: Shauhin Talesh, Professor, School of Law, and Faculty Athletic Representative; Alexis McDonald, Assistant Athletic Director, Academic & Student Services, Athletics; Erica Monteabaro, Senior Associate Director, Athletics; Ashley Letrich, Assistant AD Compliance, Athletics

The team from Athletics presented the annual Faculty Athletic Representative Report and provided general Athletics updates.

They reported that student athletes were doing very well overall. 65% of student athletes are scholar athletes this year. They shared the overall GPAs for student athletes for 2021-22 (up to winter quarter). The female average GPA was 3.34 and the male average was 3.01, with an overall student athlete GPA of 3.16. They also noted that Athletics was tracking mental health issues and resources and was attempting to provide the best support to student athletes possible. Other services include assisting students with scheduling conflicts or taking summer courses.

P. Proposal to Establish an Online B.A. in Business Administration for Transfer Students

Meeting date: 5/2/2022

Memo date: 5/5/2022

The Paul Merage School of Business (PMSOB) submitted for Senate review a proposal to establish a fully online B.A. in Business Administration for transfer students.

Members discussed various questions and concerns, such as whether the program would allow for a two-track system, i.e., whether transfer students would still be able to apply for an in-person B.A. in Business Administration or would they only be able to join the online program, and whether in-person students would be able to switch to the online major in their third year. Members noted that the online degree presents an opportunity to expand the scope of what UCI has to offer as well as to generate additional financial gains. However, as for the student experience, teaching during the pandemic made it clear that online education is not the same as in-person.

Members were concerned that students engaging in the online option would not have the same social and learning experiences as those on campus, or several of the resources and opportunities afforded to on-campus students. They also questioned whether there was an aspect of the degree that would compensate for this, such as training that in-person students in the program would not have or their own forms of community building outside of the classroom, special events, and opportunities to experience what it is like to be a UCI student.

The Council noted that this degree might set up UCI as a pioneer in online education at the undergraduate level and that the PMSOB has a good track record of online pedagogy/instruction; members expressed confidence that students would get the same quality of education as our face-to-face students. This is in part due to the PMSOB's extensive investments in digital pedagogy and online instruction that is not available yet in other schools. However, for this to be a model that the rest of UCI or even the UC system can adopt, members were concerned that such investments are not likely to be matched at that level across the board.

Q. UCI Esports

Meeting date: 6/6/2022

Guest: Mark Deppe, Director, UCI Esports

Director Deppe presented updates on the Esports program, particularly regarding oversight (the Faculty Advisory Board), admissions, research, and diversity, equity, and inclusion. He reported that the program is doing well and is considered one of the best in the nation; students in the program had a cumulative GPA of 3.20 as of Spring 2022. He also gave an overview of the program's pillars.

One of the program's pillars is "competition," which aims to field great teams to compete with the best colleges in the world. The second pillar is "academics and research," with goals that include being open and supportive toward efforts from across campus. This pillar depends on faculty to help drive goals forward.

The third pillar is "community," which aims to actively engage in communities and foster friendly, inclusive gaming cultures. Re-engaging the community is one of the highest priorities this year. The fourth pillar is "entertainment," with a goal to provide UCI's contingent of gamers the ability to engage in fun, friendly, and inclusive gaming.

The last pillar is "careers," which aims to prepare students for jobs in Esports and beyond. This provides professional development and connects students to job opportunities, industry panels, and

networking events. UCI students are obtaining great jobs in Esports, but the program and the campus can do more to prepare them. The program also has many ongoing diversity and inclusion efforts.

A task force convened in 2017 outlined some challenges and recommendations for the program. As a result, the program now has a code of conduct, public messaging, K-12 engagement, bystander training, and is reviewing supported games for issues or concerns. UCI is playing a leadership role in the development of collegiate Esports governance.

The Esports Faculty Advisory Board is currently comprised of six faculty members. The Board's goals include identifying opportunities for collaboration in areas across campus; building greater transparency with respect to budget, finance, and scholarship selection processes; diversity efforts; and ensuring there is no inappropriate influence from the corporate world. The Board would welcome a new CTLSE representative.

III. NEW AND CONTINUING BUSINESS FOR AY 2022-2023

- A. UROP
- B. Use of LMS Data by the OVPTL
- C. Management of Student Fees
- D. Academic Integrity
- E. Canvas Issues
- F. Celebration of Teaching Awards
- G. Student Housing
- H. Student Athletes
- I. Graduate Student Initiatives
- J. UCI-UCIPD Community Relations
- K. ADA Compliance and Accessibility
- L. Appendix II Revisions
- M. Change of Major and Grade Requirements
- N. Evaluation of Teaching
- O. Student Success Plans
- P. Online Learning and Degree Programs

IV. COUNCIL MEMBERSHIP

Senate Members (voting)

Ian Straughn, Social Sciences – Chair (non-voting)
Suzanne Bohlsen, Biological Sciences
Candace Burton, Health Sciences (Nursing)
Natascha Buswell, Engineering
Philip Collins, Physical Sciences
Mine Dogucu, ICS
Erika Hayasaki, Humanities
Richard McCleary, Social Ecology
Mary McThomas, Social Sciences
Joel Veenstra, Arts
Dean Wang, Medicine
Patricia Wellmeyer, Business
Di Xu, Education

Ex Officio Members (non-voting)

Michael Dennin, Vice Provost for Teaching and Learning

Gillian Hayes, Vice Provost for Graduate Education

Rameen Talesh, Assistant Vice Chancellor – Student Life & Leadership

Representatives (non-voting)

Krystal Tribbett, LAUC-I

Jessie Altieri, AGS

Frank Granda, ASUCI

Mikie Phouthavong, ASUCI

Jonathan Salazar, AGS

Angel Hoang, ASUCI

Vikki Huang, ASUCI

Jennifer Nguyen, ASUCI

Consultants (non-voting)

Andrea Aebersold, Director, Division of Teaching Excellence and Innovation

Council Analyst

Julie Kennedy