Dear Jason:

I am kindly requesting an expedited review of the UE Proposal for Divisional Status in order to have this proposal reviewed for the Fall 2021 term meeting.

Our org thanks Executive Council as well as the senate committees for the helpful feedback. We appreciate the opportunity to provide additional context. The updated proposal addresses the questions, and suggestions shared by Executive Council, including:

- Clear outline for delivering divisional plan;
- Diversity, equity, and inclusion impacts on the campus;
- Impacts on other units at UCR;
- Resources needed to support attaining divisional status;
- Sustained growth by potential additions of new faculty;
- Thoughts about inclusion of an executive committee; and
- Impacts of UE as the org expands.
TO: Jason Stajich, Chair UCR Faculty Senate
CC: Elizabeth Watkins, Provost and Executive Vice Chancellor
FROM: Jennifer Brown, Vice Provost and Dean of Undergraduate Education
DATE: September 24, 2021
RE: Formalization of Division Status for Undergraduate Education

CAMPUS
University of California, Riverside (UCR)

NAME AND PROPOSED ACTION
This is a proposal to create a Division of Undergraduate Education as a dual model administrative and academic unit. This action would formalize the longstanding academic and administrative role of UCR’s Office of Undergraduate Education, which is currently categorized only as an administrative unit. Under the proposal, the new Division and the largest academic units within it – the University Writing Program and Summer Sessions – would be recognized as academic units. Establishing the Division of Undergraduate Education would sustain and expand UE’s credit-bearing academic functions for undergraduate students, improve its ability to serve as a center of pedagogical innovation and academic support, and strengthen its ability to contribute to UCR’s rise to national distinction as an engine of social mobility designated #1 in the country for three years in a row by US News and Reports.¹

DESCRIPTION AND RATIONALE FOR ACTION
In recent decades, the rapid growth of undergraduate enrollment throughout the UC system has challenged the campuses’ ability to maintain the quality of undergraduate education. One of the ways in which the UC campuses have met that challenge is by creating offices of undergraduate education to supplement and strengthen that part of their mission. Several of those offices have become administrative/academic divisions. They offer courses and house programs designed to strengthen and supplement the undergraduate experience. As hubs of innovation and facilitators of proven forms of academic support, they foster academic success and higher rates of retention and graduation.

¹ We would like to thank the various bodies in the colleges and the Senate that offered their feedback during the formulation of this proposal: the Committee on Academic Personnel, the Committee on Educational Policy, the Committee on Courses, the Committee on Diversity, Equity, and Inclusion, the Graduate Council, the Committee on Planning and Budget, the Committee on Preparatory Education, and various college executive committees. In September 2020, a draft of this proposal was presented for comment to the departments of Creative Writing and English.
Six of the nine campuses now house divisions of undergraduate education: UCSB, UCLA, UCI, UCSC, UCB, and UCM. Five of those divisions (all except UCM) are considered to be academic units. Two of those divisions (UCB and UCLA) are administrative and academic units that offer their own courses and minors.\(^2\)

At UCR, planning for an Office of Undergraduate Education (UE) began in 1999. UE was established in 2004 by Chancellor France Cordova, and was placed within academic affairs under the supervision of Provost and Executive Vice Chancellor Ellen Wartella. The new Vice Provost of Undergraduate Education, Andrew Grosovsky, was charged to “enhance the Distinction of the University in the area of Undergraduate Education.” The establishment of the Office of Undergraduate Education was, according to Grosovsky, the “first step in what is planned to become a Division of Undergraduate Education.” In 2014, the UCR Senate Committee on Budget and Planning recommended that academic status for UE be explored. In the following years, the Vice Provost of Undergraduate Education became a member of the Provost’s Cabinet and the Deans’ Council, in recognition of UE’s impact on undergraduate education at UCR. In 2018, Provost Cindy Larive gave the UE Vice Provost a new title appropriate for a new division: “Vice Provost and Dean of Undergraduate Education (VPDUE).”

Preparing for divisional status, UCR’s Office of Undergraduate Education now houses the University Writing Program and Summer Sessions. It has aligned its work with UC’s 2030 graduation and equity goals, dedicating itself to enhancing student success through a wide array of academic and supplemental programs that facilitate student engagement, persistence, and timely graduation. In pursuit of those goals, UE also works through partnerships and collaborative projects across campus units.

UE is the campus headquarters for placement and instruction in writing and preparatory mathematics. In addition to being the home of Summer Session, the University Writing Program, and the Academic Resource Center, it is the center of collaborative innovation for online instruction (thanks to XCITE), the Academy for Distinguished Teachers, and numerous programs that enrich and extend the undergraduate curriculum: UCDC, the Sacramento internship program, the R-courses program, the undergraduate research symposium, the administration of national and prestigious fellowship awards, and other initiatives.

Over the last sixteen years, the scope of UE has expanded to include greater responsibility for fostering success initiatives, assessing the campus’s support programs, identifying potential pedagogical and programmatic innovations, and introducing best practices related to positive retention, graduation, and other student success outcomes. As a hub for innovation and collaboration, UE also introduces various success-oriented technologies that have a campus-wide impact: predictive analytics to identify students who are in academic difficulty, dynamic course planners (e.g., EduNav) that enable students to map their coursework in timelines that lead to more favorable graduation rates, and service communication aids (e.g., ChatBot) for financial aid and other partners. UE is also responsible for developing and

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\(^2\) Divisions in the UC System have taken a number of forms over the years. A variety of UC units and combinations of units have held that title. At UCR, Divisions emerged in the 1960s as faculty in the sciences created one college division while faculty in the social sciences and humanities formed another. For a time, the new colleges were also called divisions. In its most limited, unofficial, and non-technical sense, a division is any academic unit that is the home of Senate faculty. The most important official Divisions in the University of California are now of course the ten campuses. Within the UCR Division are the colleges and schools, with programs that are within those units.
promoting campus and systemwide initiatives to strengthen graduation rates, enlarge the number of student FTEs, expand summer enrollment, increase qualified community college transfers, develop cross-campus collaborations to support first-generation students, and strengthen relationships with community-based organizations and local non-profits. Its timely and innovative role in assisting the conversion to online/remote instruction during the pandemic crisis has been crucial to the campus’s quick recovery.

THE PLACE OF THE NEW DIVISION

The new Division of Undergraduate Education at UCR would maintain and expand these functions as a Division alongside the colleges. It would not replace or supersede undergraduate programs or structures of governance in the colleges. Its mission would be to complement and strengthen undergraduate education for all students. Divisional status would not only enable it to stabilize and build upon its many existing programs and address new challenges; Divisional status would stimulate the creation of new programs targeted to facilitate student success.

The new Division would have a broader and more limited mission than a traditional UCR college. By definition, it would have to do with undergraduate education campus-wide. At the same time, it would direct its aims and activities, as it does now, to particular aspects of undergraduate education, examples of which we set out in the sections below.

WHAT UE CANNOT DO WITHOUT DIVISIONAL STATUS

- UE cannot offer its own credit-bearing instruction. It cannot submit course proposals to the Senate without depending upon academic units’ prior approval. UE typically must depend upon other units even for course titles and offerings that UE is responsible for scheduling and teaching.3

- UE cannot hire, house, or review LSOEs. They must currently be housed according to a temporary arrangement with English, which since 2007 has had no administrative role in the UWP.

3 As an administrative unit, UE lacks the prerogative to list and propose courses under its own course nomenclature (e.g., WR 1ABC in place of ENGL 1ABC). Currently, all its courses are offered through partnerships. The UCDC courses managed by UE are technically offered through CHASS, Writing Programs courses through CHASS (mainly English), R’Courses through various colleges, and the R’Course training course through the Graduate School of Education. Honors courses must be approved by all the college executive committees. The proliferation of course labels and affiliations now overly complicates oversight, the course approval process, and attendant student support services. In the proposed model, all these courses would be offered with UE-designated, Senate-approved titles. Senate oversight over all courses and the course approval process would be maintained.
• UE does not have the option to become the academic home of the faculty member who is the UWP Director, whether that person is on the ladder or an LSOE.

• UE cannot hire Lecturers to teach its credit-bearing mini-courses.

• UE cannot provide various program directors with the academic title of Lecturer even when they have graduate degrees and are responsible for supervising credit-bearing mini-courses in UE.

• UE cannot create credit-bearing programs that award some form of academic certification, for example a Senate-approved certificate for completing a mini-course series on organizing and presenting a research project for UE’s Research Symposium.

• UE cannot conduct essential administrative functions, such as course scheduling, for courses it coordinates with other units and in some cases teaches. It cannot be the home of those courses:

  ARC 035 (SPP)
  A preparatory mathematics course coordinated and staffed by UE’s Academic Resource Center personnel but currently housed in the School for Public Policy;

  UCDC Courses, which are housed in CHASS although UE coordinates and schedules UCDC offerings and manages the submission of grades;

  EDUC 102 (GSOE)
  R’Course preparation courses for instructors, which are coordinated and taught by UE even though they are housed in the Graduate School of Education. Adding to the confusion, the actual R-Courses are offered under the nomenclature of various colleges. In an effort to clarify these matters, the Senate has recommended that R’Courses be given a distinctive course subject code and number for easier student identification and course tracking. UE Divisional status would clearly house the R’Course program within UE.

WHAT WOULD BE DONE WITH DIVISION STATUS: GOALS FOR IMPROVEMENT AND GROWTH

1. Hiring and Review of LSOE Faculty: The University Writing Program

As a unit within the new UE academic division, the University Writing Program would ask the UCR administration for permission to begin recruiting a limited but crucial number of LSOE Teaching Professors – as many as five over the next few years -- to join with our two current LSOEs in leadership/teaching positions in the UWP. **LSOE hires would not be an automatic result of the Senate’s approval of UE’s division proposal.** As with other units, they would have to be allocated and funded as faculty lines on a case-by-case basis by the University administration in consultation with the UE Dean and the Director of the University Writing Program.

These critical hires would be Senate members buttressing the UWP’s internal academic leadership, its contributions to pedagogical innovation, its capacity for research, and its participation in Senate
governance. A strong core of LSOE faculty would also give the writing program the capacity to perform LSOE personnel reviews independent of the interim hybrid Senate committee (see page 10) that would carry out those reviews until that critical mass was reached.

2. **Hiring of Non-Senate Faculty (Lecturers) to Teach the UE Division’s Growing Array of Mini-Courses**

These hires would be crucial to the creation of targeted credit-bearing mini-courses that would enhance UCR students’ credentials and preparation for entering the job market. For a variety of students, they would add incentives to persevere in their work toward a degree. They would also provide students more electives for maintaining their full-time status. All three innovations, along with others listed in #3 below, would contribute to the campus’s goal of shortening undergraduates’ time-to-degree.

See the overview of those UE programs below. As UE enlarges and develops programs offering an array of mini-courses, most of them credit-bearing, the new Division would recruit Lecturers or experienced TAs to teach those offerings. Those hires would match course demand. In their first phases, Lecturer appointments would match specific teaching obligations. As a consequence, they would typically be part-time. TA appointments would be quarterly and renewable, supervised by the VPDUE acting as faculty in charge. Lecturers’ excellence reviews, in accord with the AFT contract and campus personnel guidelines, would be mandatory only toward the end of eighteen quarters of service in UE. (According to campus personnel rules, they would not be based on any quarters of service in other units.)

The new Division would organize a committee made up of UE’s Senate faculty and senior Lecturers to initiate those Excellence Reviews. A separate review process for Lecturers in the University Writing Program has operated in a similar manner -- consistent with AFT contract and campus personnel rules -- for fourteen years.

The emerging faculty of Lecturers teaching these mini-course programs would not be static, along the lines of a conventional department. Those Lecturers would have flexible appointments depending upon the number and kind of mini-courses that would need to be staffed. Again, following the AFT contract, a Lecturer’s full-time status would depend upon the availability of teaching.

3. **Creation of Courses**

The new division would have the flexibility to offer, dependent upon Senate approval, credit-bearing mini-courses, and would staff them with Lecturers and TAs. These limited yet targeted and adaptable offerings would be designed to strengthen student engagement, help raise students’ quarterly unit totals (measured as student FTE, which is connected to campus funding), facilitate on-time graduation, and develop first-generation students’ power to persist. They would include courses fostering leadership, community-based research, research ethics, service-learning, the exploration of opportunities in the Health Professions, and inquiry into careers.
4. More specifically, Division status would enable UE to

- Establish a divisional Executive Committee to facilitate Senate review of course proposals
- Establish a committee structure to review academic personnel
- Create a stronger tie and two-way communication with faculty to colleges/schools regarding academic initiatives

5. Foster the creation of new programs that include credit-bearing mini-courses such as the following:

- A UCDC Pre-Launch course of preparation for the UCDC internship: exploring academic interests, inquiring into DC resources, finding and preparing for a DC internship
- ORBITS: a career exploration course focused on first-generation students; in cooperation with the Career Center
- A Pre-Health Series including a course in exploring career options among the health professions and crafting applications for training programs and employment. Both courses could be part of a regular summer program for health professions students.
- Undergraduate Research
  1. A course on procedures and principles related to preparation for the annual Undergraduate Research Symposium: presentation skills, ethical use of data and sources, preparation of written materials, formulation of discussion questions, and so on
  2. A course focusing on accessing, reading, and referencing journal articles in support of Symposium projects
  3. A course preparing and supporting members of the UE research journal board and the journal’s editors
  4. A course to prepare candidates applying and interviewing for National and Prestigious Scholarships to pursue graduate work
  5. An introduction to campus libraries, with assignments and mentoring related to students’ research interests

STRUCTURE AND FUNCTION OF A DIVISION OF UNDERGRADUATE EDUCATION

At present, two large units within Undergraduate Education operate as academic units: the University Writing Program and Summer Sessions. The University Writing Program is one of the largest academic
units on campus, offering over six hundred classes each year. Summer Sessions serves as the official hiring body for approximately one thousand instructors during the summer quarter and as the academic home for all visiting students. Other units, though their activities are less explicitly academic in the technical sense, provide student academic support: the Academic Resource Center and the Office of Student Engagement. Together they provide co-curricular tutoring and workshops as well as high-impact experiential learning opportunities that increase retention, persistence, and graduation rates. They also coordinate the non-credit and credit-bearing instruction offered through the summer HESA program, ARC 035, the UCDC program, the R’Course program, and various Service-Learning programs. Finally, XCITE (The Exploration Center for Innovative Teaching and Engagement) is heavily involved in pedagogical best practices as well as helping faculty design and strengthen their courses across all modes of instruction.

