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

CAMPUS
University of California, Riverside (UCR)

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

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

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

CONTEXT AND RATIONALE

1. Precedents for UE Divisional Status

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

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

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

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

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

2. Formalizing Long Standing Structures and Leveraging Future Potential

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

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

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

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

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

STRUCTURE AND FUNCTION IN GREATER DETAIL

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

The Various Units in UE:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

INNOVATIONS NECESSARY FOR DIVISIONAL STATUS

1. A Divisional Executive Committee

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

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

- one from Mathematics (elected by CNAS faculty)
- two from other departments of CNAS (elected by CNAS faculty)
- one from BCOE (elected by BCOE faculty)
- one from Education (elected by Education faculty)
- one from Business (elected by Business faculty)
- one from English (elected by CHASS faculty)
Undergraduate Education

- three drawn from the following writing-intensive departments involved in WAC and elected by the CHASS faculty: Philosophy, Creative Writing, History, with no more than one from each department
- one drawn from other departments in CHASS (elected by CHASS faculty)
- two Senate members from the Department of University Writing, (appointed by the writing program Director).

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

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

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

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

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

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

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

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

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

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

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

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

Criteria for Reviews

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

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

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

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

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

**DEPARTMENTNAL STATUS FOR THE UNIVERSITY WRITING PROGRAM**

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

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

Samples of Current UWP courses and New Nomenclature:

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

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

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

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

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

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

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

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

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

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

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

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

DIVISIONAL STATUS AND FUNDING

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

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

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

STUDENTS AND EMPLOYMENT IMPLICATIONS

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

**DIVERSITY, EQUITY, AND INCLUSION PLAN**

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

**ANTICIPATED TIMELINE**

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

**CONCLUSION**

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

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

Administrative Director
Summer Sessions
Leonard Taylor

Project Policy Analyst S
1.00 FTE
Katherine G. Salthornkoch

Administrative Assistant
1.00 FTE
Melisa Felix-Smith

Administrative Specialist
(shared with Student Engagement)
0.60 FTE
Jocelyn Catane
Please find attached a mini-proposal submitted to the Faculty Senate from the VPDUE of Undergraduate Education requesting the formalization of Undergraduate Education to academic status. We have followed the guidelines as outlined in the compendium. We have also gathered feedback from this document with a few faculty but have not circulated this document to colleges or their executive committees. We understand that this process and review of our documents will take some time and look forward to the feedback.
CAMPUS
University of California, Riverside (UCR)

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

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

CONTEXT AND RATIONALE

1. Precedents for UE Divisional Status
Six of the nine UC general campuses have Divisions of Undergraduate Education: UCSB, UCLA, UCI, UCSC, UCB, and UCM. Three of those divisions (UCB, UCLA, UCM) are administrative and academic, offering their own courses and minors.
The Office of Undergraduate Education currently operates in many ways as an academic unit, while lacking the affirmative designation to formalize those operations or to make decisions for long-term sustainability in supporting its programs. Given its many contributions to UCR’s efforts to raise graduation rates and improve the experience of undergraduate students, the time has come to designate UE as a Division. The importance of UE’s contributions to the campus’s educational mission is all the more evident in its vital work with faculty and Teaching Assistants across the institution in the ongoing COVID-19 emergency.

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

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

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

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

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

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

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

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

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

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

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

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

3. Enabling UCR to Enhance and Innovate Student Success Initiatives

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

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

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

**Proposed Coursework**

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

**Personnel Reviews for Senate Members in the University Writing Program**

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

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

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

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

RESOURCES REQUIRED

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

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

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

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

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

Divisional status would create new avenues for UE to help bring about an unparalleled student experience. Divisional status would create a more coherent, consistent, flexible, and sustainable UE structure with which to advance student success, and do so in ways that would enable the campus to better address institutional and systemwide goals. Divisional status would strengthen UE’s capacity for innovations that would help UCR students succeed. We hope you will support this endeavor.
June 12, 2020

To: Dylan Rodriguez  
Riverside Division Academic Senate

From: Sherryl Vint, Chair  
Committee on Academic Personnel

Re: Compendium Action: Establishment of Division of Undergraduate Education

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

To: Dylan Rodríguez, Chair
   Riverside Division

From: Randolph C. Head, Chair
       Committee on Courses

Re: Proposal to Establish a Division of Undergraduate Education

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

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

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

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

To: Dylan Rodriguez  
Riverside Division Academic Senate

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

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

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

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

July 8, 2020

To: Dylan Rodríguez, Chair
Riverside Division

From: Stefano Vidussi, Chair
Committee on Educational Policy

RE: Proposal to Establish Division of Undergraduate Education

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

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

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

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

July 6, 2020

To: Dylan Rodriguez, Chair
Riverside Division

From: Jason Stajich, Chair
Graduate Council

Re: Formalization of Division Status for Undergraduate Education

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

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

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

June 9, 2020

To: Dylan Rodriguez, Chair
Riverside Division

From: Harry Tom, Chair
Committee on Planning and Budget

Re: Establishment of Division of Undergraduate Education

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