

Meeting Call for Regular Meeting of the Santa Cruz Division  
**Friday, May 19, 2017 at 2:30 p.m.**  
**College 9/10 Multipurpose Room**  
**ORDER OF BUSINESS**

1. Approval of Draft Minutes
  - a. Draft Minutes of March 8, 2017 (AS/SCM/317)
2. Announcements
  - a. Chair Einarsdóttir
  - b. Chancellor Blumenthal
  - c. Interim Campus Provost/Executive Vice Chancellor Lee
3. Report of the Representative to the Assembly (none)
4. Special Orders: Annual Reports  
 CONSENT CALENDAR:
  - a. Committee on Faculty Research Lecture (AS/SCP/1856) p. 1
5. Reports of Special Committees (none)
6. Reports of Standing Committees
  - a. Graduate Council
    - i. Subcommittee Report on Graduate Growth, May 2017 (AS/SCP/1857) p. 3
  - b. Committee on Committees
    - i. Committee Roster for 2017-18 (AS/SCP/1858) p. 14
  - c. Committee on Educational Policy
    - i. Amendment to Manual Chapters for Undergraduates (AS/SCP/1859) p. 17
    - ii. Amendment to Bylaw 13.17 (AS/SCP/1860) p. 22
    - iii. Amendment to Regulation 10.5.2 (AS/SCP/1869) p. 26
  - d. Committee on Courses of Instruction
    - i. Amendment to Bylaw 13.16 (AS/SCP/1861) p. 28
  - e. Committee on Emeriti Relations
    - i. Amendment to Bylaw 13.18.1 - Committee Charge (AS/SCP/1862) p. 31
  - f. Committee on Library and Scholarly Communication
    - i. May 2017 Report (AS/SCP/1864) p. 32
7. Report of the Student Union Assembly Chair
8. Report of the Graduate Student Association President
9. Petitions of Students (none)
10. Unfinished Business (none)
11. University and Faculty Welfare (none)
12. New Business
  - a. Professor Langhout: Resolution to Improve Conditions for Undocumented Students at UCSC (AS/SCP/1865) p. 37
  - b. Professor Langhout: Resolution of Non-Cooperation with ICE to Refuse ICE Physical Access to University (AS/SCP/1866) p.38
  - c. Professor Langhout: Resolution to Protect Students' Records with Respect to Immigration Status (AS/SCP/1867) p. 39
  - d. Student Union Assembly Vice President of Academic Affairs. Oral Report: "Classroom and Lecture Availability Student Survey"
  - e. Professor Rofel: Resolution on Scholars at Risk (AS/SCP/1868) p. 40

May 12, 2017

Academic Senate  
Santa Cruz Division

Dear Colleagues,

I write to invite you to the May 19<sup>th</sup> Academic Senate meeting, 2:30 pm at the College 9/10 Multipurpose Room. The agenda may be reviewed at:

<http://senate.ucsc.edu/senate-meetings/agendas-minutes/2016-2017/2017-May-19-Meeting/index.html>

The agenda focuses on a broad range of issues and resolutions that require the attention of the full Senate. There are a number of matters which have arisen over the last few weeks, such as the May 1 protest activities and the Occupation of Kerr Hall, which the Chancellor, the iCPEVC, and I will address in our remarks. Although time will be tight, I will prioritize Q&A from the floor.

We expect several reports from standing committees, including a statement on the status of Graduate Growth from Graduate Council (GC) and a report from the Committee on Library and Scholarly Communication with updates on several Library issues. I also look forward to the report of Student Union Assembly Vice President of Academic Affairs Xu, who will update the Senate on the results of the student “Classroom and Lecture Availability Survey.”

Several resolutions have been submitted for Senate consideration. Resolutions proposed by Professor Langhout to “Improve Conditions for Undocumented Students at UCSC,” “Non-Cooperation with ICE to Refuse ICE Physical Access to University,” and “to Protect Students’ Records with Respect to Immigration Status” will be discussed and, if moved, voted on. Professor Rofel has also submitted a resolution, which summarizes the Scholars at Risk initiative which, if approved, would call on the Administration to pay for network membership and appoint a faculty lead.

Several updates for committee charges have been proposed, notably related to the purviews of the Committees on Educational Policy (CEP) and Courses of Instruction (CCI). The Committee on Faculty Research Lecture will also be announcing next year’s lecturer, and COC will present the committee membership for 2017-18 for ratification.

I also wish to highlight the ongoing Curriculum Management Project which was formed to address long-standing issues with curriculum development and management, including scheduling, as well as presentation of curriculum information in the General Catalog. The project will be in two phases: Phase I will focus on the curriculum approval processes, the system for producing and publishing the catalog, and the catalog itself; Phase II will address course scheduling. The Office of the Registrar began working with CEP, CCI and

GC this spring, and continued work will occur in fall for the implementation of Phase I beginning in November 2017, with implementation expected to take approximately 6 to 12 months. Phase II planning will start in Summer of 2017. Please visit the project [website \(https://cm.ue.ucsc.edu\)](https://cm.ue.ucsc.edu) for more information.

I look forward to seeing you at the Academic Senate meeting on Friday, May 19<sup>th</sup>. I hope you can stay for the reception.

Regards,  
Ólóf Einarsdóttir, Chair  
Academic Senate  
Santa Cruz Division

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I look forward to seeing you at the Academic Senate meeting on Friday, May 19<sup>th</sup>. I hope you can stay for the reception.

Regards,  
Ólóf Einarsdóttir, Chair  
Academic Senate  
Santa Cruz Division

**SUBMISSION OF PROPOSED CORRECTIONS TO THE MINUTES**  
**March 8, 2017 Senate Meeting**

The draft minutes from the March 8, 2017 Senate meeting were distributed via email on May 9, 2017 and will be presented for approval at the Senate Meeting on May 19, 2017. After being approved, these minutes will be posted on the Senate web site (<http://senate.ucsc.edu/senate-meetings/agendas-minutes/index.html>).

Senators are asked to submit any proposed corrections or changes to these draft minutes to the Senate Office in advance of the next meeting, via EMAIL or in WRITING. All proposed changes will be compiled in standardized format into a single list for display at the next meeting.

This approach gives Senators an opportunity to read and review changes before being asked to vote on them, provides the Senate staff and the Secretary with time to resolve any questions or inconsistencies that may arise, and minimizes time spent on routine matters during meetings. While proposed changes may be checked for consistency, they will not be altered without the proposer's approval. This approach complements, but does not limit in any way, the right of every Senator to propose further changes from the floor of the meeting.

To assist the Senate staff, proposed changes should specify:

1. The location of the proposed change (e.g., item, page, paragraph, sentence);
2. The exact wording of existing text to be modified or deleted;
3. The exact wording of replacement or additional text to be inserted;
4. The reason for the change if not obvious (optional).

Please submit all proposed changes to arrive in the Senate Office **no later than 12:00 noon, Thursday, May 18, 2017**. They should be addressed to the Secretary, c/o Academic Senate Office, 125 Kerr Hall or via email to [senate@ucsc.edu](mailto:senate@ucsc.edu).

Heather Shearer, Secretary  
Academic Senate  
Santa Cruz Division

May 10, 2017

**Committee on Faculty Research Lecture  
Annual Report 2016-2017**

To: Academic Senate, Santa Cruz Division

As the Faculty Research Lecturer for the 2017-2018 academic year, the Committee on the Faculty Research Lecture enthusiastically nominates Carl Walsh, Distinguished Professor of Economics.

Carl's research focuses on monetary theory and monetary policy; reviewers have ranked him as one of the world's top three researchers in these fields. His now-classic papers on central bank governance, optimal monetary policy, and inflation targeting have helped set the agenda for scholars, and have had a strong positive influence on the way Central Banks conduct policy in the United States and beyond. More recently, his work has integrated labor markets and research into monetary macroeconomic models in an elegant and insightful way. Carl has also written recent influential articles on how transparency in the conduct of monetary policy can improve the national economy.

After completing undergraduate majors in Economics and Mathematics at UC Berkeley, Carl stayed on to earn his PhD there in 1976. He began his professorial career at Princeton, but then returned to Northern California as Senior Economist at the San Francisco Federal Reserve Bank. Then, thirty years ago, he accepted a tenured position at UCSC. He has been here ever since, rising to his current rank of Distinguished Professor in 2010.

Carl is the author of around 100 research papers -- a remarkable number for an economist -- that have been published in a wide variety of journals, books, and monographs. His 14,523 Google Scholar citations and h-index of 40 put him in rarefied company. Carl has received two National Science Foundation grants and numerous other research awards, including the 2013 Martin M. Chemers Award for Outstanding Research in the Social Sciences Division.

His textbook, *Monetary Theory and Policy*, first published by MIT Press in 1998 and now in its fourth edition, has been required reading in most graduate courses in that field worldwide for the past fifteen years. Carl's undergraduate texts, *Principles of Macroeconomics* and *Principles of Microeconomics* (both coauthored with Nobel Prize Laureate Joseph Stiglitz, and both now also in their fourth editions) have been widely adopted. Carl has earned campus recognition for his outstanding classroom teaching, and is in demand as a speaker at alumni events.

Carl is also much in demand as a speaker beyond the campus. Notable seminars and lectures include the 2008 John Kuszczak Memorial Lecture sponsored by the Bank of Canada and numerous keynote addresses, e.g. at the University of Cambridge, and University of Glasgow. Central bankers from nations ranging from the Czech Republic to Uruguay have asked Carl to give numerous short courses and conference keynotes. He maintains a visiting scholar role at the SF Fed, and recently accepted a continuing role as the scientific adviser to the central bank of Norway.

Carl is known for his apolitical and analytically careful policy commentary and research. It brings him influence that is quiet yet deep. Occasionally reporters pick up on it; for example, his 2009 talk at Jackson Hole was reported in *The New York Times*, *The Financial Times* and *The Economist*.

Carl is an outstanding citizen of our campus. He served twice as Chair of the Economics Department, most recently helping it weather very difficult times in 2010-2013. On several occasions he served the campus administration on both sides of the hill. Carl is the incoming Chair of the Committee on Planning and Budget. He also does more than his share of humbler tasks, such as serving as a committee member for vast numbers of PhD students, and as the diversity liaison on recent faculty searches.

Carl Walsh's modest and generous nature sometimes hides his standing as a world-renowned researcher and teacher. We are proud to nominate our esteemed colleague to present his very timely and influential research to the University and to the larger community as the 2017-18 Faculty Research Lecturer.

Respectfully submitted;  
COMMITTEE ON FACULTY RESEARCH LECTURE  
Dimitris Achlioptas  
Jennifer Parker  
Seth Rubin  
Patricia Zavella  
Daniel Friedman, Chair

March 8, 2017

**Graduate Council  
Statement on Graduate Growth**

To: Academic Senate, Santa Cruz Division

Graduate Council strongly supports the longstanding UCSC goal of strengthening and growing UCSC graduate programs to achieve a proportion of graduate enrollments commensurate with an aspiring AAU research university and our comparative sister campuses in the UC system. To this end, Graduate Council established in 2015-16 a subcommittee on graduate growth, with goals to 1) make recommendations to catalyze campus strategic planning and action for growing and strengthening graduate programs, and 2) make more widely visible the progress the campus has made towards graduate growth. Council recognizes that there are substantive challenges to growing the proportion of graduate enrollments, including increasing the number and capacity of graduate programs, growing capacity for financial support of graduate students, and incentivizing faculty participation in graduate mentoring, to name a few. But, strengthening and growing graduate programs is justified by the fact that strong graduate programs bring important broad benefits to the campus and its undergraduate and graduate educational mission by enhancing UCSC's public research university reputation, attracting top faculty, and providing the most stimulating graduate and undergraduate educational experience. The enclosed Graduate Council report presents analysis of enrollment data for UCSC and our sister campuses along with recommendations for setting realistic goals for growth in proportional graduate enrollments.