The Various Units in UE:

A) The newly formed XCITE (formerly the Center for Teaching and Learning)

Entirely distinct from the campus’s IT office, XCITE’s mission is academic and research-based in its scope and operations. Working closely with faculty and TAs, XCITE supports the strategic development and implementation of pedagogical best practices and innovations, academic technologies, and effective instructional media and platforms. During the pandemic, XCITE gave crucial assistance to the campus’s emergency transition to remote instruction, and is now helping to strengthen post-Covid instruction by improving instructional flexibility. XCITE works in close partnership with the Academy of Distinguished Teaching, which is dedicated to mentoring and supporting the teaching of UCR faculty. Furthermore, XCITE, as a center for teaching and learning, is a centralized resource for faculty development and training in the continuous pursuit of teaching excellence.

These activities are vital to ensuring the high quality of a UCR education. In a time of contagion and campus closures, and the prospect of new viral disruptions of on-campus instruction in future years, XCITE is all the more important to UCR’s ability to sustain and improve its current operations, and persist in its ascent to higher levels of distinction. It is imperative that UC Riverside not only develop a far more robust capacity than it has now for alternative modes of instruction to meet these challenges; the campus must also make a long-term investment in academic technology so that it can embrace pedagogical innovation. Capacity and technology are together indispensable to such efforts. As we forge ahead in new modes of instruction, faculty must be capable of engaging our students in ways that are true to the Academic Senate’s standards and the campus’s high academic expectations. XCITE’s contributions to that effort, facilitated by its interaction with faculty and the granting of Divisional status for UE, will be crucial to the campus’s success.

B) The University Writing Program (UWP) has been housed in UE for the last fourteen years. It coordinates the Writing Across the Curriculum Program and offers the Senate-approved writing courses that fulfill the campus’s Senate-legislated writing requirement. It is one of the largest academic units on campus. In 2007 a joint faculty-administrative committee directed its move from the English Department to UE in order to emphasize its campus-wide role. The move facilitated, among other things, the creation of the UWP program in Writing Across the Curriculum and the recruitment of TAs from a wide variety of departments. Since then, the WAC program has engaged intensively with the faculty and TAs in twenty departments and four
colleges, helping them offer Senate-approved and UWP-supported WAC courses. It is a leader in developing intensive workshops, TA training, and online instruction.

Overall, the University Writing Program is currently responsible for generating more than 50,000 academic units per year, or almost 5% of all UCR undergraduate instruction. It houses over 50 faculty, most of whom are Lecturers. Three faculty are members of the Academic Senate: the UWP Director, and two Associate Professors of Teaching (LSOEs) who are temporarily attached to English for the purpose of merit reviews. The UWP also employs and mentors approximately 75 teaching assistants from over a dozen departments, forty-five of whom enroll in credit bearing training courses each year. The two LSOEs, the Director, and the WAC Academic Coordinator train, supervise, and review those TAs, and mentor the UWP’s Lecturer faculty. The WAC Coordinator also works closely with a dozen ladder faculty in a variety of departments each year to prepare and offer effective WAC courses. This work strengthens the UCR undergraduate curriculum while providing training that improves graduate students’ prospects for academic employment as PhDs.

The writing program’s Inland Area Writing Project works with scores of local K-12 teachers. Its volunteers offer a university-based summer institute for K-12 teacher-leaders every other year, and it conducts literacy education in visits to 80-100 local high-school English classes annually.

Through its Writing and Foster Youth Alliance, the UWP also trains and certifies UWP volunteers to tutor and mentor UCR students who have aged out of the Foster-Care system.

The Writing Program Committee, which is composed of six Senate faculty from across campus and four Continuing Lecturers, is responsible for the initial personnel reviews of thirty-one Continuing Lecturers as well as Excellence reviews for Lecturers being considered for Continuing status. The WPC also reviews course proposals.

C) The Office of Summer Sessions moved to UE over twelve years ago from Extension. It continues to serve by necessity as a college for all summer visiting students, including dismissed UCR students seeking re-entry. Summer Sessions is the official academic home for all visiting students; it is in effect their academic college, the second-largest unit by headcount on campus. It serves as the formal hiring body for all instructors and as the registrar for all coursework offered during the summer at UCR. The VPDUE oversees those responsibilities in what is by necessity already a decanal capacity. Summer Sessions engages with an Academic Steering Committee comprised of campus faculty to advise on program operations and policy. At present, over ten thousand individual students enroll in Summer Sessions each year.

Summer Session performs many functions within UE that facilitate academic instruction. It carries out many of its functions independent of the colleges. Its scheduling system, which manages half a dozen summer quarters of varying lengths, is separate from the system the campus uses for Fall, Winter, and Spring. The APM and union contracts maintain separate sections dedicated to the summer quarter because of the unique character of summer programs.

D) The Academic Resource Center serves as the primary academic support and tutoring center on campus. It engages over seven thousand individual students a year, many of whom
participate in numerous ARC offerings. The ARC also runs the Highlander Early Start Academy (HESA, the summer bridge program), offering credit and non-credit math courses for students working to fulfill college requirements. During the academic year, ARC 35 enrolls over a thousand additional students in preparatory math instruction that boosts their prospects for enrolling in math-intensive majors. It also maintains a large supplemental instruction program, which interacts with dozens of courses across campus, as well as a writing center that provides one-on-one tutorials and workshops for students from all UCR’s colleges. The ARC’s tutoring and success coaching programs have been fully online in response to the Coronavirus emergency.

E) The Office of Student Engagement is home to a wide array of High Impact Practices and multiple programs with formal academic coursework. The Student Engagement portfolio is made up of R’Courses (credit-bearing seminars taught by faculty-supervised undergraduates), service-learning courses, the annual undergraduate research symposium involving hundreds of student presentations, the undergraduate research journal, research mini-grants, capital internships and courses in Washington DC (UCDC) and Sacramento (UCCS), and the designation of Chancellor’s Research Fellows. The UCR Senate has recently invited the R’Course program to create a single UE course subject abbreviation, rather than various departmental labels, for clear identification of these courses in the UCR catalog and the class search system. Recent innovations include the robust Keep Learning website for undergraduates, the Campus Collective Mentoring Program in which hundreds of advanced undergraduate mentors interacted with 1700 freshmen and transfer students (AY 20-21), and a referral chain to link mentored students to academic support services in the ARC.

UE supports undergraduate research and student success in its recruitment and mentoring of promising applicants for prestigious scholarships and fellowships such as the Goldwater, Strauss, and Fulbright. Additionally, Student Engagement coordinates campus-wide programs and external outreach via programs and collaborative organizations meant to increase the success of underrepresented, low-income, and minority undergraduate student populations: First-Generation programs, California Alliance for Minority Participation, Growing Inland Achievement, and American Talent Initiative.

R’Courses are governed by a Senate-appointed faculty committee. UCDC and UCCS are both governed by faculty at the Systemwide level and have a campus faculty representative. Both Undergraduate Research and service learning are supported by faculty advisory committees.

Student Engagement also serves as the primary advising resource for pre-health students through the Health Professions Advising Center (HPAC), supporting all UCR students and alumni who have an interest in pursuing a career in the health professions. Advisors and student peer advisors also engage with the pre-health community by facilitating workshops, special events, and peer mentoring. HPAC is also supported by an ad-hoc advisory committee and works closely with faculty and staff to support pre-health students. It maintains a strong connection to the academic units in which it was previously housed: the College of Natural and Agricultural Sciences (CNAS) and the School of Medicine (SOM). These ties ensure students have access to prerequisite coursework and necessary information to become competitive applicants when they apply to health professions programs. These and other programs within Student Engagement emphasize experiential learning and align with all four UCR 2020 goals.
F) University Innovation Alliance (UIA), is a national student success collaborative of thirteen research universities, including UCR. UIA initiatives seek to innovate, scale, and diffuse knowledge of student success efforts to aid low-income and first-generation student populations. As the home of the UIA’s work on campus, UE leverages its cross-institution learning, capacity, and funding to help fulfill UCR’s academic goals of increasing graduation rates and improving social mobility. UCR and UE are well positioned to execute this mission. UIA initiatives include the proactive advising, completion grants, college to career transitions, and ChatBots that help students navigate the complex processes at the university.

AN EXECUTIVE COMMITTEE FOR THE NEW DIVISION

UE focuses on the academic enterprise and desires a closer relationship with faculty colleagues. In order to formalize UE’s ability to propose and institute such courses, emphasize its campus-wide mission, and regulate its academic offerings, the new Division would have its own Executive Committee made up of Senate members. Given the new division’s housing of the Writing Program as well as other units and programs with campus-wide impact, the committee would include writing specialists, members from writing-intensive departments, and representatives from various colleges and schools. We propose a committee of fourteen Senate members:

- One from Mathematics (elected by CNAS faculty)
- Two from other departments of CNAS (elected by CNAS faculty)
- One from BCOE (elected by BCOE faculty)
- One from Education (elected by Education faculty)
- One from Business (elected by Business faculty)
- One from English (elected by CHASS faculty)
- Three drawn from the following writing-intensive departments involved in WAC and elected by the CHASS faculty: Philosophy, Creative Writing, History, with no more than one from each department
- One drawn from other departments in CHASS (elected by CHASS faculty)
- Two Senate members from the Department of University Writing, (appointed by the director of the new Department of University Writing).
- Ex officio: The Vice Provost/Dean of Undergraduate Education

The elected members would serve three-year terms. To ensure the carry-over of institutional knowledge, the first elections would be for stepped terms so that only one third of the membership would cycle off each year. For that first election only, one third of the initial members would have one-year terms, one third would have two-year terms, and one third would have three-year terms.

The function of the new Division’s Executive Committee, like those of other such committees, would typically be to vet course proposals, forward approved proposals to the requisite committees in the Senate, advise the UE Division with regard to newly proposed programs, and, when the VPDUE deems it appropriate, serve as a resource for reviews.

The routing of course proposals and other relevant legislation would follow that of the college executive committees:
As is the case now, measures that would substantially modify or add to the overall Senate-mandated campus writing requirement would have to be reviewed by all the colleges’ executive committees before going to the Senate.

A PERSONNEL COMMITTEE TO REVIEW SENATE MEMBERS IN THE UNIVERSITY WRITING PROGRAM

The matter of personnel reviews for UWP Senate faculty is an urgent concern, affecting not only individual Writing Program faculty but also the Writing Program’s ability to stabilize its leadership and so fulfill its mission over the long term. Divisional status would enable us to address these concerns coherently and effectively. Currently, LSOEs in the University Writing Program are temporarily housed in the Department of English, even though the work of those LSOEs is almost entirely, if not completely, in the writing program – a unit that has been administratively separate from English for fourteen years. Personnel reviews for merits and promotion for LSOEs, who are Senate members, are therefore currently conducted by English, even though the fiscal and formal pedagogical responsibilities for the teaching of Senate-mandated writing courses reside in UE, and even though the writing program already has by charter its own personnel and curriculum committee with Senate members (the Writing Program Committee). This arrangement is over-complicated and unstable. It does not foster true peer review. It weakens the LSOEs’ ties to the writing program, and the program’s goal of developing a stable, expert leadership. Divisional status would make it possible to formalize and standardize the process of LSOE review and LSOE hiring by the new division before files are forwarded to CAP. For these purposes, LSOE reviews would be conducted by a new Department Senate Personnel Committee.

The new Personnel Committee would be composed of the seven Senate members currently sitting on the UWP’s long-established Writing Program Committee for curriculum and personnel. Two of those members are LSOEs, and one the program Director. The remaining four are from various colleges, several with WAC experience and one member typically from English. They serve staggered three-year terms to ensure the continuity of standards and the sharing of knowledge about the program.

These Senate faculty are knowledgeable about the teaching of writing at the college level and have many years of experience assigning and evaluating student writing. They meet with other members of the Writing Program Committee several times a quarter. Those who are not writing specialists have an interdisciplinary interest in writing and writing instruction. Over the years, a number of them have taught courses in the Writing Across the Curriculum program. Since UWP teaching and research and the overall effectiveness of the program is of substantial interest to faculty across campus, it is appropriate for selected non-specialists to be on the committee as well as specialists. Since the founding of the University Writing Program, they have been selected for the committee on the basis of the UWP Director’s nominations of qualified and willing candidates, followed by the VPDUE’s formal approval. Nominations from the Committee on Committees, should they be needed, can be built into this process to ensure that there is a strong pool of available candidates.

These Senate faculty already review a dozen or more NSF Lecturer merit files each year. They are responsible as well for reviewing the files of Lecturers coming up for Continuing status. Their merit
decisions are submitted to the VPDUE for final approval. Their Excellence decisions go to Academic Personnel, then to CAP, and then to the VPDUE. Several of these faculty members served on the search committee for our two new LSOEs.

The expected growth of LSOE leadership positions in the UWP would provide an additional source of expertise and stability to the personnel committee. By joining the personnel committee, the new LSOEs would enable it to become a conventional departmental committee-of-the-whole for personnel decisions and recommendations that go to the VPDUE, VPAP, and CAP, without relying on outside faculty. Without the benefit of divisional status for UE, these developments would not be possible. The program’s ability to sustain its programs effectively would be seriously compromised.

Criteria for Reviews

Following the new APM criteria for evaluating LSOE’s teaching, research, and service would include teaching, service, and research, with an emphasis upon outstanding teaching, mentoring, program leadership, and related service. Research areas include the following:


The sequence of steps in the LSOE merit and promotion review closely resembles that for ladder faculty:

**CHASS Review Path for CHASS Ladder Faculty:**

**Merit:** Department Committee—VPDUE—APO Staff (review of procedures)—CAP—VPAP—PEVC

**Promotion:** As above, but ending with the Chancellor

**Proposed UE Division Review Path for UWP LSOE Faculty:**

**Merit:** Writing Department Personnel Comm.—VPDUE—APO—CAP—VPAP—PEVC

**Promotion:** As above, but ending with the Chancellor
DEPARTMENTAL STATUS FOR THE UNIVERSITY WRITING PROGRAM

All these changes argue for the importance of finally establishing the University Writing Program as a full-fledged department within the new Division of Undergraduate Education. As we have said, the UWP is already one of the largest, if not the largest, academic unit on campus, offering over 600 sections a year taught by over 50 TAs, more than 45 NSF faculty, and three Senate faculty. Its TA-training activities involve over forty TAs from a dozen departments in weekly training courses the entire academic year. Counting WAC workshops, it enrolls 15,000 or more students annually. Its unit-bearing instruction amounts to approximately five percent of all undergraduate instruction on campus. Its Writing Program Committee already conducts far more NSF merit and Excellence reviews than any other unit. A growing core of LSOE faculty, joined with the Director and Senate members of the personnel and Writing Program Committee, would enable the new department to mature and flourish as an academic unit within the new division.

