Meeting with President Napolitano
November 25, 2019

Pradeep K. Khosla, Chancellor
Elizabeth H. Simmons, Executive Vice Chancellor
Alysson Satterlund, Vice Chancellor for Student Affairs
Becky Petitt, Vice Chancellor for Equity, Diversity & Inclusion
Patty Maysent, CEO of UC San Diego Health
A Destination for ...

Students:

- Creating an exceptional academic, residential, cultural, and co-curricular student experience requires flexible, coordinated action by many stakeholders. We are building a student-centered campus through partnerships focused on **Access and Opportunity**, **Ubiquitous Academic Excellence**, **Educational Innovation**, **Equity, Diversity, and Inclusion**, and **Student Experience**.

Patients:

- We are supporting health and wellness for our students, employees, and community members through expert clinical care and accelerated bench to bedside clinical research while training the next generation of providers.

Community:

- As we plan programs and facilities to serve the broader community, we emphasize **sustainability** to meet our responsibilities to future generations.
Achieving a Student-Centered UC San Diego:

• A 75% 4-year graduation rate for first-time/first-year students and a 70% 2-year graduation rate for transfer students
• Elimination of opportunity gaps
• A student body reflecting the population of the state of California
• A diverse faculty, prepared to support a diverse student cohort
• Deep student and alumni engagement in the campus community
Networked approaches to student-centeredness

Academic Affairs, Student Affairs, and EDI are leading interlocking efforts to make campus offerings more transparent and effective for students. Based on data from UCUES, Institutional Research, and other sources, our current initiatives focus on:

- Making transition, enrollment, and onboarding seamless for new arrivals
- Supporting populations with distinct needs to ensure ubiquitous academic success
- Augmenting wraparound support to underpin educational achievement
- Streamlining curricular pathways and course accessibility to promote timely graduation
- Building infrastructure for inclusive, innovative, learner-centered pedagogy
- Ensuring open access to high-impact experiential learning opportunities
- Promoting health and wellness via access to seamless healthcare
Wraparound Support

Student

- Case Management
- Basic Needs HUB
- Triton Concern Line
- Counseling and Psychological Services
- Deans of Student Affairs/Assistant Dean - Grad. Division
- Student Health Services
- UC San Diego Health

UC San Diego

Student Affairs Case Management Services 2018-19
UC San Diego Strategic Plan for Inclusive Excellence

Unit Self-Assessment

1) Understand your data (recruitment, retention, climate, equity, etc.)

2) Reflect on effectiveness of your unit strategies (use evidence)

3) Describe Impact of your Strategies (provide evidence)

4) Compare to peers and aspirant peers

5) Describe future strategies (as a result of assessment)
Strategic Educational Innovation

Building a vibrant academic portfolio for college-age and non-traditional learners

Objectives:

• Enhanced educational experience and outcomes for our students
• Professional development and creative opportunities for our faculty
• Deepened connections to alumni
• Strengthened regional, national, and international visibility and impact
• Diversifying ways to sustain investment in the education and research enterprise

Programmatic Milestones:

• Open edX platform launching first courses
• Cohort concurrent enrollment 3+2 Masters program approved by Divisional Senate
• 2019 pilot summer programs successful
• Extension’s Incoming Sharing Agreement program approved

Infrastructure to spur further progress:

• Following 2019 summer study, Divisional Senate has reaffirmed support for online education and is providing guidelines for program development and assessment
• Academic Advisory Committee is providing faculty perspective and fresh ways forward
• Checkpoint meetings are refining priorities and identifying ways to speed and diversify program development
• Inaugural AVC for Educational Innovation is being hired to provide strategic leadership, engage faculty champions, and pull Extension into tighter collaboration with academic units
• Building capacity for stronger communications with stakeholders, prospective program leaders, and potential student populations
Enhanced Student Experience through a Residential Campus

By fall 2020:
• Seventh College established
• 2000 more beds (in new Sixth College complex) for undergraduates and 2,100 for graduate students
• Apartment-style living and fresh-food micro-marts to meet needs of upper division and graduate students

By fall 2023:
• Eighth College opens (2000 more undergrad beds)
• Transfer housing with embedded Transfer Success Hub

By 2028: the nation’s largest residential system
• Housing 62% of undergraduates on campus
• 4-year housing guarantee (undergrad & PhD students)
• Academic and wellness amenities in all residences

