

APPENDIX II: DETAILED RESPONSE TO RECOMMENDATIONS OF THE 1998 WASC TEAM REPORT

WASC Team Report: Specific Recommendations

Recommendation 1): UCR should seize the opportunity to use the vision document and its subsequent amendments as a tool for building and strengthening a sense of campus community. (Team Report, Page 15)

Response to 1): The campus has used the vision document as suggested.

Recommendation 2): Early warning indicators should be developed to detect adverse effects of growth, giving time to correct unwanted consequences in the early stages. (Team Report, Page 15)

Response to 2): The campus carefully monitored enrollment trends, facilities needs, support service needs, and other dimensions of enrollment growth and attempted to adjust resources accordingly, on a short-term basis during the academic year and more long term utilizing the annual campus planning and budget process. However, it continues to deal with the challenges of the recent and rapid growth in undergraduate enrollment. Some academic programs have fewer faculty than workload considerations would suggest, and resources are still needed to augment such areas as student services and preparatory education.

Recommendation 3): Flexibility created by growth should be used to correct present inequities in workload and maintain appropriate workloads in the future. (Team Report, Page 15)

Response to 3): Enrollment trends were carefully monitored, and allocations of temporary faculty and teaching assistant positions were made mainly in response to changes in workload. Allocations of permanent faculty positions were made in response to many programmatic factors, such as the likelihood of building on existing programmatic strengths, building interdisciplinary initiatives, and the likelihood of attracting extramural support and graduate students to the area, as well as workload considerations. However, the campus continues to deal with the challenges of the recent and rapid growth in undergraduate enrollment. Some academic programs have fewer faculty than workload considerations would suggest.

Recommendation 4): Continued vigilance in monitoring the quality of undergraduate education must be maintained, with special effort on having senior faculty teaching classes and undergraduates doing research. There should be particular attention to the general education curriculum. The presence of ladder faculty in general education instruction should be maintained. (Team Report, Page 15)

Response to 4): Senior faculty are still involved in teaching classes at all levels, but a smaller percentage of them is involved in lower division and general education

instruction than 10 years ago. The campus increased the pool of unallocated faculty positions (FTE) to 20 percent of the total faculty FTE to fund set up costs of new faculty, to generate funds for hire of senior faculty, to address increased enrollment demand in specific areas, and to develop new academic areas. This policy did result in increases of non-ladder instruction in general education and lower division courses in some areas, but allowed for more rapid responses to unanticipated increases in enrollment in specific areas, as well as subsequent reallocation of resources when enrollment trends shifted. To encourage greater interaction between students and ladder-rank faculty, the campus introduced Freshman Discovery Seminars, which engage freshmen in a highly interactive classroom experience led by ladder-rank faculty.

The campus has expanded its support for undergraduate research, with the direct assistance of the colleges, as discussed in the Preparatory Review Report.

Special reviews of the general education requirements have been conducted, but they have not led to any significant revisions of the requirements. The results of a new study of this issue are being reviewed by committees of the Academic Senate this academic year.

Recommendation 5): A plan for continued instructional development, including instructional content, pedagogy and instructional technology training should be developed in continuous consultation with the faculty. (Team Report, Page 15)

Response to 5): There has been steady attention paid to instructional technology training, in consultation with the faculty, since the last WASC Team visit. The Associate Vice Chancellor for Computing and Communications meets regularly with the Academic Senate Committee on Academic Computing and Information Technology regarding instructional technology visioning, planning, and prioritization. They revise annually the 3-5 year vision for instructional technology and pedagogical innovation.

In the last few years “flex” classrooms have been established to provide the facilities to experiment with instructional technology. Such resources as iTeach, iLearn, and the Scholarship of Teaching series (discussed in the Preparatory Review Report) have brought different forms of instructional technology assistance to faculty. The anticipated establishment of the Center for Instructional Innovation will bring a more coordinated approach to all of this effort.

Recommendation 6): Higher priority in planning and resource allocation should be given to student service facilities and programs that are not the responsibility of academic programs. (Team Report, Page 15)

Response to 6): Some student service facilities are funded by special student assessments approved by the students. The students approved a special assessment that is funding the extensive expansion and renovation of the Student Commons facility, which will house a number of student support programs. In addition, ground was broken

recently for a new Student Academic Support Services (SASS) building near the Student Commons, funded by a general obligation (i.e. voter approved) State bond. It will provide facilities for a number of other student service units. However, even with the completion of these facilities, there will still be major facilities deficiencies with respect to the Counseling Center, the Health Center, the Career Center, and KUCR Radio Station. In addition, the Student Recreation Center needs to be expanded.

