



Academic Senate

EXECUTIVE COUNCIL

February 28, 2022

To: Riverside Division

From: Jason Stajich, Division Chair

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

During their February 28, 2022 meeting Executive Council reviewed the final proposal as included with clarification and answers from proponents. Executive Council members commented that information in the documents regarding how Teaching Assistants are funded and distributed is critical. Members also wondered how the undergraduate program of teaching would be evaluated; and how its effectiveness would be assessed. Council hopes that these aspects are addressed as the plan for this unit progresses.

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: February 4, 2022

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

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.

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.

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.¹

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

¹ 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.

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. 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.²
- 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.
- 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.

² 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 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

LSEO 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 MiniCourses

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, crediting-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:

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.

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:

Composition Pedagogy/ELL Pedagogy, Linguistics/Syntax/English Grammar, Effective Evaluation Practices, History of Rhetoric and Composition, Prose Style, Oratory/Oral 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 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 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 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 campus-wide 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 COMMITTEE REVIEWS:

1. What is the impact of this proposal on employment of graduate student instructors for writing instruction?

With the Senate’s approval of this proposal, employment of graduate student instructors will continue to be vital to the writing program’s mission. The number of writing program TA-ships, already substantial in 2008, increased by two-thirds in the following years. The variety of departments whose graduate students teach in the writing program grew more than five-fold. We expect the number of TA-ships to continue to increase as UCR’s lower-division enrollment grows. Our goal is to meet the demands of UCR’s growth by means of TA hires.

The employment, training, and mentoring of graduate student instructors are high priorities for the UWP and will remain so. We set a high priority on preparing scores of TAs each year to teach UCR undergraduates – and the students they will meet in their future careers – in the arts of interdisciplinary research, inquiry, persuasion, lucid communication, as well as close and critical reading. Every year our training and mentoring program reaches dozens of TAs across campus – those who teach in WAC courses that are writing-intensive breadth and capstone offerings in CNAS, CHASS, Business, and Engineering.

The new Department of University Writing will maintain and over time increase the UWP's current substantial investment in those activities. Investment in TA-ships will increase as the campus grows and the number of WAC (Writing Across the Curriculum) courses increases.

2. What is the impact of UE division and UWP departmental status on the employment of graduate student instructors for that purpose in Summer Session?

The new Department of University Writing will continue to arrange for large numbers of graduate students to teach during Summer Session. The Office of Summer Sessions is responsible for the hiring of our nominees, virtually all of whom are hired by Summer Sessions on the basis of our projections of instructional need. The record of commitment to TA employment is clear (see below).

Summer UWP Appointment Count:

	2021 Count	2020 Count	2019 Count
Lecturer SOE	4	4	4
Lecturer	38	45	35
Academic Coordinator II -0843FY	4	0	0
Associate In and Teaching Ass'ts	75	57	44
Totals	121	106	83

The UWP's summer income, like the summer income of other academic units, is entirely separate in source and purpose from Summer Session’s hiring of TAs. It is devoted, in descending order of magnitude, to 1)

covering substantial, longstanding, systemic shortfalls in UWP office staff benefits support, 2) funding a staff position that carries out vital program operations such as massive year-round placement and final examinations (online and in-person), conferences, expert backup, including financial processing, for other staff, and office support for our proactive outreach to the schools (through our Inland Area Writing Project site, including professional development for K-12 writing teachers and our high-school visitation program, and 3) administrative supplies and expenses, including technology upgrades, and 4) providing a small amount of funding for professional development and professional travel for program administration and staff.

3. Would the new Department of University Writing “engage exclusively in teaching without contributing to scholarship or creative activity?” What standards of scholarship would it expect? Would they be harmonious with standards of scholarship elsewhere on campus?

Division status would create a sea-change that would enable the writing program to recruit a core leadership Senate teaching faculty: Professors of Teaching who would be expected to do research as well as model and promote excellent teaching. (Currently in the program, there are only two Professors of Teaching, as well as a ladder faculty Director. None can be listed with a faculty appointment in the writing program until Divisional status is granted.) Standards of review for those appointments are in sync with campus expectations for review of Associate Professors of Teaching and (in the case of the director) ladder faculty across the campus. Today there are scores of research fields in which scholars of rhetoric, composition, and communication publish research. The standards for research in the new department would be generally the same as those across campus for Senate members, particularly for Professors of Teaching: publication in recognized journals and presses of research relevant to the unit’s disciplinary concerns, including pedagogy.

The available and relevant fields of research have rich literatures and clear potential for development. The UWP Director, a ladder-faculty Professor, has written a prize-winning book (published by Harvard University Press) on Francis Bacon's philosophy of rhetoric and science, and a book on Lincoln's speeches (published by Johns Hopkins University Press) that was nominated for a Pulitzer and the Lincoln Prize. His published study of the relation between reading pedagogy and writing in dozens of writing programs across the country ("Writing Without Reading") has circulated widely online. Although our two Professors of Teaching have been in the program only for three years, one is already one of the two co- authors of the most prominent research-based writing textbook in the country (*The Saint Martin's Guide to Writing*). The other has recently published an account of his founding, at UCR, what might be the country's first writing mentoring program for post-foster college students. Both have published literary studies with relevance to our understanding of pedagogy in a research university’s writing program.

Our non-Senate Lecturers, for their part, have made dozens of presentations at national and regional academic conferences. Scholarship by UWP Lecturers has appeared in *California English*, *Educational Computing Research*, *The Journal of Education and Learning*, and other journals. Several have published creative works (novels, screenplays, and poetry). Some have co-authored textbooks. Two have published scholarly monographs. Recently, one of our TAs, mentored by one of our course directors, completed a study of “place-based autoethnography” that was based on student writing in our English 1A classes. It has been published in *Composition Forum*.

Departmental status would stabilize and enlarge our research into many topics that are program-related and relevant to wider research goals: the history of University of California writing programs, the founding and development of UCR’s WAC program, the relation between proficiency standards and student success, the

strengthening of plagiarism-resistant pedagogy, the creation of an effective writing placement system, the development of effective university outreach to K-12 teachers of writing, and so on.

4. There is a need to clarify the functions and membership of the proposed Faculty Executive Committee. What is the rationale for including faculty from other Colleges and Schools?

The new Division of Undergraduate Education would extend its current involvement in targeted aspects of undergraduate education relevant to all UCR's colleges. Therefore, a divisional executive committee drawn from all the colleges would be an appropriate means of advising the new Division, providing feedback, and reviewing proposals for new and modified UE coursework before they are forwarded to the Senate for final approval. The new committee would consider such things as proposals for new R-courses, title and structural changes in writing courses, and new one-unit offerings for a course that helps students prepare for UE's annual undergraduate research symposium. The committee would also provide regular faculty input and feedback to the Vice Provost/Dean of the Division regarding the new Division's program initiatives and their relation to campus goals for undergraduate education.

5. What about 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.

6. 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.

7. What provisions will be made for diversity, equity, and inclusion? Is there a 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.