Respectfully submitted;  
GRADUATE COUNCIL  
Lissa Caldwell  
Ben Crow  
Michael Dine  
Judith Habicht-Mauche  
Athanasios Kottas  
Roberto Manduchi Paul  
Roth  
Fitnat Yildiz  
Tyrus Miller, *ex officio*  
Don Smith, Chair

Katharin Peter, Library Representative  
Gordon Keller, Graduate Student Representative  
Melanie Dickinson, Graduate Student Representative

March 8, 2017

**Graduate Council  
Subcommittee on Graduate Growth Report, May 2017**

**I. Summary of goals and recommendations endorsed by Graduate Council:**

Graduate Council strongly supports the goal of strengthening and growing graduate programs on the UCSC campus to achieve a proportion of graduate enrollments commensurate with an aspiring AAU research university and our comparative sister campuses in the UC system. In this report, we provide an overview of the Council's perspective on graduate growth and make recommendations to support the Council's statement on strengthening and growing graduate programs at UCSC.<sup>1</sup>

Historical UC undergraduate and graduate enrollment data suggest that the proportion of graduate students (academic Master's and doctoral) increase with undergraduate enrollments. There is a central logic to this, since enrollment growth is a major determinant of faculty FTE growth, and growing ladder faculty numbers is a key determinant for growing graduate programs. However, when historical enrollment data for UCSC are compared with our closest comparative UC campuses (UCR, UCSB; see below), it indicates that while UCSC undergraduate enrollments have increased substantially over the past several decades (and have overlapped with undergraduate enrollments at UCR), the proportion of graduate enrollments at UCSC has not increased as one might expect. *This reflects that growing undergraduate enrollments is not in itself sufficient to support increasing the proportion of graduate enrollments. Instead, it suggests a need for **both** enrollment growth and a strategic effort to prioritize investment of campus resources that come with enrollment growth into strengthening and growing graduate programs.* Council's perspective is entirely consistent with the analysis and recommendations of recent Joint Senate/Administrative Task Forces.<sup>2</sup>

Goals:

- Continue emphasizing graduate education as a central campus priority, and further incentivize faculty participation in graduate mentoring and support.
- Strengthen and grow existing graduate programs.
- Establish new graduate programs, with an emphasis on doctoral programs, but recognize that academic and professional Master's programs can also add value and contribute to graduate growth.
- Investments in graduate growth should include efforts to broadly enhance graduate student diversity, welfare and success, including 1) development/expansion of professional development opportunities for graduate students to support awareness and development of professional competency skills beyond academia, and 2) invest in programs that support graduate student diversity and welfare, including a safe and supportive educational environment, mental health, and affordable housing.

- 1) Recommendations: Graduate Council believes that meaningful growth in the proportion of graduate enrollments (as a percent of undergraduate enrollments) can best be achieved by the

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<sup>1</sup> Graduate Council Statement on Strengthening and Growing Graduate Programs at UCSC, April 27, 2017.

<sup>2</sup> Joint Senate/Administrative Task Force on Academic Structures and Academic Planning (TFASAP): Report and Recommendations, May 2013; Joint Senate/Administrative Task Force on Graduate Growth (TFGG): Report and Recommendations, June 2015.

UCSC central administration working in partnership with the academic senate to develop a comprehensive and forward-looking strategic plan for strengthening and growing doctoral and Master's programs at UCSC. The plan should:

- a. Establish achievable proportional and absolute growth targets for doctoral and Master's enrollments, with mechanisms and timelines for achieving this goal that are clear and agreed upon by the administration and Senate. The 12% doctoral enrollment relative to undergraduate enrollment goal established through the UCOP 'rebenching' report is not a realistic aspirational goal for UCSC in the near-term. Instead, more realistic and achievable growth goals should be established based on a strategic academic plan that incorporates analyses of resource availability and the impact of new and emerging policies for strengthening and growing graduate programs at UCSC.

Preliminary estimates (see below) may suggest a target range of 1449 - 1485 doctoral, and 483 - 495 Master's enrollments at our LRDP cap of 19,500 total enrollment, or ~8.4% doctoral to undergraduates, and 11.2% academic graduate to undergraduates. These modest growth targets are below UCOP's budget enrollment allocations to UCSC for academic doctoral enrollments (1337 + 441 aspirational doctoral growth enrollments, 1778 total budgeted enrollments), and higher than the budget enrollment allocations for Master's (348 academic Master's enrollments, 49 graduate professional enrollments). If UCSC targeted a higher ratio of PhD to Master's students in graduate growth (e.g., 4 to 1, rather than the 3 to 1 ratio used here), we would achieve proportionately greater doctoral growth (e.g., ~1540 to 1580 doctoral enrollments, or a proportion of ~9% doctoral to undergraduates) by the time UCSC reaches its LRDP cap.

- b. Articulate goals and timelines to achieve an appropriate balance between doctoral and Master's enrollments, which may differ by discipline. This should include a realistic economic model for the extent that fee-paying Master's students generate resources for doctoral growth, and how this differs by discipline. Council recognizes that there are good programmatic reasons to grow Master's programs, but has concern that supporting large Master's programs with a goal of generating resources for doctoral students may come with trade-offs, such as increased faculty workload and impacts on doctoral programs.
- c. Articulate a transparent process, with appropriate accountability measures, for prioritizing allocation of campus resources and the trade-offs for supporting one campus goal over another. Difficult decisions leading to internal reallocation of campus resources will undoubtedly be required. For example, the plan should articulate the goal of prioritizing strategic deployment of newly authorized faculty FTE in departments and programs with demonstrated potential to advise and support graduate (primarily doctoral) students.
- d. Propose measures to grow/enhance UCSC's research enterprise to increase extramural resources that can be used to support graduate growth. This should include institutional efforts to support faculty, program, and department efforts to increase extramural funding to support graduate students.
- e. Include accountability metrics that can be used to track progress towards established

goal(s) of graduate growth that can be reviewed annually.

- f. Include recognition that investments in graduate growth should include resources which will improve student recruitment, such as increased targeted scholarships, improved outreach and marketing (possibly through use of outside consultants, and developing techniques to share "best practices"). Also critical are efforts to enhance graduate student welfare and success more broadly, including: 1) development/expansion of professional development opportunities for graduate students to support awareness and development of professional competency skills beyond academia, and 2) invest in programs that support graduate student welfare more broadly, such as a safe and supportive training environment, mental health, and affordable housing. Without an infrastructure to support graduate students, the ability to recruit and retain them will remain severely compromised.

## **II. Principles and historical perspective:**

1. Principles and broader benefits of strengthening and growing graduate enrollments to the campus and its undergraduate and graduate educational mission.
  - In order to maintain and enhance its standing as a renowned public research university and continue delivering on its commitment to excellence in undergraduate and graduate education, UCSC must strengthen and grow graduate, and especially doctoral/terminal degree programs.
  - Enhancing UCSC's public research university reputation, attracting top faculty, and providing the most stimulating undergraduate educational experience all depend upon strong and vibrant graduate programs.
  - UC's doctoral student training and doctoral degree granting programs provide education and training for the next generation of California's innovators, leaders, and academicians. Doctoral students contribute to an enhanced undergraduate educational environment; they are an important feature distinguishing UC from the California State Universities (CSU's), and in part justify the higher marginal cost of instruction at UC compared to CSU's.
  - Similarly, Master's students and programs help fulfill UC's mission to provide an expert workforce to public and private sectors of the State. They contribute to the undergraduate environment, and help enrich the doctoral training environment both directly and indirectly.
2. Historical overview informing Council's perspective on graduate growth.

UCSC has a history of graduate growth proportionate to undergraduate growth, so in essence, the campus has funded graduate growth through undergraduate enrollment growth. As a result, UCSC looks different from UC norms on instructional support/non-instruction support funds for our graduate students. Beginning in 2012 -13, UC embarked on a 'rebenching' effort to address, in part, the considerable disparities among UC campuses in per-student funding. One of the four core principles driving the rebenching effort recommendations was graduate education: "Graduate education is such an integral part of UC's mission and excellence that it needs to be recognized in any allocation model."<sup>3</sup>

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<sup>3</sup> University of California Rebenching Budget Committee Report and Recommendations, June 25, 2012.

The rebenching report established a 12% doctoral enrollment of undergraduate enrollment goal, to be achieved over a six year rebenching transition period (starting 2012-13), with the goal that campuses with academic doctoral student proportions below 12% will be provided funding to increase the numbers of such students up to the 12% level [UCSC currently receives the largest proportion of budgeted enrollments to support ‘aspirational doctoral growth’ (441 enrollments) compared to the other UC’s]. Notably, the recommendations also stated that funding will be withdrawn for any shortfalls in achieving these numbers at the end of an appropriate phase in period.

The Joint Senate/Administrative Task Force for Graduate Growth (June 2015) performed an analysis of the state of graduate programs on the UCSC campus compared to our sister UC campuses, and provided a list of prioritized recommendations to help UCSC strengthen and grow graduate enrollments on campus.<sup>4</sup> Graduate Council strongly supports the Task Force report and its recommendations.

Analyses presented in the Joint Senate/Administrative Task Force for Graduate Growth report shows that UCSC possess the lowest academic doctoral or total graduate student enrollments as a proportion of undergraduate (or total) enrollments of any UC campus (UCSF and UC Merced excluded). The reasons for this disparity are undoubtedly complex, and likely include historic per-student funding disparities, limited economy of scale opportunities due to the relatively small size of UCSC, and campus decision-making that may not have sufficiently prioritized growing and strengthening graduate programs over the past several decades.

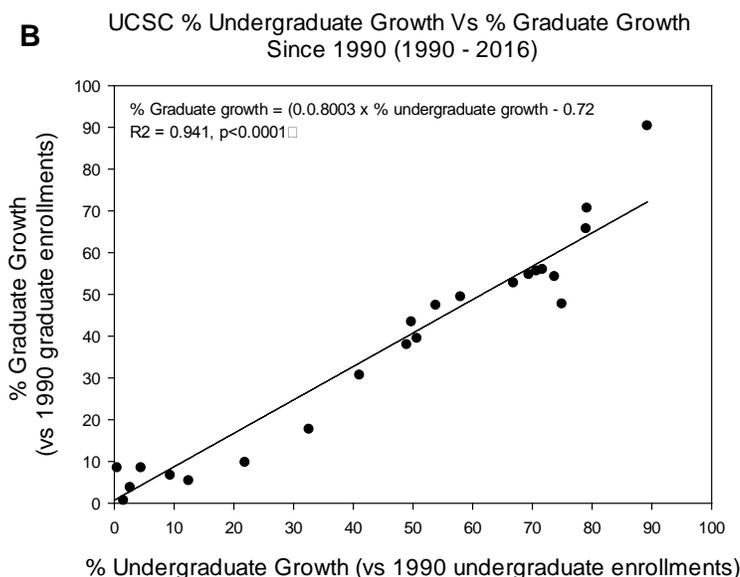
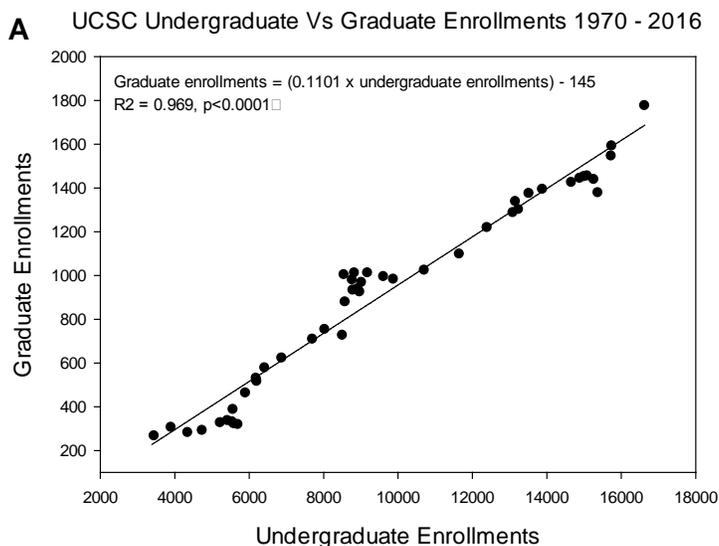
Graduate Council’s independent analyses, using data available from UCSC planning and budget and UCOP, substantiates:

- A) Graduate enrollment growth at UCSC is closely associated with undergraduate enrollments over UCSC’s history (1970 – 2016, Figure 1A).
- B) Over the period 1990 to present, the relative percent increase in graduate enrollments has been ~80% of the relative increase in undergraduate enrollments (i.e., 0.8003 slope of % graduate growth versus % undergraduate growth, Figure 1B; percent enrollment growth calculated separately for undergraduates and graduates relative to 1990 levels).

