COMMITTEE ON EDUCATIONAL POLICY
Annual Report 2023-24

To: Academic Senate, Santa Cruz Division

The Committee on Educational Policy's (CEP) responsibilities include the review of the undergraduate programs and their program statements, and consultation with other Academic Senate Committees and administrative units on a broad range of issues concerning undergraduate education. In addition to these routine activities, the committee also spent time reviewing issues related to normalizing a variety of course modalities as we move online education forward. We also undertook a significant additional workload by reaffirming the replacement of missing grades with a P policy for periods where outside factors impact faculties' ability to enter grades in a timely manner and advocated for funding to complete these tasks when work extended beyond normal duties.

The committee has dealt with the following issues this year:

I.   Dean's Honors to Part-Time Students

In 2022, VPDUE Hughey proposed for the committee to consider revising SR 11.6 by extending the Dean's Honors to include students with part-time status. The committee sought to extend Dean's Honors recognition to students who have succeeded in a given term within the personal, familial, economic or other constraints they face, regardless of their unit load. Following helpful feedback from the Committee on Rules, Jurisdiction, and Elections (CRJE), CEP proposed a revision to this policy, and this revised policy was approved by the Academic Senate following its March 2024 meeting.

II.   Certificates

Campus interest in certificates has increased; for instance, Leading the Change, the 2023 strategic plan, included a recommendation to develop multiple new certificates via the colleges. A subcommittee was formed to examine active certificates on campus and current CEP policy on certificates, which is quite limited in scope. The subcommittee also explored approaches to certificates at other UC campuses. It was ultimately determined that a significant revision to current policy should be developed, in addition to revisions to the APU (Academic Programs and Units policy and procedures document). After much discussion, the committee developed a draft policy that, among other things, more clearly defines certificates and lays out criteria for their assessment. Crucially, approved certificates would focus on areas of study outside the purview of any single department, major, minor, or concentration. They would address unique curricular needs and minimize redundancy in campus curricular offerings and student coursework. The new policy has not yet gone live, as time ran out before the committee could finalize a plan for how to most fairly and effectively manage the growth, diversity, and comparative assessment of certificates in the coming years. Next year's committee will very likely address this last component early in the fall quarter.

III.   Course Code Proposals Requests

We have seen increased requests for unusual course codes beyond approved CSAs. While on paper these seem reasonable, there also appears to be an attempt to work around previous CEP decisions not to approve any new programs until classroom and budgetary concerns have been properly addressed. We recognize that education is constantly evolving, and we cannot remain stagnant. We also must contend with challenges that are unique to our campus and ensure any evolution is done with careful consideration of student impact. Student feedback largely indicated a desire for simplified pathways and time to degree and that many of these would ultimately have minimal impact or visibility when job seeking.

Baskin Engineering has been seeking to revitalize a divisional course code for "Experiential Learning" since 2021, however many of CEP's initial concerns continue to make us proceed cautiously. These concerns include faculty oversight, classroom space impact, and perhaps most notably, clarity on why these courses could not be offered by faculty teaching in their home departments as clusters. We particularly wanted to know how students can have experiential learning experiences in courses that advance their progress to degree. We ultimately contended that given the scope of this proposal, it would be best for additions and revisions to be coordinated and routed through the Vice Provost for Academic Affairs Lee's office.

The Colleges also presented a proposal for a unique course code spanning all the Colleges which we had challenges approving. Members noted that some colleges had course offerings that had been on the books for decades without review which raised doubts that they would be approved in today's climate. Concerns were also raised as to who would supervise faculty given that many of the courses currently offered in the Colleges are taught by Unit 18 Lecturers. Without divisional oversight, as we see in most CSA's this would seem to give the Council of Provosts exceptional authority. While we did not approve the proposal this year, we did leave the door open to further consideration given the two conditions that a full curriculum Analysis and mapping happen prior to approval, and that each course moving to the COLL designation receive CCI review and approval.

IV.   Campus Climate

Undergraduate education was heavily impacted this year by two main things: (I) A shortage in TAs due to an overall reduction in the number of graduate students on campus following the UAW strike of 2022-2023; (II) The global crisis related to the events of October 7th in Israel and the war in Gaza which immediately followed. From here on, we focus on major campus events and repercussions for student learning and wellbeing, as well as statements issued by the SUA (Student Union Assembly) related to these impacts, especially in relation to undergraduate education.