UE'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) ○ 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 micro-aggressions. 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. BGEE 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 design to be first-gen friendly.
 - The 2016 UE conference on closing the graduation gap and increasing access to higher education.
 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 ○ <https://councilofafricanamericanparents.org/resources/caap-scholarship/>
 2. Growing Inland Achievement, 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, Recognition as a "First-Gen Forward" Institution
 - Development of First-Gen Chats
 - First-Gen Week and Radio Special
 - Class talks
 - Higher-Ed/UCR Jargon Dictionary for Chatbot

ANTICIPATED TIMELINE FOR IMPLEMENTATION OF THIS PROPOSAL

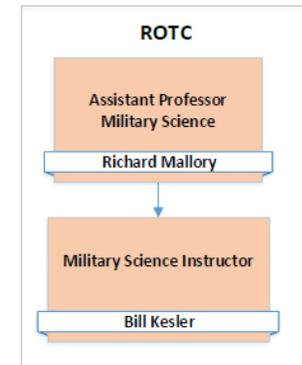
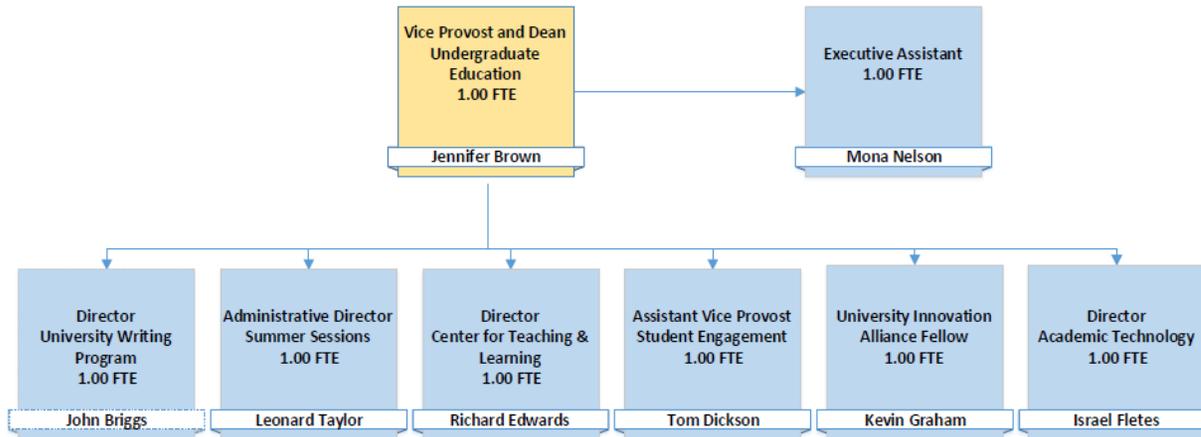
In accordance with the guidelines and associated timelines for UCR Senate and University of California Senate reviews for proposal of a new academic unit, UE would anticipate an effective date of July 1, 2022, for the establishment of UE as an academic unit. The precise date of the conversation might 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.

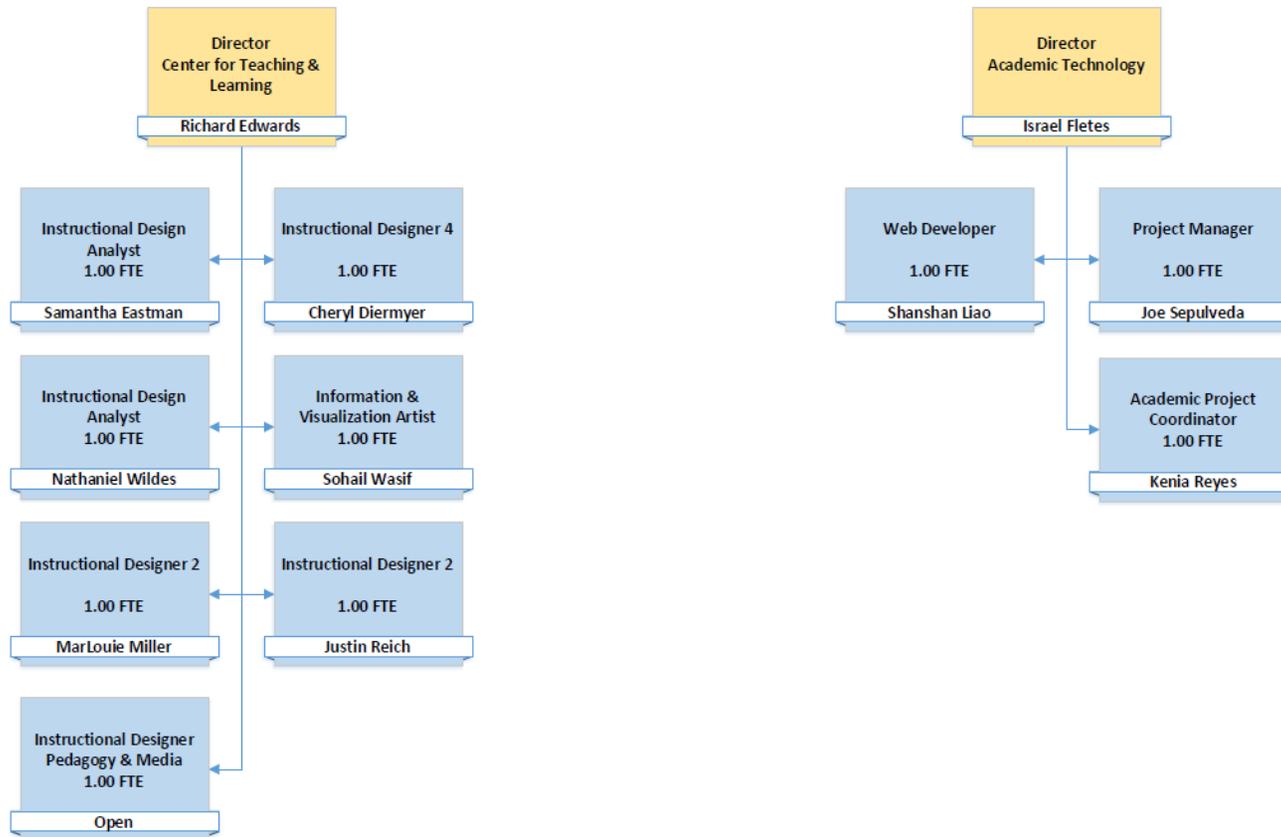
Divisional status would create new avenues for UE to help bring about the campus's goal of offering to all students an unparalleled educational experience. It would enable UE to develop a more coherent, consistent, flexible, and sustainable UE structure with which to advance student success, and do so 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