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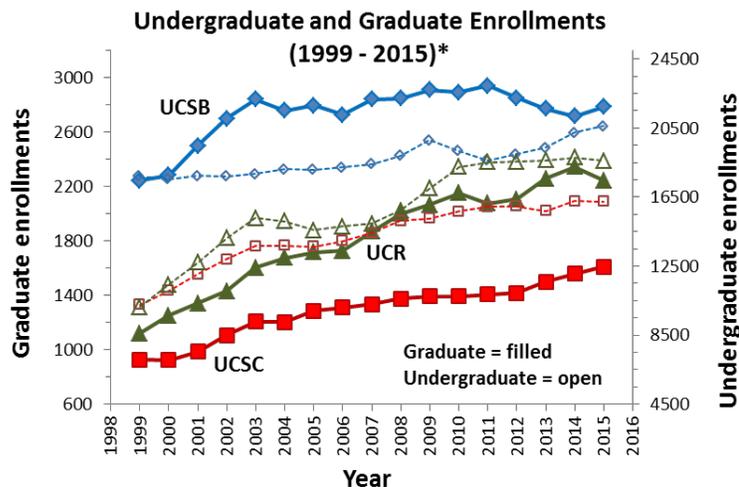
<sup>4</sup> Joint Senate/Administrative Task Force on Graduate Growth (TFGG): Report and Recommendations, June 2015.

Figure 1. (A) UCSC historical 3 quarter graduate versus undergraduate enrollments (1970 – 2016) shows a highly significant association between the two. (B) Over the period 1990 – 2016, relative growth in graduate enrollments has been ~80% of relative growth in undergraduate enrollments, based on the slope of 0.8003 for the linear function for % graduate growth versus % undergraduate growth. Note 2016-17 academic year data are fall and winter quarter average only; data source: <http://planning.ucsc.edu/irps/historicalData/Historical3QtrAverage.pdf>.



C) Graduate enrollments generally track with undergraduate enrollments at our closest comparator sister campuses (UCR, UCSB) over the period 1999 – 2015, with notable periods of disassociation where relative graduate growth outpaced undergraduate growth (e.g., UCSB 2000 – 2003, UCR 2006-2008) (Figure 2).

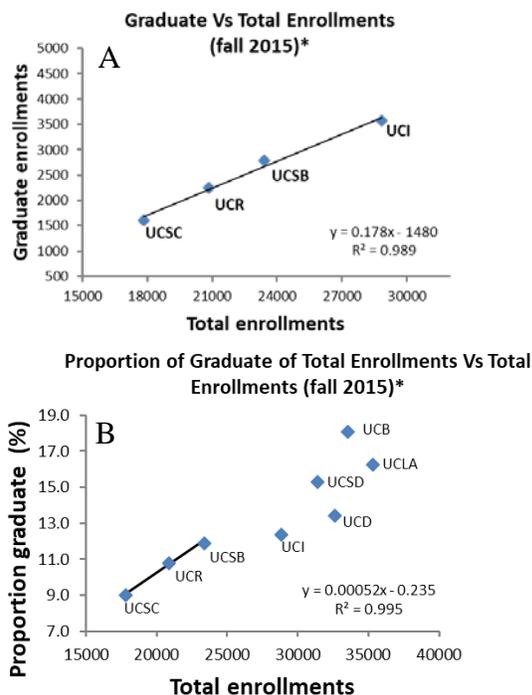
Figure 2. UCSC, UCR, and UCSB graduate and undergraduate fall enrollments (1999 – 2015) show that graduate enrollments generally track with undergraduate enrollments, with notable periods of disassociation (e.g., UCSB 2000 – 2003, UCR 2006-2008). Note that the relative y-axis scales for graduate and undergraduate enrollments are similar (~5.4-fold increase from minimum to maximum) to facilitate comparison of the relative changes in enrollments over time.



\*Academic doctoral and masters only  
 Source: <http://universityofcalifornia.edu/infocenter/fall-enrollment-glance>

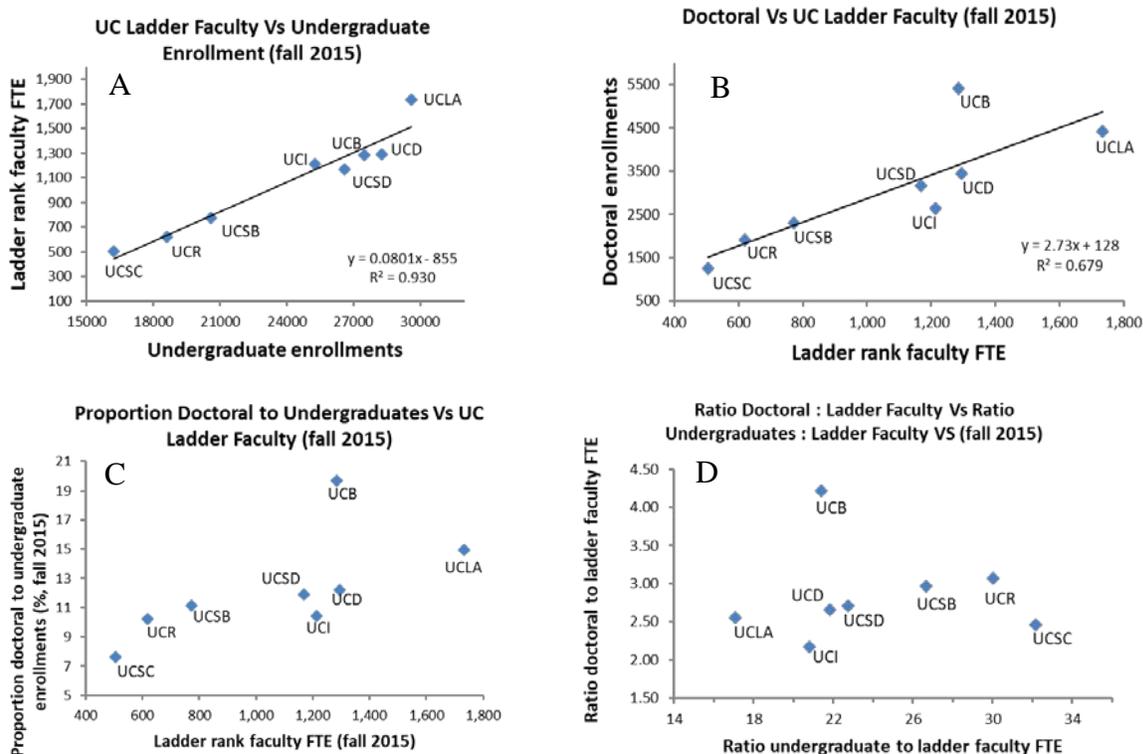
D) Graduate enrollments, and the proportion (%) of graduate to total (undergraduate and graduate) enrollments are closely associated at UCSC and our closest comparative UC campuses (fall 2015, Figure 3A, B), suggesting that graduate growth and the proportion of graduate to total campus enrollments at UCSC can be achieved with increased campus enrollments.

Figure 3. (A) Fall 2015 enrollment data from the four UC campuses with the lowest total enrollments (UCM and UCSF excluded). The data suggest an increasing linear relationship between graduate and total enrollments. (B) The proportion of graduate to total enrollments (%) versus total enrollments across the UC campuses for fall 2015 shows an increasing linear relationship for the three campuses with the lowest total enrollments (UCM and UCSF excluded), suggesting that the proportion of graduate enrollments scale with total campus enrollments for these three campuses. Total undergraduate enrollments are undergraduate + academic doctoral and Master’s, while graduate enrollments are academic doctoral and Master’s.



\*Academic doctoral and Master’s only  
 Source: <http://universityofcalifornia.edu/infocenter/fall-enrollment-glance>

- E) The number of regular teaching ladder rank faculty FTE is strongly aligned with undergraduate enrollments across all UC campuses, reflecting the role of undergraduate enrollment growth as a major driver of campus FTE growth (UCM and UCSF excluded) (fall 2015, Figure 4A).
- F) Doctoral enrollments (academic doctoral) are highly associated with the number of regular teaching ladder rank faculty FTE across the UC campuses, reflecting the role of ladder rank faculty FTE as a driver of doctoral enrollments (UCM and UCSF excluded) (fall 2015, Figure 4B). Similarly, the proportion of doctoral to undergraduate enrollments (%) is associated with the number of ladder faculty FTE, particularly at the three UC campuses with the lowest number of faculty FTE (UCSC, UCR, UCSB) (fall 2015, Figure 4C). This further supports the potential to increase the proportion of doctoral enrollments at UCSC with (strategic) growth in faculty FTE.
- G) Notably, UCSC shows the highest undergraduate to faculty FTE ratio within the UC system (UCM and UCSF excluded), and a doctoral student to faculty ratio slightly lower than our closest comparative campuses (UCR, UCSB) (fall 2015, Figure 4D).



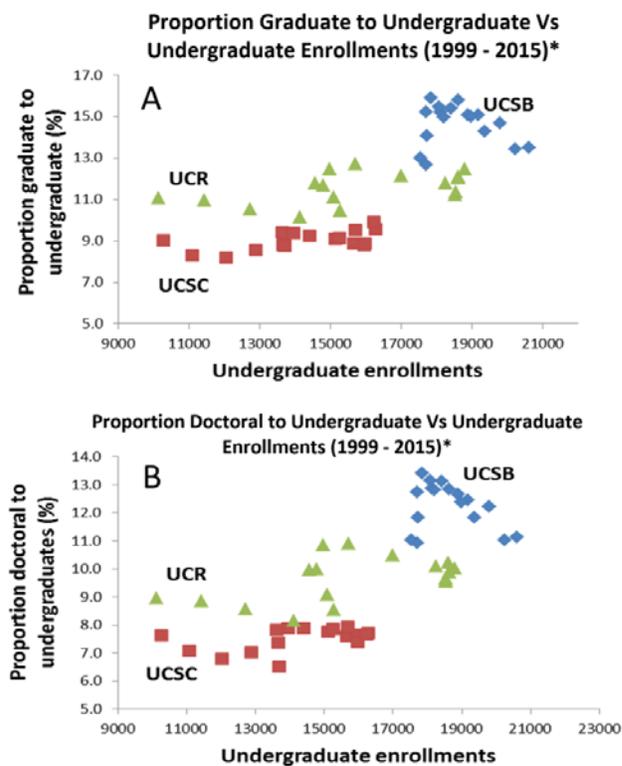
\*Regular teaching ladder rank faculty; Academic doctoral only  
 Source: <http://universityofcalifornia.edu/infocenter/fall-enrollment-glance>  
 Source: [http://legacy-its.ucop.edu/uwnews/stat/headcount\\_fte/oct2015/welcome.html](http://legacy-its.ucop.edu/uwnews/stat/headcount_fte/oct2015/welcome.html)

Figure 4. (A) Number of regular ladder rank faculty FTE versus undergraduate enrollments across the UC campuses (excluding UCM and UCSF) shows a strong association between the two as expected, especially among UCSC, UCR, and UCSB. (B) A similar association exists between academic doctoral enrollments and faculty FTE, again especially with UCSC, UCR, and UCSB. (C) The proportion of academic doctoral to undergraduate enrollments (%) is associated with the number of ladder faculty FTE across the UC campuses, suggesting that the proportion of doctoral

students to undergraduate enrollments will increase with increasing ladder faculty FTE, especially at the campuses with the fewest ladder faculty (UCSC, UCR, and UCSB). (D) The ratio of doctoral student enrollments to faculty FTE versus the ratio of undergraduate enrollments to ladder rank faculty FTE shows a relatively narrow range in the former and a wide range in the latter, with UCSC having the highest undergraduate to ladder faculty FTE ratio of the campuses shown.

