Office of the Vice Provost and Dean, Undergraduate Education
Executive Summary – Academic Planning
March, 2001

The office of the Vice Provost and Dean of Undergraduate Education was established at UC Santa Cruz on July 1, 1999. Since that time, the office has worked to identify campus-wide programs that improve the quality of our undergraduate educational experiences, and to provide better coordination and integration of these programs. Many of the issues needing to be addressed centrally by my office were clearly delineated in the 1998 Millennium Committee Report (UCSC at a Crossroads: Advisory Report of the Millennium Committee, September, 1998). Of its 113 "call to actions", over 40 were specifically related to improving the overall quality of undergraduate education at UC Santa Cruz. We also recognize the need to improve undergraduate retention and to assure that during this next decade of growth, we preserve and improve upon our excellence. Success in addressing these issues will ensure the success of our students.

During the past 20 months, my office has been working with academic deans, college provosts, faculty, staff, the Office of Student Affairs, the Registrar and the UCSC Academic Senate (Committee on Educational Policy, Committee on Teaching, Committee on Planning and Budget) to refocus the attention of the campus on a number of issues including, but not limited to:

- Student academic assessment – grades and narrative evaluations.
- Advising – the integration of college, departmental and student affairs advising.
- Undergraduate research – expansion of opportunities for undergraduate research and other scholarly creative activities; recognition of student scholarly contributions.
- Academic internships and service-learning programs.
- Writing across the curriculum, including consideration of subject A.
- International education.
- General education, including discussion of languages, math requirements, etc.
- Learning support services for students.
- Teaching support services for faculty and graduate teaching assistants.
- Academic and co-curricular academic programs in the colleges.

In almost each and every case, analysis of current programs has confirmed their excellence in leading to success of our undergraduate students and a generally satisfactory level of retention[1]. However, in every case we identified a need for much more integration and coordination. Such improvements will lead to greater access to these programs by all our students and faculty. Accordingly, I offer the following vision of a proposed organization of all campus-wide undergraduate academic programs, to be implemented concurrent with enrollment growth. I recommend that the campus proceed to implement this organization during the next two years with the expectation that within five years we will be able to assess its success with respect to improvements in the quality of undergraduate education. Support for new positions required for such coordination could be obtained from funds provided by the UC Office of the President to improve the quality of undergraduate education.[2] The synergy afforded by coordinating programs as outlined in the organization chart that follows should

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[1]UCSC retention figures show that we retained last year's entering freshmen at a rate of 85.7%. Retention has increased over the past few years.

[2] In the 2000 UC budget, UCOP provided six million dollars system-wide to improve the quality of undergraduate education. This funding is permanent and will be augmented by five to 8 million dollars each year for the following ca 5 years. Much of these funds are designated to initiate a decrease in the student:faculty ratio from its ca 19:1 to a target of 17.9:1. These funds may also be used to enhance undergraduate research opportunities programs, to improve writing and to provide better advising programs.

increase program efficiencies, thereby increasing their effectiveness. By aligning these programs in the way depicted and providing leadership by a director, we anticipate that these programs will have the critical mass and synergy required to be highly competitive for external foundation and private support. A major role of the directors in these programs will be to facilitate fund-raising.

We propose forming a campus-wide "Undergraduate Council" that would include the Council of Provosts[3] and the "Directors" depicted above with appropriate representation from Senate committees (CEP, COT) and the Registrar. The primary responsibility of this Council will be to address issues of campus-wide concern with respect to undergraduate education and where appropriate, develop policy suggestions to be considered by the Committee on Educational Policy. It will also be charged with assessing[4], on a regular basis, all campus-wide undergraduate programs.