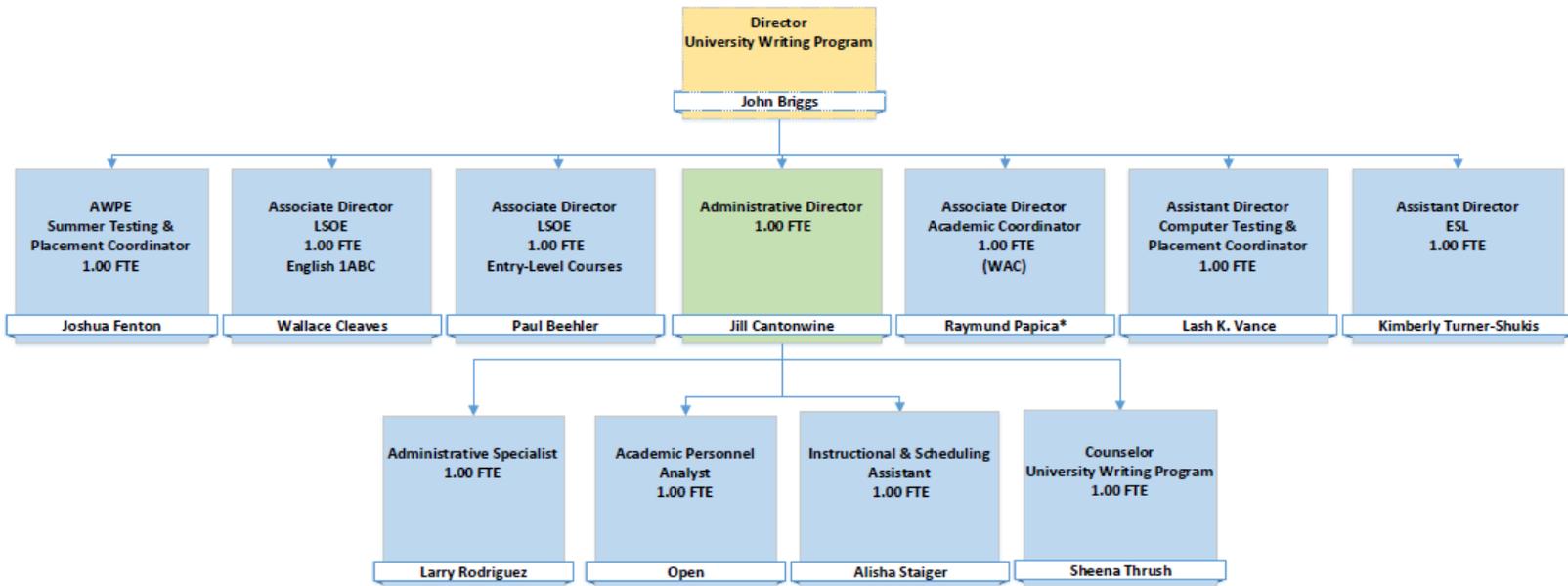
Effective
February 2022

UNDERGRADUATE EDUCATION – XCITE



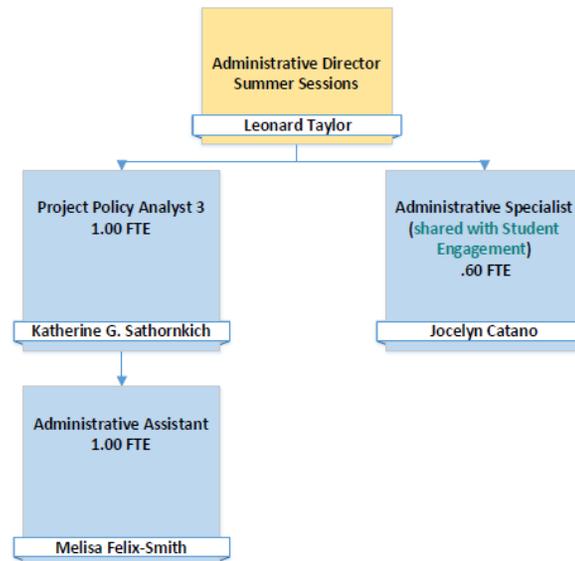
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February 2022

UNDERGRADUATE EDUCATION – UNIVERSITY WRITING PROGRAM



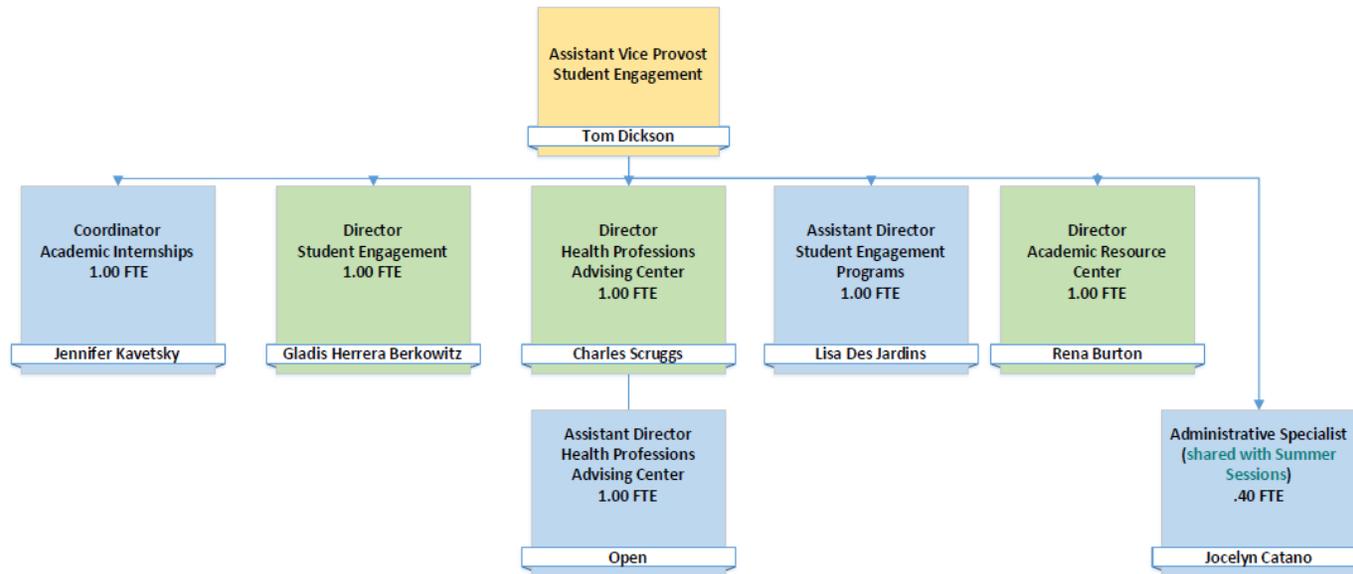
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UNDERGRADUATE EDUCATION – SUMMER SESSIONS