The increased enrollment has generated increased funding for student service programs, student funding referenda have been passed, and there have also been increases in the Registration Fee, which supports student service programs.

Recommendation 7): UCR should continue to strengthen and improve campus safety, including special educational efforts to let students know what equipment and programs are available and how to use them. (Team Report, Page 15)

Response to 7): The campus continues to offer personal safety training, self-defense classes, and safety education programs through the Women's Resource Center and the UCR Police Department. The Physical Plant Department continues to offer the safety review walks in cooperation with the Women's Resource Center to review the safety of campus lighting, vegetation, and other elements of the campus physical environment. These reviews are particularly important where new construction modifies lighting, routes through campus, and other aspects of campus safety.

Recommendation 8): Greater involvement of departmental and mid-level staff in the institutional planning process should be initiated. (Team Report, Page 15)

Response to 8): Deans and vice chancellors attempt to involve departmental and mid-level staff in the planning processes for their units.

Recommendation 9): As UCR continues to develop a more decentralized administrative organization, it must ensure that all schools and programs continue to be appropriately involved in central recruitment and enrollment programs. (Team Report, Pages 15-16)

Response to 9): The colleges and many departments continue to assist in central recruitment efforts. There are recruitment events that colleges manage directly or for which they provide assistance to the central recruitment process. The colleges generate applications and host events designed to encourage students to attend UCR, such as the college-specific Discover Days. The new consolidated student advising center for all College of Natural and Agricultural Sciences undergraduate majors, in particular, has more professional-level staffing and will be much more active in recruitment and enrollment. Additionally, the colleges are involved in e-mail and phone campaigns to encourage candidates for scholarships to attend UCR. Finally, colleges and programs are becoming more engaged in raising scholarship funds.

Recommendation 10): Policies should be developed and mechanisms implemented to assure that the quality of education will not diminish with the increased emphasis on developing contract research centers. As revenue enhancing contract research centers develop, they should do so in accord with the university's educational mission. (Team Report, Page 16)

Response to 10): UCR has expanded greatly its level of extramural sponsored funding activity, from \$42,897,027 in 1997-98 to \$97,798,700 in 2006-07. This funding is a mixture of grants, contracts, and cooperative agreements and supports the quality of education on campus. In particular, the campus views increased sponsored funding as a benefit to undergraduate education by enhancing the opportunities of undergraduates to acquire research skills, working in faculty labs and earning money on campus. Increased research funding of all types allows the campus to attract a higher quality of science student, one who wants to do undergraduate research, have an opportunity to participate in national events celebrating undergraduate research, and apply what is being learned in class and in the teaching laboratories. Major initiatives have been developed in the areas of nanotechnology, genomics and gene silencing, invasive species and vector borne disease, ecology and sustainability, environment and energy, and bioengineering. A major focus on biomedical sciences research has been developed in anticipation of the full approval of a medical school for the campus.

Recommendation 11): As UCR continues to grow, more formal mechanisms should be developed to assess institutional performance in its drive to maintain quality and excellence, e.g. in such matters as: student services appropriately housed, general education programming, faculty advisement, graduate studies, resource management and campus service operations. (Team Report, Page 16)

Response to 11): Through the expansion and renovation of the Student Commons and the construction of a new Student Academic Support Services building the campus will significantly increase its ability to appropriately house student services. There has been extensive consultation with students regarding the design of these facilities and the assignment of units to these facilities. However, as mentioned above, there will still be major facilities deficiencies in some student service areas.

A special group has reviewed general education programming; their report is being reviewed by committees of the Academic Senate this academic year. The Student Success Task Force consulted extensively regarding academic advising; the implementation of the recommendations of the Task Force is addressing faculty advisement issues. The special theme of Growing and Improving Graduate and Professional Programs is addressing graduate studies; see further discussion in the Preparatory Review Report. Resource management is being addressed through consultation with campus Academic Senate committees and the annual planning and budget process. Campus service operations are reviewed by the Vice Chancellor for Administration and are discussed by the Chancellor's Leadership Council, as appropriate.