The following organizational chart depicts the offices that will oversee across-campus programs (first two tiers) and the programs and processes that will be the responsibility of each office (third tier and below – in italics). Many of these programs are currently in place, but are not integrated as depicted below. Some reside currently in the academic divisions (i.e., academic internship programs, service learning, advising) some in the library (i.e., media services), some in CATS (i.e., instructional computing) and some in the Division of Student Affairs (i.e., learning support services, some campus advising). In no way would the proposed reorganization aim to assimilate academic programs – but merely to provide better campus-wide integration and coordination. However, if implemented, this structure would result in the transference of other programs and offices such as media services, instructional computing and the Center for Learning Support to the Office of the Vice Provost and Dean of Undergraduate Education. The proposed reorganization is consistent with reorganization of campus-wide teaching and learning programs and academic programs at other UC campuses such as UC Davis[5], UCLA, UCSB and UC Irvine.
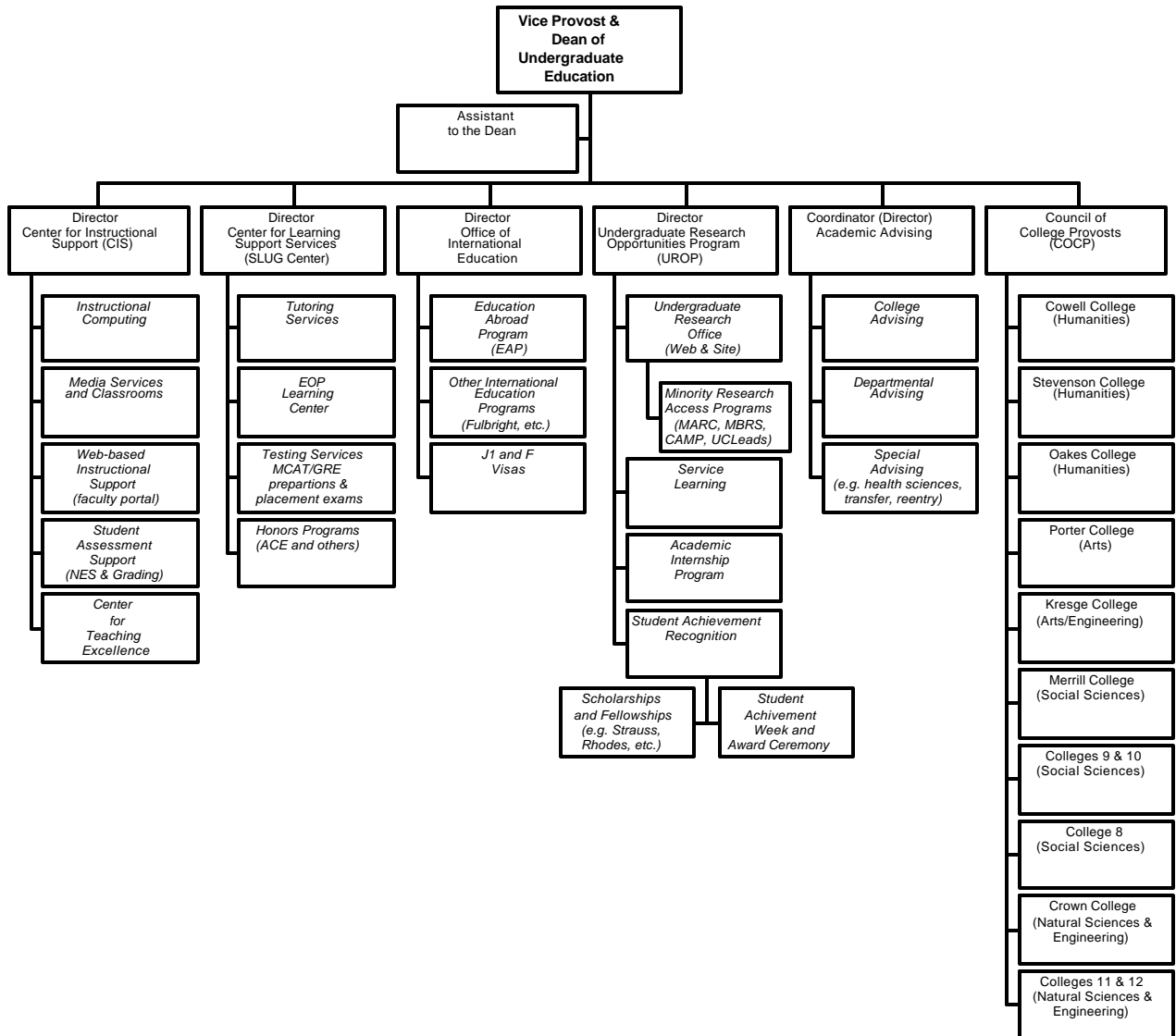
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[3] Beginning with the three new provosts to be appointed July 2001, provosts and their specific college will be "aligned" with an academic division. Each provost will interface with a specific division (and divisional dean) and represent issues of undergraduate education that cut across department and divisional boundaries. A major responsibility of the "new provosts" will be as a fund-raiser in support of undergraduate programs and scholarships located at their college or in coordination with their affiliated division.

[4] During this past year, my office has been working with the Vice Provost for Academic Affairs to develop guidelines to provide regular assessment of our cross-campus academic programs such as general education, writing, and college academic programs and courses. Other campuses such as UCLA and UCSD regularly assess these programs using "review committees" that include both internal and external reviewers. We will begin assessing our programs in 2001, evaluating the educational value of each program, its cost-effectiveness and its success (measure by success outcome criteria).

[5] Realizing that the services of media services and instructional computing have become increasingly overlapping and synergistic, UC Davis recently amalgamated these services and hired our previous UCSC media services director, Jan Dickens, to be the director of this new office.