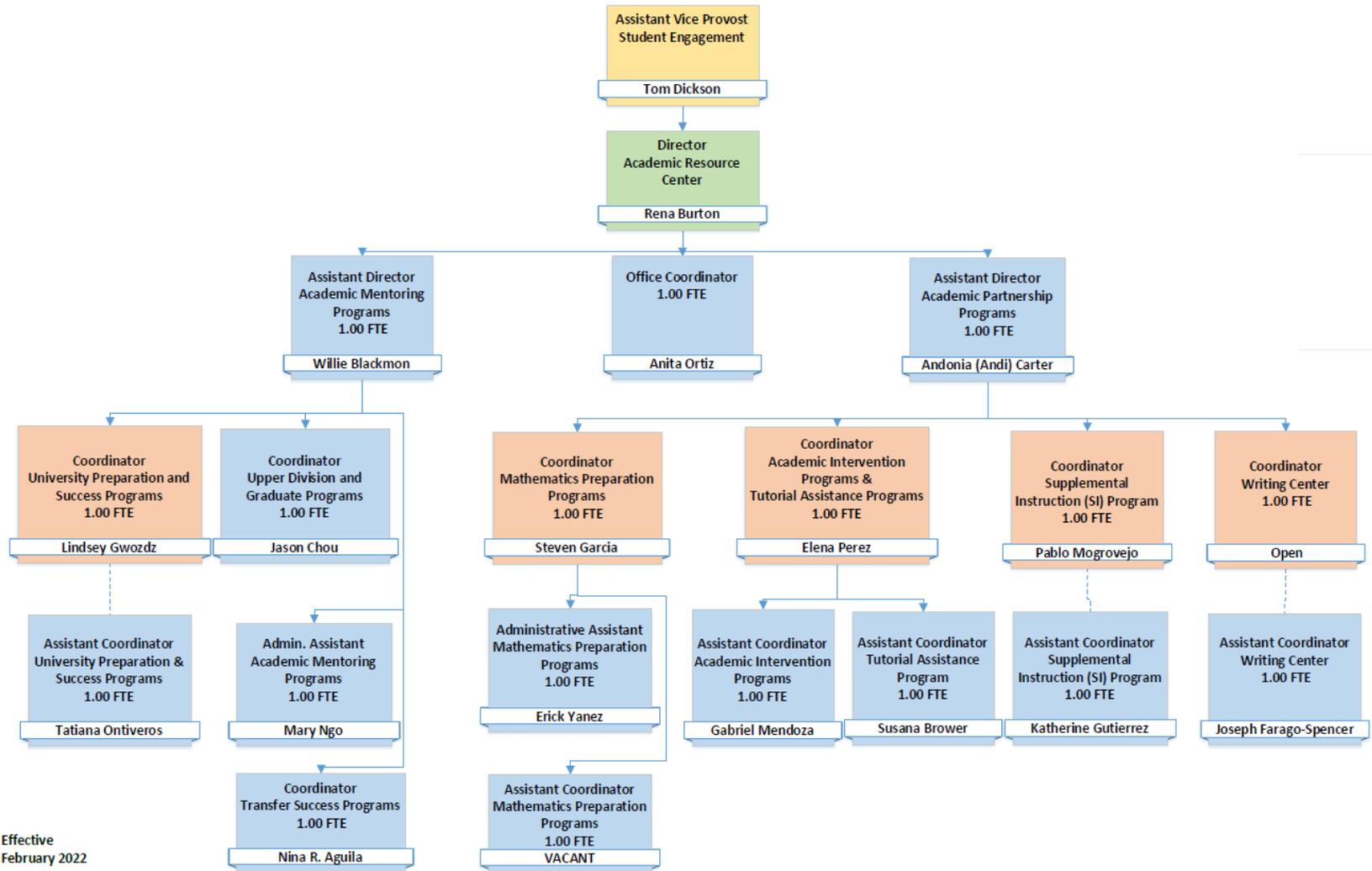
Effective
February 2022

UNDERGRADUATE EDUCATION – STUDENT ENGAGEMENT



Effective
February 2022

UNDERGRADUATE EDUCATION – ACADEMIC RESOURCE CENTER



Effective
February 2022



Undergraduate Education

Date: February 4, 2022
To: Academic Senate
From: Jennifer Brown, Ph.D., Vice Provost and Dean, Undergraduate Education
RE: Undergraduate Education (UE) Proposal for Divisional Status

Dear UCR Senate Executive Council:

Thank you for the helpful feedback. UE appreciates the opportunity to provide additional context for the Academic Senate meeting on February 22, 2022. The updated proposal (pages 17 and 18) addresses the questions, and suggestions shared by the Executive Council regarding the proposed formalization of Division status for Undergraduate Education. The answers are also below for quick reference.

RESPONSES TO EXECUTIVE COUNCIL QUESTIONS (page 17-18):

1. What is the impact of this proposal on employment of graduate student instructors for writing instruction?

With the Senate’s approval of this proposal, employment of graduate student instructors will continue to be vital to the writing program’s mission. The number of writing program TA-ships, already substantial in 2008, increased by two-thirds in the following years. The variety of departments whose graduate students teach in the writing program grew more than five-fold. We expect the number of TA-ships to continue to increase as UCR’s lower-division enrollment grows. Our goal is to meet the demands of UCR’s growth by means of TA hires.

The employment, training, and mentoring of graduate student instructors are high priorities for the UWP and will remain so. We set a high priority on preparing scores of TAs each year to teach UCR undergraduates – and the students they will meet in their future careers – in the arts of interdisciplinary research, inquiry, persuasion, lucid communication, as well as close and critical reading. Every year our training and mentoring program reaches dozens of TAs across campus – those who teach in WAC courses that are writing-intensive breadth and capstone offerings in CNAS, CHASS, Business, and Engineering.

The new Department of University Writing will maintain and over time increase the UWP's current substantial investment in those activities. Investment in TA-ships will increase as the campus grows and the number of WAC (Writing Across the Curriculum) courses increases.

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Summer UWP Appointment Count:

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The UWP's summer income, like the summer income of other academic units, is entirely separate in source and purpose from Summer Session's hiring of TAs. It is devoted, in descending order of magnitude, to 1) covering substantial, longstanding, systemic shortfalls in UWP office staff benefits support, 2) funding a staff position that carries out vital program operations such as massive year-round placement and final examinations (online and in-person), conferences, expert backup, including financial processing, for other staff, and office support for our proactive outreach to the schools (through our Inland Area Writing Project site, including professional development for K-12 writing teachers and our high-school visitation program, and 3) administrative supplies and expenses, including technology upgrades, and 4) providing a small amount of funding for professional development and professional travel for program administration and staff.

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The available and relevant fields of research have rich literatures and clear potential for development. The UWP Director, a ladder-faculty Professor, has written a prize-winning book (published by Harvard University Press) on Francis Bacon's philosophy of rhetoric and science, and a book on Lincoln's speeches (published by Johns Hopkins University Press) that was nominated for a Pulitzer and the Lincoln Prize. His published study of the relation between reading pedagogy and writing in dozens of writing programs across the country ("Writing Without Reading") has circulated widely online. Although our two Professors of Teaching have been in the program only for three years, one is already one of the two co-authors of the most prominent research-based writing textbook in the country (*The Saint Martin's Guide to Writing*). The other has recently published an account of his founding, at UCR, what might be the country's first writing mentoring program for post-foster college students. Both have published literary studies with relevance to our understanding of pedagogy in a research university's writing program.

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Academic Senate

GRADUATE COUNCIL

February 11, 2022

To: Jason Stajich, Chair
Riverside Division

From: Don Collins, Chair
Graduate Council

Re: [Review Item Via Email] Undergraduate Education Academic Status Proposal
Clarifications

Graduate Council reviewed the memo clarifying the Council's questions from the last version of the proposal to formalize Division status for Undergraduate Education. With the explanations provided, the Council approves of the proposal but notes that none of the clarifications were incorporated into the proposal and should be added to the proposal before it is forwarded to the Division for review and approval.

