



<b>To:</b>	Dana Nakano, Speaker of the Faculty, 2021-2022
<b>From:</b>	Ann Strahm, Chair of University Educational Policies Committee, 2021-2022
<b>Date:</b>	May 13, 2022
<b>RE:</b>	Graduate Council Annual Report, 2021-2022

### **New Policies/Policy Changes**

Early in the academic year UEPC and ATLC worked with VP Rafael Espinoza to come up with times OIT would do classroom upgrades and software updates. These upgrades/updates times were agreed upon according to the academic year calendar. UEPC agreed ATLC should most likely be the one to take the lead on that in the future, although the Chair of UEPC believes that UEPC should be included in the discussion as these decisions do impact classroom and remote instruction.

#### **14/AS/21/UEPC – Extension of 30/AS/20/UEPC Temporary Modification to University Grading Policies as a Result of the COVID-19 Pandemic** Yes 35, No-0, abstain-1

UEPC worked on this in collaboration with the Registrar's Office and in consultation with the Financial Aid Office. It was brought to our attention that students registered for classes last spring semester using the original grade modification for the upcoming year. In the beautiful spirit of shared governance, we collectively agreed that extending the temporary modification to continue allowing students to decide whether they want credit or no credit for courses that were normally graded. Further, we extended the time by which students could make this decision further into the semester. Our collaborative conclusion was that this AY would see us continuing to educate students in pandemic conditions, along with teaching and learning in the uncertainty of an ever-expanding wildfire season, so we thought this grading modification would be appropriate through this academic year.

#### **17/AS/21/UEPC Undergraduate Grade Option Policy** Yes- 38, No-0, Abstain-3

The purpose is to shorten the time for student requests for grade change; for any class where a student can either a letter grade or Credit/No credit, they have the option to change the grade up to 4:59 p.m. the day before final exams begin. The caveat is some UEE courses, where the faculty and students will have to work collaboratively to figure that out. The student can still do the grade change; it will need to be done old way of doing things for some UEE courses- that don't fall in the typical academic year calendar.

#### **18/AS/21 UEPC Preferred Name Policy** Yes – 37, No- 0, Abstain – 0



Created an affirming, respectful policy to ensure ALL students feel a sense of belonging – they should know they are not just tolerated, and they are more than accepted – they are embraced. This policy allows students to change their primary name to their preferred name, which will be used wherever it is possible in the course of university business and education. We hope this policy helps in not only fulfilling the mission of the university, but also reaffirms our commitment to ensuring all are welcome, all are embraced, and all are valuable human beings who deserve respect and dignity in this space.

## **19/AS/21/UEPC Ethnic Studies and Social Justice Concentration in Liberal Studies Program Modification**

Yes – 37, No- 0, Abstain – 0

Changes in the LIBS Ethnic Studies and Social Justice Concentration to bring the concentration into alignment with the changes that have occurred in the Ethnic Studies Department.

### *Batch Modality Changes*

According to WASC, “If 50% or more of the total number of units required to graduate in any campus degree can be completed through DE, then Sub Change Screen Form shall be sent to WSCUC. DE course to be one in which 50% or more of the interaction or interaction occurs using new or more technologies included in the definition of DE, with the faculty and students being physically separate”. This quote means that we need to make sure that if students will end up taking 50% or more of their classes remotely, we need to have that those remote modalities approved. This information, and the need for some departments to change the majority of their courses to be in person, hybrid, or remote, meant a very large workload for many faculty and staff. Thus, the idea of a batch modality change was developed and implemented to ease the burden of such changes. In UEPC there was lengthy and earnest discussion about the usefulness of an education consisting mostly of remote instruction. UEPC members raised many and diverse concerns about in-person education versus remote instruction. Additionally, there was discussion about workload – would faculty members who live in the community and work in-person bear more of a burden of advising, mentoring, scheduling, etc. than faculty members who choose to live beyond the area and who tend to teach more remotely. Is convenience a driver of online courses and is that appropriate? Is there an effect of this where local faculty members take on more walk-ins, local community projects, etc. Also, we discussed that some historically marginalized communities have limited access to internet and adequate technologies for remote instruction, leading to less successful outcomes and less persistence to degree. Also, how might such increases in remote instruction impact first generation students, especially as we understand the networks developed through extra- and co-curricular experiences are part of their college attainment payoff. Do we believe students who do well in-person have the opportunity to