Proposed Organization at Growth: Cross-Campus Undergraduate Academic Programs

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Director Center for Instructional Support (CIS)	Director Center for Learning Support Services (SLUG Center)	Director Office of International Education	Director Undergraduate Research Opportunities Program (UROP)	Coordinator (Director) Academic Advising	Council of College Provosts (COCP)
Instructional Computing	*Tutoring Services*	*Education Abroad Program (EAP)*	*Undergraduate Research Office (Web & Site)*	*College Advising*	Cowell College (Humanities)
Media Services and Classrooms	*EOP Learning Center*	*Other International Education Programs (Fulbright, etc.)*	*Minority Research Access Programs (MARC, MBRS, CAMP, UCLeads)*	*Departmental Advising*	Stevenson College (Humanities)
Web-based Instructional Support (faculty portal)	*Testing Services MCAT/GRE prepartions & placement exams*	*J1 and F Visas*	*Service Learning*	*Special Advising (e.g. health sciences, transfer, reentry)*	Oakes College (Humanities)
Student Assessment Support (NES & Grading)	*Honors Programs (ACE and others)*		*Academic Internship Program*		Porter College (Arts)
Center for Teaching Excellence			*Student Achievement Recognition*		Kresge College (Arts/Engineering)
			Scholarships and Fellowships (e.g. Strauss, Rhodes, etc.) — *Student Achivement Week and Award Ceremony*		Merrill College (Social Sciences)
					Colleges 9 & 10 (Social Sciences)
					College 8 (Social Sciences)
					Crown College (Natural Sciences & Engineering)
					Colleges 11 & 12 (Natural Sciences & Engineering)

Where we are currently and what will need to be done:

1. Develop a Center for Instructional Support: In a 1999 analysis of faculty workloads, the UCSC Senate Committee on Teaching identified widespread faculty dissatisfaction and system inefficiency with respect to campus-wide basic support for teaching. Because of our current decentralized structures, faculty members, graduate student teaching assistants, and departmental staff spend inordinate amounts of time seeking information on the services that they require for their teaching. For example, to set up a course, instructors (or staff) must independently contact the bookstore (textbook ordering), printing services (course material printing and copyright procedures), instructional computing (schedule lab use times, arrange course web-pages and digital instructional material support), CATS (to increase server space if needed), TAPS (to arrange for transportation for field work), media services (audiovisual needs), the library (reserve lists etc.), the Registrar's office (to schedule rooms), and probably several other offices. To complete a course, faculty may require help in preparing and or inputting their narrative evaluations, they may need advice on issues of academic

integrity, grading policies, etc. Faculty and teaching assistants report spending an inordinate amount of time just determining who to call to find out what to do and how to do it. Such inefficient use of instructor and departmental support staff time must be addressed.

This proposal seeks to establish a Center for Instructional Support that will combine all services needed by instructors in the delivery of instruction and evaluation. It would be headed by a Director who will oversee instructional computing, media services and classrooms, and the Center for Teaching Excellence[6]. It would establish a support office for student assessment (grading and NES[7]) and develop a "virtual" web-based portal that would provide "one-stop shopping" assistance for course instruction[8].

In addition, this Center would be responsible for developing orientation programs and workshops for new UCSC faculty and graduate students entering the UCSC classroom for the first time, and for continuing instructors who might wish to improve their teaching. By providing structured support of all UCSC teaching, the Center for Teaching Support will be a vital link in improving quality of teaching and learning at UCSC, by enabling faculty to use their time more efficiently thus enhancing their teaching, research, and service contributions.

2. Center for Learning Support: Unlike the Center for Teaching Support where the "customer" is the instructor, the Center for Learning Support will provide services to students, which enhance teaching and learning. This Center (The SLUGS Center = Superior Learning for Undergraduates and Graduate Students) will expand upon our current learning support services program and will oversee and coordinate several other programs, such as preparation workshops for students taking GRE, MCAT, and other examinations, and will offer placement examinations to incoming students[9]. This Center might also be expected to deliver web-assisted courses to meet the needs of students deficient in basic mathematics[10] and writing (see below). The Center, working with academic divisions and departments, might also function to encourage the development of honors programs and may help coordinate campus-wide honors programs such as the ACE program that currently resides in the Division of Natural Sciences.

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[6] The Center for Teaching currently focuses on programs that improve the quality of teaching at UCSC. It reports to the VPDUE and works with this office and the Committee on Teaching to provide instructional improvement funds to faculty and to recognize excellence in teaching. It also works with faculty to develop proposals to foundations to support faculty and curricular developments.

[7] As iterated in the Rogoff and Ladusaw NES reform proposal (2000-2001), our institution must provide more support of its instructors' efforts to provide the ca 120,000 narrative evaluations that our institution delivers to its students annually. We need to work with faculty to develop more guidelines for narrative preparations and to design a much more efficient delivery system.

[8] We are beginning the development of a web-based portal that will automate all procedures required to set up a course. At a single web-based location, an instructor will be able to order textbooks, arrange for copyrighted material needs, course printing, server needs, web-page development needs, transportation, etc. Each request will be sent from the server to the appropriate office and faculty members will receive the information or scheduling confirmation required.