Impact on student experience:
• Improved affordability (20% below market rate) and enhanced access to academic and support services
• Without long commutes: more time for studying, classes, recreation, experiential learning

~19,900 Undergraduates Housed on Campus by 2028
Supporting the Graduate Experience

Housing
• Creating 6000 new graduate beds, with easy foot/bike access to academic and clinical buildings
• 4-year housing guarantee with rent 20% below market and no required meal plan

Financial support
• Laying the groundwork to offer 5-year packages to all incoming doctoral students, to enhance diversity and academic quality of incoming cohorts, while improving time-to-degree
  • Pilot program in Philosophy has demonstrated positive impact
• Senate-Administration workgroup has proposed streamlined process to award doctoral fellowship support (first-year for all; dissertation year for selected disciplines)
• ITS creating paid graduate internship positions as part of Enterprise System renewal

Teaching
• T+L Commons trains graduate students in inclusive pedagogy
• Gen Ed sequences in new colleges and new small courses campus-wide are creating Associate-in opportunities for graduate students
• Moving to allocate TA-ships by pedagogical intensity of courses, rather than by discipline; this should enhance opportunities in humanities and social sciences
FY 19 Research and Innovation Highlights

FY 19 Innovation highlights
- US patents issued: 90
- Foreign patents issued: 249
- Licensed Startups: 24
- Licenses: 134
- Industry Funding: $198M

Innovation Programs:
- National Security Innovation
- Center for Novel Therapeutics
- Culture Incubator program
Topics Arising in Strategy Meeting

• Quarter ➔ Semester conversion
  • **Why?** Supports students: less stressful pace, smoother articulation with courses taken elsewhere, more time for mid-course correction, more time to include papers/projects/research in courses, calendar compatible with internships & study abroad.
  • **How?** Senate and Regental review (~2 years)
  • **What?** Revise curricula and courses, advising, registrar/enrollment/financial aid systems .... (~3 years)

• Student health and well-being
CAPS: Utilization and Access Data and Expanded Access Plan
UTILIZATION

CAPS Couns Units of Service

UCSD ENROLLMENT

UNIQUE CAPS CLIENTS AS PCT OF ENROLLMENT
**UTILIZATION**

**FISCAL YEAR OVER YEAR**

<table>
<thead>
<tr>
<th>CLINICAL SERVICES</th>
<th>FY 2016-17</th>
<th>FY 2017-18</th>
<th>FY 2018-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial Evaluations</td>
<td>2,543</td>
<td>2,475</td>
<td>2,486</td>
</tr>
<tr>
<td>Follow-Up Visits</td>
<td>9,057</td>
<td>9,013</td>
<td>9,398</td>
</tr>
<tr>
<td>Brief Telephone Assess (BTA)</td>
<td>2,359</td>
<td>2,254</td>
<td>2,919</td>
</tr>
<tr>
<td>Psychiatry Visits</td>
<td>1,340</td>
<td>1,201</td>
<td>1,150</td>
</tr>
<tr>
<td>Urgent/Crisis Visits</td>
<td>1,645</td>
<td>1,509</td>
<td>1,189</td>
</tr>
<tr>
<td>Group Counseling</td>
<td>3,251</td>
<td>5,050</td>
<td>5,048</td>
</tr>
<tr>
<td><strong>TOTAL CLINICAL UNITS OF SERVICE</strong></td>
<td><strong>20,195</strong></td>
<td><strong>21,502</strong></td>
<td><strong>22,190</strong></td>
</tr>
<tr>
<td><strong>TOTAL STUDENTS SERVED</strong></td>
<td>4,141</td>
<td>4,265</td>
<td>4,659</td>
</tr>
</tbody>
</table>

