

COMMITTEE ON EDUCATIONAL POLICY

MINUTES

May 30, 2007

12:30-2 p.m., Kerr Hall RM 307

Present: Heather Bullock, Joel Ferguson (Provost rep), Russ Flegal, David Helmbold, Anatole Leikin, Roxanne Monnet (ASO staff), Jaye Padgett (Chair), Sarah-Hope Parmeter (NSTF rep),

Absent: Pamela Hunt-Carter (Registrar, *ex officio*), Flori Lima (SUA Rep), Loisa Nygaard, Xinlu (George) Zhang (SUA Rep).

Guests: Margie Claxton (Associate Registrar), Michael McCawley (Associate Director of Admissions), Stacey Sketo-Rosener (Academic Preceptor).

I. ANNOUNCEMENTS

The group was reminded of the Senate Meeting scheduled for 2:30 p.m. today.

Chair Padgett met with the MCD Biology Department regarding possibilities for a W for their majors. It is anticipated that they will submit a 2-3 page proposal in the near future. Chair Padgett is working to schedule a meeting with the Department of Psychology on the same subject.

The Senate Executive Committee (SEC) met this week. They discussed the letter Padgett and Senate Chair Crosby received in recent weeks on matters of academic freedom. SEC will consult with the Committee on Academic Freedom who dealt with some of the issues listed in the letter last year.

John Tamkun, Chair of the Committee on Admissions and Financial Aid, presented High School GPA statistics for students entering fall 2007 versus fall 2005 and 2006. The data was drawn from Student Intent to Registrar forms. There is a 20 percent increase in students between 3.0-3.5 (up from 47 percent to 67 percent) and a corresponding decrease in students with GPAs from 3.6-4.0 (down from 41 percent to 24 percent). CAFA is particularly interested in ways to increase funding for the Regent Scholars Program and in an honors program as possible ways to increase take rate at the highest end of the GPA scale. Tamkun's data demonstrated that financial aid has not kept up with the rising cost of going to UC. UCSC has seen the least growth in scholarship and fellowship funds for undergraduates and is now the lowest in the UC system. CEP wonders whether the lack of athletic scholarships plays a part in this.

SEC discussed the recently distributed re-draft of the Strategic Academic Plan. Although improved, it is still very preliminary. CEP plans to discuss this further before the quarter is over.

Member David Helmbold gave an update from the Pandemic Planning Committee. The topics currently under discussion are quite grave. The questions before this group are extremely tough ones. It was noted that the number of deaths in the U.S. due to certain viruses plaguing other areas is low enough that they are not considered at a contagious level here. The Health Center

monitors reports from the Center for Disease Control and World Health Organization in order to be aware of when situations may become more contagious. A variety of possible actions are being discussed that may be enacted should the U.S. reach a critical level. What approaches to take will, no doubt, depend on the situation at hand. UCD has a wide array of plans that the committee is reviewing for similar plans at UCSC. Due to the many weighty things to be considered, the impact to teaching and research is low on the list of eight primary topics. There is a subcommittee to consider the impact and needs associated with teaching and research chaired by EH&S Advisor Jim Schoonover. Again, it is challenging to make planning decisions without considering the particulars of the situation. CEP may discuss possible ways of handling an incomplete academic quarter, for example, but cannot decide on a definite plan without knowledge of the crisis at hand. It was noted that there is significant overlap between this committee and the emergency planning and demonstration response teams.

II. Minutes. The minutes from May 9 were accepted as amended.

III. UC versus UCSC GPA.

To graduate from a UC campus students must maintain a 2.0 UC GPA per systemwide regulations. Presently it is the UCSC GPA that is printed at UCSC on its transcript. It is the UC GPA that other UCs track and display on their transcripts. UCSC's regulations also mention the UC GPA as the graduation requirement.

It is speculated that the reference to display a UCSC GPA in the transmission of records section of the Santa Cruz Regulations may have created confusion over whether there is a 2.0 GPA requirement on courses taken solely at UCSC and whether the UCSC GPA is the one that should appear on the transcript specifically.

It was noted that the original justifications for the legislation do not make reference to a desire to have a UCSC GPA graduate requirement in addition to the systemwide requirement. Since the section on transmission of records does not say specifically that the UCSC GPA will be displayed on the transcript, it appears that this can be changed so that it may appear elsewhere, such as degree audit screens, but not on the transcript.

