

Meeting Call for Regular Meeting of the Santa Cruz Division
Wednesday, March 13, 2024, at 2:30 p.m.
Zoom Link

ORDER OF BUSINESS

1. Approval of Draft Minutes
 - a. Draft Minutes of November 29, 2023 (AS/SCM/336)
2. Announcements
 - a. Chair Gallagher
 - b. Chancellor Larive
 - c. Campus Provost/Executive Vice Chancellor Kletzer
3. Report of the Representative to the Assembly (none)
4. Special Orders (none)
5. Reports of Special Committees (none)
6. Reports of Standing Committees
 - a. Committee on Educational Policy
 - i. Amendment to SR 11.6, Dean’s Honors (AS/SCP/2082) p. 1
 - b. Committee on Committees
 - i. Updates to Committee Roster (AS/SCP/2083) p. 2
 - c. Committee on Planning and Budget
 - i. Oral Report – Systemwide and Campus Budget Update
 - d. Graduate Council
 - i. Report on 299 Syllabi (AS/SCP/2084) p. 3
 - e. Senate Executive Committee
 - i. Oral Report – Classrooms and Modalities Advisory Committee Co-Chair
Matthew McCarthy
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. Resolution to Defend Academic Freedom and Shared Governance (AS/SCP/2085) p. 5
 - b. Resolution to Create a Standing Committee on Climate Change (AS/SCP/2086) p. 11

3/8/2024

Academic Senate
Santa Cruz Division

Dear Colleagues,

I write to invite you to the Winter Senate meeting on Wednesday, March 13 from 2:30 to 5:00pm via Zoom. The agenda may be viewed on the [Academic Senate website](#).

Our agenda contains urgent issues that will have lasting impacts on our teaching and our research. Among the agenda items are: presentations of standing committees, multiple Senate resolutions that touch on the most pressing issues of the day, and critical information about the State and campus budgets. With so many pressing matters before the body, we may have cause to change the order of business, so I hope that you can attend the entirety of the meeting.

We have a resolution before us that is supported by colleagues from across the university to Defend Academic Freedom and Shared Governance. This motion was noticed in the CALL, so please review it in advance of our Senate meeting discussion.

A second resolution proposes a new model by which Senate faculty can engage on the critical challenges posed by climate change. Senate colleagues from across the divisions have proposed a new standing Senate Committee on the Climate Crisis. As a part of the implementation process of the campus' Strategic Plan, the Academic Senate has been in conversation with campus leadership about the formation of a [Joint Senate - Administration Committee on Campus Sustainability and Climate Change](#). This effort is in the appointment stage of launching. The faculty organizers of the Resolution to Create a Standing Committee on the Climate Crisis plan to present two models of governance options for faculty engagement on the climate crisis. Senate members will be asked to consider a choice between engagement in a joint administrative structure, or formalization of a new standing Senate committee. (Please see the language included in agenda materials for more details.)

The agenda's regular business includes: a Committee on Educational Policy proposed amendment to Senate Regulation 11.6 - Dean's Honors, a presentation and Q&A related to Graduate Council guidance on graduate '299' course syllabi, an oral report from Vice-Chair of the Senate, and Classrooms and Modalities Advisory Committee (CMAC) