

**I. ACADEMIC SENATE REPORTS****Committee on Diversity and Equal Opportunity (CODEO)**

Graduate Representatives: Tara Watford and Theresa Jones

The main issues discussed at this meeting included

- Strategic Planning-Diversity Requirement – a plan that addresses faculty hiring and diversity in the various departments at UCLA – is currently in the revisions phase within the Chancellor’s office. Thus, the committee will wait until the next draft arrives to examine how it addresses issues of diversity.
- Chair McClendon discussed her recent attendance at the UCAAD meeting. We discussed how graduate education has become a priority within the overall UCAAD agenda. This priority is due to the decrease in graduate enrollment across the UC’s within the last several years and the growing lack of diversity within this enrollment. Finally, we discussed the need to develop a definition of diversity used in our statements, publications, etc. There was no consensus or decision made on the development of this definition.

In regards to graduate education at UCLA, the discussions regarding UCAAD’s priority of the issue of recruitment of graduate students was discussed. We talked about the need to meet with members of Graduate Division and provide feedback on their proposals to recruit donors/sponsors of fellowships for graduate students (it was noted that of all UC’s, UCLA provides the least funding for its graduate students!). We will follow-up with Graduate Division once they have made more plans on recruitment plans. Finding additional monetary support for students we agreed is at the top of the agenda for graduate recruitment. There are plans for the next meeting to look at several reports regarding graduate education (Grad. Division’s most recent report, data collected from several committee members, etc.).

**Council on Planning and Budget**

Graduate Representatives: Michael Spruiell, Andrea Herschman

Chancellor Albert Carnesale attended the last meeting of the 2004 academic year. Key points made by the Chancellor included the following:

- The Office of the President regards various UCLA administrative units (External Affairs, Business Services) as the best in the UC system.
- A large problem the campus faces is the state is financially weak. In his speech to Town Hall Los Angeles on October 7, 2004, Chancellor Carnesale stated that three private research universities are inadequate for a state of 38 million people.
- The long-term academic plan should be a “top-down” process. CPB might consider additional emphasis on planning.
- The NRC rankings have been postponed for one year. The Chancellor said that UCLA has a group to ensure that we maximize our rankings, if the NRC rankings proceed.
- The Academic Excellence Program’s goal is to raise \$250 million for 100 endowed chairs and graduate student support.

Vice Chancellor Olsen updated CPB on the Governor's Budget which was made public on January 10. Key points of the proposal included the following:

- The Governor's Budget is consistent with the Regents' approval of fee increases for 2005-06, according to the compact agreement.
- The budget provides \$2.8 billion in state funds to UC, an increase of approximately \$100 million above current year levels.
- Major adjustments include the following:
  - \$76.1 million (3 percent) for basic budget support.
  - \$37.9 million for enrollment growth, reflecting an increase of 5,000 students FTE in 2005-06.

### **Faculty Welfare**

Graduate Representative: Valerie Cullen

The FWC discussed the Academic Council's Resolution on Restrictions on Research Funding Sources (which may be of interest to graduate students--it is a proposed resolution adopted by the Academic Council which would ban faculty research funded by the tobacco industry), as well as the holiday library closures (also of interest to graduate students). Remarks on the Academic Council's Resolution were mixed--some members of FWC supported the resolution, but the majority recommended leaving research funding sources to the discretion of faculty.

### **Graduate Council**

Graduate Representatives:

Ellen Stolzenberg, Brent James, Onesoon Steve Yoo, Michelle Sugi

For the winter quarter 2005, the Graduate Council discussed:

- Site Visits. Every year a certain number of programs/departments are up for their regular review. As student representatives on the Graduate Council, we attend meetings with undergraduate and graduate students in these programs in an effort to represent the student voice in the review process
- Graduate Division Report on Attrition and Completion across disciplines
- Graduate Student Support Issues: Findings from the UCOP Graduate Student Support Survey looking at differences in student support by UC campus.
- Use of Recordings of Course Presentations, in which issues such as ownership of ideas, copyright, and visual images were addressed.
- UC Berkeley Visa Holders' Survey dealing with issues related to international graduate students.
- Graduate Student Development—endowed chairs and graduate fellowships

Everything discussed at the Graduate Council meetings potentially affect graduate students, either directly (student support) or indirectly (technological developments).