Towards the end of fall 2023, the Student Union Assembly (SUA) issued a request which acknowledged challenges which impact student ability to succeed academically during the global crisis and war in Gaza and asked for leniency on a number of parameters: to extend deadlines for Incompletes, for applying for P/NP; for submitting all final work, as well as extensions for submission of final grades by instructors. CEP and CCI sent a joint correspondence drawing a distinction between events that impact the structural functioning of the university (e.g. campus closures, widespread power outages at UC Santa Cruz, public health isolation events) and other

events in the world that don't fall in that category. CEP provided a list of existing policies and petition processes for students.

On March 4, 2024, SUA issued a statement demanding recognition of Israel's violation of Palestinian human rights. The statement calls for Boycott and Divestment from Israel and corporations complicit in occupation of Palestine and genocide in Gaza, including SUA funds as well as funds derived from UC Santa Cruz tuition fees and UC funds generally.

On May 1, 2024, in the wake of related protest actions held on other campuses, students at UC Santa Cruz erected tents at the Quarry Plaza in resonance with the refugee crisis in the Gaza strip, where residents fled their bombarded neighborhoods to live in makeshift living arrangements in designated 'safe zones'. Students at the encampment lived together and staged teach-ins in which they taught and learned about the current crisis in Gaza, the history of occupation of Palestine and the oppression of Palestinians, and the history of Palestinian resistance to occupation, ethnic cleansing, and genocide. Shortly after the creation of the encampment, SUA issued a statement calling for the protection of the encampment, demanding that campus administration not call in the police to disrupt the encampment, and that campus leaders keep students safe by allowing food, water, and other necessities to enter the encampment. The statement also called on campus leaders to meet with student reps to discuss the demands for boycott and divestment and to ask faculty for leniency of various sorts (see details below) towards students involved in the encampment. This was followed, on May 9, 2024, by a petition to students to support these demands, and on May 13, 2024, by a letter addressed specifically to CEP, asking for the following: attendance leniency; extensions on the submission of all work; accessibility to class materials; graduation guarantees for graduating students; and protection of faculty and staff who showed up in solidarity with the protest. Following a consultation with the SUA on May 13, 2024, the CEP chair sent a memo to the SUA requesting an updated proposal given that some of their demands were outside of CEP's purview. The committee did not receive a response.

Undergraduate education was also significantly impacted by the UAW Unfair Labor Practice strike action between May 20 - June 7, 2024, during which graduate student TAs withheld their labor, including instruction, office hours, and grading. In solidarity with the UAW strike, the encampment moved to the Barn area and students engaged in campus disruptions, including blockage of both entrances on May 20-21; in response, Chancellor Larive and CP/EVC Kletzer, in collaboration with the Senate, called for remote teaching and learning from May 20th - 24th, and again from May 28th- May 31st. In person instruction resumed on June 3rd. A significant amount of remote learning continued until the end of the quarter, to avoid crossing the physical picket line and in solidarity with the UAW strikers. Together with the TA strike, this has impacted learning very significantly in the last three weeks of the quarter.

On June 7, at the very end of the quarter, the strike was paused by a TRO (Temporary Restraining Order). While the UAW agreed to end their strike, many students have still not received their grades. This is because, given the TAs contracted weekly work allowances, it was difficult to compress three weeks worth of grading and finals into the seven remaining working days that remained until the grade submission deadline on June 18, 2024. While graduate student leaders had offered to have TAs complete and submit grades in exchange for revoking charges for protest activity, the offer lacked substantive validation and was not considered something all TA's would support given the quarter had ended. CEP's policy from end of fall 2022 (the previous UAW

strike), formulated and reviewed by three CEP committees with different make-ups, states that missing grades will be converted to Ps approximately 30 days after the grade submission deadline—a policy which avoids undergraduate impacts such as financial aid eligibility, graduation eligibility, does not affect overall GPA, but does satisfy major prerequisites and general education requirements - and gives faculty and TAs the ability to complete grades and replace a P with the more definitive grade.

During the last few weeks, CEP received templated emails from many students protesting the policy and demanding that CEP make sure that accurate grades are assigned on time by pressuring administration to negotiate with UAW to end the strike. CEP made good efforts, in the first wave of these messages, to explain the P policy to students who were genuinely confused. CEP chair Cuthbert sought CEPs support for a templated response to further waves of protest emails, but CEP found it challenging to reach consensus on the very short notice determined by grading deadlines.

V.   CCI's recommendations for Revised Course Modality Questions

The Committee on Courses of Instruction (CCI) requested CEP and Graduate Council (GC) review of revised questions regarding course modality as a way to streamline and clarify questions that are to be asked of instructors as they develop new courses or significantly modify existing courses. CCI and the Teaching and Learning Center (TLC) worked together to develop a sheet of Teaching Strategies/Approaches (by modality) to support instructors when responding to the revised questions. CCI also linked to important resources regarding Generative Artificial Intelligence, approved educational technologies, and modality definitions. The revised questions will be implemented in CAT during the early fall 24 quarter.

