To the Irvine Divisional Assembly:
The Council on Teaching, Learning, and Student Experience (CTLSE) respectfully submits its report of activities for the 2017-18 academic year.

I. COUNCIL OPERATIONS
Kavita Arora, Professor, Developmental and Cell Biology, chaired the Council on Teaching, Learning, and Student Experience (CTLSE) in 2017-18. The Council met nine times during the academic year. Attending regular CTLSE meetings were thirteen 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 of 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 (CIE), 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 ON TEACHING, LEARNING, AND STUDENT EXPERIENCE ISSUES

A. Office of the Ombudsman
(Meeting date: 10/2/2017)

Michael Chennault, Director of the Office of the Ombudsman, presented information regarding student academic grievance procedures and grading, specifically the following questions: 1) Does the current language in the policy effectively guide faculty in defining what is considered “non-academic criteria”? 2) Can it be legitimately used in part or whole to determine a student’s grade, especially if it is not directly reflective of class performance?

The Office of the Ombudsman provides an environment to discuss complaints, concerns, or problems confidentially. The office assists in resolving issues informally, helps raise questions and issues, and is confidential, impartial, and independent.

The office was made aware of a grading issue over Summer quarter 2017. Specifically, an undergraduate student was interested in filing a formal academic grievance with the Senate over what the student considered unfair grading practices. As the office was guiding the student in the formal grievance process, many issues and questions arose. These were brought to the attention of CTLSE. Specific issues included the process, language, and clarity of the Student Academic Grievance Policy (Appendix II). Members stressed the importance of stronger criteria on how grades are defined in regards to research performance, and a clearer appeals process. Members also discussed electronic/technical issues in grading, and whether third parties or lack of clarity in submission of work can cause confusion for students and instructors.

It was clarified that students can access OEOD in regards to discrimination issues and non-academic criteria. However, it was stated that “non-academic criteria” was not
clearly defined. Members discussed reasonable accommodation for student requests involving non-academic issues such as family emergencies. Members reiterated the importance of clear and concise language on syllabi and suggested that the policy should include mediation and/or intermediary information prior to a formal grievance.

The Council is continuing to revise Appendix II.

B. Student Academic Grievance Policy (Appendix II)
(Meeting date: 10/2/2017 and 12/4/2017)
Graduate Council sent a memo to CTLSE on 9/5/2017 requesting a revision to Appendix II (Student Academic Grievance Procedures Relating to Non-Discrimination). The Council recommended clearer guidelines, references to the Faculty Code of Conduct, and greater flexibility in timelines, and Graduate Council representation on UCI Grievance Panels.

Chair Arora, Andrea Henderson, and Nick Marantz presented information regarding the Appendix and worked throughout 2017-18 to revise the policy.

Other UC student grievance policies were consulted, with UC Berkeley suggested as a good example for UCI revisions. Other campuses have distinct grading grievance procedures, and it was suggested that UCI have something similar. Deadlines in the policy should depend on the type of grievance, and particular issues of each grievance should be addressed on a case-by-case basis.

Appendix II was revised to provide better clarity in the grievance process, separation of the Academic Senate and OEOD procedures, and clearer timelines. OEOD, the Office of the Ombudsman, and Campus Counsel were also asked to review and provide feedback.

The final revised Appendix II will be submitted to CRJ, and then Senate Cabinet in Summer or Fall 2018.

C. Center for Engaged Instruction (now the Division of Teaching Excellence and Innovation)
(Meeting dates: 10/2/2017)
Andrea Aebersold shared changes to the Division of Teaching Excellence and Innovation which included: retirement of De Gallow and appointment of Andrea Aebersold and Daniel Mann as Co-Program Directors (with Daniel Mann focusing on instructional development for the graduate students and postdoctoral scholars and Andrea Aebersold focusing on instructional development for the faculty); the name change from Center for Engaged Instruction (including the Center for Instructional Design) to the Division of Teaching Excellence and Innovation; increased focus on improving undergraduate faculty STEM teaching; and making the Celebration of Teaching into a weeklong event.

D. Compass
(Meeting date: 11/6/2017)

Briandy Walden, Associate Director, Student and Academic Services, Office of Information Technology and Compass Initiative Lead, and Ray Vadnais, User Experience Architect, Office of Information Technology and Compass Descriptive
Project Lead presented information on the new Compass student success project and a demo portion featuring reports created for advisors.

The project is a cross-functional effort involving the Office of the Vice Provost for Teaching and Learning (OVPTL), the Office of Institutional Research (OIR), and the Office of Information Technology (OIT). It is designed to assist academic advisors in using timely student data to facilitate identifying and reaching out to students. The project is embedded within the UCI Strategic Plan, particularly involving enhancing “academic advising for all students by creating a robust network of support among academic advisors, departments, and the central campus.” There has been positive feedback from advisors thus far.

A predictive analytics function is currently being designed/added. Advisors must have FERPA training. Possible reports generated include demographics, student progress, and a multitude of other options via a dashboard. Reports are generated in two ways: spreadsheets and graphics/visuals. Links to resources for different populations of students are included. The system does not currently provide a comparison of courses to other courses, but it may be possible in the future. Academic progress reports can now be generated quickly through a query, not through quarterly Webfiles reports. There is a much broader access to student demographics.

The Council will request an update in 2018-19.

E. Canvas
(Meeting date: 11/6/2017)


UCI continues to transition from EEE. There is a decline in EEE (Legacy) use and an increase in EEE use plus Canvas. Review of Canvas is overall positive, but additional feedback from instructors would be helpful, as well as a FAQ section. An official launch will be in 3-4 years, as it is a multi-year transition. Some tools that support EEE Legacy are being retired while others are being replaced.

OIT staff receive a lot of calls for support, but is unable to process issues or requests as timely as they would like due to the fact that Canvas is a vendor product, so assistance is more complex and time-consuming. Support for EEE is simpler and timelier since it is built “in-house.” The current address for Canvas is http://sites.uci.edu/canvas/

Challenges for the transition include: training models, grading features, expectations management, staffing numbers. A Training Coordinator is being brought on board to assist with training processes.

Action: The Council will invite EEE(Canvas back later in the 2017-18 academic year if there are further issues.

F. Teaching Evaluations Data

The Council on Teaching, Learning, and Student Experience (CTLSE) has been asked to provide its input on who “owns” teaching/course evaluation data, as well as guidelines
and considerations for the possible use of teaching evaluation data for institutional research. Institutional research could include (1) institutional initiatives for the improvement of teaching and learning; and (2) academic research for publication.

Currently, faculty request feedback from students with the primary purpose of improving their courses. In addition, teaching evaluation data is used by departments and by the institution for the evaluation of faculty for merit and promotion. Numeric data, but not free responses, are also made available to students through the EaterEvals site, subject to faculty member opt out. The data is not publicly accessible and it is not current available to researchers.

The issue of ownership of teaching evaluations data is complex and requires significant further discussion. If the Senate wishes, this could be pursued. In the meantime, we recommend that procedures for oversight and control of teaching evaluation data by CTLSE be developed, as suggested below. These procedures are important for ensuring that if teaching evaluation data will be made available to the Office of the Vice Provost of Teaching and Learning (OVPTL) or to researchers affiliated with the University, (1) there are sufficient data security and privacy protections in place to protect the legitimate interests of students, faculty and individual departments; and (2) data are handled consistent with stated purposes.

CTLSE recommended the creation of a pilot program to run for two (2) years, and additional guidelines beyond the pilot phase.

The Council will request an update on the pilot program from OVPTL in October 2018.

G. UCI Undocumented Students
(Meeting date: 12/4/2017)

Oscar Teran, Director, Dreamers Resource Center, and Ana Barragan, Assistant Director, Dreamers Resource Center presented updates on the current status of DACA, different forms of immigration relief, and financial aid.

The Center is now stand-alone, has relocated to Lot 5, and has an increased capacity for resources to meet increasing need. There is a dedicated staff attorney that can also help with the immediate family members of dreamers. The attorney resides at UC Davis and can only meet with clients periodically. The end of DACA means that all immigration direction is rescinded, there is no longer a hierarchy of priorities in terms of immigrants, and the administration can deport without direction.

Current students will not be able to work to support their degree progress. Graduate students will lose teaching assistantships. Temporary Protected Status (TPS) rescission is mostly affecting Central American immigrants. Mental health is a major issue for this population of students and those close to them.

The Council will request an update in 2017-18.

H. Healthy Campus Initiative (Student Wellness)
(Meeting dates: 1/8/2018)
The Healthy Campus Initiative would like to reduce student academic stress. The 2017 American College Health Association (ACHA) survey results will be discussed as well as plans to improve overall student health. Luis Cendejas, Healthy Campus Project Manager, Andrea Gutierrez, Basic Needs Coordinator, Center for Educational Partnerships, and Brian Clark, Director, Greek Life presented information on the Initiative.

The Healthy Campus Initiative is part of the Institute for Clinical and Translational Science (ICTS). It began in 2014 with the UC Global Food Initiative launched by UCOP, but officially launched at UCI in late May 2017. The Initiative’s focus is to build a structure for health and wellness on campus, to track the health initiatives with data and analyses, and to share best practices for Healthy Campus Action nationally and in a sustainable manner. The Initiative hopes to be a collaborative project with faculty, staff, and students. There are five working groups: Mental Health, Sexual Health, Alcohol and Other Drugs, Nutrition, Physical Activity.

The Initiative is working on becoming more visible on campus in order to have a positive health culture change, and would specifically like the support of the Academic Senate. The Initiative suggested that the Senate can help by doing the following: reducing academic stress by creating more manageable deadlines for students and not encouraging late night studying, integrating a wellness statement into course syllabi, and supporting the implementation of a mandatory class for students that centers on health and wellbeing. Graduate students are not well-represented in the Initiative or in other campaigns on campus, and it was suggested that the Initiative work together with Graduate Division and Associate Dean Susan Charles to collaborate better.

Each committee has been allocated $8,000, but are uncertain how the funds will be spent at this time. A member expressed concern that the current food quality on campus is poor. The Initiative stated that the committees are looking at nutrition and physical activity.

The Fresh Basic Needs Hub focuses on food security for students and the correlation between food security and GPA, particularly that a lack of basic needs is found to affect student performance. The Hub receives some funding from UCOP, but needs additional funds. Approximately 44% of undergraduates and 26% of graduate students experience food insecurity. The SOAR food pantry opened in 2015, and was able to grow with the assistance of ASUCI and a $150,000 operating budget. The new Hub is located in Lot 5 in the new Anteater Community Resource Center (ACRC) and has 3,000 square feet. It serves approximately 400 students per week. Students may visit the Hub once a week and can fill one bag with fresh produce, pantry, and toiletry items. The Hub can make exceptions for additional visits on an individual basis. The Hub supports CalFresh (EBT) for students with some income guidelines and exemptions. Workshops and services offered through the Hub include a Smart ‘Eaters workshop, a dietitian available to answer questions, and cooking demos. Approximately 25% of off-campus students use the Hub services.

Long term goals include retention, awareness, a reduction of student food insecurity, systematic changes to UCI’s crisis relief and dining policies, and a deeper understanding of basic needs insecurity amongst undergraduate and graduate student communities and staff.
The Council will request an update in 2019.

I. Instructor of Record

(Meeting date: 1/8/2018 Memo date: 2/2/2018)

On December 19, 2017 the Council on Teaching, Learning, and Student Experience (CTLSE) received a request from the Provost and Graduate Division seeking clarification about whether graduate students should be allowed to serve as the Instructor of Record for lower-division courses. Currently, Teaching Associates are listed as co-instructors in lower-division courses. For upper division courses, graduate students are allowed to teach with the approval of the Dean of Graduate Division.

At its meeting on January 8, 2018, CTLSE carefully considered whether graduate students should be allowed to serve as Instructor of Record for lower division courses during the academic year. The Council made the following recommendations:

Appointment of graduate students as the instructor of record will give them increased responsibility for the course, including assignment of grades. Further, in some fields it will make them more competitive in the job market and provide opportunities for career advancement. However, to ensure the quality and consistency of undergraduate education, appointment as Instructor of Record should only be made for graduate students who have shown extraordinary merit in teaching and scholarship (see below). In addition, graduate students should have significant faculty supervision and mentoring while preparing for, and during, their quarter of teaching.

Recommended requirements for appointment as instructor of record:
1. In good academic standing (as specified by grade-point average established by Academic unit and Grad Division).
2. Advancement to Candidacy for the doctorate; for MFA or other professional degree programs, students should have successfully advanced through their mid-program review requirements, and be on-track for an on-time completion of the program.
3. At least two years of prior relevant teaching experience (including as a Teaching Assistant) within or outside the University. Student should have served as a TA for the particular course or similar in the past. If enrolled in MFA program, then a minimum of 3 quarters teaching assistantship, at least one of the classes with a regular senate faculty member.
4. Successful completion of specialized training in instruction (such as Certificate in Teaching Excellence Program (CTEP) provided by DTEI).
5. Approval of the Department Chair and the Divisional Dean and Dean of Graduate Division.

All of the above are consistent with APM-410 guidelines for appointment as a Teaching Fellow. All other requirements in current policy such as language requirements remain.

The current guidelines for Associate Instructors require general supervision by a regular senate faculty member. This should be better defined, with minimum requirements including:
1. Assigned faculty mentor should have taught the course (or similar) previously. Faculty supervisor will assist in training and providing pedagogic feedback to student. This includes assistance in preparation of syllabus and course learning objectives; approval of unique content developed by the graduate student instructor.
2. Faculty supervisor (or designated professional from CTEI) visits and observes the class at least twice – including mid-term evaluation.

3. Faculty supervisor completes an end of quarter report with written assessment of graduate instructor’s teaching that is provided both to the Department and Dean, Graduate Division; and will be critical in approving future appointments.

Importantly, there are 3 issues that merit further discussion. One, in our reading of policy documents pertaining to this issue, it is clear that graduate students may provide instruction in undergraduate courses. However, we would like input from Graduate Council and Dean of Graduate Division as to whether a graduate student may also supervise and evaluate the work of another graduate student (for e.g., graduate students assigned as TAs for the course). Second, academic units should place a set limit (say no more than 10%) of courses in any given AY that would be offered in this manner by graduate student instructors. Finally, there should be a mechanism to give faculty mentors teaching credit. This could take the form of a 1-unit independent study teaching mentorship course that the graduate student would enroll in, and be required to meet regularly with Faculty Supervisor.

J. eSports

(Meeting date: 2/5/2018, Memo date: 3/15/2018 and 8/30/2018)

In 2017, The Council received a letter from a faculty member that raised concerns regarding the program's depiction of violence, female characters, funding, recruitment of players, and Title IX issues. The faculty member received a response from Student Affairs, and the Council would like to follow up on issues. Edgar Dormitorio, Assistant Vice Chancellor, Chief of Staff, Student Affairs, Mark Deppe, Acting Director, UCI eSports, and Constance Steinkuehler Squire, Professor, Informatics presented updates and information on the eSports program.

Consequently, the eSports program created a Committee for Inclusivity that is chaired by Dr. Constance Squire. The Committee is intended to help address diversity issues in gaming. The program has four “pillars” which include competition, academics and research, community, and entertainment. The eSports arena has a play-by-hour system and approximately 6,500 people have paid to play thus far. The program’s research emphasis is on using games as a medium for studies on cognition and learning.

Members expressed concern regarding the program’s name, and that using “sport” indicated an athletic association. Members expressed concern regarding the depiction of women in League of Legends. It was suggested that perhaps Overwatch, or other more diverse games aught to be considered as well. It was discussed that the industry has overreaching issues with diversity, but the focus should be more on changing the issues within the gaming community instead of the industry. Members expressed concern that the current eSports team is made up of all male players. Members agreed that the program should have additional faculty engagement.

The Council sent the following questions to the program and Student Affairs for further review:

- Who makes decisions about the program and how it functions?
- Who has oversight over the program (e.g., organizational chart)?
- Does the Academic Senate have any oversight responsibilities in relationship to this program? If so, in what areas? If not, why not?
- What are the criteria for awarding scholarships to members of the UCI teams? Are there any regulations or oversight governing the academic performance of scholarship
recipients and team members? Are there data regarding on-time to degree, and degree completion (whether at UCI or other institutions)?
• Who are the sponsors? What role do sponsors have in determining any aspects of the 4 (now 5) pillars of the eSports program? Do members (individual or corporate) from the gaming industry play any role as advisors and/or marketers of the UCI program?
• What are the specific criteria used in determining which games are part of the program either at the inter- or intra-collegiate levels? How are they rated for violence, sexual content, depictions of minorities or other countries/worlds (even when fictional) etc. (M-mature, T-teen, etc.)? Are they "age-appropriate" for all potential players and spectators?
• How is eSports treated at other campuses, as a club or as a sport?
• Are there any other clubs on campus where members receive scholarships specifically for excelling at the club purpose?

The eSports response was discussed and it was widely felt that if the program had a focus on academics and research, then it should be subject to Academic Senate oversight.

Action: A memo with specific recommendations was forwarded to Senate leadership asking for more academic oversight of the program. The Council will request another presentation in 2018-19.

K. Student Information System/Banner
(Meeting date: 2/5/2018)
Elizabeth Bennett, University Registrar, presented updates on the Student Information System and Banner.

Student information has been in many different systems around campus, and Banner is an effort to merge the systems and provide a central space for data. The project has involved Undergraduate Admissions, Financial Aid, Graduate Division, Records and Registration, Student Financials, Summer Session, and the Office of Information Technology. Goals of the project include integrated data, improved user experience, and system sustainability. "Legacy" systems will exist for approximately 2-3 years. The project has been delayed from a Fall 2018 launch to Fall 2019.

A full-time administrator will be hired for training purposes, and the launch will begin with a Schedule of Classes demonstration. The new system should improve student wait time and be less confusing.

The Council will ask for further updates in Fall 2018-19.

L. Academic Integrity (Meeting date: 3/5/2018)
The Council requests quarterly reports from the Academic Integrity Review Board and the Academic Integrity Officer about the implementation of the Academic Integrity Policy and Procedures.

Holly Hare, Interim Director of the Office of Academic Integrity and Student Conduct presented the academic integrity issues, AIRB, and possible faculty member appeals.

Out of 600 cases in 2016-17, only 3 cases resulted in “insufficient evidence.” The OAISC typically makes multiple attempts to contact instructors to clarify an incident report or provide more information. The OAISC is committed to providing due process
to students, and is concerned that a faculty appeal seems to err on the side of faculty as opposed to providing a fair process.

Members stated that instructors should have an avenue to appeal or respond to outcomes from the OAISC. It was clarified that instructors have final authority over grading, and could assign grades according to their judgment as opposed to findings through the OAISC. There was concern that the OAISC’s decisions may affect instructors’ incentive to submit incident reports.

It was stated that the new process with a central office and reporting structure was very beneficial. Members would like additional data regarding reporting numbers, incident trends, and any changes in the process. It was suggested that a CTLSE member observe an AIRB hearing, and an assessment plan would be beneficial for the AIRB in order to evaluate the practices and procedures. Members expressed concern that the process seemed to favor students who had access to additional financial resources or for whom English was a first language. The OAISC suggested that all procedures should be vetted through Campus Counsel.

The OAISC expressed concern that CTLSE did not seem heavily involved in AIRB issues, and members agreed that the Council should have a more regular update and review of the Board for 2018-19 and moving forward.

M. Center for Black Cultures, Resources, and Research (Meeting date: 3/5/2018)

Adisa Ajamu, Director, Center for Black Cultures, Resources, and Research presented information and updates regarding the Center for Black Cultures, Resources, and Research.

The Center was established due to previous student protests regarding lack of resources and representation for students on campus. The Center’s goals include: interpersonal growth, communication, health and wellness, academic success, career development and advancement, and community service. The Center provides the following services: academic advising, professional development, psychological support services, career and talent development, entrepreneurship, research development, tutorial assistance, community outreach, health and wellness, interpersonal and community development, and community support and safety.

The Center also serves faculty and staff. An extensive remodel was done on the Center in 2017-18 in order to create a more welcoming environment. Students serve as “Apprentice Directors” in the following areas: wellness and vitality, applied innovations, environmental justice, and LGBTQ affairs. The Center is particularly focused on collecting data in an effort to increase student retention.

The Council will ask for an update in the 2018-19 academic year.

N. Teaching Evaluations (Meeting date: 3/5/2018; Memo date: 4/30/2018)

In 2016-17, the Council created a new Student Course Feedback Form (SCFF) to assess teaching effectiveness for the personnel review process. It was reviewed by Graduate Council (GC) and the Council on Educational Policy (CEP). Chair Arora and Judith Sandholtz presented a revised version.
CEP had significant issues with the inclusion of Course Learning Outcomes (CLOs) in the document. It was suggested that the CLOs be optional, as some disciplines already have them in place, but others do not use them consistently. Members suggested that CAP be consulted for recommendations, particularly regarding how they currently use the evaluations in their review. Members strongly suggested using a system to analyze the text results. It was strongly encouraged that the new process be piloted with students, and that a randomized trial might be helpful.

Vice Provost Michael Dennin requested that VPTL be given authority to access teaching evaluation data from the Office of Information Technology. It was explained that this data would be used for research, and would not contain any identifying information. Members discussed how to best motivate students to complete the evaluations, and some members stated that they give small amounts of credit for completion. Members suggested that the new forms should be adapted for lab sections, online courses, and any other nontraditional courses.

Feedback from CAP argued strongly for retaining some quantitative measure of teaching performance. Modifications suggested by CAP, CEP and GC were incorporated, reviewed by the subcommittee, then submitted to Cabinet. A pilot to assess the effectiveness of the SCFF will be initiated in AY 2018-19.

The Council will invite OVPTL to present the outcome of the pilot in 2018-19.

O. Guidelines for Reporting and Responding to Reports of Discrimination or Harassment for Students (Meeting date: 4/2/2018, Memo date: 4/26/2018)

The Council reviewed a request from Vice Provost Leslie to discuss the possibility of developing a quick guide for students on reporting discrimination and harassment, as the current OEOD website is lengthy and can be difficult for students to navigate.

Members agreed that a clarified or condensed guide on the OEOD website would be helpful for students. The UCLA website was displayed as an example of a more streamlined template for information and resources. The Council encouraged the development of a more truncated guide for students that could easily be searched for and accessed.

The Council will ask for an update from OEOD in Fall 2018.

P. Students Writing Letters of Recommendation (Meeting date: 4/2/2018)

Jonathan Alexander, Chancellor’s Professor of English and Informatics and Director of the Center for Excellence in Writing and Communication and the Scholarship Opportunities Program let the Council know that there has been concern with an increasing trend of faculty asking students to write their own letters of recommendation.

The issue came to the Center’s attention when students asked for assistance in writing their own letters of recommendation. The Center is seeing approximately ten per quarter. An ASUCI Representative stated that it is very common for students to draft letters of recommendation for faculty, but that it puts them in an uncomfortable position. The Scholarships Opportunity Office (SOP) has a packet for faculty on writing letters of recommendation. It was stated that students should be more educated on their rights regarding letters of recommendation including what it means to waive their rights to
In larger courses and lectures receive the most requests. It is sometimes difficult for them to know the student well enough to write a thorough letter of recommendation. It was stated that graduate students also need guidance on writing letters of recommendation.

In Summer 2018, Jonathan gave the Council a document for students on how to ask for letters of recommendation, and a document for instructors on best practices for writing letters of recommendation.

The Council will invite Dr. Alexander to return to CTLSE in 2018-19 to discuss updates if necessary.

Q. Possible Student Recording Policy (Meeting date: 4/2/2018)

The Vice Provost for Teaching and Learning, Michael Dennin, requested that the Senate consider discussing and recommending a policy regarding recording faculty lectures and classes that goes beyond the current system-wide Code of Conduct. The current code of conduct (Student Code of Conduct Section 102.23) appears to only address “distribution” of recordings of instructor’s lectures but not recording for personal use.

The Council agreed that addressing distribution in a revised policy would be key, and that the language in the current UCI recording policy should be stronger. Members expressed the importance of not discouraging students who may need to record lectures or classes, but that the permission of the instructor would be essential. As such, it was suggested that instructors include the policy in syllabi.

R. Student Pathways to Undergraduate Majors (Meeting date: 5/7/2018)

A CTLSE member requested more information regarding the following: 1) how new students with undeclared majors learn about their options; 2) how students who decide to change majors learn about their options.

Undeclared majors receive more hands-on advising and are required to meet with an advisor. Any specific questions on undeclared majors can be directed to Kim Ayala, Director of Undergraduate/Undeclared Advising, or Donald Dabdub, Associate Dean, Division of Teaching Excellence and Innovation (DTEI). A student typically declares a School in the first year, and a major in the second year. The University Studies course (Uni Studies 2) is designed for students to learn about majors and campus resources, but it is not required. The curriculum for University Studies courses is developed by the DTEI in collaboration with faculty.

Changes of major are currently an issue, as the process can vary by School. Students in academic trouble can become undeclared majors and receive more hands-on assistance. The current over-enrollment issue is affecting changes of major, particularly with Schools that restrict courses to majors only or prioritize advising to current majors. The DTEI uses a “ribbon tool” that demonstrates the flow of majors to and from Schools. It is currently only available to academic advisors, but may be made available to faculty at a later date. There is a perception from students that double majoring may make them more marketable for employment. UCI tends to be stricter than other UC’s with “double counting” courses, so students with double majors often have difficulty fulfilling requirements in a timely manner.
It was suggested that Patty Morales, Associate Vice Chancellor for Enrollment Management, be contacted to attend a CTLSE meeting in 2018-19 to discuss informing students of little-known majors beginning with the recruitment process.

The Council will invite Patricia Morales to a meeting in 2018-19.

S. Major Events Guidelines (Meeting date: 6/4/2018)

A Chancellor’s workgroup was charged with drafting a set of guidelines for handling major events at UCI. The guidelines will apply to events that meet certain content-neutral criteria and will allow the campus to engage in greater planning and security coordination with the sponsor of the event. Council members were concerned that the guidelines did not mention parking or potential parking issues, but otherwise approved the proposed guidelines.

III. Divisional Issues

A. Student Housing (Meeting date: 6/4/2018)

The new Executive Director of Student Housing, Tim Trevan, was introduced and the Council was presented with information and updates regarding housing initiatives as well as upcoming goals.

Tim Trevan, Executive Director of Student Housing, presented the following:

There are currently 14,100 students on campus, which includes Housing and American Campus Communities (ACC). The Middle Earth Housing expansion should be completed in Fall 2019. It is a $135 million project. There will be a 2-3 person occupancy per room and a new dining commons. The previous dining commons may be converted to recreation space. There have been noise issues for current residents.

ACC are constructing a 1,400 bed building. The amenities will be more minimal in order to be more affordable. The graduate guarantee for housing remains unchanged (Normative Time To Degree minus one year). Members discussed the confusion with the guarantee the previous summer, and that perhaps the guarantee should match normative time to degree. There will soon be a long-range graduate housing plan, as graduate enrollments are increasing.

There is currently a guarantee for CHP and transfer students. The 2018-19 rates will increase by 2-3%. New theme houses include a Women’s Hall and a Sustainability Hall in CV and a First Generation hall and an Outdoor Adventure Hall in Mesa Court. The staff is well-trained to work with mental health and behavioral concerns of residents, and Tim works with the Campus Consultation Team to address student needs.

Verano Place will undergo renovations. Tim explained that the area should be more densely developed to provide for more spaces. The rising costs of on-campus housing, was a concern, as the surrounding community is not financially viable for most students.

The Council will invite Student Housing to a meeting in 2018-19 for updates.

B. Academic Performance of Student Athletes (Meeting date: 6/4/2018)

David Snow, Faculty Athletic Representative and Distinguished Professor, Sociology presented student athlete academic performance for 2016-17. Student athletes are
generally performing well academically. The average GPA for student athletes was relatively unchanged from 2015-16. The average GPA of the men’s basketball team has improved (from 2.38 in 2015-16 to 2.65 in 2016-17). 163 out of the 332 student athletes received a GPA of 3.0 or above and were honored as scholar-athletes by the Big West Conference. This was the largest number of scholar athletes over the past six academic years.

The NCAA APR (Academic Progress Rate) of each team was discussed. The rates were generally favorable. However, the Men’s Track and Women’s Tennis APR scores fell beneath the threshold and are undergoing an investigation. Though the investigation is ongoing, scores are expected to improve. Any student athletes not performing up to expectations are mentored by the academic and student services staff and their coaches. The mean performance of student athletes almost matches that of the UCI student body as a whole. Student athlete Jenna Phreaner stated that her experience at UCI had been positive and that the faculty had been very accommodating with her schedule.

C. Graduate Student Initiatives
Vice Provost Frances Leslie presented regular updates and initiatives for Graduate Division.

Frances reported that there was not enough housing capacity for graduate students this year. She shared that one concern was that students were not going to ACC Housing. Graduate Council is going to review the N-1 policy. Campus is now in the initial phases of creating new north campus housing. It will be mixed housing for graduate students, post doctorate students, faculty and staff. Frances shared that she was added to the committee to discuss concerns with using a 3rd party for housing (as 3rd parties have usually made housing too expensive for graduate students).

Graduate Division is currently working on tools to help faculty be better mentors, and will begin with DECADE mentors. A “Mentoring Briefing” seminar was held with about 50% of mentors in attendance, and it received positive feedback.

Over half of graduate students show signs of depression. Graduate Division is focusing on prevention and wellness in general. There may be a Spring Mentor Briefing on Wellness and Conflict Resolution.

There are concerns regarding the new Tax Plan and the taxing of tuition remission. Frances spent some time in D.C. rallying against that particular tax. Graduate Students are still upset regarding the Guaranteed Housing Policy. AGS has suggested lowering new PhD numbers. A new Graduate Admissions System is in the works, as Banner has not been a good system for that admissions system.

The Tom Angell Mentoring Awards Program nominations took place in January 2018.

There were 51 submissions for the Grad Slam this year. Frances brought two Public Impact Fellows to the Graduate Research Advocacy Day in Sacramento. There was discussion regarding better guidance for the 299 courses, and perhaps faculty should set expectations for students prior to the course.

D. Undergraduate Research Opportunities Program (UROP)
Said Shokair, Director of UROP presented regular updates.
IRB continues to be an issue with a large backlog of requests, but should soon be streamlined to shorten proposals. May 19, 2018 is the UROP Symposium. There was a 12-25% annual growth in proposals. Out of 551 proposals this year, approximately 509 received partial funding. The UROP Symposium was successful. There will be Summer and international research programs this year.

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

The Anteater Learning Pavilion opens next year. All classrooms are active learning. Instructors need to be certified to receive priority scheduling for those classrooms. It was advised that members spread the word on certification within their individual areas. Wednesday (Nov. 8, 2017) was National First Generation Students’ Day.

New projects include a new piece of COMPASS – a department report on undergraduate education. There are new Change of Major tools that include course sequencing and analytics on the effects of the sequencing. There is a new “Gateway Project” on Gateway Courses. There is a new “Fall Experience” program to examine how students become engaged, and how to explain “success” to new students. “Soft skills” such as good communication will be embedded into Gateway courses.

A new learning assistant project is being piloted. Students will receive credit for being a learning assistant, and not just payment. There are new workshops for faculty that include URM’s and first generation student issues in STEM. The COMPASS staff will be going to departments to discuss department reports.

There was a week-long Celebration of Teaching week the week of the Celebration of Teaching Awards. The Campuswide Honors Program Board is considering a name change. There is an issue with changing the name in the Senate when it is not a specific degree or major.

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

Three trailers were kept in Lot 5 and were made into resource centers: Fresh Basic Needs Hub (Food Pantry), Dreamers Center (for DACA students), Dub Hub/ Women’s Hub (Women’s Resource Center), space is available for four future tenants for other vulnerable groups.

The MLK Day of Service took place on Jan. 15th. Jan. 22nd-26th The MLK Symposium took place from Jan. 22nd-26th, and a panel of students talked about Dr. White. The Student Regent visited and held a town hall with AGS and ASUCI. There were interviews for the new Associate Dean of Academic Integrity, and open interview sessions for members to attend.

There was an ACLU speaker presenting on Racial Bias in America on January 29th. The Center for Educational Partnerships moved to the School of Education. Student Affairs brought the Chancellor’s free speech and use of space policies to the Council.
Thomas Parham left UCI to take a position as president of CSU Dominguez Hills. Edgar Dormitorio was appointed Interim Vice Chancellor, and a search will take place soon.

Karen Andrews was announced as the new Director of the Disability Services Center. Jeanne Manese, former Director of the Counseling Center, is retiring. Jade Agua, current Director of the Cross Cultural Center, took a position at USC. Marcela Ramirez-Stapleton is the current Interim Director. The Veteran’s Appreciation Dinner was on May 24, 2018. There was a Graduate Research Advocacy Day in Sacramento, CA and Washington, D.C. AGS members and Frances Leslie was in attendance.

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

The Celebration of Teaching Awards took place on April 26th, 2018. The Council reviewed nominations by award title, and there was one month for review. The individual School awards were still in place, and each Dean will present the awards.

IV. SYSTEMWIDE ISSUES
   A. Systemwide Senate Review – Proposed Presidential Policy on Open Access for Theses and Dissertations (Meeting date: 2/5/2018; Memo date:2/13/2018)

   The Council reviewed the Proposed Presidential Policy on Open Access for Theses and Dissertations. The proposed policy is designed to provide consistency for ensuring open access to UC graduate students’ theses and dissertations. It would allow for electronic theses and dissertations authored by UC graduate students to be available in an open access repository, and would bring theses and dissertations into the overall framework of UC’s other open access policies.

   The Council had some concerns regarding the length of time allowed for embargos. However, the Council voted unanimously to endorse the proposed policy and will revisit the embargo issue in the future if Graduate Division receives a larger number of requests for embargo exceptions.

   B. Second Systemwide Senate Review – Academic Senate Bylaw 128 (Meeting date: 2/5/2018; Memo date:2/13/2018)

   The Council reviewed the Proposed Amendment to Academic Senate Bylaw 128, which governs conflict of interest on Senate committees, subcommittees, and task forces. The proposed addition to Bylaw 128 delineates a multi-layer process for addressing conflicts of interest. The Council had no concerns with the proposed amendment.

V. NEW AND/OR CONTINUING BUSINESS FOR AY 2018-2019
   A. Assessment of Student Course Feedback Forms
   B. Teaching Evaluations 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
VI. INVITED GUESTS

Michael Chennault
Director of the Office of the Ombudsman (10/2/2017)

Briandy Walden
Associate Director, Student and Academic Services, OIT, and Compass Initiative Lead (11/6/2018)

Ray Vadnais
User Experience Architect, OIT, and Compass Descriptive Project Lead (11/6/2017)

Kelsey Layos
Manager, Academic Web Technologies, OIT (11/6/2017)

Erik Kelley
Interim Instructional Support Supervisor, Academic Web Technologies, OIT (11/6/2017)

Oscar Teran
Director, Dreamers Resource Center (12/4/2017)

Ana Barragan
Assistant Director, Dreamers Resource Center (12/4/2017)

Luis Cendejas
Healthy Campus Project Manager (1/8/2018)

Andrea Gutierrez
Basic Needs Coordinator, Center for Educational Partnerships (1/8/2018)

Brian Clark
Director, Greek Life (1/8/2018)

Edgar Dormitorio
Assistant Vice Chancellor and Chief of Staff, Student Affairs (2/5/2018)

Mark Deppe
Acting Director, eSports (2/5/2018)

Constance Steinkuehler Squire
Professor, Informatics (2/5/2018)

Elizabeth Bennett
University Registrar (2/5/2018)

Adisa Ajamu
Director, Center for Black Cultures, Resources, and Research (3/5/2018)

Holly Hare
Interim Director, Office of Academic Integrity and Student Conduct (3/5/2018)

Jonathan Alexander
Chancellor’s Professor of English and Informatics (4/2/2018)

David Snow
Faculty Athletic Representative and Distinguished Professor, Sociology (6/4/2018)

Tim Trevan
Executive Director, Student Housing (6/4/2018)

VII. COUNCIL MEMBERSHIP

Senate Members (voting)
Kavita Arora, Biological Sciences – Chair
Ann Marie Carlton, Physical Sciences
Andrea Henderson, Humanities
Angela Jenks, Social Sciences
Hosun Kang, Education
Annie Lai, Law
Nicholas Marantz, Social Ecology
David Mobley, Health Sciences
Jennifer Pastor, Arts
Judith Sandholtz, Education
Ian Straughn (WQ only)
Szu-Wen Wang, Engineering
Libby Webber, Business
Yaming Yu, ICS

Ex Officio Members (non-voting)
Michael Dennin, Vice Provost for Teaching and Learning – DUE
Frances Leslie, Vice Provost for Graduate Education
Teresa Dalton, Chair - AIRB
Dominik Wodars, Chair - BUSHFA
Thomas Parham, Vice Chancellor – Student Affairs
Rameen Talesh for Thomas Parham, Assistant Vice Chancellor – Student Life & Leadership

Representatives (non-voting)
Maryam Asghari, AGS
Leila Danishgar, ASUCI
Blake Lane, AGS
Tiffany Stills, ASUCI
Brian Williams, LAUC-I

Consultants (non-voting)
Andrea Aebersold, Director – Center for Teaching Excellence and Innovation
Said Shokair, Director – Undergraduate Research Opportunities Program

Council Analyst
Julie Kennedy