The University Writing Program
UC Riverside

January 8, 2022

TO: Jason Stajich, Senate Chair

FROM: John Briggs, Professor of English
Director, University Writing Program

Jennifer Brown, VPDUE, Vice Provost and Dean of Undergraduate Education

RE: Responses to the Most Recent Senate Questions Regarding the Proposal to
Make UE an Academic and Administrative Division

1. Question from the Graduate Division:

The proposal does not mention graduate student instructors. It needs to include guaranteed employment for graduate students. The proposal must clarify whether there will be any changes to how summer revenue will be administered and distributed and by whom. Where does the summer revenue go?

Reply: The employment, training, and mentoring of graduate student instructors are high priorities for the UWP and will remain so. We set a high priority on preparing scores of TAs each year to teach UCR undergraduates – and the students they will meet in their future careers – in the arts of interdisciplinary research, inquiry, persuasion, lucid communication, as well as close and critical reading. Every year our training and mentoring program also reaches dozens of TAs across campus – those who teach in WAC courses that are writing-intensive breadth and capstone offerings in CNAS, CHASS, Business, and Engineering.

The new Department of University Writing will maintain and over time increase the UWP's current substantial investment in those activities. Investment in TA-ships will increase as the campus grows and the number of WAC (Writing Across the Curriculum) courses increases.

The UWP's summer income is primarily devoted, in descending order of magnitude, to 1) covering substantial, longstanding, systemic shortfalls in UWP office staff benefits support, 2) 100% funding of a staff position that carries out vital program operations such as massive year-round placement and final examinations (online and in-person), conferences, expert backup, including financial processing, for other staff, and office support for our outreach to the schools (our Inland Area Writing Project site, including professional development for K-12 writing teachers and our high-school visitation program, and 3) administrative supplies

and expenses, including technology upgrades, and 4) providing a small amount of funding for professional development and professional travel for program administration and staff.

2. Question from the School of Medicine

The response to the previously raised concern that the program would not contribute to scholarship (page 17), focuses exclusively on the qualifications of the instructors rather than highlighting scholarship or creative activity produced by the course. Therefore, it doesn't really answer the question asked. The response does not define a standard for scholarship that aligns with existing units across campus.

Reply: Division status would create a sea-change that would enable the writing program to recruit a critical mass of core leadership faculty: Professors of Teaching who would be expected to do research as well as model and promote excellent teaching. (Currently in the program, there are only two Professors of Teaching, as well as a ladder faculty Director. None can be listed with a faculty appointment in the writing program until Divisional status is granted.) Today there are scores of research fields in which scholars of rhetoric, composition, and communication publish research. (See the list on page __.) The standards for research in the new department would be generally the same as those across campus for Senate members, particularly for Professors of Teaching: publication in recognized journals and presses of research relevant to the unit's disciplinary concerns, including pedagogy.

The available and relevant fields of research have rich literatures and clear potential for development. The UWP Director, a ladder-faculty Professor, has written a prize-winning book (published by Harvard University Press) on Francis Bacon's philosophy of rhetoric and science, and a book on Lincoln's speeches (published by Johns Hopkins University Press) that was nominated for a Pulitzer and the Lincoln Prize. His published study of the relation between reading pedagogy and writing in dozens of writing programs across the country ("Writing Without Reading") has circulated widely online. Although our two Professors of Teaching have been in the program only for a few years, one is already the one of the two co-authors of the most prominent research-based writing textbook in the country (*The Saint Martin's Guide to Writing*). The other has recently published an account of his founding, at UCR, what might be the country's first writing mentoring program for post-foster college students. Both have published literary studies with relevance to our understanding of pedagogy in a university writing program.

For their part, our Lecturers have made dozens of presentations at national and regional academic conferences. Scholarship by UWP Lecturers has appeared in *California English*, *Educational Computing Research*, *The Journal of Education and Learning*, and other journals. Several have published creative works (novels, screenplays, and poetry). Some have co-authored textbooks. Two have published scholarly monographs. One of our TAs, mentored by one of our course directors, recently completed a study of "place-based autoethnography," which was based on student writing in our English 1A classes. It has been published in *Composition Forum*.

Departmental status would stabilize and enlarge our research into many topics that are program-related and relevant to wider research goals: the history of University of California writing programs, the founding and development of UCR's WAC program, the relation between proficiency standards and student success, the strengthening of plagiarism-resistant pedagogy, the creation of an effective writing placement system, the development of effective university outreach to K-12 teachers of writing, and so on.

3. Question from the Committee on Educational Policy

The Committee noted that the functions and membership of the proposed Faculty Executive Committee are unclear and recommends that the proposal be updated to include the rationale for including faculty from other Colleges and Schools.

Reply: The new Division of Undergraduate Education would extend its current involvement in targeted aspects of undergraduate education relevant to all UCR's colleges. Therefore, a divisional executive committee drawn from all the colleges would be an appropriate means of advising the new Division, providing feedback, and reviewing proposals for new and modified UE coursework before they are forwarded to the Senate for final approval. The new committee would consider such things as proposals for new R-courses, title and structural changes in writing courses, and new one-unit offerings for a course that helps students prepare for UE's annual undergraduate research symposium. The committee would also provide regular faculty input and feedback to the Vice Provost/Dean of the Division regarding the new Division's program initiatives and their relation to campus goals for undergraduate education.

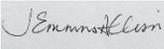


Academic Senate

COMMITTEE ON EDUCATIONAL POLICY

January 18, 2022

To: Jason Stajich, Chair
Riverside Division

From: Juliann Allison, Chair 
Committee on Educational Policy

RE: Revised Proposal for Division of Undergraduate Education

The Committee on Educational Policy reviewed the revised proposal for a Division of Undergraduate Education and have no additional comments on the proposal.



GRADUATE COUNCIL

January 25, 2022

To: Jason Stajich, Chair
Riverside Division

From: Don Collins, Chair
Graduate Council

Re: [Campus Review] Proposal: 4th Round - Formalization of Division Status for Undergraduate Education

Graduate Council had two questions resulting from the committee's previous review and response dated November 30, 2021; those questions (below) have not been fully answered and the proposal has not changed:

1. **Guaranteed employment for grad student instructors:** Graduate Council asked that the proposers include a guarantee for graduate student employment as instructors in the proposal. This is separate from the issue of training and mentoring graduate students. The revised proposal still does not have a single reference to graduate student instructors.
2. **Summer revenue:** The Council appreciates the breakdown of priorities for distribution of summer revenue. However, there does not appear to be commitment of revenue for graduate student employment. Graduate students rely on the opportunity to apply to teach courses during the summer.

This proposal appears to allow serious incursion into the revenue for and commitment to the employment of graduate student instructors. The proposal must include a written guarantee of employment for them.



Undergraduate Education

Date: September 24, 2021

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

From: Jennifer Brown, Ph.D., Vice Provost and Dean, Undergraduate Education

RE: Undergraduate Education Proposal for Divisional Status

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

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, crediting-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:

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.

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:

Composition Pedagogy/ELL Pedagogy, Linguistics/Syntax/English Grammar, Effective Evaluation Practices, History of Rhetoric and Composition, Prose Style, Oratory/Oral 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 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 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 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.

