

**COMMITTEE ON EDUCATIONAL POLICY
MINUTES**

**Wednesday, April 19, 2017
11 am-1:30 p.m., Kerr Hall, Room 307**

Present: Anthony Ballesteros (SUA Rep.), Jeff Bury, Manel Camps (Provost Rep.), Gina Dent (CCI Chair), David Draper (on phone), Suresh Lodha, Leslie Lopez (NTSF Rep.), Onuttom Narayan, Tonya Ritola Tchad Sanger (Registrar, *ex-officio*), Beth Stephens, John Tamkun, (Chair), Kim Van Le (Senate Analyst), Lynn Westerkamp, Susanna Wrangell (Senate Analyst), Jessica Xu (SUA Rep.).

Absent: None.

Guests: Margie Claxton (Associate Registrar), Ethan Hutchinson (Preceptor Rep.).

I. Announcements:

Chair Tamkun apprised members of this week's SEC meeting where the following issues were discussed:

- Summer Session
- COT forum on teaching evaluations, which is today at 2:30 p.m.
- Chancellor's 5 year review
- Concern for the Science and Engineering library alterations and lack of consultation
- Graduate Growth concern far behind major goal of campus
- Sustainability would like feedback at their website on the next plan for campus.

Consent Agenda

Draft Minutes for March 1, 8, 15, 2017 were approved.

II. Review Disciplinary Communication Applications

CEP annually reviews applications for Disciplinary Communication (DC) grants ; the grants provide funding to assist departments with instructional improvement initiatives for DC classes. Members reviewed the proposals and ranked them from high to low:

1. The Writing Program is in the midst of a longitudinal research project evaluating the facility with which students transition from their C2 course to their departmental DC courses. Although the number of students tracked is small, and they do not represent all divisions, we note that this is a direct response to questions faculty have raised concerning student preparation for the DC courses. The research is in process, and the results will be utilized to improve the Writing 2 offerings with the findings shared with writing faculty in a two-hour pedagogy workshop. Through improvements in Writing 2, this project promises to strengthen the vertical coordination of the writing curriculum and optimize student success in their disciplinary work. CEP finds this a relatively inexpensive project with a potentially significant impact; we recommending full funding.

2. The Sociology Department proposes major redevelopment of their DC courses 105A/B. They included three aspects of curricular planning: rubrics for evaluation that will carry across from 105A to 105B and standardize assessment; lecture materials for writing instruction; and two 10-week curricula for TA sections attached to the course. They have established a relationship with the Writing program and will support course relief for one assistant professor, a teaching professor in writing, and a specialized TA training in the fall. This project represents a one-time expenditure that promises a significant change in the DC course by improving pedagogy and student success, and the results are sustainable. The course buy out for two faculty raised some concerns, but CEP has granted this in the past, and the level of work involved justifies the expense. CEP recommends funding this proposal.
3. The Art Department proposes to restructure their DC course, Art 190A, in partnership with the Writing Program. They have developed a full year process that includes evaluation of the current course, research of materials and methods, and restructuring the course based upon this input; teaching the new course and collecting assessment data; then evaluating the course and revising the syllabus in response. Funds will support the hiring of a member of the Writing Program, course relief for the primary instructor of the course, and a Graduate Research Assistant. This is a one-year proposal to reconfigure the DC course, and the results are sustainable after a year. Provided the Department can confirm Writing Program participation, CEP recommends funding this proposal.
4. The Psychology Department proposes a new program of writing coaches, drawn from the their graduate student population, to assist students enrolled in 30-person senior seminars. Graduate students would work 48 hours, the maximum permitted for those already holding a TAship, and faculty instructors would set the individual program for the writing coach's work within the course. If the program is successful, the Department proposes to fund future iterations with TAS funds and to seek grants. CEP has questions about the few number of hours allotted for a significant amount of work, which could result in serious overwork for graduate students.
5. The Latin American and Latino/a Studies Department proposes to train graduate Teaching Assistants in the pedagogical methods for teaching writing to students with significant writing deficits, including English Language Learners. The additional training is an excellent idea, but most of the funds are to be used to pay TAs. TA salaries should already be covered by the Division. In a future proposal, the Department needs to explain why the standard funding appropriations are inadequate.
6. The Anthropology Department has proposed support for continuing their writing support program that was first created in 2010. This successful writing center, staffed with undergraduate tutors, seems to be running on its own and should be sustainable by now.

