

**COMMITTEE ON EDUCATIONAL POLICY  
MINUTES**

**Wednesday May 10, 2017  
11 am-1:30 p.m., Kerr Hall, Room 307**

Present: Jeff Bury, Anthony Ballesteros (SUA Rep.), Manel Camps (Provost Rep.), Gina Dent (CCI Chair) (on phone), David Draper (on phone), Suresh Lodha, Leslie Lopez (NSTF 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).

Absent: Jessica Xu (SUA Rep.).

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

**I. Announcements:**

Chair Tamkun apprised members of the potential impact of May 1, 2017 protest on undergraduate students and courses. Instructors cannot cancel a class due to strike activities. However, some did while others held class, but many students could not attend de facto due to lack of buses or shuttles. Many people found out that classes were cancelled in the morning only. Members agreed better communication from the administration in the future is warranted. Senate leadership plans to address this issue with the Chancellor.

No Program statements were approved. Art Games and Playable Media will be discussed at the May 17 weekly meeting.

**II. UNEX: Certificate Approval for Supply Chain Management**

Members reviewed the proposed certificate in Supply Chain Management sponsored by the Economics Department and could not approve at this time. The proposal lacked the appropriate course numbering as stated in SR 792, which identifies courses for certificates to apply the x300 or x400 numbering sequence. Members would like the learning outcomes to also be addressed for each course.

**III. Systemwide Review: Proposed Revised APM 285, 210-3, 133, 740  
Systemwide APM Proposal**

To review proposals on the increase in population of LSOEs on campuses and setting up parameters and criteria for personnel reviews. Redundant language on assessment, curricular design with diversity, equitable access and roles and responsibilities not clarified for teaching, service, or research.

Members discussed the reason for changing the title from LSOE to Assistant, Associate, and Full Teaching Professors. Right now, LSOE is not a transferrable term, so this change clarifies the role and makes ranking clearer. In the past, there has been reluctance to hire LSOEs by some departments. Overall, this position does carry with it

administrative responsibilities. Members discussed how departments will establish criteria for hiring Teaching Professors. We also discussed the implications of this series for Unit 18 lecturers who are in a marginalized position for obtaining university support for research and grants. We wondered if unit 18 lecturers will be able to apply for TP positions.

We also wondering about the five-year period of time TPs must wait if they are denied promotion. This number seems high. Additionally, we wondered what the purpose of this change is. If the goal is to make the series more akin to the ladder-rank professorial series, then why not use identical language. Sabbaticals will be the same as for assistant professors

#### **IV. Discussion of the College 1 Proposal**

##### **Against:**

- A member voiced support for continuing to link ELWR with the Colleges. All colleges should reconsider their intellectual themes. External analysis of Crown 79, and in any of the classes there will be a different emphasis, but not separating.
- Members like the idea of a survey on the role and theme of College Core course.
- Student preferences with College choice are not met but students don't choose a college based on theme; they mostly choose them based on proximity to OPERS or academic department locations.
- Members discussed whether critical reading is a course that every student who enters UCSC needs to take.
- The proposal does not explain what the course content is or how learning will be evaluated. This is an opportunity for the Provosts to enhance principle of diversity and cross-curricular education.

##### **Support:**

- College 1: Academic Literacy/Ethos- this course can help students develop a sense of belonging to both the college and university. Provosts can create curriculum to address higher end/lower end needs.
- What the content is should be left up to the Colleges. This member's preference is for a five-credit course, GE requirement, include writing or some other requirement so there are less units required while working towards the 180 credit graduation requirement.
- This should be a class on critical thinking so that students learn the ability to process and think in a more sophisticated way. Higher achieving students may be bored if the reading level is not at the student's skill.
- Writing is a process, and people need to know how to write and learn academic writing.

Members: For: 7 Against: 2

Summary: Members agree to support College 1 with 5 credit units, with concerns about students being able to graduate on time.

#### **V. Online Course Policy moved forward due to a lack of time**

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