H) While the data in figures 3 and 4 above suggest that the proportion of graduate and doctoral enrollments should increase with undergraduate (or total) enrollments and growth in ladder faculty FTE, these associations should not be taken to suggest causal relationships between those variables. For example, data for UCSC shows that the proportion of graduate to undergraduate enrollments (% academic doctoral and Master's only) over 1999 – 2015 has remained relatively unchanged at ~9% (9% in fall 1999 and 9.9% in fall 2015), even though undergraduate enrollments increased by ~6000 students and ladder faculty FTE increased by ~125 over this same period. UCR experienced a similar ~1% increase in the proportion of graduate students to undergraduates over this period (i.e., 11 to 12%), and a net increase of ~8500 undergraduate enrollments and 236 ladder faculty FTE, though UCR achieved much greater increases in the proportion of doctoral students during periods of rapid growth over the period 2003 – 2009 (up to ~ 13% graduate enrollments and 11% doctoral enrollments, both vs undergraduate enrollments, Figure 5A, B). UCSB experienced a similar net increase of ~0.8 % in the proportion of graduate to undergraduate enrollments from fall 1999 – 2015 (from 12.7% to 13.5%), with net increases of 2908 undergraduate enrollments and 110 ladder faculty FTE of over this period, though over 2000 – 2007 it achieved even greater growth in the proportion of graduates and doctoral students (up to ~16% and ~13%, respectively) (Figure 5A, B). This suggests that the growth in undergraduate enrollments and ladder faculty FTE is not sufficient for graduate growth without strategic investment in graduate growth.

Figure 5. (A) The proportion of graduate to undergraduate enrollments (% academic doctoral and Master's only) versus undergraduate enrollments over 1999 – 2015 shows that at UCSC the proportion of graduate students has remained relatively unchanged, while at UCR and UCSB there have been periods of marked growth in the proportion of graduate to undergraduate enrollments. (B) The proportion of academic doctoral enrollments (%) versus undergraduate enrollments shows a similar pattern as in 5A above.



\*Academic doctoral and masters only  
 Source: <http://universityofcalifornia.edu/infocenter/fall-enrollment-glance>

### III. Setting a realistic target for PhD and Master's enrollment growth

The UC goal of 12% doctoral enrollments as a proportion of undergraduate enrollments set through the rebenching process, is not a realistic aspirational goal for UCSC to achieve by the current LRDP end date of 2020. That said, the benefits of growing the proportion of graduate enrollments at UCSC are substantial, and support establishing achievable graduate growth goals. Near-term graduate growth goals can be established within the current LRDP enrollment cap of 19,500 students, with higher goals to be established through a new LRDP process.

Several possible approaches could be used to establish appropriate graduate enrollment goals. For context, graduate enrollments (fall and winter qtr average) for the 2016-17 UCSC academic year were 1306 academic doctoral (7.9 % of undergraduate enrollments) and 430 Master's. Total graduate enrollments were 1736 (10.4 % of undergraduate enrollments).

Approach #1: Estimate a graduate enrollment target to be achieved when UCSC reaches its current LRDP cap (19,500 total enrollments), using the relationship between total (undergraduate plus academic doctoral and Master's) enrollments at UCSC, UCR, UCSB, and UCI [Figure 3A; graduate enrollments =  $(0.178 \times \text{total enrollments}) - 1480$ ]. This yields a target of 1979 graduate student enrollments by the time UCSC reaches its LRDP enrollment cap (i.e., by 2020).

- Assuming a ratio of doctoral to Master's students of 3:1 (i.e., slightly higher than the current three year average), we can set **target goals of 1485 doctoral and 495 Master's enrollments, or 1980 total graduate enrollments**; *these equate to proportional graduate enrollment goals of 8.5% doctoral to undergraduate enrollments, and 11.3% total graduate to undergraduate enrollments by the time UCSC reaches its current LRDP cap.*

Approach #2: Alternatively, graduate growth goals may be set by using the highly significant linear relationship between total enrollments and the *proportion* of graduate enrollments (%) for UCSC, UCR, and UCSB [Figure 3B; proportion of graduate enrollments (%) =  $(0.00052 \times \text{total enrollments}) - 0.235$ ].

- This approach yields a target proportion of graduate enrollments of 9.9% of total enrollments (or 7.4% doctoral to total enrollments) by the time UCSC reaches its current 19,500 LRDP enrollment cap. This equates to a total of **1932 graduate enrollments (1449 doctoral and 483 Master's enrollments)**, and a proportion of doctoral to undergraduate enrollments of ~8.2%, and a proportion of total graduate to undergraduate enrollments of ~11%.

Approach #3: Establish graduate growth targets based on budgeted graduate enrollments allocated by UCOP.

- With advent of the rebenching process, UCOP has allocated to UCSC **budgeted enrollments for 1337 academic doctoral enrollments, 441 aspirational doctoral growth enrollments, 348 academic Master's enrollments, and 49 graduate professional enrollments, totaling 1778 academic doctoral enrollments and 2175 total graduate enrollments.** These budgeted enrollments substantially exceed targeted doctoral enrollments based on approaches 1 and 2 above, but are less than the targeted Master's enrollments.

Empirical graduate enrollment estimates from approaches #1 and 2 suggest a target range of 1449 to 1485 doctoral, and 483 to 495 Master's at our LRDP cap of 19,500 total enrollment, or ~8.4% doctoral to undergraduates, and 11.2% graduate to undergraduates. If UCSC targeted a higher ratio of PhD to Master's students in graduate growth (e.g., 4 to 1, rather than the 3 to 1 ratio used above), we would achieve proportionately greater doctoral growth (e.g., ~1540 to 1580 doctoral enrollments, or a proportion of ~9% doctoral to undergraduates) by the time UCSC reaches its LRDP cap.

Note that if graduate growth targets were set relative to undergraduate enrollments at the start of rebenching (2012-13 three qtr average of 15,374 undergraduates), achieving these levels of graduate growth under the current LRDP enrollment cap would result in graduate and doctoral enrollments that are ~9.5% doctoral to undergraduates, and ~12.7% total graduate to undergraduate.

**In summary**, while progress has been made over the past decade towards growing and strengthening doctoral and Master's programs to reach aspirational goals, it is not enough. The data provided here support the potential to increase the proportion of doctoral enrollments at UCSC with (strategic) growth in faculty FTE, in tandem with other measures to increase doctoral student support. Graduate Council strongly encourages and supports the need to develop a central administration-driven, campus-wide strategic plan to strengthen and grow graduate, and especially doctoral programs on our campus, alongside a commitment to graduate student welfare.

**Committee On Committees  
Committee Nominations for 2017-18**

To: Academic Senate, Santa Cruz Division

**Santa Cruz Division of the Academic Senate  
2017-18 Committee Membership**

**OFFICERS**

Ólöf	Einarsdóttir	Chair	Chemistry & Biochemistry
Kim	Lau	Vice Chair	Literature
Heather	Shearer	Secretary	Writing
Wlad	Godzich (W&S)	Parliamentarian	

**ASSEMBLY REPRESENTATIVES**

Dorian	Bell	Assembly Rep.	Literature
Kim	Lau	Assembly Rep.	Literature

**EXECUTIVE COMMITTEE (SEC)**

Ólöf	Einarsdóttir	Chair	Chemistry & Biochemistry
Kim	Lau	Vice Chair	Literature
Heather	Shearer	Secretary	Writing
Dorian	Bell	Assembly Rep.	Literature
Maureen	Callanan	(COC)	Psychology
Stefano	Profumo	(CFW)	Physics
Rita	Mehta	(CAFA)	Ecology & Evolutionary Biology
Onuttom	Narayan	(CEP)	Physics
Miriam	Greenberg	(CAAD)	Sociology
Jorge	Hankamer	(P&T)	Linguistics
Dejan	Milutinovic	(COR)	Computer Engineering
Carla	Freccero	(CAP)	Literature
Gina	Dent	(GC)	Feminist Studies
Carl	Walsh	(CPB)	Economics
Yat	Li	(CIE)	Chemistry & Biochemistry
Matthew	McCarthy	(COT)	Ocean Sciences

**ACADEMIC FREEDOM (CAF)**

Gail	Hershtatter	Chair/UCAF Rep	History
Tanya	Merchant		Music
Jonathan	Zehr		Ocean Sciences
Gabriel	Elkaim		
Jessica	Taft		Latin American & Latino Studies

**ACADEMIC PERSONNEL (CAP)**

Carla	Freccero	Chair/UCAP Rep	Literature
Donka	Farkas		Linguistics
Warren	Sack		Film & Digital Media
Lynn	Westerkamp (F&W)		History
Kent	Eaton		Politics
Robert	Boltje		Mathematics
Emily	Brodsky		Earth & Planetary Sciences
Ethan	Miller		
Lisa	Rofel (W&S)		Anthropology
Lisbeth	Haas (S)		History

**ADMISSIONS & FINANCIAL AID (CAFA)**

Rita	Mehta	Chair/BOARS Rep (W&S)	Ecology & Evolutionary Biology
Charlie	McDowell		Computer Science
David	Cuthbert		Theater Arts
David	Smith	BOARS Rep	Physics
Sean	Keilen		Literature
Veronica	Terriquez		Sociology

**AFFIRMATIVE ACTION & DIVERSITY (CAAD)**

Miriam	Greenberg	Chair/UCAAD Rep	Sociology
Christina	Ravelo		Ocean Sciences
Vanita	Seth (W&S)		Politics
Grace	Delgado		History
Erika	Zavaleta		Ecology & Evolutionary Biology
Laurie	Palmer		Art
Christy	Byrd (F)		Psychology

**CAREER ADVISING (CCA)**

Maria	Evangelatou	Chair	History of Art & Visual Culture
Ivy	Sichel (W&S)		Linguistics
Jonathan	Fortney		Astronomy & Astrophysics
Alex	Pang		Computer Science
Nina	Treadwell (W&S)		Music

**COMMITTEE ON COMMITTEES (COC)**

Maureen	Callanan	Chair/UCOC Rep	Psychology
Kate	Jones		History
Brandin	Baron-Nusbaum		Theater Arts
Raphael	Kudela		Ocean Sciences
Noah	Wardrip-Fruin		Computational Media

**COURSES OF INSTRUCTION (CCI)**

Noriko	Aso	Chair	History
Kevin	Karplus (W&S)		Biomolecular Science & Engineering
Susan	Schwartz		Earth & Planetary Sciences
Michael	Chemers		Theater Arts
Hiroataka	Tamanoi (F&S)		Mathematics

**EDUCATIONAL POLICY (CEP)**

Onuttom	Narayan	Chair /UCEP Rep	Physics
Tonya	Ritola		Writing
Jeff	Bury		Environmental Studies
Megan	Thomas		Politics
Suresh	Lodha		Computer Science
Rob	Wilson (F&S)		Literature
Patrick	Chuang		Earth & Planetary Sciences
Elisabeth	Cameron		History of Art & Visual Culture
Francis	Nimmo		Earth & Planetary Sciences

**EMERITI RELATIONS (CER)**

Barry	Bowman	Chair	Molecular, Cell, & Developmental Biology
Daniel	Selden		Literature
Linda	Burman-Hall		Music

**FACULTY RESEARCH LECTURE (CFRL)**

Jennifer	Parker	Chair	Art
Dan	Friedman		Economics
Sandra	Chung		Linguistics
Daniel	Kim		Biomolecular Engineering
Seth	Rubin		Chemistry & Biochemistry

**FACULTY WELFARE (CFW)**

Stefano	Profumo	Chair/UCFW Rep	Physics
Vilashini	Cooppan		Literature
Su-Hua	Wang		Psychology
Tesla	Jeltema		Physics
Nico	Orlandi		Philosophy
Grant	McGuire		Linguistics
Hiroshi	Fukurai		Sociology

**GRADUATE COUNCIL (GC)**

Gina	Dent	Chair/CCGA Rep	Feminist Studies
Ben	Crow		Sociology
Athanasios	Kottas		Applied Math & Statistics
Carolyn	Dean		History of Art & Visual Culture
Weixin	Cheng		Environmental Studies
Melissa	Caldwell		Anthropology
Pranav	Anand (F)		Linguistics
Paul	Roth (W&S)		Philosophy
Gerald	Casel (F&W)		Theater Arts
Alexander	Sher		Physics

**INFORMATION TECHNOLOGY (CIT)**

Brant	Robertson	Chair/UCCC Rep	Astronomy & Astrophysics
Josh	Stuart		Biomolecular Engineering
Maziar	Toosarvandani		Linguistics
Brent	Haddad		Technology Management
Hamid	Sadjadpour		Electrical Engineering
Leila	Takayama		Psychology
Robin	Hunicke		Digital Arts & New Media
Frank	Bauerle		Mathematics