VI.   Undergraduate Education Resources

a. Computer Science and Engineering Enrollment Management Request
The committee provided feedback to the Senate Chair on the Computer Science and Engineering (CSE) Enrollment Management Plan for 2024-25, including frosh and transfer student admissions targets for this impacted program. Unfortunately, it appears that admissions offers had already been made to applicants before we received the plan to review. CEP is deeply concerned about the impaction issues in the department and the degrading quality of the undergraduate educational experience that this necessarily entails in spite of the heroic efforts of the CSE faculty and staff. The situation is at a critical crossroads where it is not enough to keep impaction from increasing; rather, it must be reduced. The committee discussed the possibility of proposing a temporary suspension of admissions for one or more departmental majors, in order to give the department (and BSOE and central administration) breathing room to generate a more permanent solution to the impaction problem. Proposing a suspension is an extreme step and one that would require thorough consultation and careful consideration by next year's CEP, but we see it as a very real possibility now and wish to communicate to all parties the depth of our concern about the current state of affairs in CSE.

b. Science Excellence Discovery Seminars Proposal
CEP reviewed the revised proposal for discovery seminars for first-year science-intended students. CEP raised concerns about where the faculty overseeing these courses would be

seated, which departments have committed faculty to these seminars, and requesting stakeholder feedback from the departments in the division. In addition, CEP has some continuing concerns about the resources and space requirements of this program, as well as faculty governance and oversight.

c. ***Baskin Engineering Experiential Learning Proposal***
CEP reviewed a proposal to reactivate the Baskin Engineering's course code (ENGR) for use by the Experiential Learning Faculty Group. CEP notes that this faculty group's focus is on low-volume (i.e. small classroom) teaching. CEP is concerned that core aspects of the Engineering curriculum required for graduation are being defunded (very large classes, inadequate TA funding, etc.) while some of these experiential learning classes not required for graduation appear over-funded by comparison. While small classroom teaching is an admirable idea, CEP wonders whether small classroom teaching opportunities should perhaps be distributed across all engineering departments and faculty, rather than being restricted to a particular faculty group.

d. ***Math for Life and Environmental Sciences: Math 16 A/B Sequence***
In fall 2023, CEP consulted with Associate Dean Martin Weissman and Mathematics Undergraduate Vice Chair Frank Bäuerle regarding the launch of the new mathematics (calculus) sequence for life and environmental sciences majors (Math 16A/B sequence). The committee produced a coordination statement and assisted affected departments in integrating the new course series into their program statements. Math 16A will be offered for the first time in Fall 2024, with plans to offer it every quarter thereafter. Math 16B is planned to be offered for the first time in Winter 2025. The committee appreciates the work of the Mathematics department in developing this promising new mathematics sequence which will better serve the needs of majors in several departments.

e. ***Removal of College 1 as a prerequisite to Writing 1***
This academic year, CEP received a request by the Writing Program to remove College 1 as a prerequisite for Writing 1. This occurred after a study by the writing program determined that the prerequisite of College 1 for the Writing Program was creating barriers for our students and making it increasingly challenging for the Writing Center to mount their curriculum in a cohesive manner. After reviewing the proposal by the Writing Program, CEP agreed with their assessment and approved the removal of College 1 as a prerequisite. It is our expectation that this decision will eliminate barriers to student completion of lower division writing courses, accommodate changes in placement and student preparation, and better achieve equity.

f. ***CCI Request: Undergraduate Teaching Assistant (UTA) Form and Process***
This academic year, CCI received an increase in Undergraduate TA (UTAs) applications and noted that the policy, guidelines and process needed to be revised. CCI requested CEP, GC, Committee on Teaching (COT), and Academic Personnel Office (APO) to review the revisions to ensure that undergraduates are properly being vetted and supported in their work as a TA. CEP supported the addition of: UTAs should have demonstrated preparedness to serve, either by having achieved a grade of A in the course for which they will TA or in subsequent courses in a sequence, or by other evidence of academic preparedness, which should be explained in the appointment request. UTAs should

complete the course on teaching ethics for TAs currently in use on the campus. TAs are expected to complete the course as part of their compensated time.

g. *Physics 6 Lab Offering: Impacts to Molecular, Cell and Developmental Biology and Ecology and Evolutionary Biology*