**Intercollegiate Athletics**

Graduate Representative: Michael Bland

The IAC discussed potentially joining the Coalition on Intercollegiate Athletics (COIA). The COIA is proposing a document entitled Integrity in Intercollegiate Athletics: Principles, Rules and Best Practices which addresses athletics and academics at the university level. Of note, there was one recommendation mentioned in the document which was not determined to be in the best interest of UCLA: that scholarships for student athletes be need-based. The committee agreed to recommend membership to the COIA, but with the need-based requirement removed.

Further discussion surrounded the Guiding Principles and Procedures document which was created by the Committee on Admission of Student Athletes. This document is the guiding force to coaches as to what type of student athletes will be admitted. The document is open-ended and leaves some room for interpretation. By NCAA rules, UCLA can admit anyone who passes the NCAA minimum requirements. However, UCLA has placed more stringent standards on accepting student athletes, as outlined in the Guiding Principles and Procedures document.

They also discussed the athletic department's role in collecting the academic standing and graduation rate data. Compared to the student body the number of athletes on probation has been either the same or lower. This seems to get overlooked with college sports as the media only hypes the cases of athletes that are not eligible or on probation. Some discussion was given to the fact that only scholarship athletes are being reported, whereas the IAC would like to collect data on all athletes (non-scholarship included).

What does all this have to do with graduate students:

Well, new NCAA academic requirements for athletes will affect the type of student that each school recruits. With that said, UCLA is already in good position to ensure that they meet NCAA requirements due to their more difficult admission process. However, a new learning assistance program has been implemented by the athletic department with rave reviews. Some "on the fence" athletes have shown marked improvement in class. These improvements will allow UCLA to accept more "on the fence" athletes in the future since the infrastructure will be in place to handle those athletes who need more academic attention. As such, the quality of teams should improve, which leads to more wins, higher attendance, more revenue, more good publicity, and higher awareness of the "other" things going on at UCLA...namely, top ranked graduate programs.

**Undergraduate Council**

Graduate Representatives: Julie Lacouture and Lisa Musca

This quarter's meetings focused on preparing for the upcoming department reviews; some of which have already taken place. Graduate students on this committee are specifically concerned about making contact with and getting feedback from each department's graduate students. Additionally, the Council looked at new majors, SCIGETC proposals, new policies, and the Senior Survey.

Of note:

- The Council saw a revised a proposal for the new Global Studies IDP Major and Minor. The revised proposal took the Council's suggestions to consider expanding offered class to encompass more cultures a greater geographic region.
- The Council looked at a draft of the Policy on Course Recordings, the University's attempt to crack down on unauthorized distribution of course materials. This draft policy prevents current students from selling or lending course materials. The Council offered some suggestions to the policy, adding the recommendation that a copyright expert be consulted.
- The Council also heard from the administration about the online grading system at UCLA. Two issues relevant to graduate students came up: the fact that the online grading deadlines do not take into account extra time often given to graduate students; and the fact that graduate teaching assistants will be called upon to learn the computerized system and ensure department adoption of the system.

## II. EFFECTS OF PROPOSED CHANGES TO THE ESL SERVICE COURSES

The Administration is considering changes in the funding and administration of the UCLA English as a Second Language (ESL) Service Courses which ultimately may affect international graduate students throughout the university, graduate students in the Department of Applied Linguistics and Teaching English as a Second Language (AL & TESL), and undergraduates.

**Background:** UCLA requires that graduate students who are non-native speakers of English (i.e., international grad students) demonstrate sufficient skills in academic English (writing, reading, and listening comprehension); students who need more work in these areas are required to enroll in the ESL Service Courses. In addition, state law requires that International Teaching Assistants demonstrate adequate speaking proficiency before they can TA; if these students get a low score on the TOP exam (formerly the SPEAK exam), they must take oral skills courses in the Service Courses until they improve. Finally, undergraduates are also required to take ESL courses if their academic English needs improvement.

The ESL Service Courses are currently administered through AL & TESL; they are developed and supervised by four lecturers in the Department. The Service Courses are a model ESL program and the lecturers are at the forefront of their field. Most of the Service Courses are taught by AL & TESL graduate students, supervised by the lecturers. AL & TESL graduate students provide the Service Courses with skilled teaching assistants, while TAing in the Service Courses is AL & TESL graduate students' single greatest source of financial support and provides them with opportunities for professional development.

