

**COMMITTEE ON EDUCATIONAL POLICY
MINUTES
Wednesday, May 20, 2015
11 am-1:30 p.m., Kerr Hall, Room 307**

Present: Faye Crosby, Matt Guthaus, Sean Keilen, Barak Krakauer (staff), Mark Krumholz, Alice Malberg (SUA Rep.), Roxi Power (NSTF Rep.), Heather Shearer, John Tamkun(Chair), Susanna Wrangell (staff). Tchad Sanger (Registrar, *ex-officio*, Mary Beth Pudup.

Absent: Max Hufft (SUA Rep.).

Guest: Margie Claxton (Associate Registrar), VPDUE Hughey, Preceptor Rep. Boroughs

I. Announcements and Consent Agenda

Chair Tamkun apprised members of the response from the History Department with regard to the CLST subject area designation for Classical Studies' capstone courses. The Department addressed CEP's concerns about which courses will receive this designation, and the committee approved the request for this designation. CEP will encourage the department to submit the necessary revision forms.

Chair Tamkun also discussed a letter from the Economics Department about Pass/No Pass grading options for Econ 186. The department was unwilling to make this course a graduate-level class, as it did not perceive this class to be graduate-level. Nonetheless, CEP was reluctant to make this course Pass/No Pass, since it would not allow undergraduates to take the course for a letter grade if they wished to. The committee still believes that this course could be offered as-is, and that the Department should advise graduate students to take the course with the Satisfactory/Unsatisfactory grading option. The committee will respond to the Department, and will also recommend that the Department consult with Graduate Council, if this class is indeed important to how it offers its graduate curriculum.

The committee approved the program statement for Biological Sciences.

The minutes for May 6, 2015 were approved.

The following correspondence was approved:
CEP to VPAA on Online Education Revenue Sharing
CEP to Writing on Writing 2
CEP to History on History 60 move to the 27th
CEP to EEB on Post-Consultation

II. External Review: Economics

Members discussed the upcoming external review for the Economics Department. According to the student surveys, most undergraduates are pleased with their experience and the department has made improvements in diversity. However, the committee is concerned with how issues related to faculty retention may affect the delivery of undergraduate education: the recent denials of tenure and loss of an SOE lecturer put ongoing issues related to high student: faculty ratios in greater relief.

The committee prepared to write its supplemental questions for the external review committee. CEP intends to ask about the fate of the less popular majors, given the fact that the research interests of the faculty and the demand for courses from students do not seem to line up. CEP will also ask the review

committee to comment on the qualification policy, and attempt to determine whether the policy is effectively determining which students will succeed in the major. The committee also expressed some concern about the apparently low satisfaction with the Department's delivery of its disciplinary communication curriculum. The committee will also ask if there is some structural explanation for its recent loss of faculty members.

III. External Review: Film and Digital Media

Members discussed the upcoming external review of the Film and Digital Media Department and prepared its questions to be sent to the external review committee. Members commented that the major was elegantly constructed and highly-ranked nationwide for undergraduate programs of its kind. The Department has recently increased enrollment in its lower-division courses, but kept enrollments relatively low in its upper-division. CEP noted that, according to surveys, majors were unhappy with access to smaller classes, and overall satisfaction with the major has gone down (though it remains relatively high).

CEP intends to ask the external review committee to determine whether there is a relationship between higher enrollments in some classes and an overall decline in satisfaction, and what the department may do to increase satisfaction with the major and access to smaller classes. CEP will also ask the external review committee to comment on the use of TAs in the larger classes, as well as on its qualification policy.

IV. Academic Integrity Guidelines

The Council of Provosts have prepared new academic integrity guidelines for review by CEP. Members will reviewed these guidelines which propose a new policy regarding academic misconduct as well as the elimination of the 'DG' notation.

The committee found these changes to be helpful and approved the new policy. The committee recommended that the Provosts create a flow chart that would help faculty, staff, and students navigate academic integrity issues under the new policy. CEP also requested clarification on the consequences of a tribunal that results in no finding of academic misconduct; it appears that academic sanctions would remain, in this case. The committee requested that this point be made explicitly in the document. The committee also wondered how medical withdrawals would be considered in cases where an instructor requests that a grade option be preserved. CEP requested clarification on this issue.

The committee noted that this change would make these academic integrity disputes a disciplinary process, rather than an academic one. The committee endorsed this change, as instructors would remain free to set academic sanctions as they saw fit.

V. Provosts' plan for integration of international students

Members reviewed a draft proposal from the Council of Provosts on how to integrate international students in the College Core courses light of the proposed multilingual curriculum (MLC). Most colleges are proposing that a special, 2-unit class be created that would satisfy the C1 requirement for international students; these students would satisfy the ELWR requirement by successful completion of Writing 27.

Members noted that, currently, most international students would not satisfy ELWR prior to taking a College Core course, and thus would not satisfy ELWR prior to C1. While this occurs at UCSC with

some frequency, committee members agreed that it would be far better, pedagogically, for these students to satisfy ELWR prior to taking a Core class.

The committee noted the difficult position from which it operates: the Colleges may harm international students by putting them into a rushed version of Core, or it may harm international (and other) students by maintaining the *status quo* for another year. Furthermore, the Colleges may harm the lecturers who deliver these classes if they are not provided with adequate time to review their teaching contracts and prepare to teach these new courses. The committee also noted that these students enrolled in UCSC with the expectation that they will have the “Core experience” – indeed, this could be the reason that at least some of them enrolled here. Finally, the committee was concerned about other colleges using Crown 79 as an experiment since most students were not satisfied with this course. Finally, CEP may be unable to approve these courses in a timely and thorough manner over the Summer. Changing the means in which the Core class is delivered at this point may be unfair to all of these constituents.

The committee noted that there seemed to be few good options for these courses. While the committee may review the 2-unit course proposals over the Summer, it came to no consensus about what recommendations to give to colleges. This discussion will be continued at its next meeting.

VI. Discussion of Biology Minor

This item was deferred to a later meeting.

VII. Data Request to Jaye Padgett on Data Reports from Student Success Collaborative

This item was deferred to a later meeting.

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