**COMPARISON FALL 18 vs FALL 19: WEEKS 0-9**

<table>
<thead>
<tr>
<th>CLINICAL SERVICES</th>
<th>2018-19 WEEK 0-WEEK 9</th>
<th>2019-20 WEEK 0 TO WEEK 9</th>
<th>FALL 1-yr Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial Evaluations &amp; Single Session</td>
<td>666</td>
<td>461</td>
<td>-31%</td>
</tr>
<tr>
<td>Follow-Up Visits</td>
<td>1,844</td>
<td>1,438</td>
<td>-22%</td>
</tr>
<tr>
<td>Brief Telephone Assess (BTA)</td>
<td>796</td>
<td>877*</td>
<td>+10%</td>
</tr>
<tr>
<td>Psychiatry Visits</td>
<td>220</td>
<td>159</td>
<td>-28%</td>
</tr>
<tr>
<td>Urgent/Crisis Visits</td>
<td>327</td>
<td>264*</td>
<td>-19%</td>
</tr>
<tr>
<td>Group Counseling</td>
<td>213</td>
<td>124</td>
<td>-42%</td>
</tr>
<tr>
<td><strong>TOTAL CLINICAL UNITS OF SERVICE</strong></td>
<td><strong>4,066</strong></td>
<td><strong>3,323</strong></td>
<td><strong>-18%</strong></td>
</tr>
<tr>
<td><strong>TOTAL STUDENTS SERVED</strong></td>
<td>1,689</td>
<td>1,629</td>
<td><strong>-4%</strong></td>
</tr>
</tbody>
</table>

Does not include Cancellations or No Shows

*Prior to Fall FY20 Urgent care by phone in Urgent volumes, going forward included in BTA volumes
## Access

### Average Calendar Days Wait

<table>
<thead>
<tr>
<th>Clinical Services</th>
<th>FY 2016-17</th>
<th>FY 2017-18</th>
<th>FY 2018-19</th>
<th>Fall 18-19 Week 0 - Week 9</th>
<th>Fall 19-20 Week 0 - Week 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial Evaluations</td>
<td>12</td>
<td>10</td>
<td>16</td>
<td>9</td>
<td>14</td>
</tr>
<tr>
<td>Follow-Up Visits</td>
<td>13</td>
<td>14</td>
<td>14</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td>BTA</td>
<td>3</td>
<td>2</td>
<td>5</td>
<td>7</td>
<td>12</td>
</tr>
<tr>
<td>Psychiatry Visits</td>
<td>16</td>
<td>17</td>
<td>17</td>
<td>16</td>
<td>14</td>
</tr>
<tr>
<td>Urgent Visits</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
## Staffing

### FY 17-19

<table>
<thead>
<tr>
<th>Providers</th>
<th>FY 2016-17</th>
<th>FY 2017-18</th>
<th>FY 2018-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychiatry Funded</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Psychiatry Staffed</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Clinical Psychologists Funded</td>
<td>25</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>Clinical Psychologists Staffed</td>
<td>25</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>LCSW funded</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>LCSW staffed</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

| Actual ratio psychology & LCSW providers/students | 1:1,279 | 1:1,1263 | 1:1,338 |
| TOTAL STUDENTS SERVED                       | 4,141   | 4,265    | 4,659    |

### FY 20

<table>
<thead>
<tr>
<th>Providers</th>
<th>Fall Quarter</th>
<th>Winter, Spring Quarters</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychiatry Funded</td>
<td>3</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Psychiatry Staffed</td>
<td>2</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Clinical Psychologists Funded</td>
<td>27</td>
<td>27</td>
<td>0</td>
</tr>
<tr>
<td>Clinical Psychologists Staffed</td>
<td>19.5</td>
<td>23</td>
<td>+3.5</td>
</tr>
<tr>
<td>LCSW funded</td>
<td>3</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>LCSW staffed</td>
<td>3</td>
<td>4</td>
<td>+1</td>
</tr>
</tbody>
</table>

| Actual ratio psychology & LCSW providers/students | 1:1,761 | 1:1,467 | +20% |
| TOTAL STUDENTS SERVED                       | 1,689   | -       | -    |

Fall Quarter FY20: 2 FTEs on FMLA, 2.5 FTEs unplanned separations, 3 vacancies
Winter/Spring: 2 FTEs return from FMLA and 2 new FTEs hired. Ongoing recruitment to fill 3 remaining funded vacancies
Successful recruitment to fill all funded FTEs would create provider ratio of 1:1,320.
Long term goal is psychologist & LSCW provider ratio of 1/1,000 (national benchmark)
## Winter/Spring 20: Immediate Expanded Access Plan

### FALL

<table>
<thead>
<tr>
<th>Providers</th>
<th>Weekly Volume</th>
<th>Access Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial Evaluations</td>
<td>51</td>
<td>14</td>
</tr>
<tr>
<td>Follow-Up Visits</td>
<td>160</td>
<td>13</td>
</tr>
<tr>
<td>Brief Telephone Assess (BTA)</td>
<td>97</td>
<td>12</td>
</tr>
<tr>
<td>Psychiatry Visits</td>
<td>18</td>
<td>14</td>
</tr>
<tr>
<td>Urgent/Crisis Visits</td>
<td>29</td>
<td>0</td>
</tr>
<tr>
<td>Group Counseling</td>
<td>14</td>
<td>0</td>
</tr>
</tbody>
</table>