The lecturers also teach courses in Teaching English as a Second Language to graduate students in AL & TESL, run an undergraduate minor in Teaching English as a Second or Foreign Language (TESFL), and run a series of summer school classes.

**The problem:** The ESL Service Courses (lecturers' salaries and pay for TAs) are mostly funded by the Division of Humanities, which says it can no longer afford them. The Administration wants to move the Service Courses in an "ESL migration" out of Humanities to a Special Project under David Unruh, Assistant Provost and head of Summer Sessions &

Special Projects. The Administration has said its goal is to make the Service Courses self-supporting within 3 years (including this year). A task force which has been meeting to discuss the proposed ESL migration has considered a number of ways to fund (or reduce the cost of) the Service Courses, including using money from Summer ESL and “taxing” divisions and departments to cover the cost of their students’ ESL instruction.

Though the Administration does not appear to have settled on a plan yet, graduate students in AL & TESL are concerned about the possible effects of these proposed changes. This fall, AL & TESL graduate students expressed their concerns about the ESL Service Courses in a letter to Dean of Humanities Gabrielle Spiegel. The letter, signed by 2/3 of AL TESL graduate students, was delivered on 12/02/04 to Dean Spiegel as well as to those cc’ed: Claudia Mitchell-Kernan (Vice Chancellor and Dean of Grad Division); AL&TESL Chair Lyle Bachman; and GSA VPAA Michelle Sugi. After they delivered the letter, AL & TESL graduate student representatives were added to the task force. AL & TESL graduate students approached the GSA because the proposed changes may affect graduate students throughout the university as well as in AL & TESL.

Though the Administration appears to have backed off from making big changes next year, it’s not clear what will happen beyond that.

**Concerns:**

- Effects on graduate students throughout the university
  - Would international graduate students have to pay separate fees for their ESL instruction, in addition to non-resident tuition? In other words, would ESL instruction no longer be included in tuition?
  - If it is expected that the departments or divisions of these students will pay for the students’ ESL instruction, would these departments and divisions be less likely to accept international students?
  - Is there a way to ensure that the current ESL standards and requirements are retained regardless of how ESL instruction is paid for?
- Financial support for AL & TESL graduate students
  - Would AL & TESL graduate students continue to get TAships teaching in the service courses? Would there be fewer TAships than there are now?
  - Would AL & TESL graduate students continue to be employed as TAs during the academic year, and thus receive fee remissions (as opposed to working during the summer)?
- Professional development for AL & TESL Grad students
  - Would AL & TESL graduate students continue to teach a variety of ESL courses under the supervision and mentorship of the current lecturers, who are leading professionals in the field?
  - Would the department continue to offer courses in teaching methods, such as those offered in conjunction with the TESL certificate program? (Currently, 80% of AL & TESL MA students complete the certificate program.)
- Effects on undergraduates
  - Would undergraduates who enroll in ESL courses have to pay separate fees for their ESL instruction, in addition to their tuition and other fees?
  - Would the undergraduate TESFL minor continue to be offered?

### III. Departmental Review Surveys

The purpose of the departmental review, conducted approximately every 8 years, is to maintain the quality and strengthen the academic excellence of the department or program. The review will comprise assessments by a broad range of constituencies including the department itself, UCLA faculty from other fields as well as faculty in a related field from other Universities. The unique perspectives from student surveys have been especially valuable to the program review team and the Graduate Council. It is essential that a review of the academic quality of the program under review include a representative sample of graduate student opinions.

***In an effort to increase survey return rate among graduate students, each student who completes the survey can pick up a coupon in the GSA office for a free coffee or soda. The department with the highest return rate (percentage-based) will win a grand-prize of \$200.***

Surveys were sent out electronically to the following departments and must be completed by March 28<sup>th</sup>:

- Anthropology
- Archaeology
- Architecture
- Classics
- History
- Molecular Cell, & Integrative Physiology IDP
- Neuroscience
- Physiological Sciences
- Sociology
- Urban Planning
- Biomedical Engineering IDP
- Molecular Toxicology IDP