**INTERNATIONAL EDUCATION (CIE)**

Yat	Li	Chair/UCIE Rep	Chemistry & Biochemistry
Jimin	Lee		Art
Jeremy	Hourigan		Earth & Planetary Sciences
Benjamin	Breen		History
Carol	Shennan		Environmental Studies
Leila	Parsa		Electrical Engineering

**LIBRARY AND SCHOLARLY COMMUNICATION (COLASC)**

Jennifer	Horne	Chair/UCOLASC Rep	Film & Digital Media
Michael	Cowan		American Studies
Chelsea	Blackmore		Anthropology
Karen	Ottemann		Microbiology & Environmental Toxicology
Don	Brenneis (F)		Anthropology
David	Brundage (W&S)		History
Kyle	Parry		History of Art & Visual Culture

**PLANNING & BUDGET (CPB)**

Carl	Walsh	Chair/UCPB Rep	Economics
Elizabeth	Abrams	Vice Chair	Writing
Cormac	Flanagan		Computer Science
Tracy	Larrabee		Computer Engineering
Lourdes	Martinez-Echazabal		Latin American & Latino Studies
Jonathan	Kahana		Film & Digital Media
Matthew	Clapham		Earth & Planetary Sciences
Jie	Qing		Mathematics
Doug	Bonett		Psychology

**PREPARATORY EDUCATION (CPE)**

Debra	Lewis	Chair/UCOPE Rep	Mathematics
Dongwook	Lee		Applied Math & Statistics

**PRIVILEGE & TENURE (P&T)**

Jorge	Hankamer	Chair/UCPT Rep	Linguistics
Larry	Polansky		Music
Bruce	Schumm		History
Scott	Oliver		Chemistry & Biochemistry
Roberto	Manduchi		Computer Engineering

**RESEARCH (COR)**

Dejan	Milutinovic	Chair/UCORP Rep	Computer Engineering
Todd	Lowe		Biomolecular Engineering
A. Ali	Yanik		Electrical Engineering
James	Doucet-Battle		Sociology
Jennifer	Gonzalez (F)		Digital Arts & New Media
Peter	Limbrick (W&S)		Film & Digital Media
Ben	Storm		Psychology
Jose	Renau		Computer Engineering
Marilou	Sison-Mangus (S)		Ocean Sciences

**TEACHING (COT)**

Matt	McCarthy	Chair	Ocean Sciences
Sylvanna	Falcon		Latin American & Latino Studies
Kimberly	Helmer		Writing
Danny	Scheie		Theater Arts
Nick	Brummell (F&S)		Applied Math & Statistics
Seshadhri	Comandur (W)		Computer Science

**RULES, JURISDICTION & ELECTIONS (RJ&E)**

Jason	Nielsen	Chair	Physics
Bali	Sahota		Literature
Ken	Pedrotti		Electrical Engineering
Audun	Dahl		Psychology
David	Dunn		Music

**SPECIAL COMMITTEE ON DEVELOPMENT AND FUNDRAISING**

Susan	Gillman	Chair	Literature
Ben	Carson		Music
Enrico	Ramirez-Ruiz		Astronomy & Astrophysics
Susan	Strome		Molecular, Cell, & Developmental Biology
Anna	Tsing (F&W)		Anthropology
Daniele	Venturi		Applied Math & Statistics

Respectfully Submitted;  
COMMITTEE ON COMMITTEES  
Brandin Baron Nusbaum  
Maureen Callanan  
Raphael Kudela  
Ken Pedrotti  
Micah Perks, Chair

May 8, 2017

**Committee on Educational Policy  
Amendment to Manual Chapters for Undergraduates**

To: Academic Senate, Santa Cruz Division:

Committee on Educational Policy (CEP) proposes to amend Chapters 2, 4, 6, 8, 9, and 10 of the Regulations and Bylaw 2.2 in the UCSC Senate Manual to clarify how various responsibilities related to course approval and program authorization are divided between CEP and CCI. Any additional conforming changes will be amended by the Committee on Rules, Jurisdiction and Elections (RJ&E).

We provide the following justification for changes in each section.

<b>Existing Regulations</b>	<b>Proposed Regulations</b>
<p><b>Chapter 8: 8.3.1</b> Final examinations must be given in all undergraduate courses unless the department or college sponsoring the course has obtained permission (in accordance with SR 772C) from the Committee on Educational Policy to omit them at the option of the instructor in the course.</p>	<p><b>Chapter 8: 8.3.1</b> Final examinations must be given in all undergraduate courses unless the department or college sponsoring the course has obtained permission (in accordance with SR 772C) from the Committee on <del>Educational Policy</del> <b>Courses of Instruction</b> to omit them at the option of the instructor in the course.</p>
<p><b>Chapter 9: 9.1.5</b> With the approval of the Committee on Courses of Instruction, course sponsoring agencies may offer courses as "P/NP only." The designation of courses as "P/NP only" shall be made by the Committee on Educational Policy during the spring term to have effect for all of the following academic year, beginning with the following fall term, and shall remain in effect until changed by request of the course sponsoring agency, with the approval of the Committee on Educational Policy. During the academic year, agencies may request the "P/NP only" designation for new courses to be offered for winter, spring, or summer terms.</p>	<p><b>Chapter 9: 9.1.5</b> With the approval of the Committee on Courses of Instruction, course sponsoring agencies may offer courses as "P/NP only." The designation of courses as "P/NP only" shall be made by the Committee on <del>Educational Policy</del> <b>Courses of Instruction</b> <del>during the spring term</del> to have effect for all of the following academic year, beginning with <b>the requested fall term</b>, and shall remain in effect until changed by request of the course sponsoring agency, with the approval of the Committee on <del>Courses of Instruction</del> <b>Educational Policy</b>. During the academic year, agencies may request the "P/NP only" designation for new courses to be offered for winter, spring, or summer terms.</p>
<p><b>Chapter 10: 10.1.3</b> A. Except as otherwise provided in this section and SR 614, candidates for the Bachelor's degree must have been registered students at the University of California, Santa Cruz, for at least three quarters. Of the final 45 credit hours completed by a candidate for the Bachelor's degree, 35 credit hours must be regular courses</p>	<p><b>Chapter 10: 10.1.3</b> A. no change</p>

of instruction offered by the University of California, Santa Cruz, (including during the summer session) and taken as a registered student at the University of California, Santa Cruz. The right to waive the provisions of this requirement is vested with the provost of the student's college or the provost's designee.

B. When two or more campuses of the University of California have approved a joint program of study, a student enrolled in such a program may meet the Requirement stated in Paragraph A by completing the requisite number of units in courses offered at any or all of the participating campuses. The student's program of study must be approved by the Provost, Dean, or equivalent officer of the School of College in which the degree is to be awarded.

C. A further exception to the rule stated in paragraph (A) above is made in the case of students who meet the residence requirement as provided in SR 614.

D. Except when Divisional Regulations provide otherwise, a student in the Education Abroad Program, the UC Washington, D.C., Program, or the UC Center in Sacramento Program may meet the residence requirement in accordance with the following provisions:

1. A student who completes the graduation requirements while in the Education Abroad Program, the UC Washington, D.C., Program, or the UC Center in Sacramento Program may satisfy the requirements stated in paragraph (A) in the final 45 (or 30 semester) units preceding the student's entrance into the Education Abroad Program, the UC Washington, D.C., Program, or the UC Center in Sacramento Program.

B. no change

C. no change

D. Except when Divisional Regulations provide otherwise, a student in the Education Abroad Program; the UC Washington, D.C., Program; ~~or~~ the UC Center in Sacramento Program; or **courses offered by the UC Natural Reserve System(NRS) California Ecology and Conservation Field program** may meet the residence requirement in accordance with the following provisions:

1. A student who completes the graduation requirements while in the Education Abroad Program, the UC Washington, D.C., Program, ~~or~~ the UC Center in Sacramento Program, **or the UC Natural Reserve System(NRS) California Ecology and Conservation Field program;** may satisfy the requirements stated in paragraph (A) in the final 45 (or 30 semester) units preceding the student's entrance into the Education Abroad Program, the UC Washington, D.C., Program, ~~or~~ the UC Center in Sacramento Program; **or the UC Natural Reserve System(NRS) California Ecology and Conservation Field program.**

<p>2. Subject to the prior approval of the department concerned, a student who is enrolled in the Education Abroad Program, the UC Washington, D.C. Program, or the UC Center in Sacramento Program may satisfy the residence requirement by earning 35 (or 24 semester) of the final 90 (or 60 semester) units, including the final 12 (or 8 semester) units, in residence in the college or school of the University of California in which the degree is taken.</p>	<p>2. Subject to the prior approval of the department concerned, a student who is enrolled in the Education Abroad Program; the UC Washington, D.C. Program; <del>or the UC Center in Sacramento Program;</del> <b>or the UC Natural Reserve System(NRS) California Ecology and Conservation Field program</b> may satisfy the residence requirement by earning 35 (or 24 semester) of the final 90 (or 60 semester) units, including the final 12 (or 8 semester) units, in residence in the college or school of the University of California in which the degree is taken.</p>
<p><b>10.2.3.1</b> Students who enter the University of California, Santa Cruz, in fall quarter 2010 or later, as candidates for a Bachelor’s degree, are required to fulfill the campus general education requirements given below. Courses used to satisfy these requirements are subject to the following restrictions: i) they must be chosen from the lists of approved courses (SCR 10.2.3.4); ii) each course may apply toward only one of the requirements, unless a specific exception is granted by the Committee on Educational Policy; iii) only course work awarded the grade of P, C (2.0) or better may be used to satisfy these requirements.</p> <p>a. Composition courses. Students are required, in addition to satisfying the ELWR requirement, to complete a sequence of two five-credit hour courses or the equivalent in composition and rhetoric. These courses shall usually be taken in a student’s first year and must be completed before the student enrolls in the 7th quarter.</p> <p>b. Disciplinary communication (DC) requirement. Students must have instruction and substantial practice in modes of communication appropriate to their major. The largest component of the DC curriculum must involve writing. The requirement must be satisfied either within one five-credit upper-division course or within a combination of up to three upper-division courses totaling at least five</p>	<p><b>10.2.3.1</b> no change</p> <p><b>10.2.3.1.a</b> no change</p> <p><b>10.2.3.1.b.</b>                  b. Disciplinary communication (DC) requirement. Students must have instruction and substantial practice in modes of communication appropriate to their major. The largest component of the DC curriculum must involve writing. The requirement must be satisfied either within one five-credit upper-division course or within a combination of up to three upper-division courses totaling</p>