[9] Currently various departments administer placement/qualification examinations such as chemistry, biology, mathematics, languages, etc. Only a fraction of these exams are taken by students during summer orientation and as a consequence most incoming students must take these in the fall immediately prior to the beginning of the fall quarter. This adds to the burden placed on advising staff and the confusion experienced by all during the now-truncated two-day long fall orientation. Other UC campuses have moved to providing these examinations to incoming students at campus located testing centers. Students may come to take examinations at scheduled times (usually weekends) beginning in March preceding their fall enrollment at the University. Learning centers coordinate these examinations and many are now entering into agreements to offer placement examinations to students who live in proximity to one campus but may be attending another during the following year. In addition, campuses are beginning to examine how to coordinate on-line delivery of placement examinations, possibly utilizing the high school of the perspective student to deliver these examinations. The UC Council of Undergraduate Deans is coordinating these system-wide efforts.

[10] Currently the ACE Honors program in coordination with the Mathematics Department is piloting the use of Academic Systems and Prentice Hall Mathematics software to help students deficient in basic mathematics obtain the background that they require to be successful in other courses requiring these tools.

Several system-wide commitments regarding enrollments are likely to influence the need for expanded learning support services at UC Santa Cruz. The overall increase of students will, of course, translate into more requests for learning assistance. However, perhaps more important is the system-wide commitment to outreach to under-resourced school districts and under-represented student groups, and the guarantee of UC admission to UC eligible students in the top 4% of each California high school graduating class. Currently, among all UC campuses, UCSC and UCR admit the highest percentage of students from under-represented groups. This trend will likely to continue with most of these students coming from under-resourced high schools, and becoming the first generation in their families to attend a university. These students, for the most part, have not had the opportunity to develop the high-level literacy and numeracy skills expected by UCSC faculty. Therefore, course-attached learning support, specific academic skills development, and academic mentorship programs will be essential to ensure the success of a growing number of qualified but under-prepared UCSC students. An additional projected enrollment trend is the anticipated increase in transfer students. Because of the broad range of students' academic skills represented in community college classes, the expectation of the lower-division curricula are often different in scope and level from those of UCSC lower-division classes. Therefore incoming transfer students, particularly those from under-resourced community colleges, are highly likely to be in need of course-specific and more general learning support services.

Nearly all other UC campuses have now established Centers for Learning Support and these centers have become important resources for students of all educational backgrounds. Funding provided during the 2000-01 fiscal year initiative process provided resources to Dean Goff and Vice Chancellor Hernandez to expand the services of the current UCSC Learning Support Center that is housed within the EOP program of the Division of Student Affairs. The overall philosophy guiding the expansion and integration of UCSC Learning Support Services is the formation of partnerships between the Learning Center and academic departments and appropriate Student Affairs units.

During this academic year, UCSC Learning Support Services began to expand beyond the purview of EOP, DEC and Oakes College. During the fall quarter, the Learning Center served as many students as were assisted during the entire 1999-2000 academic year – ca. 545 students. The programs offered by the Center included:
- Modified supplemental instruction (MSI)[11]
- Advanced academic reading, writing and research for transfer students (part of STARS)
- Individual tutoring for EOP, DRC, Oakes and Crown College Students
- ESL-style support for bilingual freshmen (in partnership with the writing program)
- Academic mentorships for "at risk" students
- Writing tutoring coordination among EOP, the writing program and the colleges
- Increased student study/tutoring opportunities – Merrill College
- One-stop, learning support services information center (spring 2001).

As a next step in the development of our UCSC Learning Support Center, we will need to move this service out of the EOP program. Currently, there is confusion about whether this program is available to all UCSC students or just to EOP and Oakes students (where the program resides). We must emphasize that this program is for all students, no matter what their educational support needs. Also the Center must be closely aligned to the needs of faculty as well as students. We also need to identify and

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[11] In partnership with academic departments, the Center attached guided learning groups, led by trained student learning assistants to one course during the fall quarter, 10 courses during the winter and 15 courses during the spring quarter. An outcome assessment for the one fall course – Chemistry 1B was undertaken and the results were very encouraging. Students who participated in the MSI groups three times or more had statistically significantly higher academic achievement (test and homework scores and final course grades/evaluations) than students who did not participate in MSI. The no-pass rate for the class was 14.6%, as compared to the MSI-participant no pass rate of 4.2%.

provide a continued support base for the operational costs of the center[12] and we will need to provide new space[13]. We anticipate obtaining substantial Foundation and perhaps private support for such a Center. This will be a primary responsibility of the Center's Director.

3. Office of International Education (OIE): During academic year 2000-01, the campus-wide programs in international education have been markedly restructured. Professor Margo Hendricks was appointed Director, and both the staff and services supporting this office have undergone considerable reorganization. As part of this reorganization, OIE has been engaged in a planning process with the goal of developing a coherent international education plan that will provide additional educational opportunities to our undergraduates wishing to study abroad.   OIE has identified several areas where it can play a vital role:

- Providing increased opportunities for more UCSC students to participate in the Education Abroad Program (EAP) and other study abroad opportunities
- Developing a strategic plan for academic articulation
- Creating an administrative and physical infrastructure to support international education activities on the UCSC campus.