This academic year, CEP was asked by PBSci (MCD Biology, EEB, and Physics) to approve a post-deadline correction to the catalog for 2024-2025, and also retroactively, for 2023-2024. These changes were made necessary due to non-anticipated budgetary cuts, and involved a reduction in lab courses Physics 6M and 6N, which were originally added as corequisites to Physics 6b and 6C. it was originally calculated that the addition of lecture and lab requirements to MCDB and EEB core curricular requirements would require nearly 50 additional TAships, which PBSci had committed to providing in the previous budgetary allocation (prior to cuts), which turned out to be incommensurate with the reality of what can be provided. Since no alternative options seemed to be available, and since otherwise, the changes would have to be handled off-catalog by advisors, CEP approved the retroactive changes, even though this was an unusual and unfortunate step to have to make. CEP also approved the plan to drop the PHYS 6L prerequisite to PHYS 6M and 6N to accommodate MCDB and EEB students who will need to take one of the other labs.

h. *Committee on Planning and Budget's (CPB) Annual FTE Call*

Over the academic year, Chair Cuthbert joined CPB for meetings with deans from each division to hear their recruitment plans moving forward. While it was clear that this would be a lean year for recruitment, Decanal responses were reasonable and carefully thought out while expressing frustration at the lack of funding. CPB voiced concern that the Faculty 100 policy may be at risk because of these low recruitments. CEP had data compiled regarding current faculty makeup and was very concerned that about 51% of all faculty are at Professor Step 1 or higher, which seems to indicate a looming "brain drain" in the classroom and senate.

VII. Annual Program Statement Review

Following the previous year's catalog program statement review, CEP and Graduate Council requested an earlier submission date for departments and programs to the Senate by a month, moving the deadline from December 15th to November 15th. This change helps to support the campus goal of having the Senate program statement review complete by May 15th in order for the catalog to be published in early July.

- *Transfer admission screening and major qualification proposals*
  Earth Sciences B.S.
  The Committee on Educational Policy (CEP) reviewed a proposal from the Earth and Planetary Sciences Department to introduce a transfer admissions screening policy for the Earth Sciences B.S. major that included courses that were not part of the major qualification policy, including one calculus course and either one introductory chemistry or physics course. Data provided by the department and using the IRAPS dashboards indicated that transfer students that complete one quarter of calculus and one quarter of general chemistry prior to matriculation are more likely to be retained in the major than those that do not. The completion of one quarter of calculus also appears to be a good

predictor of timely graduation for frosh admitted as proposed Earth Sciences majors. CEP therefore approved corresponding modifications to both the transfer screening requirements and the major qualification policy to ensure that frosh admits and transfer students are subjected to the same standards to the extent possible.

Computer Science and Engineering
The department proposed significant changes to the transfer admission screening and of the Computer Science B.A. and B.S. majors. Some of the changes were motivated by the belief that many of the community college courses that currently articulate to CSE 13S - Computer Systems and C Programming, one of the current transfer screening courses - do not adequately prepare students for upper-division major requirements. Other changes were proposed to accommodate the creation of a new "pathway" in the Computer Science B.A. that would allow students to take a python-based course, CSE 101P - Introduction to Data Structures in Python, as an alternative to CSE 101 - Introduction to Data Structures and Algorithms.

CEP was initially reluctant to approve the proposed changes to the transfer screening policies because they would require many students to complete at least one major qualification course during their first quarter at UC Santa Cruz (CSE 13S for Computer Science B.S. majors and CSE 13S or CSE 40 for Computer Science B.A. majors). Ideally, transfer screening policies should mirror major qualification policies so that students who fail a course in their first quarter do not have to find an alternative major midway through their junior year. As a compromise, the department agreed to admit any transfer student that satisfies the new screening requirements (CSE 12, CSE 30, and two quarters of calculus) to the Computer Sciences B.A., thus creating a pathway for Computer Science B.S. majors who fail CSE 13S in their first term to transition to an alternative major compatible with their interests. Frosh admits will still need to take CSE 12, CSE 30, MATH 19/20A and MATH 19/20B plus CSE 13S for the B.S. and CSE 13S or CSE 40 for the B.A. since they will have the opportunity to take the courses well before the major declaration deadline.

- ***Baskin Engineering's post matriculation requirement policy***
  We sought clarification from Baskin Engineering regarding the requirement for pre-approval of transfer credit taken post-matriculation policy. In our review process, we noted that the requirement was removed from the Baskin Primary page due to Baskin no longer requiring pre-approval. During our program statement review, there was confusion from departments that may not have been aware of this divisional policy change or its removal from the primary page. For example, the Computational Media B.S. still referred students to the Baskin Primary page for additional policies such as, "the need for students to obtain preapproval before taking courses elsewhere," despite that specific policy no longer being on that page. Other departments, such as Computer Science & Engineering and Electrical and Computer Engineering had the policy directly in their program statements.

