

COMMITTEE ON EDUCATIONAL POLICY
MINUTES

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

Present: Noriko Aso (CCI Chair, *ex-officio*), Ben Carson (Provost Rep.), Patrick Chuang, Joy Hagen (NTSF Rep.), Suresh Lodha, Onuttom Narayan, (Chair), Francis Nimmo, Tonya Ritola, Tchad Sanger (Registrar, *ex-officio*), Megan Thomas, Nina Treadwell, Rob Wilson, Kim Van Le (Senate Analyst), Susanna Wrangell (Senate Analyst).

Absent: Jessica Xu (SUA Rep.), Jeff Bury.

Guest: Associate Registrar Claxton.

I. Announcements & Member's Items

Consent agenda

All correspondence was approved.

- Letter re UNEX Supply Chain Management
- Letter re Systemwide Review Senate Regulation 424 (Area “d” requirement)
- Letter re 2:1 Transfer Plan
- Letter re Introductory Calculus Courses.

Members Bury, Nimmo and Aso will form a subcommittee to make recommendations to CEP about how online courses should be approved and assessed. The policy approved by CEP can be applied by CCI.

Ratification of minutes for 10/4, 10/11 and 10/18/17: all approved with corrections.

Chair Narayan, and members Ritola and Treadwell had a meeting with VPSS Padgett, where the Slug Success system was suppose to be demonstrated. The demonstration was deferred to a later date. The second half of the meeting was between VPSS Padgett, Chair Narayan and Senate Chair Einarsdottir. The VPSS asked if there was a mechanism for him to comment on the ALC proposal, and whether it would be desirable for him to attend CEP meetings as a standing invitee. Chair Narayan informed him that CEP has no senior administrators as standing invitees, and that he could consult with CEP or meet with Chair Narayan when student success issues relevant to CEP arise.

A member would like the CEP Chair to check in with Senate Leadership on changes to the retiree health benefits proposed for 2019.

II. External Review for Applied Mathematics & Statistics – Minor, Stage 2

The previous closure report and mid-cycle review identified two major issues relevant to CEP, both of which are still pertinent:

- 1) the approved undergraduate major has not been launched;
- 2) the high faculty teaching load arising from implementation of the Statistical Reasoning(SR)

general education requirement.

In the 2016-17 review, CEP posed three supplemental questions, paraphrased here:

- 1) Should the Applied Mathematics (AM)and Statistics (S) minors be continued?
- 2) Can steps be taken to reduce the impact of the ongoing departmental divorce on AMS undergraduates?
- 3) Should the AMS faculty be devoting so much time to SR courses and service courses outside the division?

The ERC report paid rather little attention to undergraduate issues. Nonetheless, CEP identified four issues of relevance, including the three raised above.

1. Impact of departmental separation on undergraduates

This was not addressed in the ERC report, and things are in such a state of flux that it may not be a useful question at this point.

2. Applied Math undergraduate teaching

The ERC explicitly recommends more teaching of lower-division pre-calculus classes outside BSOE for the AM group, and also suggests initiating calculus courses focused on engineering applications and majors. CEP supports this recommendation.

CEP is concerned that AM's aim of "Compressing our service commitments to Economics into fewer classes" will result in a reduction in teaching quality. CEP supports ongoing efforts to launch an AM major. The Dean's response seems to indicate that a 9-member AM group is consistent with BSOE's hiring plan for the next few years; an approximate timeline for when this major can be expected to be launched would be helpful.

3. Statistics undergraduate teaching

The ERC has not addressed CEP's question about whether the statistics group is overburdened teaching SR courses and service courses outside the division. CEP will request the perspective of the statistics group. CEP would like to understand why the statistics group would need more faculty than the applied math group (even discounting the statisticians who currently hold administrative positions) to launch an undergraduate major, or why it would need 3-4 additional hires without an undergraduate major. The ERC recommends that any future statistics hires should widen the intellectual remit of the group beyond Bayesian statistics. CEP concurs with this recommendation from a pedagogical point of view.

4. Approval of the Minors.

Enrollments are small (13-26) students, and split between S and AM. The ERC talked to two undergraduates and reported high satisfaction; it recommended continuation of the minors. Although CEP is concerned about the viability of an academic program with such low numbers, it authorizes recommends continuation of both minors.

Members will finalize the questions for the closure meeting by the end of the week.