UE’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)
 - 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. BGEE 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 design to be first-gen friendly.
 - The 2016 UE conference on closing the graduation gap and increasing access to higher education.
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
 - <https://councilofafricanamericanparents.org/resources/caap-scholarship/>
 2. Growing Inland Achievement
 - 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
 - Recognition as a "First-Gen Forward" Institution
 - Development of First-Gen Chats
 - First-Gen Week and Radio Special
 - Class talks
 - Higher-Ed/UCR Jargon Dictionary for Chatbot

ANTICIPATED TIMELINE

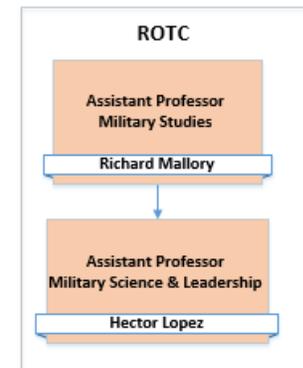
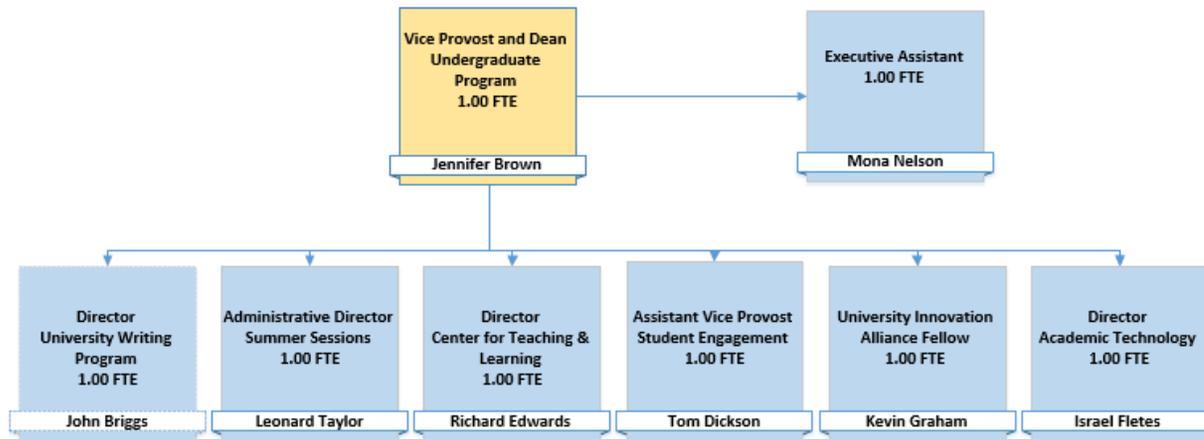
In accordance with the guidelines and associated timelines for UCR Senate and University of California Senate reviews for proposal of a new academic unit, UE would anticipate an effective date of July 1, 2022, for the establishment of UE as an academic unit. The precise date of the conversation might 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.

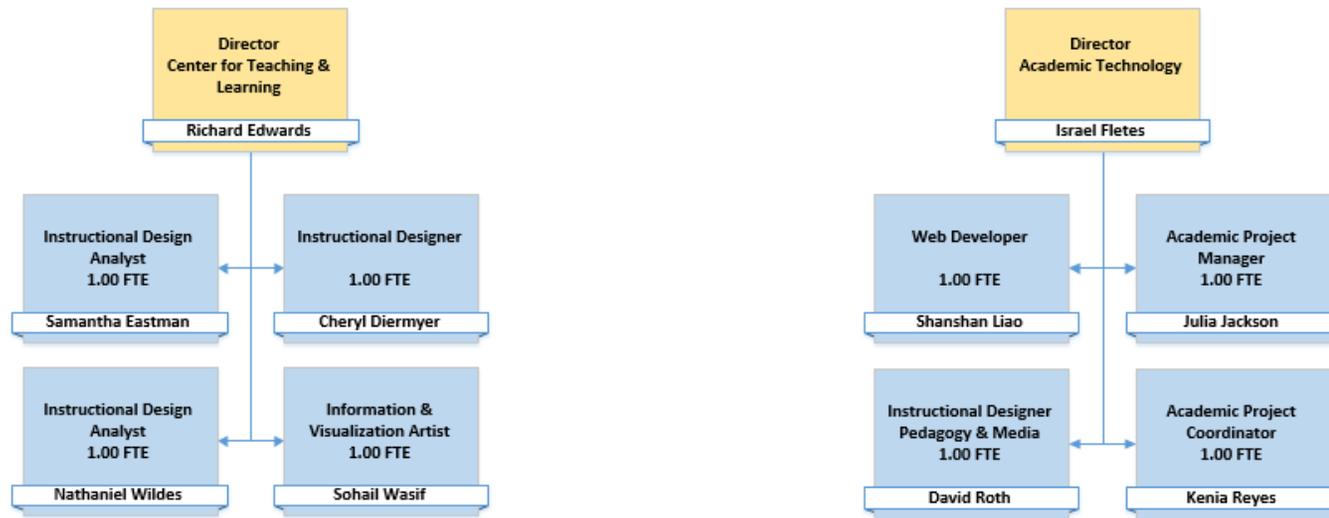
Divisional status would create new avenues for UE to help bring about the campus's goal of offering to all students an unparalleled educational experience. It would enable UE to develop a more coherent, consistent, flexible, and sustainable UE structure with which to advance student success, and do so 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

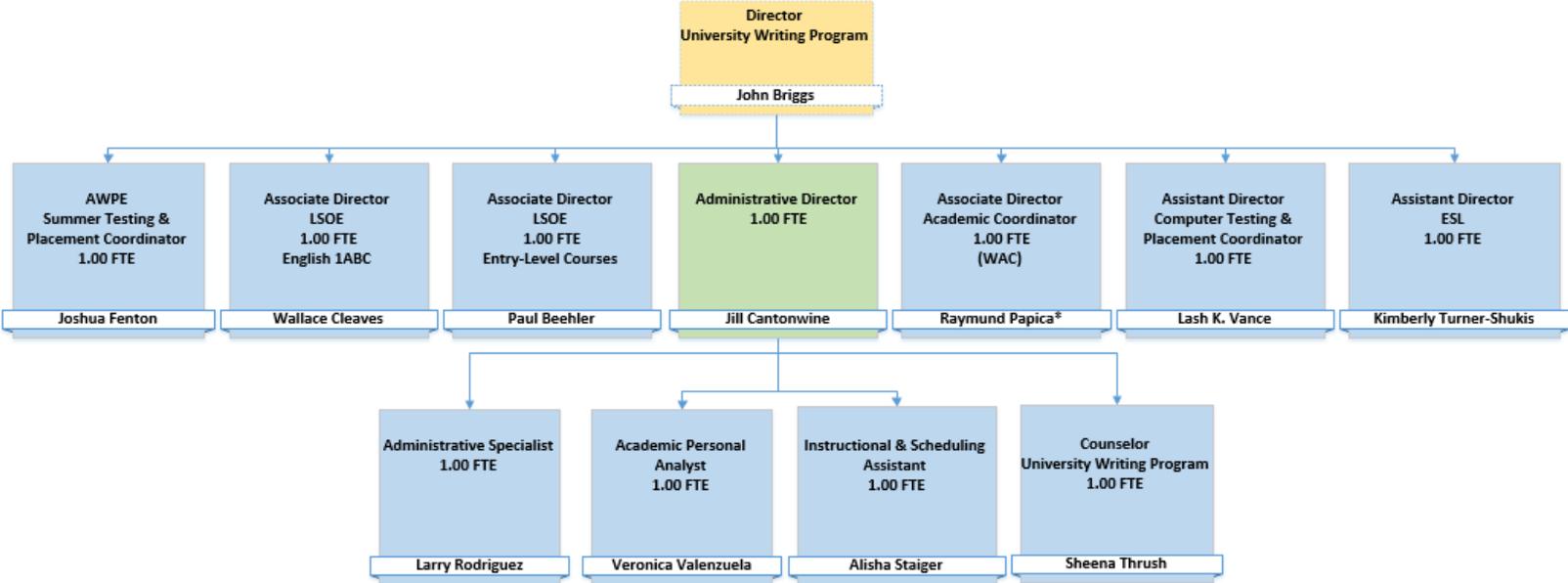


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UNDERGRADUATE EDUCATION – XCITE