  We reached out to individual departments impacted, and although we did not receive responses from all, we did receive enough to get a much clearer picture of the issues. The committee agreed that the departments and not the division should be setting their own policy regarding the Postmatriculation Requirement Policy. Since it will no longer be on

Baskin's divisional page, the language of the policy referencing the division needed to be updated. CEP proposed updated language for those departments that would like it included in their 2024-25 (or future) catalog statements. We also offered to add any applicable language to the Course Substitution Policy section for the affected programs, as program statements had already been submitted, reviewed, and for the most part approved.

VIII. LEGISLATION AND POLICIES

The following issues were discussed by CEP. Legislation was approved by the Academic Senate or a policy was approved by the committee. The general objective was to simplify and provide better clarity regulations and policies.

a. ***Revisions to the Policy for Enrollment in Greater than 19 Units***
Last year, the VPDUE Hughey submitted a request for CEP to consider updating the unit policy to permit all students with a cumulative GPA of 2.0 or higher to have the ability to enroll in up to 22 units starting the first day of instruction and without special process of permission. The committee expanded the student opportunity and responsibility by significantly automating the process of enrolling in greater than 19 credits. This year, the committee reviewed the policy to revise to account for summer session offerings and will be revised in the next academic year.

b. ***Credit Hour Policy***
The vast majority of lecture courses on our campus carry 5 units of credit and a standard academic load consists of approximately three 5-unit courses per quarter. Although 4-unit courses are rare on our campus, they are relatively common at other UC campuses on the quarter system, where a standard academic load consists of approximately four 4 unit courses per quarter. Several course sponsoring agencies have expressed an interest in expanding their offerings of 4-unit (and other non-standard) course offerings. Given that classroom scheduling is based on a 5-unit standard, the potential expansion of courses carrying other, non-standard units of credits raised concerns given the limited classroom space available on our campus. CEP therefore discussed its policies regarding the number of credits carried by undergraduate courses. CEP concluded that an extremely strong justification must be provided for lecture courses that carry 4 or other non-standard units of credit. There is more flexibility regarding the contact hours for laboratory, studio, and field courses with "independent studies," by definition, allowing less contact time, and public colloquia may involve more. For more information, please refer to the revised credit hour policy at CEP's policy webpage.

c. ***Disciplinary Communication (DC) Policy and Requirements***
The committee learned that some courses that satisfy the disciplinary communication (DC) requirement did list any writing courses as prerequisites. After discussing this issue, the committee confirmed that the satisfaction of the entry-level writing (ELWR) and composition (C) requirements are mandatory prerequisites for all courses that satisfy the DC requirement. CEP will update the information on all websites in the following year with complete guidelines.

d. ***Transfer Admissions and Major Qualification Policies***

To avoid delays in the review of program statements, the committee decided to separate the review of revised program statements from proposals to modify transfer screening and major qualification policies beginning next year. The rationale for this decision was that proposals to change transfer screening policies and major qualification policies are inherently complicated and should be supported by data concerning their impact on student success, retention, timely graduation and diversity. Many departments lack the ability to gather and analyze such data and campus support for this work is quite limited, which can lead to significant delays in the review of the proposals and the approval of revised program statements. Undergraduate programs have been asked to propose changes to transfer screening and major qualification policies independently of their program statements using a web-based form which includes updated advice concerning the best practices for the policies based on the results of a survey of undergraduate programs.[1]

The committee has determined that changes to screening request and major qualification requirements will no longer be part of the program statement requirement, and any proposal should be submitted separately to CEP for review. These changes were announced in summer 2024 to departments and programs.

IX.   Systemwide Representation

a.   *University of California Committee on Preparatory Education (UCOPE)*
Member Tamkun served as the CEP representative to UCOPE for the academic year. CEP provided informal feedback to UCOPE on several topics, including the report and recommendations of the Entry Level Writing Requirement Task force; the potential revision of Senate Bylaw 192 (which describes UCOPE's charge); and the proposed structure and charge of a new ELWR-Coordinating Council that would provide guidance regarding this requirement.

b.   *University of California Committee on Educational Policy (UCEP)*
Chair Cuthbert served as a voting member of UCEP. In addition to his regular duties, he led the review process for UCDC's self-evaluation, which while initially challenging and problematic, ultimately resulted in a successful review with several key priorities raised which will hopefully assist UCDC's continued success. Other key challenges UCEP reviewed were careful review and consideration of modalities, particularly in cases where students were taking unusually high numbers of online courses, and seeing their GPAs increase. This obviously could lead to impacts to UC Quality and reputation, which continued to be a theme we returned to. There was also concern raised over the Regents expressing the view that in some specific areas, we should be considered 10 unique campuses that should govern themselves, which led us to question what authority UCEP would have at all in that reality. All of these themes will continue to be considered in the following years.