CEP agreed that they see no added value in having a UCSC 2.0 GPA requirement in addition to the UC required GPA. In the coming year they will consider how to reword the regulations for clarity.

The group considered matters related to implementation of the change in practice as related to publications and advising of students.

Chair Padgett will work with Academic Editor to identify where and how to modify language in the *Navigator* and *General Catalog*. He will also consider the timing of changing what has been the practice for colleges and when to get the word out to the students.

It was noted that there may be some number of students for whom this change will be problematic in that their performance at UCSC was better than at another UC but that this clarification of degree requirements is not a Catalog Rights issue.

CEP also discussed whether or not concurrent enrollment courses taken at UCs should be allowed to count toward the UC GPA and decided that all UC coursework should be included (with the exception of Extension coursework other than those taken through the Concurrent Enrollment Program or that are "X" courses).

The group was reminded that concurrent enrollment courses differ from other University Extension courses in that they are regular UC courses. The Concurrent Enrollment Program is intended for people to participate in regular UC courses who are not regularly enrolled UC students. All Extension coursework, including concurrent enrollment, comes to UCSC on a UC Extension transcript. The case is different for other UC courses that UCSC students may take such as through an intercampus visitor program ("X" courses sponsored through Extension) or EAP. These go directly into UCSC students' transcripts and have been used in the calculation of the UC GPA. Since summer is an open term, these courses also go directly into the transcript and not through the concurrent enrollment program.

The Concurrent Enrollment Program adopted UCSC's grading rules. Associate Director of Admissions Michael McCawley will confirm whether that is the case for UCSC's branch of University Extension overall.

CEP decided to uphold the 5 credit limit on concurrent enrollment coursework for students to take toward degree once they have been enrolled at UCSC. Their work prior to admission to UCSC will be considered as regular transfer credit. It is understood that this 5 unit limit is largely for fiscal reasons, that it does not exist in Senate Bylaws or Regulations, and that CEP may make exceptions to the policy. Since transfer credit does not count toward the P/NP limit, CEP's decision to allow courses taken through UC Extension (including Concurrent Enrollment) after being enrolled at UCSC to count in the UC GPA will not affect a UCSC student's P/NP limit.

One benefit of allowing students to take courses through concurrent enrollment when they are not enrolled at UCSC is to improve their GPA in order to return to UC after having been barred. It should be noted, however, that students may also lower their GPA if they receive a poor grade through concurrent enrollment or Extension.

IV. Academic Integrity.

The subcommittee on academic integrity reviewed its report for the group. Outreach to students and faculty is seen as a primary issue. To what extent the topic is covered in core courses is quite variable. There does not appear to be a consistent way to reach upper-division transfer students who are exempt from the core course. Faculty need to know what resources are available to them and what they can do.

Members acknowledged that opinions on group collaboration toward class projects vary widely among the faculty as do opinions toward other elements of academic integrity. Nonetheless, the process of articulating views with each other can help faculty to bring into shape ways to express their expectations of their students. It is recommended that statements be added to all syllabi and, preferably, be discussed in class at the beginning of the quarter.

Pros and cons of developing an honor code were discussed. It is thought that an honor code is most effective when it comes from the students. One member expressed that an honor code may not solve the bigger problems around academic integrity but it may help to develop a new culture. Thus, it may not help in any quick and lasting way but it would not hurt the situation as long as faculty do not change their practices in ways that could worsen the situation.

CEP discussed whether to add students to the Tribunal which is currently made up of three college provosts. Members were mixed on their thoughts of what the combination of students and provosts should be and want more time to consider the implications of various configurations. Concern was expressed regarding confidentiality and potential FERPA issues. Discussion on configuration of the Tribunal will continue into the next academic year.

The group discussed whether or not students might develop their own course-specific honor codes in the contexts of core courses. At the very least such a project would create a discussion among peers around academic integrity. It was pointed out that although this may work for some core courses, others have very heavy reading loads and do not have room for an additional project.

V. Conditions for Growth.

The discussion on conditions for growth is carried forward due to lack of time.

Attest,

Jaye Padgett, Chair
Committee of Educational Policy