III. Discontinuance of Biology Education B.S.

The EEB Biology Department is requesting to discontinue their Biology Education B.S. to consolidate their offerings into the proposed Science Education B.S. hosted by the Physics Department. CEP will incorporate CPB & GC's response to the VPAA. CEP has final authority with resource neutral requests. Member Narayan presented the EEB Department's request to discontinue this concentration based on the establishment of the Science Education B.S. There are currently two students in the major who will have no problem finishing their degrees in light of this change. Members approved the discontinuance.

IV. Priority Enrollment Follow-Up

During fall quarter CEP received a request for priority enrollment for engineering students in the School of Engineering Summer Bridge Program. CEP requested information from the DRC Director on criteria for granting priority enrollment to students with accommodations and information on the number of groups currently receiving priority enrollment from the Registrar's Office. CEP held a discussion, and based on the background data provided, could not recommend priority enrollment for this group without closer examination of other bridge and non-bridge programs on campus whose students are participants of priority enrollment. While CEP members agree that priority enrollment would incentivize students' participation in the Summer Bridge Engineering Program, we did not find the rationale provided comprehensive enough to warrant priority enrollment. CEP does not want to consider programs requesting this status in isolation and will need other groups on campus to weigh in. If a good argument is presented, then CEP can act on this for all populations who require priority enrollment. CEP will seek additional information on bridge programs in general and look at all the categories, and review criteria for future requests.

V. Sustainability Studies Minor Renewal Request

Rachel Carson College is requesting renewal of the Sustainability Studies minor. CEP has final authority for renewal approval. Members renewed the minor for another three years and found the funding model to be academically realistic. However, the request for renewal did not include support from the VPDUE on the budget for this non-degree program. The college has reconfigured the curriculum and needs to obtain stakeholder confirmation from the Electrical Engineering Department, confirming EE 80S will allow students participating in the minor to enroll. CEP is ready to approved after the program statement is revised and other information is received. Members would like the following language to be changed or removed:

- Please omit this sentence:
"10 units from broad list or these specific 15 units this is a design sequence, a full 3 quarters..."
- Please remove this statement as students have catalog rights:
(These requirements have changed. Students enrolling beginning in Fall 2017 will need to meet these requirements)

VI. Preliminary Discussion of Full Proposal to Restructure Core/Writing Curriculum

CEP requested permission from the Acting VPAA to informally review the Writing Program's proposal to restructure their lower-division writing curriculum. Members were hampered with the lack of budgetary information from the Humanities Dean's Office. From the proposal:

- ELWR as a 5-unit course instead of 3 units, based on the first 6 weeks of class when students can

take the AWPE test and pass

- Members are not sure that there would be a cost savings since the test determines if the student continues after 6 weeks but less will be staying in the class. This does not make much sense except you can offer two; 3- unit sections at one time, which is a cost savings and a benefit to the students, freeing up units.
- Student are declared satisfied if they pass with a C, and all would benefit from extra writing instruction.
- The Writing Program has evidence that AWPE scores are not a good way to assess student incoming writing proficiencies.
- College 1 will be taken at the same time as Writing 20, and the units will be reduced from 10 to 8 credits.
- Members are uncomfortable weighing in on the WP proposal without the College 1 course description or syllabus.
- CEP will only respond as an informal review, other Senate committees must weigh in.

VII. Pre Consultation – Core/Writing Draft Proposal

Members were not able to revisit the consultation questions before our consultation.

VIII. Consultation: Council of Provosts

The Provost Representatives from the Council of Provosts included Provost Abrams from Merrill, Provost Representative Camps from Crown, Provost Klein from Porter, and Provost Langhout from Oakes. Members had prepared specific questions for the Provosts to consider. Chair Abrams wanted to start with the history of Core and its mission: to welcome students as part of the College community. She did acknowledge that Core had become a course with many objectives and that the separation of writing would allow more focus on a rigorous critical reading course. Members asked if the Colleges would consider the addition of a general education requirement, and the Provosts are not opposed to adding a GE based on College theme but felt that a critical reading course contained specific learning objectives as do the general education requirements. By adding a GE, we could have the same problem, one course trying to address several learning outcomes. The Council of Provosts believes it is possible to offer a rigorous critical reading course that is not tracked by students' reading abilities. Some ideas for course models include peer learning models that are shown to increase efficacy and to help students learn from each other. Breaking students into sections will determine what the reading competencies of the class are, and then there is re-calibration by the instructor and TA.

Before the end of the consultation, consultants apprised CEP members of the process each College has adopted for review of their Core courses and how changes come about. Provosts were supportive of an external review for the Colleges to raise the status of the Colleges for the academic curriculum, which should be reviewed regularly. Currently most Provosts review their courses annually. CEP Chair Tamkun thanked the members from the Council of Provosts for meeting with the Committee and all the work put into this proposal.