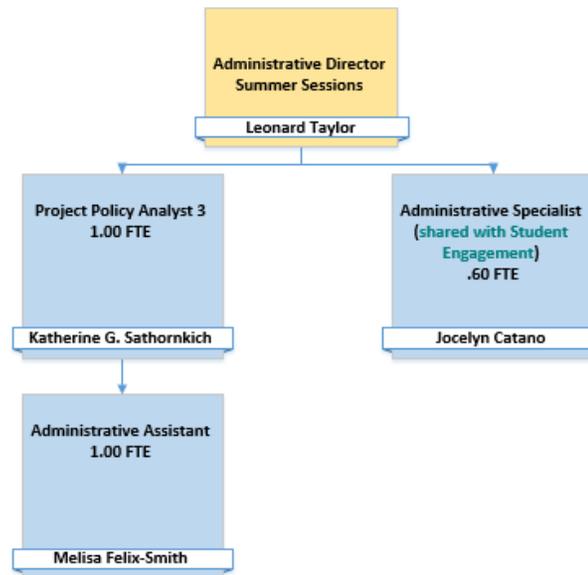


UNDERGRADUATE EDUCATION – UNIVERSITY WRITING PROGRAM

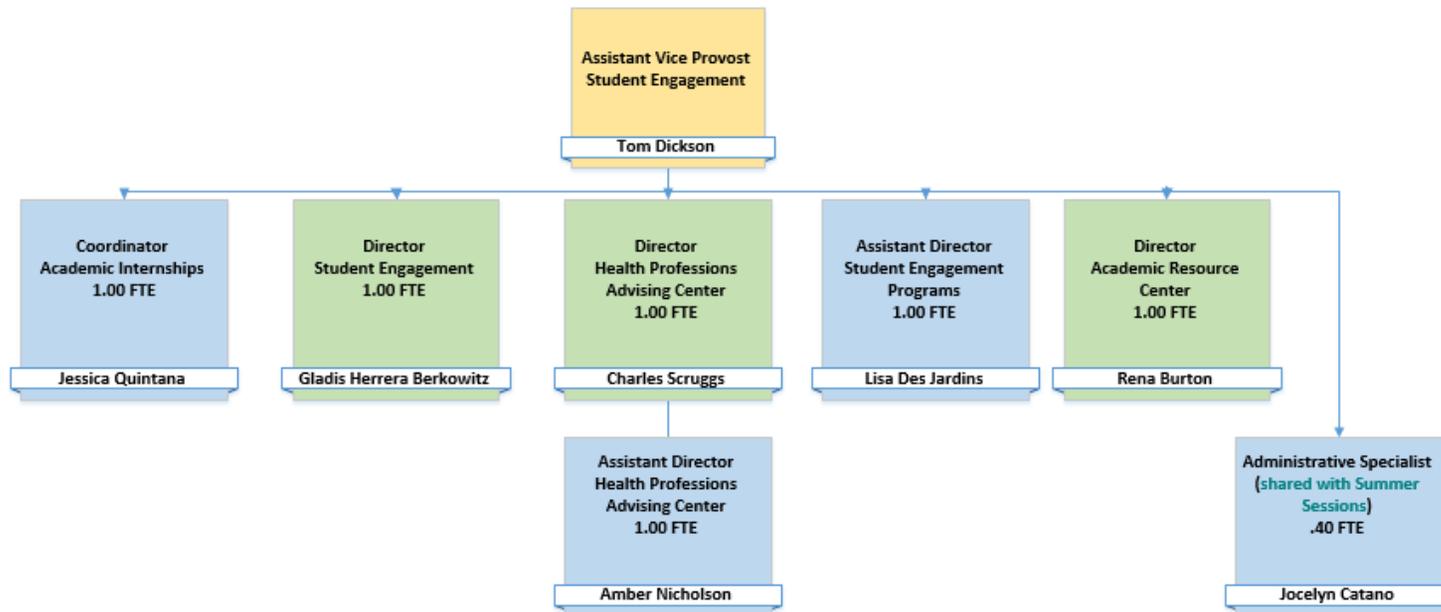


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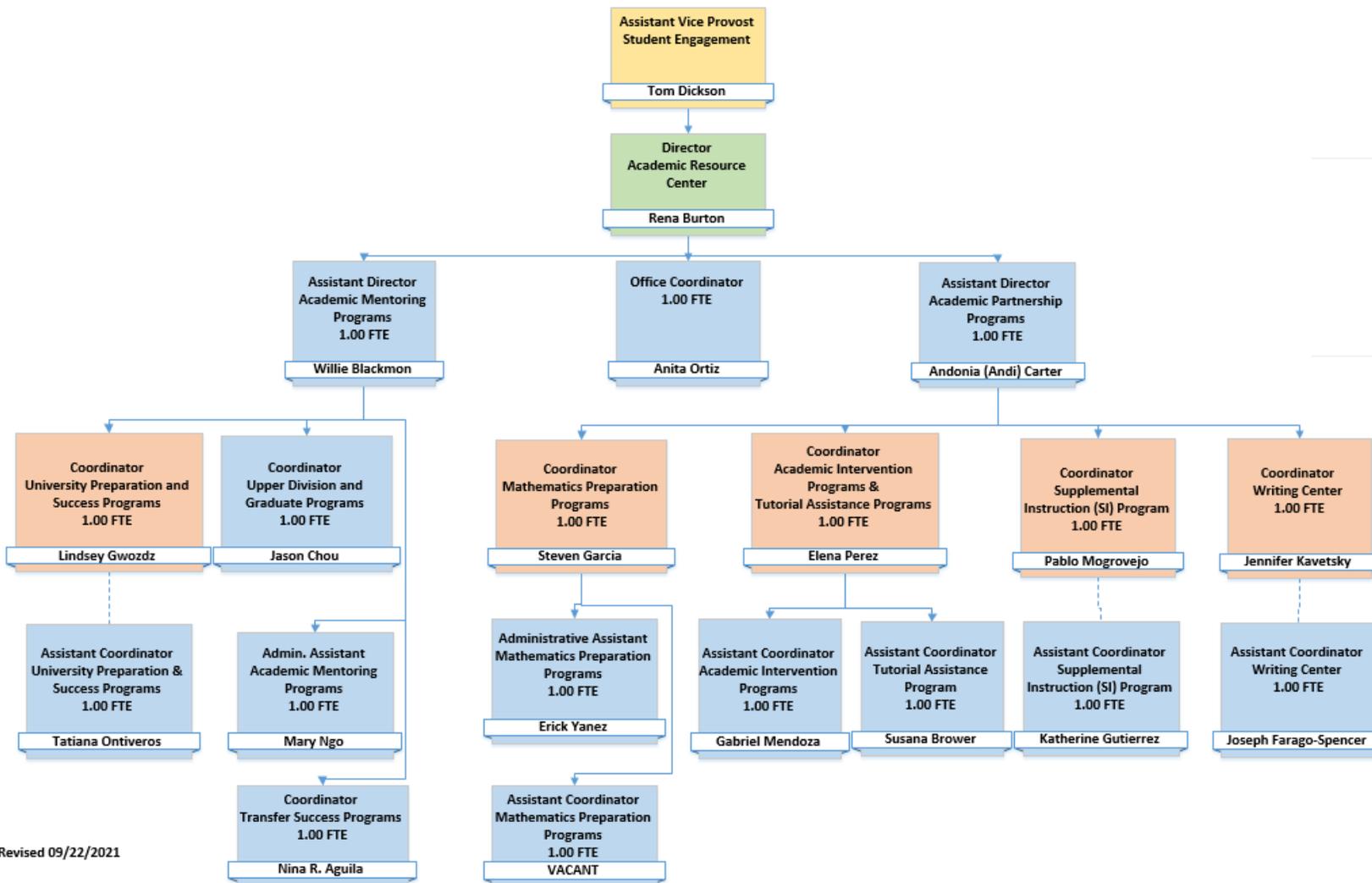
UNDERGRADUATE EDUCATION – SUMMER SESSIONS