The new department will be called the Department of University Writing.

COURSE NOMENCLATURE

Samples of Current UWP courses and New Nomenclature:

- English 1A         WR 1A
- English 1B         WR 1B
- English 1C         WR 1C
- English 01PA       WR 01PA
- English Writing 4  WR 4
- Basic Writing 3    WR 3
- Basic Writing 1    WR 1
- English 8          WR 8
- English 7          WR 7

NON-DUPLICATION OF COURSEWORK IN OTHER DEPARTMENTS

The new Department of University Writing would continue to dedicate itself to offering courses of study that satisfy the Senate’s campus writing requirements. Its instructional funding would continue to depend upon that focus. Traditional four-unit courses that did not address that priority, should they be offered, would only be available during the summer when they are self-financing. For these reasons, no offerings in advanced composition or creative writing, which are traditional specialities of the English Department and Creative Writing respectively, are contemplated.

None of writing program’s current courses duplicate offerings in other departments. Creative Writing courses and upper-division advanced composition courses that are offered by the English Department would not be affected. The writing program’s summer course in oral communication for academic and
vocational settings is distinct from Theater’s course in oral communication, which is dedicated to the art of delivery.

Three months ago, a draft of this proposal was given to the Department of Creative Writing and the Department of English, requesting feedback before the end of December 2020 if they had any suggestions or objections before we sent this formal proposal to the Senate. We received no comments from those units.

FINANCIAL COSTS RESULTING FROM CHANGE TO DEPARTMENTAL STATUS

The University Writing Program is already a fully-functioning academic unit with its own staff and dedicated instructional budget. As a department, it would continue to focus its energies on providing the coursework that students need to pass the Senate’s campus-wide writing requirements. Departmental status would entail no new financial obligations. Gradual and controlled growth in its LSOE leadership faculty would be incremental, regulated ultimately by the administration’s willingness to fund LSOE lines. As was the case with the unit’s two existing LSOE appointments, each new LSOE line would replace an NSF Lecturer hire, significantly reducing the extra cost of the new lines.

THE NEW DIVISION’S FIT WITHIN THE UNIVERSITY CALIFORNIA SYSTEM

Within the University of California system there are several instances of UE units already in operation as Division designations with the ability to offer coursework as an academic unit. These units serve as dual administrative and academic units. The units are able to utilize targeted, Senate-approved academic offerings to advance teaching and learning initiatives, generate necessary revenue to expand academic support, and increase the campus’s FTEs without additional cost to students. They are responsible for a wide range of student success and co-curricular programs including freshman seminars, summer bridge, internship courses, honors courses, student-initiated courses (e.g. R’Courses, UCI’s uTeach, and UCB’s DeCal), special studies courses, life-long learning programs, UCDC and UC Sacramento courses, and even minors and certificates in civic and community engagement.

THE NEW DIVISION’S FIT WITH UCR VISION, MISSION, GOALS

Within UCR, Divisional status for UE would formalize long-standing ad hoc structures (e.g., the UWP, Summer Sessions, Honors) and provide a formal academic structure to house these interdisciplinary areas. Formalization would allow for greater engagement and progress toward each of the UCR strategic goals, including 1) enhancing opportunities for undergraduates, 2) providing resources for improvement of teaching and learning, 3) enhancing excellence in undergraduate research and creative activities, 4) engaging with and serving our local community through service and research, 5) engaging the challenges created by the rapid growth of UCR’s undergraduate population, 6) creating campuswide experiences for high-achieving students, 7) expanding opportunities for intellectual stimulation, 8) developing new opportunities for faculty and students to interact, 9) serving as an exemplar for diversity and inclusion,
and 9) enhancing student success by improving retention and graduation rates (UCR 2020: The Path to Preeminence).

REGARDING POTENTIAL DUPLICATION OF FUNCTIONS IF UE WERE TO BECOME A DIVISION

UE was created to address significant gaps in UCR’s ability to foster student success in a challenging academic environment. It does not duplicate other UCR functions or offices in any significant way. Whereas the mission of Student Affairs is student services, UE concentrates on academic support and academic opportunities, working through the ARC, its undergraduate research program, the writing program, Summer Sessions, and so on. Its academic functions clearly distinguish it from the various student support offices on campus. It offers substantial numbers of credit-bearing courses, already has a substantial NSF faculty in the writing program, and as a division would house Senate members in what we project to be the UWP’s growing LSOE faculty.

UE facilitates – it does not duplicate -- undergraduate research in the colleges by helping students find research mentors. It augments – does not duplicate -- undergraduate research in the colleges by hosting an annual undergraduate research journal and symposium. The unique support and guidance offers undergraduates competing for fellowships and awards are complimentary, not duplicative, of any such efforts in the colleges.

For UE’s parameters regarding coursework in the Writing Program, see the section on non-duplication of coursework above. Other UE coursework fills gaps and adds opportunities to the overall undergraduate curriculum. The popular one-unit undergraduate-taught R’courses, which are open to all students, are unique offerings not found in any of the colleges or departments. Any future non-credit and one-unit offerings would be vetted for redundancy by the Senate’s Committee on Courses before Senate approval.

DIVISIONAL STATUS AND FUNDING

There would be minimal resources required to establish UE as an academic unit: the present capital requirements, physical space, campus degree offerings, and faculty FTE would remain largely unchanged from their current configurations. UE is already established as a campus administrative unit, with a formal campus budget, and an allocated faculty who provide instruction and oversight of programs in the University Writing Program and various academic internships. NSF Faculty and TAs in the writing program are already housed in UE. UWP Senate faculty (presently, two LSOEs) are technically housed in English but are paid by UE.

Physical Space and Capital Requirements
UE would not require any additional physical space, nor have additional capital requirements for establishment of the unit as a Division. Physical space and capital are already allocated for the unit’s existing operations including office space and instructional costs for all existing Writing Program faculty.
Senate-Appointed Committee

UE would require a faculty Senate-appointed executive committee, comprised of academic senate faculty from across the campus, in order to review all submitted courses and course changes.

HIRING OF ADDITIONAL FACULTY AND STUDENT EMPLOYEES

Divisional status would not in and of itself entail the hiring of additional faculty and student employees, though it would facilitate future requests for non-Senate Lecturer hires to meet demand for UE courses (including writing program courses) and academic services such as those in the Academic Resource Center. Requests for expansion of R’Courses, Highlander Early Start Academy (summer bridge), service-learning, community engaged research, and other programs and courses would be facilitated by Divisional status while continuing to depend upon regular budgetary and staffing processes. New credit-bearing offerings would of course require the approval of the Senate.

The hiring of new LSOEs in the Department of University Writing would depend upon the UCR administration’s commitment to funding new faculty lines. As with the two existing LSOEs in the program, such appointments would be devoted to program leadership, TA-Training, WAC, and related responsibilities as well modeling expert teaching.

BUDGETARY IMPACT ON COLLEGES AND DEPARTMENTS

The University Writing Program has been independent of the colleges for fourteen years. Its budget is determined by the Provost in consultation with the VPDUE and the UWP Director. It does not flow through CHASS or any other college. The Provost’s funding of the writing program precedes the creation of the University Writing Program, which took place in 2007. Funding has come directly to the UWP from the Provost since 1999. Divisional status for UE would divert no funding from CHASS or the other colleges. No UWP courses generate income for CHASS departments or other units. Although the UWP course nomenclature has remained for this period of transition as ENGL (for English), the funding that comes from enrollment in the UWP’s “ENGL” courses already flows exclusively to the UWP, not to the English Department or to CHASS. This is true as well of the UWP’s Summer Session offerings. Divisional status would not alter that pattern.

EVALUATION AND ACCOUNTABILITY

For many years, UE’s various units have frequently and energetically evaluated their programs. As an academic as well as an administrative unit, the new UE Division would be accountable to the WASC reviews that weigh the unit’s goals with its performance. All of UE’s credit-bearing offerings would entail student evaluations. Like other aspects of the Division, its various mini-course programs would also be evaluated in the course of annual budget reviews by the administration. Academic status as a Division would bring greater accountability to the Senate, for example if the new Division proposed new mini-courses or certification programs.
RESPONSES TO CONCERNS FROM THE PREVIOUS REVIEW:

THE POSSIBILITY OF “NEEDLESS GROWTH AND UNKNOWN BUDGETARY CONSEQUENCES”

Every unit on campus must guard against bureaucratization and unnecessary expenditure. The new UE Division’s goals for growth are modest. Its administrative record demonstrates vigilance. Its goals for improving undergraduates’ academic experience at UCR are ambitious and realistic, based on proven and promising means of strengthening undergraduate outcomes. Its work will continue to be focused and flexible, open to assessment and the contributions of new strategies that enable it to serve its mission most effectively.

THE NEW DEPARTMENT OF UNIVERSITY WRITING WOULD “ENGAGE EXCLUSIVELY IN TEACHING WITHOUT CONTRIBUTING TO SCHOLARSHIP OR CREATIVE ACTIVITY”

In accordance with University guidelines, the writing program’s LSOEs are Professors of Teaching. Their work is and must be focused on teaching. In the writing program, that teaching is typically tied to mentoring and supervision as well as research. (See the partial list of LSOE research fields on page 12.) LSOEs are hired and reviewed on the basis of their work as publishing researchers as well as their abilities as master teachers. In addition, most AFT Lecturers in the program are PhDs, many with publication records. Some UWP Lecturers have been published novelists and poets. The UWP Director is expected to be an active published researcher as well as an effective manager and academic leader.

DIVERSITY, EQUITY, AND INCLUSION PLAN

UE, and this proposal for divisional status, would not exist were it not for UE’s continuing commitment to diversity, equity, and inclusion. UE would not have been created if the campus had not made these goals high priorities and instituted an Office of Undergraduate Education to pursue them. UE has contributed to UCR’s achievements, amply documented student equity and diversity issues in the national press, that have enabled students of widely different backgrounds to prosper in a demanding academic environment, graduate at high rates, and enter the job world at income levels above those of previous generations. UE’s plan to pursue these goals is evident in what it does. With divisional status its plan would be to amplify these efforts.

OE’s long history of involvement in Diversity/Equity/Inclusion efforts that promote student success will continue to include participation in the following:

• National Collaboratives
  1. The University Innovation Alliance (UIA)
     o UIA’s purpose is dedicated to increasing the number of first-generation and low-income graduates with baccalaureate degrees by advancing student success innovations and interventions. In 2020 UIA announced, its newly redefined goal-to eliminate disparities in educational outcomes based on student background characteristics such as race/ethnicity, income, generational status, gender, and
geography, with specific consideration to the individual demographic context of each institution.

- The Black Student Success Initiative (BSSI) aims to support the acceleration of institutional transformation towards the advancement of equitable outcomes and experiences for Black students. UCR data gathered for this project revealed four key areas contributing to achievement gaps around four-year graduation rates: retention rates, progress towards credit hours, AP/IB credits, and microaggressions. UE staff and campus partners have developed approaches to the above-mentioned challenges.

- Bridging the Gap from Education to Employment (BGEE), was designed to create opportunities to advance students’ employability. BGGE provides underrepresented students with paid internship opportunities. In 2020-2021, the BGEE project adapted the program to a virtual environment and worked to ensure that students could continue with their internships despite COVID-19. These internships provide a real-world project scoped by an employer for students to complete as an interdisciplinary team. Students are provided with a series of weekly professional development sessions, and mentorship from both employer professionals, faculty, and graduate students.

- The Chatbot initiative (ScottyBot) offers all students access to timely UCR-related answers and guidance to campus resources 24/7/365. The language and interface of the bot was designed to be first-gen friendly.

2. Growing Inland Achievement (GIA)

- GIA is a regional, collective impact organization that works with local schools, colleges, universities, businesses, and community groups in the Inland Empire region of southern California. GIA’s strategic plan is focused on helping the region achieve economic and educational success and serves a heavy role as a connector between groups to work on shared goals. GIA seeks to build equitable educational structures to eliminate systemic racism, increase educational attainment for historically marginalized groups, create education to career pathways to increase equity in employment, and eliminate wealth gaps and low poverty rates that disproportionately impact people of color.

- UCR engages with the Equity and College and Career Readiness Action Network Teams (ANT) on efforts of college preparedness for historically marginalized populations. The Equity ANT has focused on engagement of Hispanic and Black males at the middle and high school levels, analysis of outcome metrics for K-12 by race and ethnicity, and the development of outreach plans that are equity-minded, to develop a college-going culture in the IE. The College and Career Readiness group focuses on early preparation for A-G requirements, early engagement of middle school students on goal setting, and early education on funding avenues for college.

3. Reinvention Collaborative: Advancing educational equity for UG students at R1 institutions
4. Aspen Institute and American Talent Initiative: Expanding opportunity and access for low- and moderate-income students
5. NASPA First Forward Institution, part of a national cohort of cooperating institutions

- State and Regional Collaboratives
  1. Council of African American Parents (CAAP) Advisory Committee
     o https://councilofafricanamericanparents.org/resources/caap-scholarship/
  2. Growing Inland Achievement
     o Equity Action Network, Financial Aid Action Network, College and Career Readiness Action Network
  3. CAMP: California Alliance for Minority Participation in STEM
  4. UC Black Administrators’ Council Steering Committee (UCBAC)
  5. Debt-Free UC Committee
  6. UC First-Generation Committee

- Campus
  1. Black Faculty and Staff Association (BFASA)
  2. Hispanic-Serving Institution Advisory Committee
  3. Black Student Task Force participation
  4. First-Generation Initiatives
     o Recognition as a “First-Gen Forward” Institution
     o Development of First-Gen Chats
     o First-Gen Week and Radio Special
     o Class talks
     o Higher-Ed/UCR Jargon Dictionary for Chatbot

ANTICIPATED TIMELINE
In accordance with the guidelines and associated timelines for UCR Senate and University of California Senate reviews for proposal of a new academic unit, UE would anticipate an effective date of July 1, 2022, for the establishment of UE as an academic unit. The precise date of the conversation might be somewhat later if the Registrar needed extra time to make adjustments in Banner, the Course Request System, and other electronic systems.

CONCLUSION
Establishment of UE as a dual model administrative and academic Division would formalize and strengthen its work to enrich and improve undergraduate education and overall student success at UCR. With Division status, UE would be in a much stronger position as a hub of innovation and collaboration to contribute to the long-term flourishing of UC’s students and faculty.