In particular, the OIE has identified areas of critical campus needs in relation to a coherent international education plan: new program development within the EAP structure, international education advising, course articulation and evaluation of non-UC study abroad programs, campus based exchange programs that include faculty and graduate students, and greater involvement of departments and divisions in academic oversight of study abroad opportunities. In its assessment of these needs, OIE has discerned that there are a number of areas that require immediate attention if a larger number of students are to make use of EAP and other study abroad opportunities. To achieve its goal of 1000 FTE in EAP[14] and other study abroad programs, the campus will need to address the institutional impediments that discourage participation (prolonged time to degree, articulation, financial aid and/or incentive aid, and Senior Residency requirements). Most of these issues need to be addressed by the relevant Academic Senate committees and departments or programs. However, wherever possible, OIE should provide administrative and academic support.

During 2000-01, OIE has undergone a self-assessment and has set the following long-term goals to be met by the time our target campus growth of 17,100 students is reached (ca. 2007). The resources required to meet these goals will be the subject of the next budget planning document to be considered campus-wide during fall of 2001.

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[12] Several other UC campuses have established highly successful learning support centers. These are funded by a combination of both student reg-fee dollars and 19-900 state funds. For example, the annual budget of the highly successful UC Irvine Learning Support Center is ca. 1.3 million dollars. About three-fourths of these funds are allocated from student reg fees and the rest is provided by state support dollars. The campus will need to work with the student reg fee committee to gain support for this program. This may not be an easy task as there is great competition for our existing student reg fee dollars by the multitude of programs these dollars support. In addition, there is an unusual ethos on this campus that reg fee funds should not be spent on academic programs. It is the expectation that state funds be used for these programs. As a campus, we will need to reexamine this operating principle if we are to be able to fund important programs such as a learning center. Throughout the country, learning centers are cited as being one of the most important programs to improve retention of students and to ensure their success.

[13]The current learning support center is housed in Oakes College and is slated to move to the soon-to-be-vacated UCSC student center near the performing arts complex. We will need to ensure that enough space is available at this new location to house centrally all of the learning support services we anticipate that we will need during this next decade. Computers and educational software will need to be acquired and the building will need to be properly equipped.

[14] One criticism often voiced about the UC EAP program concerns the issue of reciprocity. Policy changes at UCEAP during the past several years have made this issue of less importance. At present, most reciprocity system-wide provides opportunities for foreign faculty and or researchers to come to UC campuses.

- Increase student participation to 1000 FTE UCSC student participants in EAP and other study abroad opportunities[15]
- Provide a campus-wide EAP general education articulation curriculum
- Establish an International Education Advisory Group to advise OIE on programmatic needs, campus international initiatives, articulation issues, and related matters
- Provide quality service to the campus on all matters of international education
- Provide excellent service to academic departments and support units with respect to foreign scholars and students[16]
- Develop more cost-effective and technologically advanced operational strategies
- Develop, in cooperation with the Division of Student Affairs, a strategic plan to integrate International Education planning in campus admissions outreach efforts
- To create a campus International Education resource library with workstations for student use in the online application process, research of programs, course descriptions, a database of EAP programs and OIE vetted non-EAP study abroad programs.
- Development of an International Education fundraising campaign to provide scholarship/fellowship support for UCSC undergraduate and graduate students wishing to study abroad.

4. Undergraduate Research Opportunities Program: USSC has long had a tradition of fostering undergraduate research and other creative scholarly activities. However, a recent survey of students has revealed that most undergraduates have little knowledge of opportunities to become engaged in research and they do not know how to find out about these opportunities. Other UC campuses have addressed this problem by establishing one or more (UCLA has two) offices of undergraduate research. The model in the system is the Undergraduate Research Opportunities (UROP) program at UC Irvine. This program and the others in UC provide students with a place to go (both virtual and at a real location) to obtain information about what research opportunities are available, how they might obtain funds to support their projects, how they go about becoming part of research projects and what are their expectations and responsibilities.

They also foster the publication of student research (in journals and at web-sites), interface students in state and national events that showcase undergraduate research, and coordinate campus-wide student recognition events (undergraduate research symposia etc.) which draw the attention of the campus-wide

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[15] Currently the OIE office sends about 350 students (about 250+FTE) overseas mostly under the education abroad program (EAP). To increase the numbers ca four-fold, we will need to provide programs that serve the student's needs and do not add to the length of their time to degree. Several programs are under development (UC Educational Abroad Program) that will enable students to go abroad at times other than their junior year and to stay for one or two quarters (i.e. the new language and culture program enables students to go abroad as early as the summer following their frosh year and to participate in a 1-2 academic quarter program). Others are being developed that provide students with concentrated course/research opportunities in their major that is totally articulated with their local departmental requirements (i.e., Reef Ecology Program at the University of Queensland). In addition, we are working locally and at system-wide to develop an articulation agreement that would provide students with general education credit for coursework taken abroad through a sponsored international education program. Through a survey of students we have learned that the number one deterrent to students deciding to go abroad to study is that they have no guarantee that any of the course work that they take abroad will count toward either their general education or their major. Upon return from studying abroad, the student must go through the bureaucratic nightmare of petitioning the registrar for course credit. Usually workload credit is provided, but often little more. This effectively increases the time to degree for students participating in this program and decreases our overall student throughput at an institutional level. We will also be developing programs targeted at providing students with internship opportunities abroad and will target the development of programs that provide international educational experience for our graduate students.

