

Areas of Educational Policy
Currently Missing from, or Needing Updating in, the University Senate Rules

I. Educational Policies Concerning Noncourse/Nondegree Educational Programs

A. Post-terminal Degree, Specialized Education

1. Mission-Areas of Specialized Education

- a. Research-Centered Specialized Education: e.g., Postdoctoral Scholars
- b. Clinical-Centered Specialized Education: e.g., Interns, Residents, Fellows
- c. Other?

2. For each of the above categories of student/education, what --- as University-wide policy -- are features of the respective educational environment that ought be commonly experienced by all the post-terminal degree students in the program:

- a. in addition to any educational parameters required by accrediting agencies?
- b. whether or not the training is being provided under the auspices of an individually funded mentor, or as part of a multi-student training program, or in some other format?

3. When a new educational unit infrastructure is being proposed, in which a new post-terminal degree program of education is proposed to be created and housed (e.g., a new multidisciplinary research center),

- a. What academic information about the proposed post-terminal degree educational program ought the writers include in the proposal?
- b. By what academic parameters would the Senate assess that there is being proposed an amount/quality of post-terminal degree educational activity that --- in order to obtain its educational objectives --- it needs to be housed in a dedicated educational unit?
- c. By what academic parameters would the educational program be later evaluated for whether it is meeting its educational objectives?

4. What ought be the content written on the academic certificate provided to Postdoctoral Scholars attesting to their completion of the educational training? (e.g., Name of educational unit? Name of educational training program? Signature of a specific mentor, if any? Signature of an academic administrator? Other? Is it to be Logged on Transcript? – Note: Postdocs enroll in the course “PD 99” and are tracked by Registrar)

B. Other kinds of Noncourse/Nondegree Educational Programs

- 1. Independent Studies Program – same kinds of issues as above for postdocs**
- 2. What kinds of other such programs exist/might come to exist?**

II. Distinguishing in Senate Rule 3.3.2 the Senate's Decision-making Role Over Academic Programs vs. Its Advisory Role on Infrastructure

- A. Need to separate in SR 3.3.2 the process for vetting proposals for significant reductions, consolidation, suspension, termination of academic programs from infrastructure proposals affecting new establishment of, or consolidation, transfer, discontinuation, significant reduction, or change in name, of educational units**
- B. Need to identify the information necessary for proposal writers to include in, and criteria to be used by Senate to evaluate proposals for, issues in (A)**
- C. Need to define what constitutes "significant reduction" in an educational program (e.g., recent Reproductive Sciences program issues)**
- D. Need to newly include policy elaborations that might be specific to "suspension" of an academic program ("suspension" not specifically mentioned in current SR 3.3.2, although "suspension" would seem to be a kind of "reduction")**
- E. Need to expressly have language that includes certificate programs as among educational programs controlled by SR 3.3.2**
- F. Explore the interface between educational policy-making and infrastructure policy-making.** E.g., if an academic program has no internal academic features changed, but it is moved to a new infrastructural environment that is harmful to attainment of the educational objectives of the program, can the harm become so severe that the infrastructural move becomes a de facto educational policy decision? What constitutes such "severity"? How can such severity in effects be articulated so that its characterization as a de facto educational policy decision be persuasive?

III. Faculty Governance in Educational Units

A. Multidisciplinary Research Centers/Institutes

Need to have language for GV II that delegates to the Faculty of an MRC/I the authority to establish its Rules for educational policy-making

B. Interdisciplinary Instructional Programs

Need to have language for GV II that defines the Faculty body, that delegates to the Faculty body the authority to establish the educational policy of the unit, and that delegates to the Faculty body the authority to establish its Rules for educational policy-making.