Divisional status would create new avenues for UE to help bring about the campus’s goal of offering to all students an unparalleled educational experience. It would enable UE to develop a more coherent, consistent, flexible, and sustainable UE structure with which to advance student success, and do so in ways that would enable the campus to better address institutional and systemwide goals. We hope you will support this endeavor.
UNDERGRADUATE EDUCATION – LEADERSHIP TEAM

Vice Provost and Dean, Undergraduate Program, 1.00 FTE
Jennifer Brown

Executive Assistant, 1.00 FTE
Mona Nelson

Director, University Writing Program, 1.00 FTE
John Briggs

Administrative Director, Summer Sessions, 1.00 FTE
Leonard Taylor

Director, Center for Teaching & Learning, 1.00 FTE
Richard Edwards

Assistant Vice Provost, Student Engagement, 1.00 FTE
Tom Dickson

University Innovation Alliance Fellow, 1.00 FTE
Kevin Graham

Director, Academic Technology, 1.00 FTE
Israel Puentes

ROTC

Assistant Professor, Military Studies

Richard Mallory

Assistant Professor, Military Science & Leadership

Hector Lopez
UNDERGRADUATE EDUCATION – UNIVERSITY WRITING PROGRAM

Director
University Writing Program
John Briggs

Associate Director
ESOR
1.00 FTE
English 1ABC

Associate Director
ESOR
1.00 FTE
Entry-Level Courses

Administrative Director
1.00 FTE

Associate Director
Academic Coordinator
1.00 FTE
(WAC)

Assistant Director
Computer Testing & Placement Coordinator
1.00 FTE

Assistant Director
ESL
1.00 FTE

AWPE
Summer Testing & Placement Coordinator
1.00 FTE

Wallace Cleaves

Paul Beehler

Jill Cantorswine

Raymond Papice

Lori K. Vence

Kimberly Turner-Shulks

Administrative Specialist
1.00 FTE

Academic Personal Analyst
1.00 FTE

Instructional & Scheduling Assistant
1.00 FTE

Counselor
University Writing Program
1.00 FTE

Larry Rodriguez

Veronica Valenzuela

Aisha Stalog

Sherrin Thrush

Revised 08/22/2021
UNDERGRADUATE EDUCATION – SUMMER SESSIONS

Administrative Director
Summer Sessions

Leonard Taylor

Project Policy Analyst 3
1.00 FTE

Katherine G. Sathornleich

Administrative Assistant
1.00 FTE

Melissa Felix-Smith

Administrative Specialist
(Shared with Student Engagement)
.60 FTE

Jocelyn Catane
May 12, 2021

To: Jennifer Brown, Vice Provost & Dean for Undergraduate Education
From: Jason Stajich, Chair, Riverside Division
RE: 2nd Round - Formalization of Division Status for Undergraduate Education

Dear Jennifer,

During their April 26, 2021 meeting Executive Council discussed the second-round proposal regarding the formalization of division status for Undergraduate Education as well as received and discussed the comments of tasked committees. I provide here and attach the consultative feedback for your review and information.

Executive Council discussed all received comments and agreed that the proposal was unclear about a practical deliverable, as well as the diversity, equity, and inclusion impact on campus. Also mentioned was uncertainty regarding the sentiment of other potentially impacted units at UCR. Some Council members asserted that UE would surely need resources in its proposed status as a division. Finally, more information would be helpful regarding how the unit intends to grow and add faculty and whether a two-person executive committee would best serve the unit. Finally, Executive Council indicated that the proposal did not include information about the expansion or improvement of activities performed by Undergraduate Education once it becomes its own division.

I hope this feedback proves helpful.
TO: Jason Stajich, Chair UCR Faculty Senate
CC: Thomas Smith, Interim Provost and Executive Vice Chancellor
FROM: Jennifer L. Brown, Vice Provost and Dean of Undergraduate Education
DATE: February 9, 2021
RE: Formalization of Division Status for Undergraduate Education

CAMPUS
University of California, Riverside (UCR)

NAME AND PROPOSED ACTION
This is a proposal to create a Division of Undergraduate Education as a dual model administrative and academic unit. This action would formalize the longstanding academic and administrative role of UCR’s current Office of Undergraduate Education (UE), which is currently categorized only as an administrative unit. The large academic units within UE – the University Writing Program and Summer Sessions – would be more clearly recognized as academic units. A Division of Undergraduate Education would sustain and strengthen their credit-bearing academic functions for undergraduate students while facilitating its role as a center of innovation in pedagogy, academic support, and other initiatives that strengthen undergraduate education and promote student success. Divisional status for UE would contribute all the more to UCR’s rise to national distinction as an engine of social mobility designated #1 in the country for the second year in a row by US News and Reports.¹

DESCRIPTION AND RATIONALE FOR ACTION
Planning for an Office of Undergraduate Education (UE) began in 1999. UE was established in 2004 by Chancellor France Cordova, and was placed within academic affairs under the supervision of Provost and Executive Vice Chancellor Ellen Wartella. The Vice Provost of Undergraduate Education, Andrew Grosovsky, was charged to “enhance the Distinction of the University in the area of Undergraduate Education.” The establishment of the Office of Undergraduate Education was, according to Grosovsky, the “first step in what is planned to

¹ We would like to thank the various bodies in the colleges and the Senate that offered their feedback during the formulation of this proposal: the Committee on Academic Personnel, the Committee on Educational Policy, the Committee on Courses, the Committee on Diversity, Equity, and Inclusion, the Graduate Council, the Committee on Planning and Budget, the Committee on Preparatory Education, and various college executive committees. In September 2020, a draft of this proposal was presented for comment to the departments of Creative Writing and English.
become a Division of Undergraduate Education.” In 2014, the UCR Senate Committee on Budget and Planning suggested that academic unit status for UE should be explored. In the following years, the Vice Provost of Undergraduate Education became a member of the Provost’s Cabinet and the Deans’ Council in recognition of UE’s impact on undergraduate education at UCR. In 2018, the Provost gave UE Vice Provost a new title appropriate for a new division: “Vice Provost and Dean of Undergraduate Education (VPDUE).”

CONTEXT AND RATIONALE

1. Precedents for UE Divisional Status

Six of the nine campuses house divisions of undergraduate education: UCSB, UCLA, UCI, UCSC, UCB, and UCM. Three of those divisions (UCB, UCLA, UCM) are administrative and academic units, offering their own courses and minors.

Divisions in the UC System have taken a number of forms over the years. A variety of UC units and combination of units have held that title. At UCR, Divisions emerged in the 1960s as departments in the sciences created one college division while faculty in the social sciences and humanities formed another. For a time, the new colleges were also called divisions. In its most limited, unofficial, and non-technical sense, a division is any academic unit that is the home of Senate faculty. The most important official Divisions in the University of California are of course the ten campuses. Within the UCR Division are the colleges and schools, with programs that are within those units.

The new Division of Undergraduate Education at UCR would have a broader and more limited mission than a traditional UCR college. By definition, it would have to do with undergraduate education campus-wide. At the same time, it would direct its aims and activities, as it does now, to particular aspects of undergraduate education. We set out the variety of its activities in the sections below.

The new Division of Undergraduate Education would be an official Division along the lines of those on other UC campuses. It would not replace or supersede undergraduate programs or structures of governance in the colleges. Its mission would be to complement and strengthen undergraduate education for all students. Building on its many programs and its record of innovation and achievement over the past sixteen years as the Office of Undergraduate Education, it would continue to focus on student success.

UE would become a Division among the colleges. Led by the Vice Provost/Dean of Undergraduate Education, it would offer credit-bearing academic programs, house a faculty made up of Senate members and Lecturers, train and employ scores of TAs, and conduct campus-wide programs and initiatives of the kind described in section 2 below.

2. Formalizing Long Standing Structures and Leveraging Future Potential

The Office of Undergraduate Education currently operates in many ways as an academic unit as well as a hub for instruction-related programs that complement the undergraduate curriculum.
Once it became a Division, it would be able to formalize those operations and make decisions for long-term sustainability in support of its programs. Given its many contributions to UCR’s efforts to raise graduation rates and expand undergraduates’ academic experience, the time has come to designate UE as a Division. UE’s work to bring UCR’s instruction online during the COVID emergency is one more reason to formalize and upgrade its vital role.

3. Academic and Supplemental Functions: Enabling UCR to Enhance and Innovate Student Success Initiatives in Undergraduate Education

In alignment with the UC 2030 graduation and equity goals, the Office of Undergraduate Education is dedicated to enhancing student success through a wide array of academic and supplemental programs that facilitate student engagement, persistence, and timely graduation. UE houses its own programs and works through partnerships and collaborative projects across campus units.

UE is the campus headquarters for placement and instruction in writing and preparatory mathematics. It is the home of Summer Session and the Academic Resource Center. It is the center of collaborative innovation for online instruction (XCITE), the Academy for Distinguished Teachers, and numerous programs that enrich and extend the undergraduate curriculum: UCDC, the Sacramento internship program, the R-courses, the undergraduate research symposium, and other initiatives.

Over the last sixteen years, the scope of UE has expanded to include greater responsibility for fostering success initiatives, assessing the campus’s support programs, identifying potential pedagogical and programmatic innovations, and introducing best practices related to positive retention, graduation, and other student success outcomes. As a hub for innovation and collaboration, UE also introduces various success-oriented technologies that have a campus-wide impact: predictive analytics to identify students who are in academic difficulty, dynamic course planners (e.g. EduNav) that enable students to map their coursework in timelines that lead to more favorable graduation rates, and service communication aids (e.g. ChatBot) for financial aid and other partners. UE is also responsible for developing and promoting campus and systemwide initiatives to strengthen graduation rates, enlarge the number of student FTEs, expand summer enrollment, increase qualified community college transfers, develop cross-campus collaborations to support first-generation students, and strengthen relationships with community-based organizations and local non-profits.

STRUCTURE AND FUNCTION IN GREATER DETAIL

At present, two large units within Undergraduate Education operate as academic units: the University Writing Program and Summer Sessions. The University Writing Program is one of the largest academic units on campus, offering over six hundred classes each year. Summer Sessions serves as the official hiring body for approximately one thousand instructors during the summer quarter and as the academic home for all visiting students. Other units, though their activities are less explicitly academic in the technical sense, provide student academic support:
the Academic Resource Center and the Office of Student Engagement. Together they provide co-curricular tutoring and workshops as well as high-impact experiential learning opportunities that increase retention, persistence, and graduation rates. They also coordinate the non-credit and credit-bearing instruction offered through the summer HESA program, ARC 035, the UCDC program, the R’Course program, and various Service-Learning programs. Finally, XCITE (The Exploration Center for Innovative Teaching and Engagement) is heavily involved in helping faculty design and strengthen their courses across all modes of instruction.

The Various Units in UE:

A) The newly formed XCITE (formerly the Center for Teaching and Learning)
Entirely distinct from the campus’s IT office, XCITE’s mission is academic and research-based in its scope and operations. Working closely with faculty and TAs, XCITE supports the strategic development and implementation of pedagogical innovations, academic technologies, and effective instructional media and platforms.

XCITE also serves as the home to the Academy of Distinguished Teachers, which is dedicated to mentoring and supporting the teaching of UCR faculty. Furthermore, XCITE, as a center for teaching and learning, is a centralized resource for faculty development and training in the continuous pursuit of teaching excellence.

These activities are vital to ensuring the high quality of a UCR education. In a time of contagion and campus closures, and the prospect of new viral disruptions of on-campus instruction in future years, XCITE is all the more important to UCR’s ability to sustain and improve its current operations, and persist in its ascent to higher levels of distinction. It is imperative that UC Riverside not only develop a far more robust capacity than it has now for alternative modes of instruction to meet these challenges; the campus must also make a long-term investment in academic technology so that it can embrace pedagogical innovation. Capacity and technology are together indispensable to such efforts. As we forge ahead in new modes of instruction, faculty must be capable of engaging our students in ways that are true to the Academic Senate’s standards and the campus’s high academic expectations. XCITE’s contributions to that effort, facilitated by its interaction with faculty and the granting of Divisional status for UE, will be crucial to the campus’s success.

B) The University Writing Program (UWP) has been housed in UE for the last thirteen years. It coordinates the Writing Across the Curriculum Program and offers the Senate-approved writing courses that fulfill the campus’s Senate-legislated writing requirement. It is one of the largest academic units on campus. In 2007 a joint faculty-administrative committee directed its move from the English Department to UE in order to emphasize its campus-wide role. The move facilitated, among other things, the creation of the UWP program in Writing Across the Curriculum and the recruitment of TAs from a wide variety of departments. Since then, the WAC program has engaged intensively with the faculty and TAs in twenty departments and four colleges, helping them offer Senate-approved and UWP-supported WAC courses. It is a leader in developing intensive workshops, TA training, and online instruction.
Overall, the University Writing Program is currently responsible for generating more than 50,000 academic units per year, or almost 5% of all UCR undergraduate instruction. It houses over 50 faculty, most of whom are Lecturers. Three faculty are members of the Academic Senate: the UWP Director, and two Associate Professors of Teaching (LSOE) who are temporarily attached to English for the purpose of merit reviews. The UWP also employs and mentors approximately 75 teaching assistants from over a dozen departments, forty-five of whom enroll in credit bearing training courses each year. The two LSOEs, the Director, and the WAC Academic Coordinator train, supervise, and review those TAs, and mentor the UWP’s Lecturer faculty. The WAC Coordinator also works closely with a dozen ladder faculty in a variety of departments each year to prepare and offer effective WAC courses. This work strengthens the UCR undergraduate curriculum while providing training that improves graduate students’ prospects for academic employment as PhDs.

The writing program’s Inland Area Writing Project works with scores of local K-12 teachers. Its volunteers offer a university-based summer institute for K-12 teacher-leaders every other year, and it conducts literacy education in visits to 80-100 local high-school English classes annually.

Through its Writing and Foster Youth Alliance, the UWP also trains and certifies UWP volunteers to tutor and mentor UCR students who have aged out of the Foster-Care system.

The Writing Program Committee, which is composed of six Senate faculty from across campus and four Continuing Lecturers, is responsible for the initial personnel reviews of thirty-one Continuing Lecturers as well as Excellence reviews for Lecturers being considered for Continuing status. The WPC also reviews course proposals.

C) The Office of Summer Sessions moved to UE over twelve years ago from Extension. It continues to serve by necessity as a college for all summer visiting students, including dismissed UCR students seeking re-entry. Summer Sessions is the official academic home for all visiting students; it is in effect their academic college. It serves as the formal hiring body for all instructors and as the registrar for all coursework offered during the summer at UCR. The VPDUE oversees those responsibilities in what is by necessity already a decanal capacity. Summer Sessions engages with an Academic Steering Committee comprised of campus faculty to advise on program operations and policy. At present, over ten thousand individual students enroll in Summer Sessions each year.