### WINTER/SPRING

<table>
<thead>
<tr>
<th>Providers</th>
<th>Weekly Volume</th>
<th>Predicted Access Days</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial Evaluations</td>
<td>66</td>
<td>12</td>
<td>+29%</td>
</tr>
<tr>
<td>Follow-Up Visits</td>
<td>170</td>
<td>12</td>
<td>+7%</td>
</tr>
<tr>
<td>Brief Telephone Assess (BTA)</td>
<td>130</td>
<td>3</td>
<td>+34%</td>
</tr>
<tr>
<td>Psychiatry Visits</td>
<td>24</td>
<td>12</td>
<td>+33%</td>
</tr>
<tr>
<td>Urgent/Crisis Visits</td>
<td>47</td>
<td>0</td>
<td>+60%</td>
</tr>
<tr>
<td>Group Counseling</td>
<td>14</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
1. **More psychologist/LCSW FTE:** Return of FMLA (2 FTEs) and new hires (2 FTEs) allows immediate expansion of BTA, urgent care, initial evaluations and follow up.
2. **More Psychiatrist availability:** Increasing clinical hours and adding capacity
3. **Expansion of onsite CAPS hours:** current hours M-F 8am-4:30pm – expansion plan M-F 8am-6:30/7pm
4. **Deployment of new tele-mental health services supported by CAPS providers.** Allows visual and auditory communication through secure computer access, can be during or outside of CAPS hours, supported by EPIC.
5. **Promote Live Health Online (LHO) option** and eliminate co-pay for SHIP students. LHO is UCOP approved external provider service accessed through a telemedicine portal.
6. **Active ongoing recruitment to fill the 3 funded psychologist vacancies,** with a focus on expanding diversity and LGBTQ services, allowing further access improvements.
7. **Bridge funding from EVC for addition of 3 further FTE (psychologist/LCSW)**
Thank you for contributing to the success of the WASC-WSCUC and AAALAC accreditation site visits.
Kuali Research Impacts at UC San Diego

Academic Senate
Kuali Initiatives at UC San Diego

Kuali COI and Kuali Research planned to launch together

**Kuali COI**
Facilitates Electronic COI Disclosures (replacing paper/PDF process)

Covers the following forms:
- PHS
- 700U
- 9510

**Kuali Research**
Sponsored Programs Modules (replacing EPD, Coeus IP, Coeus Award)

**Pre-Award**
- Proposal Development*
  *(includes the KR Dashboard)*
- Institutional Proposal
- Negotiations

**Post-Award**
- Award
- Subaward

**Kuali IRB**
Human Subjects Protocols (replacing legacy system)

- PIs prepare and submit
  - New Studies
  - Modifications
  - Renewals
  - Reports
- For review by
  - IRBs
  - SCRO
  - HRPP

Launches January 21, 2020
Launches January 21, 2020
Launch date pending
Today’s Challenges for Sponsored Research

Minority of Federal Grants are Administratively Complete Prior to Sponsor Deadline

<table>
<thead>
<tr>
<th>All VC Areas</th>
<th>Marine Sciences</th>
<th>Health Sciences</th>
<th>Academic Affairs</th>
</tr>
</thead>
<tbody>
<tr>
<td>15%</td>
<td>37%</td>
<td>10%</td>
<td>9%</td>
</tr>
<tr>
<td>85%</td>
<td>63%</td>
<td>90%</td>
<td>91% (3-Year Average)</td>
</tr>
</tbody>
</table>

Key Insights

On average, only 15% of Federal Grant proposals fulfilled institutional requirements prior to submission to the sponsor.

