Chair welcomed new undergraduate student representative Laurel Turbin to the meeting.

1. UC MANDATES FOR INCREASED TEACHING—Kathleen Komar, Senate Vice Chair

Vice Chair Komar gave an overview of the new UC responsibilities related to teaching and highlighted some of the current issues. As a result of the Bureau of State Audit’s report on the University’s Partnership with the Governor, the University agreed to add at least 1,000 undergraduate classes taught by regular-rank faculty. Campus targets were assigned to reach this goal and were based on the actions each campus has taken in the past. This additional effort is to be accomplished by the end of AY 2003-04 and the pledged amount of class instruction would constitute the “minimum level per regular-rank FTE” that should be maintained on a permanent basis. A University-wide Task Force on Faculty Instructional Activities was appointed to address issues of measurement, comparability and equity of instructional workload and provide fairly firm, working targets. Current and ongoing issues include:

- The effect by data gathered on this issue. Though the targets have been set for higher levels of undergraduate teaching by ladder faculty at UCLA (375 additional courses); at the same time when total teaching levels are coming under increased scrutiny, it is important to note that UCLA faculty have not always institutionalized many of its teaching activities as courses. Thus, the UCLA Academic Senate Ad Hoc Committee on Faculty Instructional Effort Data and Reporting was appointed to examine how these data were compiled, what principles were at work, and how they correspond to UCLA’s teaching experiences. That committee has suggested some New guidelines and accountability practices have been developed to ensure that total instructional efforts are appropriately represented and accurately reported to increase the actual amount of teaching that UCLA faculty do.
- Whether UCLA can meet the specific target of additional undergraduate courses in such a short time. by units reorganizing their curricula or simply developing new courses “from scratch?” The consensus is no. This is an opportunity for departments and programs to offer undergraduates new one and two-unit seminars that focus on research practice or issues. There is a report that seminar-like activities with undergraduates currently exist but without faculty receiving course credit. The campus wide Taskforce on Undergraduate Education in a Research Context has looked into this and recommended ways to expand these opportunities for lower division and upper division students. A campus wide numbering scheme for these offerings has been designed, which the Taskforce is encouraging departments to adopt.
The matters of instructional workload. The Joint Academic Senate/Administration Taskforce on Departmental Teaching Policies is examining and formulating policy guidelines for consideration by the University, the Chancellor and Executive Vice Chancellor on the appropriate representation of departmental instructional workload and principles for allocating course release. There are reports that a system-wide initiative is underway to develop a metric for documenting teaching activities according to a set of categories under the policy of “Total Instructional Effort”.

In response to a question about whether the taskforce plans to ask departments to create a point system to codify the various ways by which faculty may satisfy the department’s workload requirements, Vice Chair Komar commented that the taskforce recognized that a number of departments have voluntarily adopted utilize point systems to assign teaching responsibilities. Because a system-wide committee is in process of preparing new measures of “Total Instructional Effort”, the task force argued that departments should wait until the TIE standards are complete to develop point systems.

2. CHAIR’S REPORT

- The Minutes of the November 12, 2003 meeting were approved as distributed.
- The chair announced that twelve nominations were received for the Distinguished Teaching Assistant Award. Five recipients will be chosen in this category. The evaluation period of all twelve nominees is from February 26 to March 22. One member wondered if the TA winners registration fees are waived upon receiving the Dissertation Year Fellowship Award. The answer is yes. Ms. Avila found out after the meeting that each fellowship award consists of a $15,000 stipend, a research allowance of up to $500, and mandatory fees (excluding tuition) for a total projected award of $20,003.

3. SELECTION OF FIVE DISTINGUISHED TEACHING AWARD RECIPIENTS

Statistical analyses of preliminary ballot ratings were used as a basis for extensive discussion of eleven excellent candidates and selection of five recipients that will receive the Distinguished Teaching Award. The five Senate Faculty selected to receive the award were:

David Kaplan, Philosophy
Kathryn Morgan, Classics
Mark Morris, Physics & Astronomy
Jesus Torrecilla, Spanish & Portuguese
Joan Waugh, History

In addition, Professor Kaplan will receive the Eby Award for the Art of Teaching and Professor Morgan will be awarded the Distinction in Teaching at the Graduate Level.

**Action:** An official notification of the selection will be sent out by campus mail to all the nominees and their department chairs after the winners have been contacted by phone. The committee was particularly impressed with Professor Zegart’s file. A separate letter encouraging her department to re-nominate Professor Zegart in a year or two will also be mailed out.

The meeting adjourned at 4:40pm.