Summer Session performs many functions within UE that facilitate academic instruction. It performs many of its functions independent of the colleges. Its scheduling system, which manages half a dozen summer quarters of varying lengths, is separate from the system the campus uses for Fall, Winter, and Spring. The APM and union contracts maintain separate sections dedicated to the summer quarter because of the unique character of summer programs.

D) The Academic Resource Center serves as the primary academic support and tutoring center on campus. It engages over seven thousand individual students a year, many of whom participate in numerous ARC offerings. The ARC also runs the
Highlander Early Start Academy (HESA, the summer bridge program), offering credit and non-credit math courses for students working to fulfill college requirements. During the academic year, ARC 35 enrolls over a thousand additional students in preparatory math instruction that boosts their prospects for enrolling in math-intensive majors. It also maintains a large supplemental instruction program, which interacts with dozens of courses across campus, as well as a writing center that provides one-on-one tutorials and workshops for students from all UCR’s colleges. The ARC’s tutoring and success coaching programs are now fully online in response to the Coronavirus emergency.

E) The Office of Student Engagement is home to a wide array of High Impact Practices and multiple programs with formal academic coursework. The Student Engagement portfolio is made up of R’Courses (credit-bearing seminars taught by faculty-supervised undergraduates), service-learning courses, the annual undergraduate research symposium involving hundreds of student presentations, the undergraduate research journal, research mini-grants, capital internships and courses in Washington DC (UCDC) and Sacramento (UCCS), and the designation of Chancellor’s Research Fellows. The UCR Senate has recently invited the R’Course program to create a single UE course subject abbreviation, rather than various departmental labels, for clear identification of these courses in the UCR catalog and the class search system.

Recent innovations include the robust Keep Learning website for undergraduates, the Campus Collective Mentoring Program in which hundreds of advanced undergraduate mentors interact with 1700 freshmen and transfer students, and a referral chain to link mentored students to academic support services in the ARC.

UE supports undergraduate research and student success in its recruitment and mentoring of promising applicants for prestigious scholarships and fellowships such as the Goldwater, Strauss, and Fulbright fellowships. Additionally, Student Engagement coordinates campus-wide programs and external outreach via programs and collaborative organizations meant to increase the success of underrepresented, low-income, and minority undergraduate student populations: First-Generation programs, California Alliance for Minority Participation, Growing Inland Achievement, and American Talent Initiative. R’Courses are governed by a Senate-appointed faculty committee. UCDC and UCCS are both governed by faculty at the Systemwide level and have a campus faculty representative. Both Undergraduate Research and service learning are supported by faculty advisory committees.

Student Engagement also serves as the primary advising resource for pre-health students through the Health Professions Advising Center (HPAC), supporting all UCR students and alumni who have an interest in pursuing a career in the health professions. Advisors and student peer advisors also engage with the pre-health community by facilitating workshops, special events, and peer mentoring. HPAC is also supported by an ad-hoc advisory committee and works closely with faculty and staff to support pre-health students. HPAC maintains a strong connection to the academic units in which it was previously housed: the College of Natural and Agricultural Sciences (CNAS) and the School of Medicine (SOM). These ties ensure students have access to prerequisite coursework and necessary information to become competitive applicants when they apply to health professions programs. These and other programs within Student Engagement emphasize experiential learning and align with all four UCR 2020 goals.
F) University Innovation Alliance (UIA), is a national student success collaborative of eleven research universities, now including UCR. UIA initiatives seek to innovate, scale, and diffuse knowledge of student success efforts to aid low-income and first-generation student populations. As the home of the UIA’s work on campus, UE leverages its cross-institution learning, capacity, and funding to help fulfill UCR’s academic goals of increasing graduation rates and improving social mobility. UCR and UE are well positioned to execute this mission. UIA initiatives include the proactive advising, completion grants, college to career transitions, and ChatBots that help students navigate the complex processes at the university.

G) University Honors, which is tentatively listed here because it resided in UE for ten years in UE and might rejoin UE once Division status is granted, serves to engage students and faculty in original scholarship, creative works, and innovative activities. It offers its own Senate-approved courses and facilitates and oversees dozens of Honors offerings under various departmental rubrics. These courses offer experiential opportunities and engagement with faculty across campus. The unique Honors coursework (HNPG and H designated courses) and capstones enroll approximately one thousand Honors students each year.

INNOVATIONS NECESSARY FOR DIVISIONAL STATUS

1. A Divisional Executive Committee

As an administrative unit, UE lacks the prerogative to list and propose courses under its own course nomenclature (e.g. WR 1ABC in place of ENGL 1ABC). Currently, all its courses are offered through partnerships. The UCDC courses managed by UE are technically offered through CHASS, Writing Programs courses through CHASS (mainly English), R’Courses through various colleges, and the R’Course training course through the Graduate School of Education. Honors courses must be approved by all the college executive committees. The proliferation of course labels and affiliations now overly complicates oversight, the course approval process, and attendant student support services. In the proposed model, all these courses would be offered with UE-designated, Senate-approved titles. Senate oversight over all courses and the course approval process would be maintained.

In order to formalize UE’s ability to propose and institute such courses, emphasize its campus-wide mission, and regulate its academic offerings, the new Division would have its own Executive Committee made up of Senate members. Given the new division’s housing of the Writing Program as well as other units and programs with campus-wide impact, the committee would include writing specialists, members from writing-intensive departments, and representatives from various colleges and schools. We propose a committee of thirteen Senate members:

- one from Mathematics (elected by CNAS faculty)
- two from other departments of CNAS (elected by CNAS faculty)
- one from BCOE (elected by BCOE faculty)
- one from Education (elected by Education faculty)
- one from Business (elected by Business faculty)
- one from English (elected by CHASS faculty)
three drawn from the following writing-intensive departments involved in WAC and elected by the CHASS faculty: Philosophy, Creative Writing, History, with no more than one from each department

- one drawn from other departments in CHASS (elected by CHASS faculty)
- two Senate members from the Department of University Writing, (appointed by the writing program Director).

The elected members would serve three-year terms. To ensure the carry-over of institutional knowledge, the first elections would be for stepped terms so that only one third of the membership would cycle off each year. For that first election only, one third of the initial members would have one-year terms, one third would have two-year terms, and one third would have three-year terms.

The function of the new Division’s Executive Committee, like those of other such committees, would typically be to vet course proposals, forward approved proposals to the requisite committees in the Senate, advise the UE Division with regard to newly proposed programs, and, when appropriate, serve as a resource for program evaluation and WASC reviews.

The routing of course proposals and other relevant legislation would follow that of the college executive committees:

Writing Department – UE Executive Committee – Committee on Preparatory Education (when Entry-Level courses and requirements are involved) – COC – Academic Senate.

As is the case now, measures that would substantially modify or add to the overall Senate-mandated campus writing requirement would have to be reviewed by all the colleges’ executive committees before going to the Senate.

As a division with clearer lines of authority and cooperation, UE would therefore have much greater flexibility to offer, dependent upon Senate approval, crediting-bearing mini-courses and other optional offerings that would strengthen student engagement, help raise students’ quarterly unit totals, and facilitate academic success. Among the possibilities for those offerings are courses for First-Generation student success, leadership, community-based research, research ethics, service-learning, and the exploration of Health Profession and other careers.

2. A Personnel Committee to Review Senate Members in the University Writing Program

The matter of personnel reviews for UWP Senate faculty is an urgent concern, affecting not only individual Writing Program faculty but also the Writing Program’s ability to stabilize its leadership and so fulfill its mission over the long term. Divisional status would enable us to address these concerns coherently and effectively. Currently, LSOEs in the University Writing Program are temporarily housed in the Department of English, even though the work of those LSOEs is almost entirely, if not completely, in the writing program – a unit that has been administratively separate from English for thirteen years. Personnel reviews for merits and promotion for LSOEs, who are Senate members, are therefore currently conducted by English, even though the fiscal and formal pedagogical responsibilities for the teaching of Senate-mandated writing courses reside in UE, and even though the writing program already has by charter its own personnel and
curriculum committee with Senate members (the Writing Program Committee). This arrangement is over-complicated and unstable. It does not foster true peer review. It weakens the LSOEs’ ties to the writing program, and the program’s goal of developing a stable, expert leadership. Divisional status would make it possible to formalize and standardize the process of LSOE review and LSOE hiring by the new division before files are forwarded to CAP. For these purposes, LSOE reviews would be conducted by a new Department Senate Personnel Committee.

The new Personnel Committee would be composed of the seven Senate members currently sitting on the UWP’s long-established Writing Program Committee for curriculum and personnel. Two of those members are LSOEs, and one the program Director. The remaining four are from various colleges, several with WAC experience and one member typically from English. They serve staggered three-year terms to ensure the continuity of standards and the sharing of knowledge about the program.

These Senate faculty are knowledgeable about the teaching of writing at the college level and have many years of experience assigning and evaluating student writing. They meet with other members of the Writing Program Committee several times a quarter. Those who are not writing specialists have an interdisciplinary interest in writing and writing instruction. Since UWP teaching and research and the overall effectiveness of the program is of substantial interest to faculty across campus, it is appropriate for selected non-specialists to be on the committee as well as specialists. Since the founding of the University Writing Program, they have been selected for the committee on the basis of the UWP Director’s nominations of qualified and willing candidates, followed by the VPDUE’s formal approval. Nominations from the Committee on Committees, should they be needed, can be built into this process to ensure that there is a strong pool of available candidates.

These Senate faculty already review a dozen or more NSF Lecturer merit files each year. They are responsible as well for reviewing the files of Lecturers coming up for Continuing status. Their merit decisions are submitted to the VPDUE for final approval. Their Excellence decisions go to Academic Personnel, then to CAP, and then to the VPDUE. Several of these faculty members served on the search committee for our two new LSOEs.

The expected growth of LSOE leadership positions in the UWP would provide an additional source of expertise and stability to the personnel committee. By joining the personnel committee, the new LSOEs would enable it to become a conventional departmental committee-of-the-whole for personnel decisions and recommendations that go to the VPDUE, VPAP, and CAP, without relying on outside faculty. Without the benefit of divisional status for UE, these developments would not be possible. The program’s ability to sustain its programs effectively would be seriously compromised.

Criteria for Reviews

Following the new APM criteria for evaluating LSOE’s teaching, research, and service would include teaching, service, and research, with an emphasis upon outstanding teaching, mentoring, program leadership, and related service. Research areas include the following:

Communication, Academic Writing, Writing Across the Curriculum/ Writing in the Disciplines, Teacher Training in Composition, Analysis of Student Writing, Responding to Student Writing, Grading Student Writing, Testing and Large-Scale Assessment of Student Writing, Computer-Assisted Writing, Online Pedagogy in Composition, History of Writing Programs, Structure of Writing Programs, Assessment of Writing Programs, Writing Program Administration, The Philosophy and Theory of Rhetoric, Modern Modes and Theories of Rhetoric and Composition, Composition Pedagogy for Underprepared Students, Designing and Evaluating Composition Textbooks, The Modern and Pre-Modern Trivium (Grammar, Rhetoric, Logic), Scientific Writing, Information Literacy, Writing in the Social Sciences, Writing in the Humanities, Alternative Research Practices and Epistemologies, Composition and Literature/ Canon Formation, Composition and Rhetorical Practices, Reading and Writing Non-Fiction, Literary Criticism, Literary Resources for Composition.

The sequence of steps in the LSOE merit and promotion review closely resembles that for ladder faculty:

**CHASS Review Path for CHASS Ladder Faculty:**
- **Merit:** Department—Dean—APO Staff (review of procedures)—CAP—VPAP
- **Promotion:** As above, but ending with the Chancellor

**Proposed UE Division Review Path for UWP LSOE Faculty:**
- **Merit:** Writing Department Personnel Comm. —VPDUE—APO —CAP—VPAP
- **Promotion:** As above, but ending with the Chancellor

**DEPARTMENTNAL STATUS FOR THE UNIVERSITY WRITING PROGRAM**

All these changes argue for the importance of finally establishing the University Writing Program as a full-fledged department within the new Division of Undergraduate Education. As we have said, the UWP is already one of the largest, if not the largest, academic unit on campus, offering over 600 sections a year taught by over 50 TAs, more than 45 NSF faculty, and three Senate faculty. Its TA-training activities involve over forty TAs from a dozen departments in weekly training courses the entire academic year. Counting WAC workshops, it enrolls 15,000 or more students annually. Its unit-bearing instruction amounts to approximately five percent of all undergraduate instruction on campus. Its Writing Program Committee already conducts far more NSF merit and Excellence reviews than any other unit.

The new department will be called the **Department of University Writing.**
COURSE NOMENCLATURE

Samples of Current UWP courses and New Nomenclature:

<table>
<thead>
<tr>
<th>Current Course</th>
<th>New Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 1A</td>
<td>WR 1A</td>
</tr>
<tr>
<td>English 1B</td>
<td>WR 1B</td>
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<tr>
<td>English 1C</td>
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<td>English 01PA</td>
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</tr>
<tr>
<td>English 8</td>
<td>WR 8</td>
</tr>
<tr>
<td>English 7</td>
<td>WR 7</td>
</tr>
</tbody>
</table>

NON-DUPLICATION OF COURSEWORK IN OTHER DEPARTMENTS

The new Department of University Writing would continue to dedicate itself to offering courses of study that satisfy the Senate’s campus writing requirements. Its instructional funding would continue to depend upon that focus. Traditional four-unit courses that did not address that priority, should they be offered, would only be available during the summer when they are self-financing. For these reasons, no offerings in advanced composition or creative writing, which are traditional specialties of the English Department and Creative Writing respectively, are contemplated.

None of writing program’s current courses duplicate offerings in other departments. Creative Writing courses and upper-division advanced composition courses that are offered by the English Department would not be affected. The writing program’s summer course in oral communication for academic and vocational settings is distinct from Theater’s course in oral communication, which is dedicated to the art of delivery.

Three months ago, a draft of this proposal was given to the Department of Creative Writing and the Department of English, requesting feedback before the end of December 2020 if they had any suggestions or objections before we sent this formal proposal to the Senate.

We received no comments from those units.

FINANCIAL COSTS RESULTING FROM CHANGE TO DEPARTMENTAL STATUS

The University Writing Program is already a fully-functioning academic unit with its own staff and dedicated instructional budget. As a department, it would continue to focus its energies on providing the coursework that students need to pass the Senate’s campus-wide writing requirements. Departmental status would entail no new financial obligations. Gradual and controlled growth in its LSOE leadership faculty would be incremental, regulated ultimately by
the administration’s willingness to fund LSOE lines. As was the case with the unit’s two existing LSOE appointments, each new LSOE line would replace an NSF Lecturer hire, significantly reducing the extra cost of the new lines.