<p>credits. Major program requirements must include disciplinary communication curricula that are approved and regularly assessed by the Committee on Educational Policy.</p> <p>c. Cross-cultural analysis. One five-credit course or equivalent is required that emphasizes understanding of one or more cultures and societies outside the United States.</p> <p>d. Ethnicity and race. One five-credit course or equivalent is required that focuses on issues of ethnicity and/or race.</p> <p>e. Interpreting arts and media. One five-credit course or equivalent is required that focuses on the practice, analysis, interpretation, and/or history of one or more artistic or mass media (media in which non-textual materials play primary roles).</p> <p>f. Mathematical and formal reasoning. One five-credit course or equivalent is required that emphasizes university-level mathematics, computer programming, formal logic, or other material that stresses formal reasoning, formal model building, or application of formal systems.</p> <p>g. Scientific inquiry. One five-credit course or equivalent is required that focuses on the essential roles of observation, hypothesis, experimentation and measurement in the sciences.</p> <p>h. Statistical reasoning. One five-credit course or equivalent is required that focuses on developing skills in approaching quantitative data and statistical reasoning.</p> <p>i. Textual analysis and interpretation. One five-credit course or equivalent is required that has as its primary methodology the interpretation or analysis of texts. j. One additional five-credit course or equivalent is required in one of the following areas. i) Environmental Awareness. Focuses on humankind’s interactions with nature.</p> <p>ii) Human behavior. Focuses on aspects of individual human behavior or the operation of human groups.</p>	<p>at least five credits. Major program requirements must include disciplinary communication curricula that are approved and regularly assessed by the Committee on Educational Policy. <b>The requirements are established by CEP and CCI approves the curricula pursuant to CEP’s requirements.</b></p> <p>c. no change.</p> <p>d. no change</p> <p>e. no change</p> <p>f. no change</p> <p>g. no change</p> <p>h. no change</p> <p><b>i) no change (numbering change only for consistency.</b></p> <p>ii) no change</p>
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<p>iii) Technology and society. Emphasizes issues raised by the prevalence of technology in society.</p> <p>k. One additional course or equivalent, awarding a minimum of 2 credits, is required in one of the following areas.</p> <p>i) Collaborative endeavor. Provides significant experience with collaboration on a project.</p> <p>ii) Creative process. Teaches creative process and techniques in the arts (including creative writing), at an individual or a collaborative level.</p> <p>iii) Service learning. Provides the opportunity for supervised campus or community service that contributes to a student's overall education.</p>	<p>iii) no change</p> <p>k. no change</p> <p>i) no change</p> <p>ii) no change</p> <p>iii) no change</p>
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<p><b>Bylaw 2.2</b>                  Curricula. The Santa Cruz Division authorizes all courses and curricula offered at Santa Cruz, including all credit courses administered by the Santa Cruz Office of University Extension. It does so subject to the Universitywide and Santa Cruz Academic Senate Bylaws and Regulations and the Standing Orders of the Regents. As these Bylaws stipulate below, elements of this authority are exercised by the Faculties of colleges and schools, the academic divisions, the Committee on Educational Policy, the Graduate Council, and the departments.</p>	<p><b>Bylaw 2.2</b>                  Curricula. The Santa Cruz Division authorizes all courses and curricula offered at Santa Cruz, including all credit courses administered by the Santa Cruz Office of University Extension. It does so subject to the Universitywide and Santa Cruz Academic Senate Bylaws and Regulations and the Standing Orders of the Regents. As these Bylaws stipulate below, elements of this authority are exercised by the Faculties of colleges and schools, the academic divisions, the Committee on Educational Policy, <b>Committee on Courses of Instruction, and</b> the Graduate Council, and the departments.</p>
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Respectfully submitted;  
 COMMITTEE ON EDUCATIONAL POLICY  
 Jeff Bury  
 Gina Dent, CCI Chair  
 David Draper  
 Suresh Lodha  
 Onuttom Narayan  
 Tonya Ritola  
 Tchad Sanger, *ex-officio*  
 Lynn Westerkamp  
 John Tamkun, Chair

April 5, 2017

**Committee on Educational Policy  
Amendment to Bylaw 13.17**

To: Academic Senate, Santa Cruz Division:

The Committee on Educational Policy (CEP) proposes to amend Bylaw 13.17 to clarify areas where the Committee works with or delegates to units in the Undergraduate Education Division, bringing the delegations policy in compliance with systemwide bylaws and to update information that was omitted when originally approved last winter.

We provide the following justification for changes in each section pertaining to the CEP Charge.

Section 13.17.1 Last year members approved the addition of the Chair of the Committee on Courses of Instruction as an *ex officio voting member*. This section was inadvertently deleted during final drafts for the quarterly Senate meeting in winter, February 12, 2016.

Section 13.17.2 This section is inconsistent with our other bylaws. It is a long standing UC practice the Chair serves in this capacity, no other UCSC committee charges reference membership on corresponding systemwide committees.

Section 13.17.8 The Committee on Courses of Instruction has the authority vested in its charge to review grade grievances submitted by students and CEP does not need to delegate a duty that contradicts the CCI bylaw and was an oversight.

Section 13.17.9 This section is revised to clearly outline the delegation policy and practice of the Committee, consistent with Senate Bylaws 20 and 310.

Section 13.17.10 This section clarifies that CEP will monitor and review on an annual basis any administrative decisions delegated by CEP.

CEP Committee Charge changes:

<b>Existing Bylaw</b>	<b>Proposed Bylaw</b>
<p><b>13.17.1</b> There are no fewer than six and no more than nine Santa Cruz Division members plus the Registrar serving <i>ex officio</i>. In addition, there are one non-senate teaching faculty representative, one non-voting provosts' representative selected by the Council of Provosts, and no more than two student representatives</p>	<p><b>13.17.1</b> There are no fewer than six and no more than nine Santa Cruz Division members plus the Registrar <del>serving <i>ex officio</i></del> <b>and the Chair of the Committee on Courses of Instruction serving <i>ex officio</i></b>. In addition, there are one non-senate teaching faculty representative, one non-voting provosts' representative selected by the Council of Provosts, and no more than two student representatives</p>

<p><b>13.17.2</b> One member of the Divisional Committee shall serve on the University Committee on Educational Policy.</p>	<p><b>13.17.2</b> <del>One member of the Divisional Committee shall serve on the University Committee on Educational Policy.</del></p>
<p><b>13.17.3</b> The Committee is concerned with the quality of all academic programs not under the purview of the Graduate Council. It receives all proposals for new programs and reviews them in terms of academic quality and before approval consults with the Committee on Planning and Budget. Periodically, the Committee reviews all existing academic programs and acts for the Santa Cruz Division on proposed revisions that do not involve changes in the allocation of the budget.</p>	<p><b>13.17.3</b> No change.</p>
<p><b>13.17.4</b> The Committee approves the requirements of colleges and departments and program of studies (and equivalent agencies as defined in Divisional Regulations) for the Bachelor's degree and non-degree programs including policies on admission and qualifications to the major and courses required to satisfy majors and minors. Reviews requests for exceptions to Divisional regulations governing the awarding of degrees, certificates, and honors.</p>	<p><b>13.17.4</b> No change.</p>
<p><b>13.17.5</b> The Committee has plenary authority In all matters relating to undergraduate curricula in the Santa Cruz Division. CEP monitors and ensures the quality, viability, and appropriateness of existing undergraduate programs, and ensures that the undergraduate curricula are in compliance with Senate Regulations and educational policies.</p>	<p><b>13.17.5</b> No change.</p>
<p><b>13.17.6</b> The powers and responsibilities stated in SCB 13.17 extend to</p>	<p><b>13.17.6</b> No change.</p>

<p>University Extension under the auspices of the Santa Cruz campus. In addition CEP coordinates, in such respects as it deems advisable, the relations of University Extension with the Division.</p>	
<p><b>13.17.7</b> The Committee considers all matters concerning grading and campus examinations; including reviewing the examination policies of departments; making proposals for undergraduate comprehensive examinations; reviewing procedures and regulations for governing the academic standing of undergraduate students, subject to appropriate provisions of Academic Senate Regulations.</p>	<p><b>13.17.7</b> No change.</p>
<p><b>13.17.8</b> The Committee oversees the grading including all matters pertaining to the Faculty's participation in grading. The Committee will explain and answer questions concerning grading and evaluations, and inform the Registrar's Office about Committee interpretations of Academic Senate policies. The Committee will, delegate review of appeals, in accordance with Appendix C of these Bylaws and Regulations, to the Committee on Courses of Instruction (CCI).</p>	<p><b>13.17.8</b> The Committee oversees the grading including all matters pertaining to the Faculty's participation in grading. The Committee will explain and answer questions concerning grading and evaluations, and inform the Registrar's Office about Committee interpretations of Academic Senate policies. <del>The Committee will, delegate review of appeals, in accordance with Appendix C of these Bylaws and Regulations, to the Committee on Courses of Instruction (CCI).</del></p>
<p><b>13.17.9</b> CEP will monitor and review on an annual basis all delegated decisions.</p>	<p><b>13.17.9</b> <b>Consistent with Senate Bylaws 20 and 310A.4, CEP may delegate routine administrative decisions related to academic policies and regulations of the Division to the Admissions Director, the University Registrar, and College Provosts.</b></p>
	<p><b>13. 17. 10 CEP will monitor and review on an annual basis all delegated decisions.</b></p>

Respectfully submitted;  
COMMITTEE ON EDUCATIONAL POLICY  
Jeff Bury  
David Draper  
Suresh Lodha  
Onuttom Narayan  
Tonya Ritola  
Lynn Westerkamp  
Gina Dent, *ex officio*  
Tchad Sanger, *ex officio*  
John Tamkun, Chair

May 8, 2017

**COMMITTEE ON EDUCATIONAL POLICY**  
**Amendment to Regulation 10.5.2**  
**Revisions to ELWR Satisfaction Requirement**

To: Academic Senate, Santa Cruz Division

As proposed by the Committee on Educational Policy (CEP), the Senate approved changes to Regulation 10.5.2 at its May 18, 2016 meeting to ensure that students satisfy the Entry-Level Writing Requirement (ELWR) before enrolling in any University-level course in English composition, including courses that satisfy the Composition 1 (C1) general education requirement. This change was supposed to become effective in the Fall of 2017. After consulting with the Writing Program, the Council of College Provosts, and the VPAA, CEP has concluded that an additional year will be required for a smooth implementation of 10.5.2. We therefore recommend delaying the implementation of the changes to 10.5.2 until Fall 2018. No change is being proposed to the wording of the regulation, only to the implementation date. The regulation passed on May 18, 2016 is given below.

<b>Existing Regulation</b>		<b>Proposed Regulation</b>	
<b>10.5.2</b>	<b>Entry Level Writing: English Composition.</b> Every student must demonstrate an acceptable level of competence in writing. This may be done in one of the following ways:	<b>10.5.2</b>	No change.
<b>10.5.2</b>	a. By achieving a score of 30 or better on ACT Combined English/Writing test; or 680 or better on the College Board SAT-II Writing Test; or 680 or better on the College Board SAT Reasoning Test, Writing section; or 3, 4, or 5 on either Advanced Placement (AP) Examination in English; or 5 or above on the International Baccalaureate High Level English A exam; or 6 or above on an International Baccalaureate Standard Level English A exam. (See SR 636.B.2.) (EC 31 Aug 09	<b>10.5.2</b>	a. No change.
<b>10.5.2</b>	b. (Pertaining particularly to transfer students) By completing an acceptable college-level course of at least four quarter credits, or the equivalent, in English composition with a grade of C or better; or	<b>10.5.2</b>	b. No change.

<p><b>10.5.2</b> c. (Pertaining to students who do not satisfy the requirement as described above) By achieving a satisfactory score on the Analytical Writing Placement Examination administered by the University of California prior to the start of instruction in the student’s first term.</p>	<p><b>10.5.2</b> c. No change.</p>
<p><b>10.5. d.</b> Entering students who have not satisfied the requirement in one of the above ways must enroll in an Entry-Level Writing course in their first term of residence; pending satisfactory passage of the requirement, continued enrollment in an Entry-Level Writing course is mandatory. Satisfaction of the Entry-Level Writing Requirement is a prerequisite for enrolling in a Composition 1 course, enrollment in every other university-level undergraduate course in English composition and for the Bachelor's degree.</p>	<p><b>10.5.2</b> d. No change.</p>

Respectfully submitted;  
COMMITTEE ON EDUCATIONAL POLICY  
Jeff Bury  
David Draper  
Suresh Lodha  
Onuttom Narayan  
Tonya Ritola  
Beth Stephens  
Lynn Westerkamp  
Gina Dent, *ex officio*  
Tchad Sanger, *ex officio*  
John Tamkun, Chair

May 8, 2017

**Committee on Courses of Instruction  
Amendment to Bylaw 13.16**

To: Academic Senate, Santa Cruz Division

The Committee on Courses of Instruction (CCI) proposes to amend Bylaw 13.16 to clarify areas with regard to course approval authorization. When the Committee on Educational Policy (CEP) was amending its charge to create the new committee, the powers regarding approval of new undergraduate courses were not carried forward as part of a conforming change to CEP’s charge but are required in the bylaws establishing CCI.

We provide the following justification for changes in each section pertaining to the CCI Charge.

Section 13.16.2 was missing review of courses submitted by the Colleges and has been amended.