X.   Academic Program Establishment, Modification, Suspension and Discontinuance

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[1] The google form questions can be found on CEP's Policies and Guidelines website.

- The Environmental Studies department discontinued the Environmental Students/Earth Science combined major.
- Classical Studies proposed a name change to Global Ancient Studies Program (GLAS). The Senate did not support it at this time.
- The Astrophysics B.S. major moved from the Physics Department to the Astronomy and Astrophysics Department effective for the 2024-25 academic year.
- Critical Race and Ethnic Studies put forth a proposal for a Science and Justice minor. The Senate reviewed and requested revisions. A revised proposal has not returned to the Senate.

XI.   Reviews

This academic year, CEP reviewed and responded to the following:

Systemwide
- Second Review of Proposed Senate Regulation 424.A3 (Ethnic Studies) (April 2024)
- Final Report of the University of California Systemwide Advisory Workgroup on Students with Disabilities (May 2024)
- Proposed Academic Senate Statement on UC Quality (May 2024)

Divisional
- Global Engagement's Bi Lateral Exchange University (October 2023)
- VPDUE Request: AP, IB, and the Composition General Education (October 2023)
- CP/EVC's Formal Review of Proposed Revision to CAPM 100.500 and Establishment of New CAPM 103.500 (October 2023)
- CP/EVC's Revisions to the Death Policy and Procedures (November 2023)
- Writing Program's Proposal to Remove College 1 as Prerequisite to Writing Courses (November 2023)
- Leading the Change Strategic Plan Final Report (December 2023)
- VPDUE's Proposed Syllabus Policy (January 2024)
- Senate to CSA's re Guidance on Course Syllabi (January 2024)
- AVP Sketo-Rosener re Clarification re Chemistry Redesign and SCR 9.1.8 (January 2024)
- VPAA's Math Fellow Series (January 2024)
- VPAA's Agroecology B.A. Three Year Interim Report (February 2024)
- Global Engagement's Bi Lateral Exchange University (March 2024)
- Computer Science and Engineering Enrollment Management Plan (May 2024)
- VPAA's Five Year Perspectives List 2024-2028-29 (May 2028)
- VPAA's Mathematics Education B.A. and Math B.S. Interim Reports
- Classroom and Modalities Advisory Committee (CMAC) Year One Report (May 2024)
- WASC Draft Institutional Report (May 2024)

Additionally, CEP participated in the external review process for the following departments and programs. For the ERC Charge, CEP provided supplemental questions for the following departments: Applied Mathematics, Art, Astronomy and Astrophysics, Film and Digital Media, History, Economics, Biomolecular Engineering, Politics and Legal Studies, and Sociology. CEP reviewed the following departments for their mid-cycle reviews: Anthropology, Critical Race and Ethnic Studies, Electrical and Computer Engineering, Performance, Play & Design, and the Writing Program. CEP attended the closure meetings for the following departments: Education, Molecular, Cell and Developmental Biology, Music, Statistics, and Physics.

TIM requested an extension for their external review and noted concern with extending the review cycle in regards to potential problems that the program might be facing.

There were several departments and divisions that did not meet the campus deadlines and will need to roll over to the following academic year. As noted in last year's annual report, many departments and divisions continue to not meet the campus deadlines. CEP, GC and CPB sent joint correspondence to the Deans on June 3, 2024 noting that, in the past few years, the materials associated with the external review process of academic programs have often been delivered late (not allowing sufficient time for careful committee review), or not submitted at all. Furthermore, it stated that these chronic delays greatly impact the work of Senate committees in scheduling and completing mandatory reviews. While the committees will do their best to expedite reviews when materials are significantly delayed, these delays may result in Senate committees deferring reviews to the following academic year. Additionally, as these delays will result in Senate committees being unable to schedule formal review of other requests, we will reserve the right to delay review of any departmental requests in cases where external review materials are outstanding (absent an approved extension).

The committee also received one posthumous degree request. Like last year, the committee delegated to the University Registrar approval for posthumous degree and certificates when the criteria have been met.

CEP also reviewed five FTE personnel requests and one FTE reduction of appointment requests.