III. External Review for Art Department – Stage 1

The Art department has lost resources with regard to space and in spite of these challenges has met the demand of their majors (383) and streamlined the major requirements.

1. Regarding PLOs, the department states that they are working towards improving the ability of students to interpret an artwork in its art historical or disciplinary context. Have the suggested (or other) initiatives for strengthening this area of student learning been implemented and, if so, to what extent (or not) have they been successful?
2. CEP would like clarification regarding the department's plans for utilizing TAs from the proposed MFA for teaching duties in the BA program.
3. CEP would like the ERC to comment on whether majors can access the classes they need to make normal progress through the major; there are conflicting indications about this.
4. CEP will also request input from the ERC about whether technical staff are adequate for the courses, whether more space is needed for the program, and whether equipment can be shared with other departments.

Questions will be updated and finalized after the meeting by sub committee members.

IV. External Review for Linguistics – Stage 1

Members have the following question for the External Review Committee to consider at the time of their campus visit to the Linguistics Department.

1. The department has identified a possible new major or concentration that would take advantage of more quantitatively-oriented/experimental new methodological approaches. Does the ERC have any recommendations about this while it is in the planning stage?
2. How can the major be more attractive and accessible to transfer students?
3. What can the department do to provide comparable undergraduate research opportunities for both its majors?
4. Has the situation with upper division foreign language study, identified by the previous ERC as an area of concern, improved?

The Linguistics Department offers two minors, one in Linguistics and one in Language Studies. While the number of minors is relatively low (17 for the 2015-2016 AY), CEP approves the continuation of both minors. This will be considered again during the closure meeting after the ERC report has been reviewed by the Senate.

V. Continued Review of Academic Literacy Curriculum

CEP received the committee responses from RJ&E, CPB and CPE and must take their comments into consideration for our response to the CoP and WP Chairs. CEP needs the CoP and Writing Program Chairs responses before November 8, the next meeting, since the deadline for legislation for the Fall

Senate meeting is November 13. Chair Narayan will draft the necessary legislation based on RJ&E's recommendations.

Before the final discussion of the ALC the following members were recused: Members Aso, Ritola, Hagen, and Carson.

CEP wants to acknowledge the Council of Provosts and Writing Program working together to create this revised undergraduate writing curriculum that CEP approves. The committee would like to acknowledge honoring Senate requests to separate writing from core and not separating students in the college course.

Issues to Cover in response to CoP and WP:

- Assessment of Students: seems reasonable. The Assessment Rubrics follow the national assessment rubrics which are solid and can be applied to other disciplines. Students should meet the academic outcomes in order for this course to have solid academic content; it is important for a meaningful assessment of content be reviewed by CCI to approve.
- Draw from CPE's notion that AWPE score of 7 for enrollment into Writing 1 goes against systemwide regulations. AWPE scores of 8 would be accepted into Writing 2.
- Assessment of Instructors: Provosts would visit each individual instructor's class. This is a good practice for provosts to adopt; visit individual instructors classes twice, recognize and evaluate the instructor's work as well as student evaluations. CEP encourages the CoP to work with CITL, COT, and CCA.
- College Scholars (Honors) Students: At present, college scholar students live together and attend the same sections. CEP may revisit how these students should be handled in the ALC after the subcommittee report on Honors is reviewed.
- Space and budgetary issues: CPB comments on increasing enrollments for all courses to 28, 30 and 33 respectively were considered. Members are not in favor of cutting costs just to cut costs, CEP wants this to be an academically rigorous program we should fund fully so there are no resource issues to promote failure. There is the issue of room availability and CEP will cite the study on space analysis. The Colleges may need to work with other units on campus to accommodate a small size enrollment. CEP was willing to support increasing enrollment in College 1 to 30 students per class. MLC Students should only be in a class with a maximum of 20 students to balance the challenges these students face with these courses.
- Program Statements for Colleges, will not need to provide an updated version for this year in front of catalog, but will be required to develop a program statement for the 2019-20 academic year.
- As per RJ&E advice, college faculty can at most delegate their curricular authority to their College Provost and their Chair of the Faculty, but not to just one person. (Delegation to a

college executive committee is also permissible.)

- GE designations on these courses for College 1 and Writing 1 & 2 CEP will recommend but not require a GE designation for the College 1 course. Writing 2 will be the composition course required for all students if the Senate agrees to amend regulations.

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