**THE NEW DIVISION’S FIT WITHIN THE UNIVERSITY CALIFORNIA SYSTEM**

Within the University of California system there are several instances of UE units (Berkeley, Irvine, Los Angeles, Merced, Santa Barbara, and Santa Cruz) already in operation as Division designations with the ability to offer coursework as an academic unit. These units serve as dual administrative and academic units. These units are able to utilize targeted, Senate-approved academic offerings to advance teaching and learning initiatives, generate necessary revenue to expand academic support, and increase the campus’s FTEs without additional cost to students. Six campuses, including Riverside, incorporate the title of Dean with the lead of Undergraduate Education. Across these campuses, Undergraduate Education units are responsible for a wide range of student success and co-curricular programs including freshman seminars, summer bridge, internship courses, honors courses, student-initiated courses (e.g. R’Courses, UCI’s uTeach, and UCB’s DeCal), special studies courses, life-long learning programs, UCDC and UC Sacramento courses, and even minors and certificates in civic and community engagement.

**THE NEW DIVISION’S FIT WITH UCR VISION, MISSION, GOALS**

Within UCR, Divisional status for UE would formalize long-standing ad hoc structures (e.g. the UWP, Summer Sessions) and provide a formal academic structure to house these interdisciplinary areas. Formalization would allow for greater engagement and progress toward each of the UCR strategic goals including: enhancing opportunities for undergraduates, providing resources for improvement of teaching and learning, enhancing excellence in undergraduate research and creative activities, engaging with and serving our local community through service and research, engaging the growth of UCR’s undergraduate population, creating experiences for high-achieving students, expanding opportunities for intellectual stimulation, developing meaningful engagement opportunities for faculty and students interactions, serving as an exemplar for diversity and inclusion, and enhancing student success by improving retention and graduation rates (UCR 2020: The Path to Preeminence).

**REGARDING POTENTIAL DUPLICATION OF FUNCTIONS IF UE WERE TO BECOME A DIVISION**

UE was created to address significant gaps in UCR’s ability to foster student success in a challenging academic environment. It does not duplicate other UCR functions or offices in any significant way. Whereas the mission of Student Affairs is cultivating belonging, engagement and well-being focused on co-curricular activities, UE concentrates on academic support and academic opportunities holistically through the ARC to the undergraduate research program, the writing program, Summer Sessions, and so on. UE is focused on holistic programming and academic supports that positively affect time to degree (TTD), persistence and retention of
students. Its academic functions clearly distinguish it from the various student support offices on campus. It offers substantial numbers of credit-bearing courses, has a substantial NSF faculty, and as a Division would house Senate members: two LSOEs.

For UE’s parameters regarding coursework in the Writing Program, see the section on non-duplication of coursework above. Other UE coursework fills gaps and adds opportunities to the overall undergraduate curriculum. The popular one-unit undergraduate-taught R’courses are unique offerings open to all students. Any future non-credit and one-unit offerings would be vetted for redundancy by the Senate’s Committee on Courses before Senate approval.

UE facilitates – it does not duplicate – undergraduate research in the colleges by helping students find research mentors. It augments – does not duplicate – undergraduate research in the colleges by hosting an annual undergraduate research journal and symposium. The unique support and guidance it offers undergraduates competing for fellowships and awards would complement, not duplicate, any such efforts in the colleges. The same can be said for UE’s contributions across a wide range of campus priorities.

UE has contributed greatly to campus stakeholder groups before the pandemic. However, the work done to continue instructional continuity, an academic task, has been the main focus of our org since Winter 2020 and has benefited all academic schools and colleges. UE pivoted to create specific initiatives and programs in less than a term’s notice that include but are not limited to: (1) the Campus collective peer mentoring program for incoming freshmen and transfer students to facilitate academic excellence and social belonging for students who had no tie to the campus (addressing the aims of retention, TTD, academic and instructional continuity); (2) remote instruction training for faculty and TAs, helping to increase pedagogy support for remote instructors and TAs (addressing the aims of instructional continuity, retention and TTD); (3) instructional videos (in a series called “Hey Scotty Bear”) to help acclimate new students to campus from their remote location (addressing the aims of retention and TTD); (4) a student-centered website, ask.ucr.edu, designed to help remote students navigate campus resources; and (5) a highly popular chatbot “Scottybot” that directs students to appropriate resources on campus during the campus closure and beyond.

Undergraduate Education has also worked with Enrollment Services to create a partnership with K12 entities such as the Riverside County of Education (RCOE). It has also furthered existing relationships with community partners such as Growing Inland Achievement (GIA), contributing to impactful cross-institution conversations about college preparation for K12 students and the impacts of COVID on the pipeline for future admission cohorts, especially the effects of COVID on preparation in Math and English. UE has also conducted special webinars for the K12 teaching community focused on remote teaching.

UE’s ability to focus on academic issues that affect all colleges and schools on campus is enhanced by the VPDUE’s recently elevated role. Because the VPDUE role provides a campus-wide view of core academic topics and concerns, most of the issues listed above can be discussed with all colleges/schools as well as the Senate. Those conversations can be based on holistic observations and interactions with faculty, academic advisors, and key academic partners across the campus.

UE focuses on holistic undergraduate experiences that connect previously siloed areas with key academic affairs priorities, benefitting the colleges/schools and the campus as a whole. During
the pandemic, instructional continuity has been crucial to keeping UCR afloat, both in terms of enrollment and the enrollment-sensitive budget. Under VPDUE leadership, UE has focused on efforts that increase retention and persistence during this unprecedented time. It has facilitated conversations with the offices of student affairs, residential life, enrollment services, and admissions to help facilitate programming whose driving principles are to support mental health, facilitate social connection, and prepare for academic instruction in the COVID context and beyond. Student data and behavior show that especially during the pandemic, academic instruction alone has not been enough for students to feel as if they have engaged with the university in a fulfilling way.

UE has a difficult task of balancing administrative issues that focus on social connection and well-being for students as well as academic issues that create academic support that increases value of the university experience, TTD, and graduation for students. The campus experience and academic supports are key to student likelihood of staying engaged and re-enrolling, which affects graduation rates, TTD and persistence.

DIVISIONAL STATUS AND FUNDING

There would be minimal resources required to establish UE as an academic unit: the present capital requirements, physical space, campus degree offerings, and faculty FTE would remain largely unchanged from their current configurations. UE is already established as a campus administrative unit, with a formal campus budget, and an allocated faculty who provide instruction and oversight of programs in the University Writing Program and various academic internships. NSF Faculty and TAs in the writing program are already housed in UE. UWP Senate faculty (presently, two LSOEs), though they are technically housed in English are paid by UE.

**Physical Space and Capital Requirements**
UE would not require any additional physical space, nor have additional capital requirements for establishment of the unit as a Division. Physical space and capital are already allocated for the unit’s existing operations including office space and instructional costs for all existing Writing Program faculty.

**Senate-Appointed Committee**
UE would require a faculty Senate-appointed executive committee, comprised of academic senate faculty from across the campus, in order to review all submitted courses and course changes.

STUDENTS AND EMPLOYMENT IMPLICATIONS

Divisional status would not in and of itself entail the hiring of additional faculty and student employees, though it would facilitate future requests to meet demand for UE courses (including writing program courses) and academic services such as those in the Academic Resource Center. Requests for expansion of R’Courses, Highlander Early Start Academy (summer bridge), service-learning, community engaged research, and other programs and courses would
be facilitated by Divisional status but would continue to depend upon regular budgetary and staffing processes. New credit-bearing offerings would of course require the approval of the Senate.

DIVERSITY, EQUITY, AND INCLUSION PLAN

UE, and this proposal for divisional status, would not exist were it not for UE’s continuing commitment to diversity, equity, and inclusion. UE would not have been created had not the campus had made these goals high priorities and instituted an Office of Undergraduate Education to pursue them. UE has contributed to UCR’s achievements, amply documented in the national press, that have enabled students of widely different backgrounds to prosper in a demanding academic environment, graduate at high rates, and enter the job world at income levels above those of previous generations. UE’s plan to pursue these goals is evident in what it does.

ANTICIPATED TIMELINE

In accordance with the guidelines and associated timelines for UCR Senate and University of California Senate reviews for proposal of a new academic unit, UE would anticipate an effective date of July 1, 2021 for the establishment of UE as an academic unit. The precise date of the conversation might be somewhat later if the Registrar needed extra time to make adjustments in Banner, the Course Request System, and other electronic systems.

CONCLUSION

Establishment of UE as a dual model administrative and academic Division would formalize and strengthen its work to enrich and improve undergraduate education and overall student success at UCR. With Division status, UE would be in a much stronger position as a hub of innovation and collaboration to contribute to the long-term flourishing of UC’s students and faculty.

Divisional status would create new avenues for UE to help bring about an unparalleled student experience. It would enable UE to develop a more coherent, consistent, flexible, and sustainable UE structure with which to advance student success, and do so in ways that would enable the campus to better address institutional and systemwide goals. We hope you will support this endeavor.
UNDERGRADUATE EDUCATION – STUDENT ENGAGEMENT

Assistant Vice Provost
Student Engagement
Tom Dickson

Coordinator
Academic Internships
1.00 FTE
Jessica Quintana

Director
Student Engagement
1.00 FTE
Gladis Herrera Markowitz

Director
Health Professions Advising Center
1.00 FTE
Charles Scruggs

Coordinator
Engaged Learning Programs
1.00 FTE
Lisa Es Jardins

Administrative Specialist (shared with Summer Sessions)
.40 FTE
Jocelyn Catane

Assistant Director
Health Professions Advising Center
1.00 FTE
Amber Nicholson

Revised 02/16/2021
UNDERGRADUATE EDUCATION – UNIVERSITY WRITING PROGRAM

Director
University Writing Program

- John Briggs

AWPE
Summer Testing & Placement Coordinator
1.00 FTE
Joshua Fenton

Associate Director
LSOE
1.00 FTE
English JABC
Wallace Cleaves

Associate Director
LSOE
1.00 FTE
Entry-Level Courses
Paul Beakler

Administrative Director
1.00 FTE
Jill Clinton-Wills

Associate Director
Academic Coordinator
1.00 FTE
(WAC)
Raymund Papisca

Assistant Director
Computer Testing & Placement Coordinator
1.00 FTE
Lash E. Vance

Assistant Director
ESL
1.00 FTE
Kimberly Turner-Shukla

Administrative Specialist
1.00 FTE
Larry Rodriguez

Academic Personal Analyst
1.00 FTE
Veronica Valenzuela

Instructional & Scheduling Assistant
1.00 FTE
Aisha Stager

Counselor
University Writing Program
1.00 FTE
Sheena Thrush

Revised 02/10/2021
Please find attached a mini-proposal submitted to the Faculty Senate from the VPDUE of Undergraduate Education requesting the formalization of Undergraduate Education to academic status. We have followed the guidelines as outlined in the compendium. We have also gathered feedback from this document with a few faculty but have not circulated this document to colleges or their executive committees. We understand that this process and review of our documents will take some time and look forward to the feedback.
TO: Dylan Rodriguez, Chair UCR Faculty Senate
CC: Thomas Smith, Interim Provost and Executive Vice Chancellor
FROM: Jennifer L. Brown, Vice Provost and Dean of Undergraduate Education
DATE: April 29, 2020
RE: Formalization of Division Status for Undergraduate Education

CAMPUS
University of California, Riverside (UCR)

NAME AND PROPOSED ACTION
This is a proposal to create a Division of Undergraduate Education as a dual model administrative and academic unit. This action would formalize the longstanding role of UCR’s current Office of Undergraduate Education, which is currently categorized only as an administrative unit. It would sustain and strengthen its credit-bearing academic functions for undergraduate students while facilitating its role as a center of innovation in pedagogy, academic support, and other initiatives that enrich undergraduate education and promote student success.

DESCRIPTION AND RATIONALE FOR ACTION
Planning for an Office of Undergraduate Education (UE) began in 1999. UE was established in 2004 by Chancellor France Cordova and was placed within academic affairs under the supervision of Provost and Executive Vice Chancellor Ellen Wartella. The Vice Provost of Undergraduate Education, Andrew Grosovsky, was charged to “enhance the Distinction of the University in the area of Undergraduate Education.” The establishment of the Office of Undergraduate Education was, according to Grosovsky, the “first step in what is planned to become a Division of Undergraduate Education.” In 2014, the UCR Senate Committee on Budget and Planning suggested that academic unit status for UE should be explored. In the following years, the Vice Provost of Undergraduate Education became a member of the Provost’s Cabinet and the Deans’ Council in recognition of UE’s impact on undergraduate education at UCR. In 2018, the Provost gave UE Vice Provost a new title: “Vice Provost and Dean of Undergraduate Education (VPDUE).”

CONTEXT AND RATIONALE

1. Precedents for UE Divisional Status

Six of the nine UC general campuses have Divisions of Undergraduate Education: UCSB, UCLA, UCI, UCSC, UCB, and UCM. Three of those divisions (UCB, UCLA, UCM) are administrative and academic, offering their own courses and minors.
2. Formalizing Long Standing Structures and Leveraging Future Potential

The Office of Undergraduate Education currently operates in many ways as an academic unit, while lacking the affirmative designation to formalize those operations or to make decisions for long-term sustainability in supporting its programs. Given its many contributions to UCR’s efforts to raise graduation rates and improve the experience of undergraduate students, the time has come to designate UE as a Division. The importance of UE’s contributions to the campus’s educational mission is all the more evident in its vital work with faculty and Teaching Assistants across the institution in the ongoing COVID-19 emergency.

At present, two branches of Undergraduate Education operate as academic units: the University Writing Program and Summer Sessions. The University Writing Program is one of the largest academic units on campus and Summer Sessions serves as the official hiring body during the summer quarter and as the academic home for all visiting students. The Academic Resource Center and the Office of Student Engagement, though their activities are less explicitly academic in the technical sense, provide student academic support through co-curricular tutoring and workshops as well as high-impact experiential learning opportunities that increase retention, persistence, and graduation rates. They also coordinate the non-credit and credit-bearing instruction offered through the summer HESA program, ARC 035, the UCDC program, the R’Course program, and various Service-Learning programs. Finally, XCITE (The Exploration Center for Innovative Teaching and Engagement) is heavily involved in helping faculty design and strengthen their courses across all modes of instruction.

A) The newly formed XCITE (formerly the Center for Teaching and Learning), Entirely distinct from the campus’s IT office, XCITE’s mission is academic and research-based in its scope and operations. Working closely with faculty and TAs, XCITE supports the strategic development and implementation of pedagogical innovations, academic technologies, and effective instructional media and platforms.

XCITE also serves as the home to the Academy of Distinguished Teachers, which is dedicated to mentoring and supporting the teaching of UCR faculty. Furthermore, XCITE, as a center for teaching and learning, is a centralized resource for faculty development and training in the continuous pursuit of teaching excellence.

These activities are vital to ensuring the high quality of a UCR education. In a time of contagion and campus closures, and the prospect of new disruptions of on-campus instruction in future years, XCITE is all the more important to UCR’s ability to sustain and improve its current operations, and persist in its ascent to higher levels of distinction. It is imperative that UC Riverside not only develop a far more robust capacity than it has now for alternative modes of instruction to meet these challenges; the campus must also make a long-term investment in academic technology and an embrace of pedagogical innovation, both of which are indispensable to such efforts. As we forge ahead in new modes of instruction, faculty must be capable of engaging our students in ways that are true to the Academic Senate’s standards and the campus’s high academic expectations. XCITE’s contributions to that effort, facilitated by its interaction with faculty and the granting of Divisional status for UE, will be crucial to the campus’s success.

B) The University Writing Program (UWP) has been housed in UE for the last 13 years. It is one of the largest academic units on campus. In 2007 a joint faculty-administrative committee directed its move from the English Department to UE in order
to emphasize its campus-wide role. The move facilitated, among other things, the creation of Writing Across the Curriculum (WAC) and the recruitment of TAs from a wide variety of departments. The WAC program has engaged intensively with the faculty of twenty departments in the four colleges, helping them offer Senate-approved and UWP-supported WAC courses. It is a leader in developing intensive workshops, TA training, and online instruction.

Overall, the University Writing Program is currently responsible for generating more than 50,000 academic units per year, or 4% of all UCR undergraduate instruction. It houses over 50 faculty, most of whom are Lecturers and two of whom are Lecturers with Security of Employment (LSOE) temporarily attached to English for the purpose of merit reviews. It also employs and mentors approximately 70 teaching assistants from over a dozen departments. Its credit-bearing TA-training program reaches approximately 40 TAs each year, many for multiple quarters. Its Inland Area Writing Project works with scores of local K-12 teachers. UWP volunteers offer literacy education in visits to 80-100 local high-school English classes each year. Through its Writing and Foster Youth Alliance, its volunteers tutor and mentor students who have aged out of the Foster-Care system.

C) The Office of Summer Sessions moved to UE over twelve years ago from Extension and continues to serve by necessity as a college for all summer visiting students, including dismissed UCR students seeking re-entry. Summer Sessions is the official academic home for all visiting students. It serves as the formal hiring body for all instructors and as the registrar for all coursework offered during the summer at UCR. The VPDUE oversees those responsibilities in what is by necessity a decanal capacity. Summer Sessions engages an Academic Steering Committee comprised of campus faculty to advise on program operations and policy. At present, over ten thousand individual students enroll in Summer Sessions each year.

D) The Academic Resource Center serves as the primary academic support and tutoring center on campus. It engages over seven thousand individual students a year, many of whom participate in numerous ARC offerings. The ARC also runs the Highlander Early Start Academy (HESA), the summer bridge program, offering credit and non-credit math courses for students working to fulfill college requirements. During the academic year, it maintains a large supplemental instruction program, which interacts with dozens of courses across campus. The ARC’s writing center provides one-on-one tutorials for students from all UCR’s colleges.

E) The Office of Student Engagement is home to a wide array of High Impact Practices and multiple programs with formal academic coursework. The Student Engagement portfolio is made up of R’Courses (credit-bearing seminars taught by faculty-supervised undergraduates), service-learning courses, the annual undergraduate research symposium, the undergraduate research journal, research mini-grants, capital internships and courses in Washington DC (UCDC) and Sacramento (UCCS), and the designation of Chancellor’s Research Fellows. The UCR Senate has recently invited the R’Course program to create a single UE course subject abbreviation for clear identification of these courses in the catalog and the class search system.

UE further supports undergraduate research and student success in its recruitment and mentoring of promising applicants for prestigious scholarships and fellowships such as the Goldwater, Strauss, and Fulbright fellowships. Additionally, Student Engagement
coordinates campus wide programs and external outreach via programs and collaborative organizations meant to increase the success of underrepresented, low-income, and minority undergraduate student populations (First-Generation programs, California Alliance for Minority Participation, Growing Inland Achievement, and American Talent Initiative). R’Courses are governed by a Senate-appointed faculty committee, UCDC and UCCS both are governed by faculty at the system level and have a campus faculty representative, and both Undergraduate Research and service learning are supported by faculty advisory committees.

Student Engagement also serves as the primary pre-health advising resource via the Health Professions Advising Center (HPAC), supporting all UCR students and alumni who have an interest in pursuing a career in the health professions. Advisors and student peer advisors engage with the pre-health community through advising, facilitation of workshops/events, and peer mentoring. HPAC is also supported by an ad-hoc advisory committee and works closely with faculty and staff to support pre-health students. HPAC maintains a strong connection to the academic units in which it was previously housed, the College of Natural and Agricultural Sciences (CNAS) and the School of Medicine (SOM), to ensure students access prerequisite coursework and necessary information to become competitive applicants when they apply to health professions programs. These programs and others within Student Engagement emphasize experiential learning and align with all four UCR 2020 goals.

F) University Innovation Alliance (UIA), is a national student success collaborative of which UCR is one of eleven research universities. UIA initiatives seek to innovate, scale, and diffuse knowledge of student success efforts to aid low-income and first-generation student populations. As the home of the UIA’s work on campus, UE leverages its cross-institution learning, capacity, and funding to help fulfill UCR’s academic goals of increasing graduation rates and improving social mobility. UCR and UE are well positioned to execute this mission. UIA initiatives include proactive advising, completion grants, college to career transitions, and ChatBots that help students navigate complex processes at the university.

3. Enabling UCR to Enhance and Innovate Student Success Initiatives

In alignment with the UC 2030 graduation and equity goals, the Office of Undergraduate Education is dedicated to enhancing student success through a wide array of academic and supplemental programs that facilitate student engagement, high levels of student success, and timely graduation via partnerships and collaborative projects across campus units. Over the last 16 years, the scope of UE has expanded to include greater responsibility for fostering success initiatives, assessing campus supports, identifying potential innovations, and engaging the campus around best practices related to positive retention, graduation, and other student success outcomes. Serving as a hub for innovation and collaboration is part of UE’s mission. UE is also responsible for the various success-oriented technologies including predictive analytics to identify students who are in academic difficulty, dynamic course planners (e.g. EduNav) that enables students to map their coursework in timelines that lead to more favorable graduation rates, and implementing service communication aids (e.g. ChatBot) for financial aid and other partners. UE is also responsible for developing and promoting campus and systemwide initiatives to strengthen graduation rates, enlarge the number of student FTEs, expand summer enrollment, increase qualified community college transfers, develop cross-
campus collaborations to support first-generation students, and strengthen relationships with community-based organizations and local non-profits.

4. Current Coursework and the Need for a Divisional Executive Committee

As an administrative unit, UE lacks the prerogative to propose courses under its own course nomenclature (i.e. WR 1ABC in place of ENGL 1ABC). All of its courses are offered through partnerships. At present, the UCDC courses managed by UE are technically offered through CHASS, Writing Programs courses through CHASS (mainly English), R’Courses through various colleges, and the R’Course training course through the Graduate School of Education. The proliferation of course labels and affiliations now overly complicates oversight, the course approval process, and attendant student support services. In the proposed model, these courses would be offered with UE-designated, Senate-approved titles. Senate oversight over all courses and the course approval process would of course be maintained.

The new division would therefore have an Executive Committee made up of Senate members, at least some of whom should have a record of direct involvement in UE academic programs. The Executive Committee would include representatives from all colleges and schools, with its size and precise configuration determined by the UCR Academic Senate. Like other Executive Committees, it would vet course proposals (e.g. from the University Writing Program) and forward approved proposals to the requisite committees in the Senate.

Proposed Coursework
As a division with clearer lines of authority and cooperation, UE would have much greater flexibility to offer, dependent upon Senate approval, crediting-bearing mini-courses and other optional offerings that would strengthen student engagement, help raise students’ quarterly unit totals, and facilitate academic success. Among the possibilities for those offerings are courses for First-Generation student success, leadership, community-based research, research ethics, service-learning, and the exploration of Health Profession and other careers.

Personnel Reviews for Senate Members in the University Writing Program
Currently, LSOEs in the University Writing Program are temporarily housed in the Department of English, even though the work of those LSOEs is almost entirely, if not completely, in the writing program – a unit that is now administratively separate from English. Personnel reviews for merits and promotion for LSOEs, who are Senate members, must therefore be conducted by English, even though the fiscal and formal pedagogical responsibilities for the teaching of Senate-mandated writing courses reside in UE, and even though the writing program already has by charter its own personnel and curriculum committee with Senate members (the Writing Program Committee). Divisional status for UE would facilitate the placement of the writing program’s LSOEs within the new division. Divisional status would make it possible to formalize and standardize the process of LSOE hiring and review within the new division before files are forwarded to CAP. Recruitment, ad hoc, and review committees could be drawn from Senate faculty already affiliated with UE (e.g. on the UWP advisory committee, in UWP leadership positions and elsewhere) and, if needed, from faculty designated by the Senate.
THE NEW DIVISION’S FIT WITHIN THE UNIVERSITY CALIFORNIA SYSTEM

Within the University of California system there are several instances of UE units (Berkeley, Irvine, Los Angeles, Merced, Santa Barbara, and Santa Cruz) already in operation as Division designations with the ability to offer coursework as an academic unit. These units serve as dual administrative and academic units. These units are able to utilize targeted, Senate-approved academic offerings to advance teaching and learning initiatives, generate necessary revenue to expand academic support, and increase the campus’s FTEs without additional cost to students. Six campuses, including Riverside, incorporate the title of Dean with the lead of Undergraduate Education. Across these campuses, Undergraduate Education units are responsible for a wide range of student success and co-curricular programs including freshman seminars, summer bridge, internship courses, honors courses, student-initiated courses (e.g. R’Courses, UCI’s uTeach, and UCB’s DeCal), special studies courses, life-long learning programs, UCDC and UC Sacramento courses, and even minors and certificates in civic and community engagement.

THE NEW DIVISION’S FIT WITH UCR VISION, MISSION, GOALS

Within UCR, Divisional status for UE would formalize long-standing ad hoc structures (e.g. the UWP, Summer Sessions) and provide a formal academic structure to house these interdisciplinary areas. Formalization would allow for greater engagement and progress toward each of the UCR strategic goals including: enhancing opportunities for undergraduates, providing resources for improvement of teaching and learning, enhancing excellence in undergraduate research and creative activities, engaging with and serving our local community through service and research, engaging the growth of UCR’s undergraduate population, creating experiences for high-achieving students, expanding opportunities for intellectual stimulation, developing meaningful engagement opportunities for faculty and students interactions, serving as an exemplar for diversity and inclusion, and enhancing student success by improving retention and graduation rates (UCR 2020: The Path to Preeminence).

RESOURCES REQUIRED

There would be minimal resources required to establish UE as an academic unit: the present capital requirements, physical space, campus degree offerings, and faculty FTE would remain largely unchanged from their current configurations. UE is already established as a campus administrative unit, with a formal campus budget, and an allocated faculty who provide instruction and oversight of programs in the University Writing Program and various academic internships. NSF Faculty and TAs in the writing program are already housed in UE. UWP Senate faculty (presently, two LSOEs), though they are technically housed in English are paid by UE.

Physical Space and Capital Requirements

UE would not require any additional physical space, nor have additional capital requirements for establishment of the unit as a Division. Physical space and capital are already allocated for the unit’s existing operations including office space and instructional costs for all existing Writing Program faculty.

Senate-Appointed Committee

UE would require a faculty Senate-appointed executive committee, comprised of academic senate faculty from across the campus, in order to review all submitted courses and course changes.
STUDENTS AND EMPLOYMENT IMPLICATIONS
Divisional status would not in and of itself entail the hiring of additional faculty and student employees, though it would facilitate future requests to meet demand for UE courses (including writing program courses) and academic services such as those in the Academic Resource Center. Requests for expansion of R’Courses, Highlander Early Start Academy (summer bridge), service-learning, community engaged research, and other programs and courses would be facilitated by Divisional status but would continue to depend upon regular budgetary and staffing processes. New credit-bearing offerings would of course require the approval of the Senate.

ANTICIPATED TIMELINE
In accordance with the guidelines and associated timelines for UCR Senate and University of California Senate reviews for proposal of a new academic unit, UE would anticipate an effective date of July 1, 2021 for the establishment of UE as an academic unit.

CONCLUSION
Establishment of UE as a dual model administrative and academic Division would formalize and strengthen its work to enrich and improve undergraduate education and overall student success at UCR. With Division status, UE would be in a much stronger position as a hub of innovation and collaboration to contribute to the long-term flourishing of UC’s students and faculty.

Divisional status would create new avenues for UE to help bring about an unparalleled student experience. Divisional status would create a more coherent, consistent, flexible, and sustainable UE structure with which to advance student success, and do so in ways that would enable the campus to better address institutional and systemwide goals. Divisional status would strengthen UE’s capacity for innovations that would help UCR students succeed. We hope you will support this endeavor.
First Round Review Comments

Compendium Action: Establishment of Division of Undergraduate Education

At its meeting on June 10, 2020, CAP reviewed the proposal to establish a Division of Undergraduate Education. CAP has no concerns about this move to consolidate several areas of the University that support undergraduate education and believes that it is an appropriate solution to the problem of Senate review of personnel actions for the two Associate Professors of Teaching who are tenured and attached to the University Writing Program. At the same time, however, the Committee believes that the current proposal does not yet provide sufficient detail regarding how these personnel actions will proceed in the future. The suggestion seems to be that ad hoc committees will be drawn from Senate faculty members who are attached to the writing program. CAP does not believe this will be sufficient. What is required is an established body within the Division who will regularly review these personnel actions from year to year, functioning as an analog of a home department, not an ad hoc committee whose membership shifts. CAP is concerned that it will be difficult to establish and follow consistent standards without such a review body.
June 8, 2020

To: Dylan Rodriguez, Chair  
   Riverside Division

From: Randolph C. Head, Chair  
       Committee on Courses

Re: Proposal to Establish a Division of Undergraduate Education

The Committee on Courses reviewed the proposal to establish a Division of Undergraduate Education at their June 4, 2020 meeting and are generally supportive of the proposal.

The Committee does recommend that the College and School Faculty Executive Committees review the proposal as the proposal will affect all colleges and schools with undergraduate academic programs.

When and if the proposal is approved, the Committee recommends that a sufficient lead time between the approval and implementation be established to allow for the Registrar to make adjustments in Banner, the Course Request System (CRS), and other systems that will require significant work by ITS. Additionally, consideration needs to be made to the changes that this approval will require in the Academic Catalog.

Lastly, the Committee recommends that the proposal be revised to include the proposed new subject codes for courses in the proposed Division and the definition of the routing of the courses for approval. This applies both to existing subject codes (UCDC), and proposed new subject codes for the University Writing Program and other programs.
June 15, 2020

To: Dylan Rodriguez  
Riverside Division Academic Senate  

From: Xuan Liu, Chair  
Committee on Diversity, Equity, and Inclusion  

Re: [Campus Review] Compendium Action: Establishment of Division of Undergraduate Education  

The Committee on Diversity, Equity, and Inclusion reviewed the proposal to establishment of Division of Undergraduate Education at its June 4 meeting.  

The Committee recommends the proposal be modified to include a diversity, equity, and inclusion plan to reflect the campus’ commitment to diversity, equity, and inclusion in undergraduate education.
COMMITTEE ON EDUCATIONAL POLICY

July 8, 2020

To: Dylan Rodríguez, Chair
    Riverside Division

From: Stefano Vidussi, Chair
    Committee on Educational Policy

RE: Proposal to Establish Division of Undergraduate Education

The Committee on Educational Policy (CEP) reviewed the proposal to establish a Division of Undergraduate Education at their June 26, 2020 meeting and have several recommendations for additions to the proposal to provide more clarity.

The Committee noted that the proposal did not provide the difference between an “academic division” and a department or college or school. The Committee recommends that the proposal be updated to include this information and also document the hierarchy of an academic division compared to a school or college. The Committee also noted it was unclear what scholarly work would be required of faculty members of the division and how their qualifications for merit and promotion would be determined and recommends that this be addressed in the proposal. The Committee also recommends that the proposal be updated to include a statement about the current system in the Office of Undergraduate Education and how a division would enhance the Office of Undergraduate Education’s function, governance, and contribution to undergraduate life. The Committee believes that the proposal might also benefit from including how similar academic divisions operate at other UC Campuses.

The Committee noted concern regarding the University Writing program as it was unclear if it will become a department within the Division. The Committee recommends that the proposal be updated to address this concern and also note if additional departments are planned.

The Committee notes that the proposal would benefit from more information on the proposed executive committee, particularly, if the members will be elected as they are for the College/School Faculty Executive Committees and if so, who the members will be elected by. Additionally, the Committee requests that the proposal clarify the membership of the proposed executive committee to note if members will be representative of all Colleges and Schools or just the proposed new Division.
GRADUATE COUNCIL

July 6, 2020

To: Dylan Rodriguez, Chair
   Riverside Division

From: Jason Stajich, Chair
      Graduate Council

Re: Formalization of Division Status for Undergraduate Education

Graduate Council reviewed the proposal for the Formalization of Division Status for Undergraduate Education. The Council recognizes the work of the Office of Undergraduate Education has an 'academic angle' to it but would like to clarify some points before supporting the proposal.

The Council would like to seek clarification on whether the designation as a Division would duplicate some of the academic efforts that are currently being handled by individual departments. For example, it is mentioned that if the Division of Undergraduate Education is established, they can propose new courses such as WR 123 to replace ENGL 123. In this case, what would happen to ENGL 123 and the faculty who currently teach it? Would we end up with similar or even duplicate courses offered by different entities on campus, or would we need to replace and consolidate all the current courses and personnel involved with these courses (and other workshops, etc.) to the Division of Undergraduate Education? If the latter, there may be budgetary implications of such shifts across campus.

It was also unclear if consultation has occurred with various departments which will be impacted by this structural change. For example, was the English department consulted? The Council had strong reservations about this restructuring before impacted programs and departments are contacted and their input is included in the proposal.
PLANNING & BUDGET

June 9, 2020

To: Dylan Rodriguez, Chair
    Riverside Division

From: Harry Tom, Chair
      Committee on Planning and Budget

Re: Establishment of Division of Undergraduate Education

Planning & Budget (P&B) reviewed the proposal to establish a Division of Undergraduate Education at their June 9, 2020 meeting. P&B supports the strengthening of the unit, the goals of the organization, and the proposal as written. The committee did not find a large (if any) budgetary impact.
April 15, 2021

TO: Jason Stajich, Chair
Academic Senate

FROM: Philip Brisk, Chair
BCOE Executive Committee

RE: Formalization of Division Status for Undergraduate Education

Dear Jason,

The BCOE Executive Committee reviewed the 2nd round proposal on Formalization of Division Status for Undergraduate Education (UE) at UCR. The Committee’s opinion on the proposal was mixed.

Those who supported the proposal cast it as an equity issue, given that many other UCs have UE Divisions. Those who opposed the proposal pointed out that it exclusively talks about the past, and fails to convey a forward-looking vision for improved academic support services. Their opinion was that doing a good job for the past 15 years does not justify the formalization of Division status. They felt that the proposal lacked a vision under which Division would enable tangible improvement in the student experience at UCR. The proposal lacks clear and measurable success metrics and a continuous improvement process to facilitate appropriate intervention in the unfortunate event that the Division fails to achieve them.

Several Committee members expressed concern that a likely outcome would be needless growth and bureaucracy and unknown budgetary consequences, even if they are not the intent of the proposal, and even though the proposal states otherwise. Several Committee members noted that the proposed UE Division Executive Committee would create additional service work for Senate Faculty in other Colleges, whose time might be better allocated elsewhere.

The Committee recognizes that housing a small number of Senate Faculty within an administrative and service-oriented unit is awkward, and those Senate Faculty would likely benefit from being in a Division. At the same time, the Committee expressed concern that the proposed Department of University Writing would engage exclusively in teaching without contributing to scholarship or creative activity.
COMMITTEE ON EDUCATIONAL POLICY

April 7, 2021

To: Jason Stajich, Chair
   Riverside Division

From: Stefano Vidussi, Chair
       Committee on Educational Policy

RE: Revised Proposal for Formalization of Division Status for Undergraduate Education

The Committee on Educational Policy reviewed the revised proposal for the formalization of Division status for Undergraduate Education at their April 2, 2021 meeting and were appreciative that the proposal was revised to address many of the concerns from the initial Senate consultation of the proposal.

The Committee requests that the proposal be updated to reflect a contradictory statement in the proposal regarding the number of campuses whose Divisions of Undergraduate Education are both administrative and academic units. On page two of the proposal, it is noted that three campuses’ Divisions have both administrative and academic units, while page twelve of the proposal notes that six campuses have Divisions that serve both as administrative and academic units.

The Committee remains concerned that the proposal does not include a compelling reason for the change in status. The Committee requests that the proposal be updated to include a fundamental rationale for why the change in status is needed and how it will benefit undergraduate education on campus.

Additional concern was noted that the proposal does not document if the proposed Division will expand academic offerings including the creation of courses. The Committee requests that the proposal be updated to document how academic offerings will be developed by the proposed Division.
April 6, 2021

TO: Jason Stajich, Chair
Riverside Division of the Academic Senate

FROM: Lucille Chia, Chair
CHASS Executive Committee

RE: Proposal for the Formalization of Division Status for Undergraduate Education

The CHASS Executive committee, in deliberating on this latest version of this proposal—which does address some of the initial concerns raised by various faculty bodies—have the following comments and questions:

1. Some more details about the budget for this new division would be useful. Although the immediate proposed action is to put pre-existing units under the umbrella of Undergraduate Education (UE), what about future hires of faculty, administrators, and supporting staff?

2. What about the revenue track for the Summer Sessions? Will the colleges (and departments) still receive the same revenue from courses offered during the summer, or will all revenue go to the UE? For instance, CHASS gets revenue from courses taught in the Summer Sessions and some of this revenue goes to the departments supplying the instructors. Will this change with the formalization of the UE as a Division?

3. An entire set of related concerns, which may be addressed by clearer and more detailed and precise description in the proposal has to do with pedagogical control or collaboration with schools and departments/programs involved, as well as revenue streams, and the choice of hires of TAs.

   For example, the University Writing Program (which is part of UE) may be affected: how will the TAs be hired? Many come from the English Department, will the UE have more control over how the TAs will be hired and from which departments? And what about required courses such as English 1A, 1B, and 1C? Will the allocation of the revenue from these courses change from the current procedure? Similarly, for other preparatory courses in other schools (e.g., math prep courses).

   The CHASS EC feels that it would be very useful for these issues to be clarified further in the proposal.
1 April 2021

To: Jason Stajich, Chair
Riverside Division

From: Theodore Garland, Jr., Chair, Executive Committee
College of Natural and Agricultural Science

Re: Campus Review: Compendium Action: 2nd Round - Formalization of Division Status for Undergraduate Education

The Committee agreed with the proposal as submitted.

Cheers,

[Signature]
To: Jason Stajich, Chair  
Riverside Division Academic Senate

From: Xuan Liu, Chair  
Committee on Diversity, Equity, & Inclusion

Re: 2nd Round - Formalization of Division Status for Undergraduate Education

The Committee on Diversity, Equity, and Inclusion reviewed 2nd round revision to the Formalization of Division Status for Undergraduate Education. While we appreciate the efforts, we remain concerned on how the proposal could promote/sustain DEI on campus.

Specifically, in response to our previous comment on lacking a DEI plan, the following plan was included in this revision:

“UE, and this proposal for divisional status, would not exist were it not for UE’s continuing commitment to diversity, equity, and inclusion. UE would not have been created had not the campus had made these goals high priorities and instituted an Office of Undergraduate Education to pursue them. UE has contributed to UCR’s achievements, amply documented in the national press, that have enabled students of widely different backgrounds to prosper in a demanding academic environment, graduate at high rates, and enter the job world at income levels above those of previous generations. UE’s plan to pursue these goals is evident in what it does.”

Given no information on DEI policies/initiatives/achievements was provided in the reviewed document, we were unable to evaluate how, moving forward, this plan will promote/sustain DEI on campus. The committee recommends they explicitly outline the past goals/policies/initiatives that support DEI and then state they are still committed to those goals/policies/initiatives.
GRADUATE COUNCIL

April 16, 2021

To: Jason Stajich, Chair
Riverside Division

From: Amanda Lucia, Chair
Graduate Council

Re: [Campus Review] Compendium Action: 2nd Round - Formalization of Division Status for Undergraduate Education

Graduate Council reviewed the proposal to formalize Division status for Undergraduate Education at their April 15, 2021 meeting. The Council is supportive of the proposal and commends the effort to consolidate administrative resources and bring UCR into alignment with other UCs. Some committee members were concerned as to whether CHASS (English) would lose control over TAships and would like to know how those TAships will be allocated under this new Division.
TO: Jason Stajich, Chair  
     Riverside Division

FR: Richard M. Carpiano, Chair  
     Executive Committee, School of Public Policy

RE: [Campus Review] Compendium Action: 2nd Round - Formalization of Division Status for Undergraduate Education

Date: April 5, 2021

The Executive Committee of the School of Public Policy reviewed and discussed the document for Campus Review “Compendium Action: 2nd Round - Formalization of Division Status for Undergraduate Education.” We are in support of this proposal.

Sincerely,

Richard M. Carpiano, Ph.D., M.P.H.  
Professor of Public Policy and Sociology
COMMITTEE ON ACADEMIC PERSONNEL

March 9, 2021

To: Jason Stajich, Chair
Riverside Division Academic Senate

From: Yinsheng Wang, Chair
Committee on Academic Personnel

Re: 2nd Round - Formalization of Division Status for Undergraduate Education

CAP discussed the materials provided in the “Compendium Action: 2nd Round – Formalization of Division Status for Undergraduate Education”. CAP has no objection about combining different units on campus to form a new Division of Undergraduate Education.

CAP considered the proposed personnel review process and agreed that it is important to establish a Writing Department Personnel Committee for reviewing future LSOE and LPSOE files. CAP also felt that the proposed composition and term of service of the Personnel Committee are reasonable. In particular, the committee will consist of the seven Senate members currently serving on the UWP’s long-established Writing Program Committee for curriculum and personnel (two LSOEs and one Program Director from the UWP and the remaining four from various colleges on campus), and the members will serve on staggered three-year terms. Nevertheless, the proposed process of personnel review in the order of Writing Department Personnel Committee → VPDUE → APO → CAP → VPAP for all merit files should be changed to Writing Department Personnel Committee → VPDUE → APO → CAP → VPAP → PEVC. Likewise, the same process but with the final decision made by the Chancellor should be implemented for promotion files.
COMMITTEE ON COURSES

March 15, 2021

To: Jason Stajich, Chair
Riverside Division

From: Ming Lee Tang, Chair
Committee on Courses

Re: Revised Proposal for Formalization of Division Status for Undergraduate Education

The Committee on Courses reviewed the revised proposal for the formalization of Division status for Undergraduate Education at their March 10, 2021 meeting and is supportive of the proposal.
PLANNING & BUDGET

April 1, 2021

To: Jason Stajich, Chair
Riverside Division

From: Katherine Kinney, Chair
Committee on Planning and Budget

RE: [Campus Review] Compendium Action: 2nd Round - Formalization of Division Status for Undergraduate Education

Planning & Budget (P&B) discussed the proposal for Formalization of Division Status for Undergraduate Education at their March 30, 2021 meeting. The committee affirmed their original statement from June 2020 and is supportive of the proposal.
March 25, 2021

To: Jason Stajich, Ph.D., Chair, Academic Senate, UCR Division

From: Declan McCole, Ph.D., Chair, Faculty Executive Committee, UCR School of Medicine

Subject: SOM FEC Response to: 2nd Round – Formalization of Division Status for Undergraduate Education

Dear Jason,

During the SOM Executive Committee regularly scheduled meeting, the FEC reviewed the 2nd Round – Formalization of Division Status for Undergraduate Education. The SOM FEC was enthusiastic for this proposal as enhancing the student experience is of clear value and importance. However, there were some concerns raised. Most notably, a compelling argument was not clearly presented as to why there is an overriding need for the establishment of this new Division. More specific questions related to:

• What credit-bearing programs would the new Division of Undergraduate Education utilize and will these require separation from the jurisdiction of other colleges?

• Will there be a negative impact on CHASS and other colleges?

• How will centralizing undergraduate education impact the undergraduate offices within specific colleges?

• While funds are not required for physical space, where will the money come from to pay for the presumed requirement for an increase in administrative and staff hires?

Yours sincerely,

Declan F. McCole, Ph.D.
Chair, Faculty Executive Committee School of Medicine