CCI Committee Charge changes:

<b>Existing Bylaw</b>	<b>Proposed Bylaw</b>
13.16.1 There are six Senate members, one from each academic division and one from the School of Engineering. In addition, there is one undergraduate student representative, and the Associate Registrar, ex officio non-voting	<b>13.16.1</b> no change
13.16.2 Reviews, coordinates and takes final action on all matters relating to courses of instruction, including approval of new courses, modifications, withdrawal, conduct, content, credit valuation, classification of existing courses, prerequisites, the numbering and catalog description of courses. Reviews requests for exceptions to Division Regulations governing courses of instruction. The Committee shall, after consultation with the department(s) concerned, have the authority to delete from the catalog any course that has not been offered for six consecutive years. Consults, and advises departments and individual members of the Division on courses of instruction.	13.16.2 Reviews, coordinates and takes final action on all matters relating to courses of instruction, including approval of new courses, modifications, withdrawal, conduct, content, credit valuation, classification of existing courses, prerequisites, the numbering and catalog description of courses. Reviews requests for exceptions to Division Regulations governing courses of instruction. The Committee shall, after consultation with the department(s) concerned, have the authority to delete from the catalog any course that has not been offered for six consecutive years. Consults, and advises <b>faculties of colleges</b> , departments and individual members of the Division <del>on</del> <b>when matters relating to their</b> courses of instruction <b>are before the Committee.</b>

<p><b>13.16.3</b> Approves General Education designations for courses based on CEP criteria. Is responsible for approving courses for fulfillment of the American History and Institutions requirement.</p>	<p><b>13.17.3</b> no change</p>
<p><b>13.16.4</b> Approves Graduate Student Instructors and Undergraduate Teaching Assistants for undergraduate courses based on CEP criteria.</p>	<p><b>13.17.4</b> no change</p>
<p><b>13.16.5</b> Reviews and acts on all petitions from Students for exception to the Regulations of the Academic Senate including those found in the Santa Cruz Division. Considers grade appeals as allowed under Appendix C of the Santa Cruz Division Manual.</p>	<p><b>13.17.5</b> no change</p>
<p><b>13.16.6</b></p>	<p><b>13.16.6</b> Consistent with Senate Bylaws 20 and 310A.4, CCI may delegate routine administrative decisions related to academic policies and regulations of the Division to the University Registrar and College Provosts.</p>
	<p><b>13.16.7</b> CCI will monitor and review on an annual basis all delegated decisions.</p>

UNIVERSITY OF CALIFORNIA, SANTA CRUZ  
Committee on Courses of Instruction Amendment to Bylaw 13.16

AS/SCP/1861-3

Respectfully submitted;

COMMITTEE ON COURSES OF INSTRUCTION

Noriko Aso

Margie Claxton, *ex-officio*

Mayanthi Fernando

Anatole Leikin

Kevin Karplus

Jie Qing

Gina Dent, Chair

May 8, 2017

**Committee on Emeriti Relations  
Amendment to Bylaw 13.18.1 – Committee Charge**

To the Academic Senate, Santa Cruz Division:

The Committee on Emeriti Relations (CER) is proposing changes to Bylaw 13.18.1 which contains makeup of the committee. The current Bylaw limits membership to two emeritus and one non-emeritus divisional member. CER would like to expand its membership to include the possibility of more than two emeritus members. The committee is recommending the following changes to Bylaw 13.18.1 effective fall 2018.

<b>Current wording</b>	<b>Proposed wording</b>
<p><b>13.18.1</b> There are two emeritus and one non-emeritus Santa Cruz Division members, plus the Chair of the Committee on Faculty Welfare serving ex officio. (Am 21 May 04; EC 18 Oct 91, 31 Aug 99, 31 Aug 04, 31 Aug 06)</p> <p><b>13.18.2</b> The Committee will maintain current, centralized records of all emeriti who are members of the Santa Cruz Division. The Committee will also ascertain and make known to the Santa Cruz Division and to the UC Santa Cruz Administration the interests and needs of emeriti, and it will make appropriate recommendations regarding ways to facilitate their continued contribution to the University. (CC 31 Aug 98)</p>	<p><b>13.18.1</b> There are <b>at least two and no more than five</b> emeritus and one non-emeritus Santa Cruz Division members, plus the Chair of the Committee on Faculty Welfare serving ex officio. (Am 21 May 04; EC 18 Oct 91, 31 Aug 99, 31 Aug 04, 31 Aug 06)</p> <p><b>13.18.2</b> <i>No changes</i></p>

Respectfully submitted;  
 COMMITTEE ON EMERITI RELATIONS  
 Linda Burman Hall  
 Daniel Selden  
 Stefano Profumo, *ex officio*  
 Shelly Errington, Chair

March 28, 2017

**Committee on Library and Scholarly Communication  
May 2017 Report**

To: Academic Senate, Santa Cruz Division

In the summer of 2016, approximately 80,000 titles (journal runs and monographs) were removed from the Science and Engineering (S&E) Library. The Senate passed a resolution responding to this event on November 8, 2016. In this report, the Committee on the Library and Scholarly Communication (COLASC) provides information about our activities this year that relate to this resolution and to the Science and Engineering Library more broadly.

**Follow-up on November 8, 2016 Senate Resolution**

The Senate resolution included three calls, two directed to the University Librarian and one to the Chancellor and CP/EVC. We report on what actions have been taken by administrators in response to those calls. In addition, COLASC has taken some actions in keeping with the spirit of the resolution and we report on those as well.

*(1) Calls on the University Librarian to commit that such an action will not be repeated, and that the Academic Senate, Graduate Student Association, and Student Union Assembly will be adequately consulted and the faculty informed before making significant changes to the on-campus collections and archives of the University Library*

During the November 18, 2016 Senate meeting, Librarian Cowell made a statement committing to a more effective consultation process in the future. To our knowledge, she has not made any public statements about avoiding large reductions to the print collections in the future. However, in multiple meetings she has assured COLASC that there are no plans for further large reductions in the print collections at the Science and Engineering Library, nor is there a plan for a large reduction in the print collections at McHenry Library. We believe that the spirit of the Senate resolution was to decry large-scale reductions in the print collections (especially with inadequate consultation), not to request that regular culling processes be suspended. However, in the face of the large reduction in the S&E print collections, it might be sensible to suspend culling those collections for a few years.

COLASC has had discussions with the University Librarian and with both associate university librarians concerning the consultation that occurred in May 2016. In our April 27, 2017 consultation with Interim CP/EVC Herbert Lee we also discussed this topic. All parties agree that consultation could be improved and will strive for that goal in the future. COLASC commits to enforcing the Senate's consultation policy, which closes committee agendas the first week of May. For any matters of substance, COLASC will also request that written supporting documents be distributed as part of the agenda to minimize the risk of miscommunication and to provide committee members time to carefully review the issues.

The original Senate consultation regarding the S&E Library collection reduction fell short in several regards. First, the consultation was requested very late in the year and past the Senate's typical cut-off date for consultations. Second, the description of the consultation topic referenced a pilot project related to de-duplication at the regional storage facilities, not de-duplication on the UCSC campus. Finally, no written materials were supplied to COLASC before or during the

consultation. COLASC provided multiple suggestions in response to the oral presentation (see the minutes from May 26, 2016<sup>1</sup>), but given the timing and nature of the presentation, the consultation was impaired. If written supporting documents had been provided prior to our meeting in May 2016, we believe that COLASC would have been better able to ascertain the scope of the project and could have responded appropriately. In addition, we have been reminded that a high-level or abstract proposal that seems eminently reasonable when examined at that level can become decidedly less so after digging into the details. Going forward, COLASC is committed to requesting plans that are detailed enough to allow us to provide a more insightful analysis.

*(2) Calls on the University Librarian to provide the faculty with a list of books removed from the Science Library, and take steps to reacquire (in print or online form) those books that the faculty consider extremely important*

On January 27, 2017, the University Librarian provided the Senate a pdf list of books removed. We recently requested, and received, an excel version of that list, which allows for sorting, enhanced searching, and an accurate count of the number of titles. That list is available on the Senate webpage.<sup>2</sup>

Some Senators have asked whether some books could be pulled back from the Northern Regional Library Facility (NRLF) or Southern Regional Library Facility (SRLF) storage facilities. Contrary to COLASC's original understanding (as reported in the minutes from the May 26, 2016 meeting), none of the titles removed during the S&E project were sent to the regional storage facilities. Only some of the books removed have a copy in the NRLF or the SRLF; for those that do, the storage copies are owned by another campus. It is COLASC's understanding that it is against system-wide library policy for any books to be removed from the RLFs and sent back to a campus; a campus can't even ask for its own books back from the RLFs. Separately, there is no procedure for transferring books from one library to another. A system-wide policy change would need to happen before such requests could be granted. COLASC is willing to investigate what it would take to effect such a change; however, before doing so it would be helpful to know how much demand there is for such exploration. We suggest that interested faculty work together within your disciplines to examine the lists provided by the University Librarian and identify key texts (with copies currently in the NRLF or SRLF). COLASC can compile those lists, evaluate the scope, and then (if warranted) gather information about what steps could be taken to change policy.

The library is severely under-funded, compared to the other UC campuses and to our comparator universities. There are currently no funds set aside to reacquire the removed books. However, the library now operates under a demand-driven acquisition model<sup>3</sup>. Under this model, there are no longer collections librarians purchasing monographs to build the collections; all purchases are made only in response to requests from users. Therefore, if there are titles that are essential to

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<sup>1</sup> The minutes may be viewed at <http://senate.ucsc.edu/committees/colasc-committee-on-library-and-scholarly-communication/colasc-minutes/2015-16-colasc-minutes/COLASC052616minutes.pdf>

<sup>2</sup> <http://senate.ucsc.edu/archives/Current%20Issues/Library%20Issues/Science%20and%20Engineering%20Library%20Consolidation%20Project/index.html>

<sup>3</sup> The model may be viewed at <http://guides.library.ucsc.edu/generalcollections/DDA>

your current teaching or research that were removed from the collections, we suggest that you request that the library repurchase them. If you make any such requests, it would be helpful to COLASC if you would inform us (email COLASC analyst Le, kle11@ucsc.edu).

*(3) Calls on the Chancellor and CPEVC to reaffirm the role of the University Library as a teaching and research library that is key to supporting faculty and student research as well as instruction.*

During the November 18, 2016 Senate meeting, Chancellor Blumenthal made a general statement of support concerning the importance of the library to our academic mission (see draft March 8, 2017 minutes). COLASC consulted with Interim CP/EVC Lee during our 4/27/17 meeting and he made a general statement of support for the library. Interim CP/EVC Lee is also planning to discuss the library during his remarks at the Senate meeting on May 19, 2017.

We thank the Chancellor and Interim CP/EVC for these statements but note that an abstract statement of support is less reassuring than a more concrete commitment, one that acknowledges the importance of adequate funding and, ideally, dedicates more money to the library. Other than UC Merced (a campus that is still in its infancy), UCSC is the only eligible<sup>4</sup> UC that is not a member of the Association of Research Libraries (ARL), mostly because the level of resources devoted to our library is not large enough for us to qualify<sup>5</sup>. Past COLASCs have generated plans for moving UCSC toward this goal, through gradually increasing the funding to the library, but none of these plans have been taken up by the administration. We invite the incoming CP/EVC to commit to supporting the library with funding that moves us closer to ARL membership and the associated research resources appropriate for a Research 1 university.

### **On-going Committee Business**

#### *Analysis of the S&E de-duplication project*

Faculty concerns regarding de-duplication have focused both on the metrics used and overall availability of books that were removed. The following is a brief and preliminary analysis of the data shared by the University librarians (nb. the list of removed books is known to have some inaccuracies, so these analyses should be interpreted in that context). A total of 83,579 titles were removed. Of those, 17% are not owned by any UC library, while only 30% and 32% of titles have duplicates in the NRLF and SRLF respectively (by UC policy, there are no duplicates between the NRLF and SRLF). Of copies owned worldwide, 98% of de-duplicated titles have 21 or more copies available. On the one hand, there appears to be a high level of availability within the UC system (approximately 83%). Yet the number of titles that are not held by other UC institutions constitutes nearly 14,000 titles.

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<sup>4</sup> UCSF is not eligible because its Carnegie classification is “Special Focus Four Year: Medical Schools & Centers”; membership in the ARL is limited to doctoral universities with high or very high research activity.

