

**COMMITTEE ON EDUCATIONAL POLICY
MINUTES**

**Wednesday, October 30, 2013
11 am-1:30 p.m., Kerr Hall, Room 307**

Present: Ben Carson, Olof Einarsdottir, Roxi Power (NSTF Rep.) Tracy Larrabee (Chair), Kayla Oh (SUA Rep.) Michael Mateas, Mary Beth Pudup (UCEP Rep.), Heather Shearer, Ted Warburton, Susanna Wrangell (staff).

Absent: Cher Bergeon (Academic Preceptor Designee), Ronnie Lipschutz (Provost Rep.), Vanessa Morales (SUA Rep.), Tchad Sanger (Interim Registrar, *ex-officio*).

Guests: Barbara Love (Articulation Officer), Margie Claxton (Associate Registrar), Richard Hughey (VPDUE), Michael McCawley (Director of Admissions).

I. Announcements and Updates

Chair Larrabee gave a brief update on ILTI: UCSC had three faculty proposals funded, the same number as the other UCs. Chair Larrabee apprised members of the Systemwide Academic Planning Council meeting where members discussed the long range enrollment plan, self-sustaining systems and the five year planning of establishment and disestablishment of programs, and many other numerous topics. The Master Plan on Education for California was discussed and has conflicting priorities with regard to the Regent's Legislature, the Governor and UC.

Consent Agenda: committee meeting minutes for October 9 and 16 were approved with corrections as was the Environmental Studies letter for the external review closure meeting.

II. External Review Literature & LALS:

Literature Department:

The Committee finished the discussion on the self-study, and have the following questions to add to the universal charge for the ERC Committee:

1. Members are concerned with the large size of the upper division courses; these should be smaller with regards to majors and access to faculty mentors.
2. Please address the concentrations in this department and reference the past ERC committee recommendation for the department hosting only three.
3. Concentrations could be virtual, on paper and act as a tool for suggestive advising to students—based on the fit of course groupings by subject area. The reduction of concentrations could have repercussions. Members will ask the ERC to investigate the effects sparsely populated concentrations would have on the hiring of faculty and development of the undergraduate curriculum, if the exception to place Literature concentrations on undergraduate diplomas was removed.
4. Students feel the senior thesis as an option is not well addressed by faculty. What mechanism could you suggest for meeting this need?
5. Creative Writing is a popular undergraduate concentration in the major, with a Ph.D. tract. How will the curriculum, with the Lecturer and GSI instructor model, affect contact hours of undergraduates with faculty in light of the increase in faculty workload supporting Ph.D. candidate research?

Latin American and Latino Studies Department:

The Committee reviewed the self- study and is overall impressed with the thoughtfully constructed curriculum which reflects the faculty's willingness to incorporate changes suggested during the last external review and by continuing efforts of the department to improve the academic experience of LALS majors, such as the support provided for writing instruction. We also appreciated the faculty's straightforward approach in addressing questions posed during the mid-cycle update.

We have developed the following questions for the universal charge:

1. How will recent changes in faculty FTE (transfers and separations) affect the department's ability to offer its robust undergraduate curriculum, particularly in light of the doctoral program launch?
2. Members would like to know if the department would consider reconfiguring its several combined majors into a single minor in LALS in order to streamline its many programmatic offerings and consolidate resources?
3. What specific measures can the department undertake to insure the new doctoral program is a resource to the undergraduate program?
4. We note that students have expressed concern about their success in fulfilling the department's language requirement, specifically completing two upper division courses in either Spanish or Portuguese. How will the department develop a better understanding of this issue and then address it?
5. How has the new "methods" requirement enhanced undergraduate academic success in the LALS major and what has been its effect on curriculum faculty workload?
6. How does the new "methods" requirement articulate with the "disciplinary communication (DC)" general education requirement?

III. Comments and Recommendations for the Registrar's Job Description

The VPDUE is requesting senate committee review of the updated job description for the University Registrar. The current draft has been developed through consultations with Systemwide Registrars and their work with Career Track, Enrollment Management colleagues, review of the Council for the Advancement of Standards in Higher Education, and review of general job descriptions from the Association of Collegiate Registrars and Admissions Officers (AACRAO). Members discussed the job description for the Registrar and had the following recommendations:

1. Change to the last clause of the first summary paragraph from
 - a. "production of the class schedule and development and issuance of the academic and administrative calendars." To
 - b. "production *and archiving of the catalog* and class schedule andcalendars."
2. Also make this change at the bottom of page 5
 - a. "Collaborates with University relations and the Academic Senate in the production of the University Catalog." To
 - b. "Collaborates with University relations and the Academic Senate in the production *and archiving* of the University Catalog."

3. Page 7 lists a high level of cultural competency and seems to be placed secondary instead of primary
4. Please affirm recruitment from a diverse pool of applicants, seeking qualified candidates from many backgrounds
5. The Registrar plays an important and robust role on our campus for our community and sets the tone for student's experience for the start of each quarter and empowers the students with a sense of community, we see this as more than a technology position
6. Please include "Embrace cultural and international community competency" under the UCSC leadership section
7. Under the Core Function for Policy Development, please include language such as: "developing and implementing policies that include cultural competencies."
8. Under the Required Qualifications/Competencies please change from
 - a. "Ability to carry out high standards of customer service in an environment subject to changing priorities and policies" To
 - b. "Ability to carry out high standards of *service* in an environment subject to changing priorities and policies"

IV. Cowell Grade Option Request for COWL 184 A, B, & C

Cowell Provost Crosby is requesting a change in grading options for all three offerings of the courses held during fall, winter and spring quarters. The default option now is just pass/no pass and instructors feel a change to the default student option is justified after recent review of student performance. Allowing the grading option to include letter grades would enable a wider range of assessment of student performance in the courses. CEP guest VPDUE Hughey, current instructor, recused himself and after discussion members agreed this was unproblematic and approved the change.

V. Silicon Valley Academic Plan Carry forwarded due to lack of time

The Senate reviewed the 2012 Silicon Valley Academic Plan, and sent comments to the VPAA's Office, CEP was one of the committees who responded. The VPAA is now asking for Senate comment again on this revised academic plan for Silicon Valley. Members discussed the plan, which at this time is very much oriented at graduate students, but there are opportunities for upper division engineering undergraduate students to develop relationships with Silicon Valley companies, currently there is an internship program at the Silicon Valley campus. For undergraduates, faculty coherence is important as well as accessibility to both research and graduate student mentoring.

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