[16] As part of the reorganization of the OIE office, we will be transferring the processing of H1 visas to UCSC Human Resources. The OIE office will continue to process both "J" and "F" visa applications which are appropriate to their service goals.

community to contributions that undergraduates make to the research enterprise[17]. In addition, these offices serve to coordinate Foundation and private fund-raising activities that support the activities of undergraduates participating in research. In the past several years, the research offices of UCLA and Berkeley have both been successful in establishing multi-million dollar endowments that provide substantial support for undergraduates undertaking research activities. The UROP program of UCI also has been very successful in establishing centralized funds to support undergraduate research. In addition, these offices also help to coordinate campus-wide, federally funded research opportunities such as the NIH-funded programs MBRS and MARCS and the NSF-funded CAMP, programs that on this campus are currently administered in the Division of Natural Sciences. These offices have also taken administrative responsibilities for the new UCLeads program which, like the NIH and NSF programs, provide opportunities for the engagement of minority student in research with the goal of increasing their competitiveness in going on to and succeeding in graduate school.

Equally important to the needs of today's UC student is the opportunity to participate in academic internship programs[18]. UC Davis leads UC in providing academic internship opportunities for their students. Last year, over 3000 UC Davis biological sciences students participated in academic internships and over 6000 UC Davis students campus-wide participated in this program. Not only do such academic internship programs extend and expand opportunities for an institution to provide structured research opportunities for its students, they also provide ultimate career possibilities for many of these students who continue with their internship sponsors as employees. An added benefit of these programs is that they form stronger alliances and mutual respect between the University and internship-sponsoring partners and as a result, new sources of external support for the university are often realized.

Although currently UCSC has several undergraduate internship programs[19], some of which offer academic oversight by faculty and academic credit to the student, the campus needs to establish an office that oversees this program and works with faculty and the academic senate to delineate policies to govern these internships. It is clear that academic internships could be a major initial focus of the academic programs offered both at the Silicon Valley Regional Center and in our expanded summer session offerings.

It is clear from the recent Pew Charitable Trust National Survey on Student Engagement in which we participated, that our students want more opportunities such as those afforded by academic internships to develop their career goals and become connected to the world outside the university that they will enter as an employee once they graduate.

This proposal would establish an Undergraduate Research Opportunities Program that would coordinate and provide access to all campus-wide programs in undergraduate research including academic internships and service learning programs. Specific programs would continue to exist in divisions and departments and the Center would advise students on opportunities, interface them with appropriate programs and opportunities, and would work with corporate, government, and NGO sponsors to arrange

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[17] A recent study conducted by the UC Office of Research reported that, last year, over 57,000 undergraduates participated in a structured research project in collaboration with a UC faculty member.
[18] Academic internships p rovide students with opportunities that further their own academic development by placing them in positions off-campus where they can contribute as researchers or in other academic ways. Internships may be paid or unpaid but in all cases, academic credit should be provided. Academic internships are structured to provide students with opportunities for reflection and assessment and are sponsored by a faculty member who is responsible for providing the end of quarter assessment of the student.
[19] The career/internship office (in the Division of Student Affairs) recently compiled a list of all campus internship programs. Some of these programs are academic internship programs but others are merely work-placement programs that have no academic components and are not for credit.

academic internships.   This office would also be responsible for coordinating the administration of all awards which recognize student academic achievement (Rhodes, Strauss, Phi Beta Kappa, etc.) and would coordinate UCSC Student Achievement Week and UC Day where the research of UCSC students are showcased.   In addition, the Director of this program would be expected to be an active fund-raiser in support of student scholarships to support their participation.

5. Academic Advising: Funds provided during the 1999/2000 budget process enabled the campus to hire a coordinator of academic advising for the campus. Dr. Terri Koreck joined UCSC in October, 2000 and has spent this year determining the strengths and weaknesses of our current campus advising system. She has recently provided her recommendations to the campus concerning ways to improve our advising structure[20]. As in the past, surveys of students continue to indicate their confusion and frustration over the advising system. Many do not know where to obtain advice (i.e., the colleges, department, student affairs) and seem perplexed (as do many of the faculty) by our advising structure and the circuitous academic procedures and regulations that they try to explain. Advising is cited as one of the major reasons students choose not to return to UCSC after their first year (i.e., a major part of our retention problems). The campus must restructure its advising and reform its academic procedures immediately. We must determine how our advising system will be able to accommodate the growth that we face in student enrollments and, simultaneously, how we will utilize the new academic information system (AIS)[21] to assist advising efforts and increase efficiency and effectiveness. This will require a thorough review of our academic advising procedures in the immediate future. Coordinator Koreck will be working with my office (with the assistance of Provost Ladusaw) to revise these for the campus.