do equally as well remotely? Might some students choose the online option because of convenience and flexibility for work, but will those students actually gain the same full learning experience in an online environment? So, there was a lot of discussion about being deliberate and thoughtful in our analysis and decision-making when it comes to moving courses away from face-to-face instruction. That said, we also don't want to stand in the way of departments and programs who have had those conversations and made the best decision for themselves and their students. To end, below are the programs and departments who we have approved their modality changes:

**20/AS/21/UEPC Agriculture B.S. Modality and Concentration Title Changes**

Yes – 37, No- 0, Abstain – 0

**21/AS/21/UEPC Communication Studies B.S. Modality Change**

Yes – 39, No- 0, Abstain – 0

**09/AS/22/UEPC Nursing B.S.: Accelerated Second Degree Option (ASBSN) Modality Change**

Yes – 32, No- 0, Abstain – 0

**10/AS/22/UEPC Nursing B.S.: Pre-licensure Track Modality Changes**

[Note: The School of Nursing is trying to do is change modality and in order for nursing to not increase the number of units, they are changing from the requirement of a sociology course to ethnic studies in order to get the GE Area F and maintain the societal aspect of education.]

Yes – 32, No- 0, Abstain – 1

**20/AS/22/UEPC CBA Batch Program Modality Change**

Approved without dissent

**22/AS/22/UEPC Public Health Promotion Modality Change**

Approved without dissent

**Creation/Changes**

**Program Modification Process.** We found a glitch and then we fixed it. The program modification process forced departments to have to go through the entire program modification process to add an elective to a required concentration. This is an unnecessarily arduous programming glitch because when a program adds new courses, such new courses typically do should not rise to the level of a program modification. The group worked out and approved a fix for this and Gurpreet Aulak implemented it in Curriculog.



UEPC provided substantive feedback to ATLC on **California State University, Stanislaus Policy for Online and Technology Mediated Courses and Programs** and **16/AS/22/ATLC Web Camera Policy**.

UEPC provided substantive feedback to AVPAA Wooley on the **Stockton Report for WASC**.

UEPC received a proposal for the formation of a **Graduate Writing Assessment Committee**. This committee would provide feedback to faculty and departments teaching the WP classes to assist them in improving their student writing outcomes. As this was presented to UEPC late in the semester the proposers will use the feedback UEPC provided to make changes and then present the updated proposal to UEPC in the next AY.

UEPC received a **Grade Appeal Policy** proposal. Destiny Suarez, University Grade Appeals committee member, is working with AVPAA Wooley to revise the policy to include more clarifications on the procedures. Suarez and Wooley will present a final draft version to next year's UEPC.

UEPC received the **final recommendation of the Ad Hoc Committee on the Multicultural Requirement**. The recommendation includes a name change to "Systems of Inequities requirement." The idea is to transform the current university requirement from an emphasis on "coursework that addresses multicultural, ethnic studies, gender, or nonwestern cultures issues," to an emphasis on increasing "students' understanding of critical perspectives and experiences in society" through the exploration of "contemporary and/or historical voices, viewpoints, and/or cultural expressions. The requirement focuses on power, privilege, and oppression within regional, national, and/or a global context." The recommendation arrived for us to discuss on the final UEPC meeting, so this will be taken up by UEPC during the next AY.

There were a wide range of issues and concerns brought to UEPC, which we addressed (we hope) to the satisfaction of the constituents who raised them. We are so grateful to every one of our colleagues who brought us their concerns, raised the flag about troubles, and provided us with feedback. This has been a very busy year. I personally want to thank each member of UEPC for all of their contributions, their thoughtful discussions, their critical analysis, and the time they gave to the most important task of maintaining our sound curricular standards, as well as their attention to nurturing new and cutting edge ideas. I believe we did right by the university this year.

Thank you.

Ann M. Strahm, Ph.D.  
2021/22 Chair, UEPC