UNDERGRADUATE EDUCATION – STUDENT ENGAGEMENT



UNDERGRADUATE EDUCATION – ACADEMIC RESOURCE CENTER



Revised 09/22/2021



Academic Senate

EXECUTIVE COUNCIL

December 20, 2021

To: Jennifer Brown, Vice Provost & Dean for Undergraduate Education
From: Jason Stajich, Chair, Riverside Division
RE: **(Proposal) 3rd Round - Formalization of Division Status for Undergraduate Education**

Dear Vice Provost Brown,

I write to provide consultative feedback regarding the proposed formalization of Division status for Undergraduate Education.

Council discussed this round of the proposal during their December 13, 2021 meeting and respectfully request that you respond to the attached comments to their attention by January 14, 2022 so Executive Council may discuss this matter at their January 24, 2022 meeting.

Sincerely,
/s/ Jason

CC: Elizabeth Watkins, Provost & Executive Vice Chancellor

November 18, 2021

Jason Stajich, Division Chair, Riverside Division
Academic Senate
University Office Building 221
University of California, Riverside

BCOE Executive Committee Response to Selected Campus and Systemwide Review

Dear Jason,

The BCOE faculty made a significant number of comments relating to the Campus Review [Report and Proposal on the Senate Ad Hoc General Education Review Committee including Supplemental Reports](#), due 11/18/2021.

I have attached the comments per program with this memo.

For the following request for campus and systemwide review, **BCOE has no comment.**

1. Campus Review

2. [Report and Proposal on the Senate Ad Hoc General Education Review Committee including Supplemental Reports](#)
3. [Proposed Change to Committee on Planning and Budget Bylaw](#), due 11/18/2021
4. [Proposal for the establishment of a Department of Environment, Sustainability, and Health Equity in CHASS](#), due 12/01/2021
5. [Proposal for Undergraduate Major in Actuarial Science](#), due 12/01/2021
6. [Online Masters of Business Administration](https://ucr-senate-public.s3.amazonaws.com/issues/actuarial-sci-senate-proposal-submitted-july-2021-61573c9e901a6-.pdf), due 12/01/2021
7. [3rd Round - Formalization Status of Division Status for Undergraduate Education](#), due 12/01/2021
8. [Request from Summer Sessions for Flexibility of Remote Options in Summer 2022](#), due 12/03/2021
9. [Master of Medical Education Program](#), due 12/08/2021
10. [Graduate Studies in Astronomy](#), due 12/17/2021
11. [New Department of Black Study](#), due 01/10/2022

12. Systemwide Review

13. [Leave of Absence and Other Leaves Without Pay](#), due 12/17/2021
14. [Draft Presidential Policy: Abusive Conduct/Bullying in the Workplace](#), due 12/17/2021

With Kindness,
Victor G. J. Rodgers
Chair of the Faculty of the BCOE Executive Committee

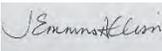


Academic Senate

COMMITTEE ON EDUCATIONAL POLICY

December 3, 2021

To: Jason Stajich, Chair
Riverside Division

From: Juliann Allison, Chair 
Committee on Educational Policy

RE: Undergraduate Education Revised Proposal for Divisional Status

The Committee on Educational Policy reviewed the Undergraduate Education revised proposal for Divisional Status at their November 5, 2021 and December 3, 2021 meetings and were appreciative of the revisions made to the proposal to address the Committee's prior concerns. The Committee noted that the functions and membership of the proposed Faculty Executive Committee are unclear and recommends that the proposal be updated to include the rationale for including faculty from other Colleges and Schools.



COMMITTEE ON DIVERSITY, EQUITY, & INCLUSION

November 2 ,2021

To: Jason Stajich
Riverside Division Academic Senate

From: Katherine Stavropoulos, Chair
Committee on Diversity, Equity, & Inclusion

Re: [Campus Review] (Proposal) 3rd Round - Formalization of Division Status for
Undergraduate Education

We appreciate the committee's responsiveness to our previous feedback. We support this proposal and have no further concerns.



Academic Senate

GRADUATE COUNCIL

November 30, 2021

To: Jason Stajich, Chair
Riverside Division

From: Don Collins, Chair
Graduate Council

Re: [Campus Review] (Proposal) 3rd Round - Formalization of Division Status for Undergraduate Education

The Graduate Council reviewed the third version of the proposal for Formalization of Division Status for Undergraduate Education at their November 18, 2021 meeting. The proposal does not mention graduate student instructors. It needs to include guaranteed employment for graduate students. The proposal must clarify whether there will be any changes to how summer revenue will be administered and distributed and by whom. Where does the summer revenue go?



December 1, 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: [Campus Review] Proposal: 3rd Round – *Formalization of Division Status for Undergraduate Education*

Dear Jason,

The SOM Faculty Executive Committee has reviewed the 3rd Round Proposal for the Formalization of Division Status for Undergraduate Education. There was broad approval for the proposal, but some concerns were raised.

The response to the previously raised concern that the program would not contribute to scholarship (page 17), focuses exclusively on the qualifications of the instructors rather than highlighting scholarship or creative activity produced by the course. Therefore, it doesn't really answer the question asked. The response does not define a standard for scholarship that aligns with existing units across campus.

We defer to the Campus Committee on Planning and Budget for their assessment of the budgetary claims in the proposal, in particular, whether it will be self-supporting and if this aligns with the likely hiring of non-Senate Lecturers.

Yours sincerely,

A handwritten signature in cursive script that reads "Declan McCole".

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