As part of our long-term plan to improve campus advising we recommend that all campus advising be coordinated through the office of the Advising Coordinator. Accordingly her office would be charged with:
- Working with the faculty, administration and Senate to determine the appropriate role of faculty in advising and procedures for recognizing their contributions.
- Training and certification assessment (including performance evaluation) of advising staff
- Developing career development opportunities for staff.
- Developing career pathways and reporting lines within the advising ranks.
- Developing an Advisory Council to coordinate and integrate advising campus-wide, including departmental college and special advising (i.e., transfer student, reentry student, health advising).
- Coordination of all advising support material (paper and web-based).

To accommodate workload issues now faced by the colleges as they struggle to provide advising through academic preceptors for incoming and continuing students[22] the campus must provide support to increase the advising staff.   In addition, it needs to determine whether institutionally we should proceed with the expansion advising staff throughout the departments and divisions, and/or whether we

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[20] Coordinator Koreck has formulated 10 major recommendations to improve advising and is currently working with advising staff from throughout the campus to implement these recommendations.

[21] Recent discussion regarding the new AIS system has indicated that it may be too expensive, at least in the near future to incorporate degree audit and other advising capabilities into this system. I urge the campus to carefully consider this decision, as it is imperative that the staff, faculty and students obtain support in this area by this new system.

[22] In our current system, colleges are responsible for advising students until that time that the student declares his or her major and their major coursework advising is taken over by the appropriate department. However, Colleges oversee all aspects of the academic process and track academic progress (i.e., academic standing procedures, time to degree monitoring etc) of students throughout their career and they are responsible for helping students declare majors and change majors. Since they are the agency that confers degrees, they are also responsible for doing a final qualification for degree assessment.

expect faculty to participate in advising of students in and in what way(s) (i.e., advisor vs. mentor debate).

With respect to the colleges and their role in advising – no new permanent staff FTE has been provided for support of the colleges academic affairs responsibilities for more than a decade. During this time, the number of undergraduates served by colleges has grown substantially and some colleges now support the advising needs of more than 1500 students. The only increase in available staff effort has come through a one-time allocation of an advising augmentation that is divided annually among the colleges in proportion to the number of affiliated students. These funds have enabled some augmentation of effort in the largest colleges, though this augmentation is soft and thus it remains in question whether it will continue. Because the advising augmentation is a fixed amount and not associated with hard FTE, its value effectively diminishes each year as ranges are adjusted and merit increases are earned. The three years of bridge funding ($12,000 per college) that the campus provided last year has allowed some additional augmentation in soft-funded positions.

However, the effect of the recent regularization of benefits funding policy for soft-funded positions substantially reduces the usefulness of both the advising augmentation and the bridge funds. Unless the additional cost of benefits is provided in the future, we will suffer a net decrease in the amount of effort available in advising and academic affairs supervision in the colleges. This decrease will occur at a time when the size of the entering cohorts and the total number of students affiliated with colleges is increasing rapidly.

Attempting to provide additional advising and process support with soft funded allocations is wasteful of administrative attention and is bad for staff morale. In addition, there will be new college provosts at the two largest colleges (Crown and Porter) next year and their attention will not be well spent in attempting to maintain unstable situations in their academic affairs offices. I propose:

- The minimum first step (to be requested in 2001/02 fund cycle) will be to provide two new FTE, with funding above the midpoint of the SAO 2 range (ca. $60,000 plus benefits)[23].
- Two additional FTE to be allocated for deployment after the review of current positions in the colleges and other units (being undertaken by coordinator Koreck).
- Funds to augment the loss of centrally provided benefit funds (ca. $40,000).

Implementing these three recommendations will provide the campus with the time and space to develop and implement a long-term strategy regarding campus advising. I believe that our goal for the long term should be based upon distinguishing between the administration of academic policy and providing effective academic counseling for students. The supervision of academic policy[24] involves determination of academic standing and progress, the consequences of academic probation and disqualification, conditions on withdrawal and readmission, and graduation certification and waivers of degree requirements. These are the functions that reside with the senate faculty and are administered on every campus through staff working closely with faculty. Academic counseling involves orientation of

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[23] These positions, though residing in the colleges, will be responsible for coordinating college advising with that of the division aligned with the college. These positions will be classified as "CAPS" = Chief Academic Preceptor and they will oversee and integrate the activities of other advisors in their unit. We will seek to select individuals for these positions that have expertise in their associated divisions (i.e., natural science/engineering, humanities, social sciences, arts).

[24] Currently college academic affairs staff are responsible for supervision of academic policy under the supervision of the college provosts. They also provide academic counseling to students affiliated with the college. Departmental staff are responsible for limited supervision of academic policy on the requirements for the major and with departmental faculty provide counseling. Staff in the Division of Student Affairs also provide specialized academic counseling to students.

students to academic policy, assistance with major declaration and overall academic career counseling, and counseling aimed at academic success.