Impacts on Faculty

- Delays at Award -- no Fund/Index# released
- Proposals submitted with errors rejected by Sponsor
- Risk of unapproved commitments (e.g. wrong IDC rate, cost-sharing, ownership of IP, non-eligible PI)
- Institutional accountability of submitted proposals unmet (incomplete and un-stated compliance requirements, e.g. IRB, IACUC, COI, Export Control, Foreign Engagements)
NEW PROPOSAL TIMELINES: 14/5/2

Call to Action as of Jan 21, 2020:
- Discuss these changes with other faculty
- Promote new timeline = 14, 5 and 2 business days
- Promote timely completion of PI Research Questionnaire and Certification
- Approve critical criteria proposals promptly
- Develop Divisional/Unit plans (with back-up contingency) to achieve 100% adoption

1600hrs/$100K of Chair/DBO time saved by implementing critical criteria

Full adoption of Kuali Research as real time proposal submission and award management system within 6 months of go live
Most challenges and concerns will be alleviated by full adoption, utilization and proficiency of business processes and system functionality.

**Key Insights**

*Most proposals do not have critical criteria, and will move through automatically.*

**Critical Success Factors**

1. PI to **notify** department grant administrator **14 business days** in advance
2. PI to **complete** Research Questionnaire and Certification
3. Chair/DBO to **approve proposals same day**, to avoid delays in routing
4. SPO’s to **receive approved** KR record **5 days** before deadline
5. PI Research Plan to SPO **2 business days** prior to deadline
### The New Deadlines are Comparable to Top HERD Institutions

<table>
<thead>
<tr>
<th>Institution</th>
<th># of Days to SPO before Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>U. Michigan</td>
<td>10 days</td>
</tr>
<tr>
<td>U. California, San Francisco</td>
<td>5 days</td>
</tr>
<tr>
<td>U. Pennsylvania</td>
<td>5 days</td>
</tr>
<tr>
<td>U. Washington, Seattle</td>
<td>7 days</td>
</tr>
<tr>
<td>U. Wisconsin, Madison</td>
<td>5 days</td>
</tr>
<tr>
<td><strong>U. California, San Diego</strong></td>
<td>5 days (Proposed)</td>
</tr>
<tr>
<td>U. North Carolina, Chapel Hill</td>
<td>5 days</td>
</tr>
<tr>
<td>U. California, Los Angeles</td>
<td>5 days</td>
</tr>
<tr>
<td>Massachusetts Institute of Technology</td>
<td>5 days</td>
</tr>
<tr>
<td>U. Pittsburgh</td>
<td>4 days</td>
</tr>
<tr>
<td>U. California, Berekley</td>
<td>4 days</td>
</tr>
<tr>
<td>U. Texas, Austin</td>
<td>4 days</td>
</tr>
<tr>
<td>U. IL - Urbana</td>
<td>4 days</td>
</tr>
</tbody>
</table>
Paperless COI Launches January 21, 2020

Kuali
Conflict of Interest (COI)

For Conflict of Commitment reporting use UC OATS at ucoats.ucsd.org
On Deck: New IRB Enterprise System

• **Support Application, Review, and Documentation Needs for**
  • All IRB applications
  • Stem Cell Research Oversight Committee
  • HRPP Administrative Reviews

• **Enable Improvements**
  • Align systems, policy, and culture
  • Facilitate reviews before IRB meetings
  • Provide metrics and visibility into the process
  • Adapt to trends, such as Single IRB review in multisite research

• **Break down silos**
  • Foster parallel processing of protocols
  • Use common information to reduce redundant effort
STUDENTS IN DISTRESS

Mary Anderson, Ph.D.
Director of Student Affairs Case Management Services
UC San Diego
(858) 822-2614
manderson@ucsd.edu
What to Expect:

• 2018-2019 Data
• Indicators of Distress
• Resources Available to Faculty
## UC San Diego Students of Concern 2018-2019

<table>
<thead>
<tr>
<th></th>
<th>Undergraduate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>1282</td>
<td>73</td>
</tr>
<tr>
<td>Referred for Case Management Services</td>
<td>421</td>
<td>2</td>
</tr>
<tr>
<td>Hospitalizations</td>
<td>151</td>
<td>12</td>
</tr>
</tbody>
</table>
RECOGNIZING A STUDENT IN DISTRESS

A student whose academic progress or functioning in the university environment is adversely affected due to a number of indicators that are impacting their well-being and/or well-being of others.
THE DISTRESS CONTINUUM

*focused, balanced
  *family pressure, goals murky
  *lack of support- family, time, financial
  *struggling academically/or at work
  *relationship issues
  *life challenge or significant loss
  *excessive anger or rage
  *disconnect from reality
  *history of cruelty to animals
  *destructive behaviors
  *drug/alcohol abuse
  *weapons access/interest
  *obsession w/
    *death/killing
    *suicidal/homicidal
EMOTIONAL INDICATORS