<sup>5</sup> ARL membership criteria include (a) similarity of parent institutions (e.g., Carnegie classification), (b) similarity of size (including volumes held, volumes added, current serial titles received, total library expenditures, total library material expenditures, number of professional plus support staff, and total salaries and wages of professional staff), and (c) “significant contributions to the distributed North American collection of research resources” ([http://www.arl.org/storage/documents/publications/ARL\\_Membership\\_Procedures\\_Updated19Oct2016\\_NewBranding.pdf](http://www.arl.org/storage/documents/publications/ARL_Membership_Procedures_Updated19Oct2016_NewBranding.pdf))

This brings up questions such as: If books are not available within the UC system, how does this impact accessibility? Is interlibrary loan (ILL) for those titles not held within the UC system possible? What is the difference in costs for UCSC to access (via ILL) books held worldwide in comparison to those owned by other UC institutions or held in the NRLF/SRLF facilities? How many of the books that are not easily accessible by ILL are available digitally?

We have heard anecdotally from some faculty about specific titles that were removed that are useful for current research and teaching. For example, a wide variety of undergraduate physics textbooks were removed, and the resulting on-site collection offers students a reduced variety in texts that cover topics germane to a number of introductory level physics classes. COLASC is interested in collecting any additional examples that faculty may be aware of (email COLASC analyst Le, kle11@ucsc.edu)

From COLASC's discussions with individual faculty, it appears that the changes that were made to the Science and Engineering Library during the de-duplication process may have affected both the research and instructional capabilities of faculty. A disciplinary analyses of the list of removed books could help COLASC to confirm or dismiss this assertion and we invite interested faculty to pursue such analyses and share them with COLASC.

We note that future plans for the S&E library also have the potential for impacts on the faculty. The need for faculty input at a meaningful level, whereby this input is sought in a broad, collaborative, and timely manner, goes beyond just the immediate needs of individual faculty. The new Science and Engineering Library is envisioned as a place of student education, learning, and interaction and it aims to provide adequate space and digital and core physical resources to facilitate this. Plans that are being drawn up for the new Science & Engineering Library will have major implications for how instruction and student learning is done at UCSC. As such, they may impact educational policy at UCSC for the foreseeable future. Shared governance means that it is essential for faculty to have a voice in shaping this future. This should be the province of not only COLASC, but it equally belongs within the purview of Academic Senate committees such as the Committee on Teaching, Committee on Educational Policy, and Committee on Faculty Welfare, as well as the Senate Faculty as a whole. COLASC urges the Library and the senior University Administration to seek such wide-ranging consultation with the Academic Senate throughout this process. Widespread distribution of any documents related to proposed renovations of the S&E Library would be a fine first start.

### *Faculty Survey*

COLASC is working to design a survey for faculty, with a planned administration in fall 2017. Our goals are to build on the 2014 survey (see the minutes from April 28, 2016<sup>6</sup>), in part by asking directly about issues that were frequently mentioned in the open-ended responses to that survey. We want to amplify the voice of the faculty in providing input about services and resources that they are currently utilizing in teaching, research, and service, and services and resources that are not currently available but are desired. We also hope to gain some information about faculty priorities in the face of constrained financial resources. Example questions include the utilization of certain existing services and the potential utilization of services that could be

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<sup>6</sup> The minutes may be viewed at <http://senate.ucsc.edu/committees/colasc-committee-on-library-and-scolarly-communication/colasc-minutes/2015-16-colasc-minutes/COLASC042816minutes.pdf>

(re)introduced, such as book delivery to faculty campus mailboxes. Potentially, the survey might also gauge faculty attitudes toward moving to “fee for service” models for some services. At the same time, the survey will try to inform faculty of the financial tradeoffs involved in certain decisions, especially when reality is rather counterintuitive, (e.g., in many cases, the cost of two interlibrary loans will roughly cover the cost of purchasing the book). We hope that all faculty will respond to the survey when it is distributed.

### **Conclusion**

The Library deserves praise for providing as many services and resources as possible in the face of extreme under-funding. Our praise extends to librarians and staff in all areas and at all levels, who in our experience are, to a person, working with diligence, patience, and ingenuity to provide the best service possible to all library users. The library as an institution is part of a changing landscape of how students and scholars access information. Libraries across the country are reducing their print volumes in favor of electronic copies and there are concomitant changes in space utilization toward study and collaboration space. We appreciate that our librarians, too, must actively look toward the future and think creatively about a vision for academic libraries in the 21st century.

At the same time, we believe that faculty, students, and staff must have a strong voice in creating that vision. Therefore, COLASC wishes to stress in the strongest possible terms the importance of broad, meaningful, and timely consultation about library issues: with the Senate, with student government organizations, and with the entire population of faculty, staff, and students. The library is central to our core missions of research and teaching; changes to library services and resources have the potential to critically impact our research and learning capabilities. For that reason, Senate consultation, in particular, must be robust if we are to honor the principle of shared governance. Such consultation fell short in this case, leaving many faculty and students feeling blindsided by the S&E Library events. We call on senior administration, including the interim and incoming CP/EVCs, to champion transparency and shared governance for all future library decisions (including any plans for a renovated Science & Engineering Library) and to remember that the library is not just another building, it is the lifeblood of our academic mission.

Respectfully submitted;

COMMITTEE ON LIBRARY AND SCHOLARLY COMMUNICATION

Dimitris Achlioptas

Chelsea Blackmore

Michael Cowan

Jennifer Horne

Karen Ottemann

Graeme Smith

Elizabeth Cowell, *ex officio*

Eileen Zurbriggen, Chair

May 8, 2017

## Resolution to Improve Conditions for Undocumented Students at UCSC

To: Academic Senate, Santa Cruz Division

**Whereas:** “The University of California welcomes and supports students without regard to their immigration status” and “is committed to creating an environment in which all admitted students can successfully matriculate and graduate”;<sup>1</sup>

**Whereas:** Undocumented Students face a range of barriers and difficulties that have become even more acute during the Trump administration, including

- inadequate resources for counseling and safe, secure, meeting places
- ineligibility for many types of federal funding
- insufficient funds in the Professional Career Development Program (PCDP) internship and scholarship program
- reluctance to take out loans, including DREAM loans, due to uncertainty about future earning power due to immigration status

**Be it resolved that:** The Senate calls for the Chancellor and CP/EVC to take meaningful action to address the barriers and difficulties controlled by UCSC (e.g., inadequate resources for counseling and safe, secure, meeting places) and report back to the Senate at the beginning of the 2017-2018 academic year, and subsequently annually, until undocumented students have permanent protection within the U.S.. Programs for counseling and mentoring should be designed in consultation with Undocumented Student Services and representatives in the Undocumented Alliance, or an appropriate student successor organization representing undocumented students.

**Be it resolved that:** We call for the UC Office of the President to arrange for forgiveness of loans and increase funding for the Professional Career Development Program PCDP internships and scholarships for undocumented students.

Respectfully Submitted;  
Professor Regina Langhout, Psychology

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<sup>1</sup> <https://www.universityofcalifornia.edu/sites/default/files/Statement-of-Principles-in-Support-of-Undocumented-Members-of-UC.pdf>

## **Resolution of Non-Cooperation with ICE to Refuse ICE Physical Access to University**

To: Academic Senate, Santa Cruz Division

**Whereas:** “The University of California welcomes and supports students without regard to their immigration status” and “is committed to creating an environment in which all admitted students can successfully matriculate and graduate”;<sup>1</sup>

**Whereas:** “UCPD is devoted to providing professional policing services that strive to ensure a safe and secure environment in which members of the University’s diverse community can pursue the University’s research, education and public service missions. Community trust and cooperation are essential to effective law enforcement on campus or other UC locations”;<sup>2</sup>

**Whereas:** President Trump has issued an executive order criminalizing undocumented status, by stating that it is the policy of the executive branch to “detain individuals apprehended on suspicion of violating Federal or State law, including Federal immigration law”<sup>3</sup>

**Whereas:** In the wake of Immigration and Custom Enforcement operations in February 2017, Santa Cruz police chief Kevin Vogel stated, “We can’t cooperate with a law enforcement agency [Department of Homeland Security] we cannot trust”<sup>4</sup>

**Be it resolved that:** The Senate calls for UC Office of the President to prohibit Immigration and Custom Enforcement, Department of Homeland Security, and Homeland Security Investigations from coming on campus under any circumstances.

Respectfully Submitted;  
Professor Regina Langhout, Psychology

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<sup>1</sup> <https://www.universityofcalifornia.edu/sites/default/files/Statement-of-Principles-in-Support-of-Undocumented-Members-of-UC.pdf>

<sup>2</sup> <http://undoc.universityofcalifornia.edu/files/uc-principles-in-support-of-undocumented-members-of-the-uc-community.pdf>

<sup>3</sup> <https://www.whitehouse.gov/the-press-office/2017/01/25/executive-order-border-security-and-immigration-enforcement-improvements>; Executive Order 13768 (<https://www.whitehouse.gov/the-press-office/2017/01/25/presidential-executive-order-enhancing-public-safety-interior-united>)

<sup>4</sup> Michael Todd, “Feds, Santa Cruz Police Trade Jobs after February Gang Busts,” *Santa Cruz Sentinel*, February 23, 2017, available at: <http://www.santacruzsentinel.com/article/NE/20170223/NEWS/170229877>

**Resolution to Protect Students' Records with Respect to Immigration Status**

To: Academic Senate, Santa Cruz Division

**Whereas:** “The University of California welcomes and supports students without regard to their immigration status” and “is committed to creating an environment in which all admitted students can successfully matriculate and graduate”;<sup>1</sup>

**Whereas:** Information in student records regarding students' and students' family members' immigration status is vulnerable to subpoena, and thus could constitute a threat to the safety and security of undocumented students or of undocumented family members

**Whereas:** UCSC staff members who sought to protect the privacy of student records by refusing subpoenas would be subject to contempt of court charges

**Be it resolved that:** The Senate calls for the Chancellor and CP/EVC to institute policies that will ensure that records of students' or students' families' immigration status will not be retained beyond the brief and limited time needed for determination of eligibility for grants, loans, or other programs. These policies would apply to all units on the campus, including the registrar, office of financial aid, student affairs, and colleges.

Respectfully Submitted;  
Professor Regina Langhout, Psychology

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<sup>1</sup> <https://www.universityofcalifornia.edu/sites/default/files/Statement-of-Principles-in-Support-of-Undocumented-Members-of-UC.pdf>

### **Resolution on Scholars at Risk**

To: Academic Senate, Santa Cruz Division

I propose a resolution to have University of California, Santa Cruz become an institutional member of Scholars at Risk (SAR). Begun at the University of Chicago in 1999 and relocated to New York University in 2003, SAR is an international network of institutions and individuals whose mission it is to protect scholars and promote academic freedom.

By arranging temporary academic positions at member universities and colleges, Scholars at Risk offers safety to scholars facing grave threats, so scholars' ideas are not lost and they can keep working until conditions improve and they are able to return to their home countries.

Our campus can become a member of this important network. We would be supporting our colleagues around the world who are threatened and sometimes face violence, punishment, or other forms of sanction by authoritarian regimes, solely for exercising their academic freedom. Most recently, we can think of Turkey and Syria, whose academic scholars have joined the refugee crisis.

In 2002, SAR partnered with the Institute of International Education which was then establishing IIE's **Scholar Rescue Fund**. The Fund provides vital financial support to scholars facing grave threats so that they may escape dangerous conditions and continue their academic work in safety. IIE-SRF fellowships support visiting appointments for threatened scholars to continue their work in safety at partnering academic institutions worldwide.

To join this important network, our campus would pay \$ 800 per year to be a contributing member or \$ 5,000 per year to be a sustaining member. That membership would give us access to SAR's list with all the particulars for each scholar listed. If we choose to invite someone from the list for a visiting appointment on our campus, for whatever length of time we choose, IIE-SRF would share the cost of such an appointment.

Other UC campuses have already joined the network, including UC Irvine, UC Santa Barbara, UC Davis, UCLA, UC San Diego and UC Merced. UC Riverside and UC Berkeley are also currently going through the process of considering membership.

**I urge the Academic Senate to approve this resolution and thereby call upon the Provost and Chancellor to pay the annual membership fee and also appoint a faculty member to oversee the process for our campus.**

Respectfully Submitted;  
Professor Lisa Rofel, Anthropology