I believe that the most effective strategy for improving coordination of academic advising is to concentrate administration of academic policy in a few college staff working in collaboration with relevant senate faculty and the registrar (as well as divisional staff). This will allow for other college staff to concentrate on academic counseling and work synergistically with other campus counseling resources.

If we are successful in coordinating academic counseling in this way, we may be able to achieve stability under the anticipated new AIS with few additional FTE beyond those contemplated above. But, I do not believe that we can reach this goal without the additional resources described above.

5. The colleges, core courses and writing: Based upon the recommendations of the 2000/01 Taskforce on the Colleges and follow-up campus-wide discussions, the campus is moving to reorganize the colleges and provide more synergy between the colleges and the academic divisions. Accordingly, all new provosts to be hired beginning this year will interface closely with the divisional dean of the college most closely affiliated with the division. The divisional affiliations recommended by my office after campus-wide discussion are outlined on the organization chart. Most of these are consistent with the current academic orientations of each college. We also suggest that over the next few years, as we reorganize centrally most of the humanities faculty in Academic Building I and, as a consequence, move faculty from Kresge College, that Kresge college develop programs and student clientele interested in the interface of the Arts and Engineering (Film and Digital Media etc.). Other changes will help to accommodate the interests of an ever-increasing number of students attracted to this campus because of these programs, and it makes special sense since Kresge College is adjacent to Porter College (with its emphasis in the fine and performance arts) and near the Baskin School of Engineering. In addition, the campus is beginning discussion of what might be the academic/division affiliations of colleges 11 and 12 if indeed they do become a reality. There is considerable interest in both the natural sciences and in engineering that these colleges be centers for their programs[25]

As directed by both the 1998 Millennium Committee's report and by the Taskforce on the Colleges 2000 report, we are beginning a review of all college core courses. Currently, CEP is initiating this process and my office will undertake a follow-up external review of these courses as well as the rest of our general education curriculum in 2001/02. After this fiscal year, my office will not allocate funds to support current core courses unless they are reviewed favorably and are determined by faculty fellows of the college to be the best use of resources for freshman type programs. During next year, each college provost will work with their faculty to determine how they would like to proceed in determining their academic plans.

Any discussion of changing our current model of core courses leads to a discussion of the issue of writing. During the past nearly two decades, college core courses have served important roles in delivery of writing instruction. They have included sections that have satisfied the subject A needs of the nearly 50% of our incoming students that are required to satisfy this requirement, and they have provided "W" course credit to students who have satisfied their subject A.

However, beginning next year, core courses will not provide W course designations. Rather, this course will require the basic composition and rhetoric (C = Writing 1) course. The campus must determine

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[25] Since engineering and natural science faculty have centralized offices/laboratories on "Science Hill", faculty offices will not be required in these colleges. However, we need to think about developing academic space (classroom), computer laboratories, seminar rooms, and other space to support academic support programs of these divisions.

how best to meet all the writing needs of our students and they must determine and budget the costs that will be incurred in delivering writing at all levels to all students.

I recommend that the Dean of Humanities, the head of the writing program, and my office organize a task force to determine how the campus is to proceed on this issue. This needs to be done quickly. One possibility would be to separate subject A from the core course. However, then the campus must determine how to pay for program that is deemed "remedial" and, according to the "UC Compact with the Legislature", is therefore not to receive financial support.

Recent discussions with Jane Stevens, Chair of the UC Committee on Preparatory Education, indicated that our current passing level of subject A is calibrated to a score of 680 on the SAT II English examination. The campus and UC need to address whether a score of 680 corresponds to a level of writing reflective of remedial education or whether students scoring below this should merely begin at a different entry level in university writing. We may direct all students not passing the subject A examination to the first quarter of a three quarter writing sequence (i.e., writing 1A). Students could place out of this course by passing either subject A, or by having AP credit in English or the passing score of the SAT II English examination. These students would place into Writing 1B that would be our current writing and composition course. The final course in this series (Writing 1C) would be a writing course that enables students to gain writing experience in their discipline area (departmental or divisional orientations)[26]. We need to determine whether this makes pedagogical sense and what exactly would be the cost of delivering this to all our students.

During the next academic year all college provosts will work with their fellows to begin to define what the college academic programs will be of their colleges. College faculty fellows must decide whether core courses are to continue, what will be the content of these courses, and there must be a commitment on the part of faculty to teach in these courses if they are to have a future. Faculty will also be urged to consider whether the college may want to define any specific types of courses (clusters, languages, etc.) that will satisfy general education requirements. In this way, our colleges may emerge as centers for the development of general education curricula that meet the specific needs of their students. This process may help to reinvigorate the academic programs of the colleges and reengage the faculty in curricular planning in a way this campus has not seen in nearly two decades.

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[26] This would be synonymous with our current "W" course. We need to determine how best to have these courses taught as close to the department of the student as possible. "W" courses may evolve into two unit add-on courses to be associated with subject area courses. We could utilize the campus learning center and perhaps one or more colleges to establish writing resource centers where students would be directed to receive tutoring before they could hand in a paper for review by the faculty.