- Changes in mood
- Frequently tearful
- High levels of anxiety or panic attacks
- Unprovoked anger or hostility
- Increased agitation
- Expressions of hopelessness, fear or worthlessness
- Suicidal ideation
PHYSICAL INDICATORS

- Increased physical health complaints
- Continual episodes of illness, colds, flu, etc.
- Excessive perspiration
- Extreme fatigue
- Problems sleeping
BEHAVIORAL INDICATORS

- Increased procrastination
- Withdrawing from friends and family
- Poor self-care and neglected personal hygiene
- Being excessively demanding of others
- Increase in impulsive or risky behaviors
- Self-harm
- Increase in alcohol or drug use
- Excessive dependency
- Violent acts toward self and others
ACADEMIC INDICATORS

- Excessive absences or loss of motivation
- A drop in grades
- Consistent failure to turn in work or complete assignments
- Changes in concentration
- Decline in quality of work
- Poor performance and preparation
- Repeated requests for special considerations
- Avoiding participation
- Excessively anxious when called upon
- Disturbing content in writings or presentations
Resources for Faculty

Triton Concern Line
(858) 246-1111

Student Affairs Case Management Services
(858) 822-2614

Counseling and Psychological Services
(858) 534-3755

Deans of Student Affairs for the Undergraduate Colleges

Assistant Dean of Graduate Student Affairs
(858) 534-3550
Resources for Faculty

Behavioral Threat Assessment & Management Team

manderson@ucsd.edu  (student concerns)
dabelman@ucsd.edu  (faculty and staff concerns)

UC San Diego Police
(858) 534-HELP  (non-emergencies)
911  (emergencies)

Committee to Support Faculty
Email ideas to:
manderson@ucsd.edu
Resources for Faculty

CULTURE OF CARE: FACULTY RESOURCE WEBSITE

http://vcsa.ucsd.edu/faculty/index.html
UC San Diego
The Analytical Writing Program’s Proposal to Offer Upper-Division Writing Courses

Dr. Karen Gocsik
Associate Teaching Professor
Director of the Analytical Writing Program
December 10, 2019
Proposal to Expand Course Offerings

• Currently, AWP is permitted to offer only developmental writing courses at the division-wide level.

• We seek permission to expand our course offerings to include additional division-wide and upper-division courses.

• These courses will ensure that UC San Diego students who want to develop their academic writing skills beyond their College Writing courses will have the opportunity to do so.
Confirming Student Need

- College Writing Program Directors agree that some students need additional writing instruction, even after completing their College Writing courses.
- The Senate Committee on International Education confirms that one of the two most urgent challenges facing international students is the language barrier.
- Faculty who work with transfer students note that they are sometimes unprepared for the kind of writing we ask them to do.
- The Teaching & Learning Commons acknowledges that some students need sustained instruction not easily offered in individual tutoring sessions.
- Undergraduate and graduate students, unable to identify good alternatives, have approached AWP, requesting to enroll in courses.
AWP: Demonstrated Success

- Over 90% of students claim that AWP courses have armed them with the skills they need for successful critical reading, thinking, and writing.

- Over 90% of students claim that AWP courses have helped them to feel confident as writers.

- 82% of AWP students earn an A or B in their College Writing courses (compared with 87% of their peers).
Sample Courses

• **Writing Analysis and Argument:** This course would scaffold the critical thinking, critical reading, and critical writing abilities necessary to successful analysis and argument, focusing in particular on writing skills that are transferable across disciplines. Course topics would be issue- or problem-driven and would instruct students in how to write for different audiences, using different genres (i.e., analysis, argument, summary of academic conversations, writing for oral arguments, and so on).

• **Writing About Science (or Medicine, or Politics, or Law):** These courses would address issues relevant to students’ academic and professional interests, but would explore them from the perspective of the humanities. For example, course readings would identify the questions and public controversies pertinent to a particular field; students would then use writing to explore and then to take a position on these controversies.

• **Writing In the Professions:** This course would demonstrate to students how they might use writing to explore and to create a professional identity. Assignments would range from articulating the questions and problems that students hope to explore in their professional lives, to understanding the current conversations in their chosen professions, to fashioning résumés and cover letters that declare how they intend to address these problems and what they hope to contribute to these conversations.