XII.   OTHER ITEMS

a. *Global Engagement*
i.   *Bi-lateral Exchange Requests*
CEP approved the following university programs for bi-lateral exchanges using the rubric that was established in 2021:
- Nayang Technological University
- Pontifical Catholic University of Chile
- University of Galway
- Osaka University
- Sciences Po Toulouse
- Sciences Po Saint-Germain-en-Laye
- University of Helsinki
- Leiden University
- Bocconi University
- University of St. Andre

The following were not approved due to concerns and the need for additional information:
- University of Warsaw
- Ashoka University
- University of Puerto Rico

ii.   *Bi-lateral exchange request to remove enrollment caps*

In the fall, VPDUEGE Hughey requested to remove the current enrollment caps for removal of the inbound bilateral exchange student limit on UC Santa Cruz-based bilateral exchange programs set when the partnerships were launched.

CEP determined to not remove the caps completely. Instead, CEP supported a phased rollout by increasing the current cap of 30 students per year by 5 additional students per year for the next 3 years with the intention of an additional review by CEP after 3 years to see if challenges persist, or if the cap can be completely removed at that time. This will increase the cap to 35 students in 2024/25, to 40 in 2025/26, and to 45 in 2026/27 with further review happening that year to evaluate any lingering challenges.

b. *Online Course Efficacy*
Early in fall quarter, VPAA Lee and AVPEI Tassio presented CEP with their report, "Impacts on Online Instruction in Prerequisite Courses on Student Performance in Postrequisite Courses". This report presented data regarding the evaluation of the efficacy of online courses. The committee noted the small sample size and that the comparison of face-to-face courses and online courses should both be intentionally designed. CEP will continue to work with the relevant Senate committees to assess course modalities.

c. *UC Compact*
There was much discussion at the beginning of the academic year regarding Governor Newsom and the University of California's Multi-Year Compact and the impact this might have at UC Santa Cruz. Ultimately, there was little guidance of how this would be implemented.

d. *Review of CEP Policies*
i. *Incomplete Regulation*
A student receiving an incomplete grade (I) must complete the coursework by the end of finals week of the following quarter. A CEP subcommittee investigated extending this deadline. UC Berkeley and UC Irvine have a deadline of one year; all other UCs have a deadline of 1 quarter or 3 months. The subcommittee studied data from IRAPS showing the percentage of incompletes that convert into NP/F grades. There was some discussion that an extended deadline might reduce the NP/F percentage, but also concern that the longer the coursework was delayed, the harder it would be for the student to remember sufficient context to complete the coursework, perhaps inadvertently increasing the NP/F percentage. Consequently, the subcommittee recommended maintaining the current one-quarter deadline but noted that a student can request a credit by petition from the instructor or course sponsoring agency in truly exceptional situations.

ii. *Removal of Student Based Fees*
The committee worked with University Registrar Sanger to remove the student-based fees on petitions and enrollments for the following:
- Removal of Incomplete ($10),
- Add by Petition/Permission ($10), and
- Change of Study List - CCI approved requests ($10)

This change brings UC Santa Cruz into alignment with other UC policies.

e. VPDUE's Proposal for Syllabus Policy

Responding to an inquiry from VPDUE Hughey, and in consultation with the Committee on Courses of Instruction, the Committee on Teaching, and the Graduate Council, CEP discussed the possibility of (a) creating a policy on syllabi that would include more Senate oversight and (b) creating a comprehensive, campus-wide database of syllabi. After careful consideration, the collective sense of these four committees was that the current policies are sufficient. CCI reviews course syllabi when a new course is approved or when significant changes (such as a change in modality) are proposed, but the logistics and specifics of how a course is managed are within the instructor's purview. Requirements to post syllabi in a database raise questions regarding intellectual property, academic freedom, workload, and upkeep for staff. Recognizing that questions concerning syllabi sometimes arise, the committees drafted a joint letter to Course Sponsoring Agencies, collecting information concerning syllabus policies and best practices. The January 31, 2024 letter is posted on CEP's policy web page.

f. UNEX

In the winter quarter, UNEX Dean Agarwal requested to consult with CEP regarding a collection of courses that UNEX was proposing to offer including a premed post baccalaureate, first year transition academy, and academic preparation for success. The request for these three clusters of courses was to initiate the use of XSC courses. Ultimately, since they are not program proposals, this is the purview of CCI and CEP continues to consult with CCI to determine an appropriate path forward.

g. Major Qualification Subcommittee

The major qualification subcommittee convened again this year and consulted with Articulations Officer Sawyer and Degree Progress Unit Director Paradies.

h. DRC Access to Canvas

DRC has requested a shift in the policy of access to Canvas courses from an opt-in to an opt-out format. CEP supports this shift. This would allow DRC staff to be able to more easily convert materials to accommodate DRC students. Under the current system, DRC staff have to reach out to faculty individually to request access to materials. The reason given by DRC to change this policy is related to a very high non-response rate from faculty in the current opt-in format. Various subcommittees expressed concerns about limiting Canvas access for both student privacy and faculty intellectual property concerns. CEP continues to endorse the DRC plan with the understanding that limitations will be placed on what materials DRC staff have access to. Senate correspondence from CIT, CODEI, COT and GC was sent to the DRC Director, ADA compliance officers, ACPAA Greene and AVPEI Tassio to determine next steps.

i. Emergency Remote Authorizations requests

In spring 2023, CEP and GC developed an Emergency Remote Authorization pathway for CSA's. The google form states:

> The Committee on Educational Policy (CEP) and Graduate Council (GC) will consider applications for online modalities made on non-pedagogical grounds including, but not limited to, the availability of Santa Cruz-based instructors, enrollments larger than available teaching spaces, and strategic growth of enrollments for Course Sponsoring Agencies (CSA's) curricular goals. Emergency Remote approval is not intended to be a repeated path and should not be considered ongoing. This form is for one-time approval for up to one year.

Computer Science and Engineering 101, Computational Media 180, and Statistics 17 and 131 were approved as a onetime exception.

XIII. CEP Representation on UC Santa Cruz Committees

a. *Classrooms and Modalities Advisory Committee*

Due to the unique crisis of classroom availability on our campus, a task force was assembled to look at the underlying issues and causes, and the potential relief that may be available through the implementation of a variety of solutions with an emphasis on modalities. UC Santa Cruz is unique in the system for being so overwhelmed by the lack of sufficient classroom space that we have challenges finding appropriate times to even repair or update spaces. The conclusion of the first year's work of this committee resulted in a thorough report which laid the groundwork for continued work and consultation. Senate Committees were appreciative yet cautious in their response to this report, citing concerns over maintaining UC Quality, and responded that some of the issues being addressed were within Senate purview and more appropriately taken up there.

b. *Academic Advising Council*

The Academic Advising Council considers all aspects of undergraduate academic advising at UC Santa Cruz. The council met monthly throughout 2023-24 with a focus on four areas: defining and professionalizing academic advising; student belonging, relationship building and proactive advising, the improvement of advising tools; and assessment.

c. *Technology Enhanced Teaching and Learning Advisory Committee.*

This committee brings together staff and faculty "to review and consider instructional technologies explicitly in the context of working towards campus priorities, making recommendations to the executive sponsors, while guiding the campus in making strategic and sustainable investments in instructional technologies." The 2024-2025 committee developed principles and a corresponding template for evaluating requests for renewing or newly adopting educational technologies. The committee also discussed emerging issues, such as the use of AI by edtech companies. TETL will continue its work in 2024-25, with CEP representation.

XIV. Carryforward 2024-25

The carryforward for the next academic year continues to have persistent themes and issues from previous CEP's.

a. *Revisions to the Major Qualification policy, forms and process*
b. *Assessment of Online Course Policy*

CEP, GC and CCI to continue discussions to determine if and how the policy and/or supplemental questions should be modified.

c. ***Classroom Capacity***
Continue working with CPB, additional Senate committees, and campus stakeholders to develop guiding principles for classroom capacity issues.

d. ***Assessment of Directed Self Placement (DSP) and Mathematics Placement Exam***

e. ***Replacement of Missing Grades with a P Policy***
Continue to review the policy to revise to ensure the consultative process with the administration regarding resources.

f. ***Revisions to the Policy for Enrollment in Greater than 19 Units***
Continue to review the policy to revise to account for Summer Session offerings.

The committee would like to extend their gratitude to the many students, faculty, and staff who helped CEP fulfill its obligations. CEP members would like to specifically thank our student representatives, the Associate Campus Provost for Academic Success Greene, and the Assistant Vice Provost for Educational Innovation Tassio for the tireless work of keeping CEP members—and everyone else on campus—informed during continued trying time. We would like to also specifically thank our partner committee CCI, and CCI Chair Rysling who helped deepen collaboration between our committees.

Throughout the year, CEP was provided with valuable input from Associate Registrar Kalin McGraw, and Assistant Vice Provost Stacey Sketo-Rosener from the Office of Campus Advising Coordination as well as our student representatives and Dr. Kimberly Lau, Provost of College Nine and John R. Lewis College. We also wish to convey deep gratitude to analysts Rebecca Hurdis and Morgan Gardea for the enormous amount of work they did in supporting the committee and serving as a repository of knowledge about CEP activity in previous years. UC Santa Cruz's Academic Senate analysts as a whole are a tremendous asset, and we are happy to recognize them as such.

Respectfully submitted,

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August 31, 2024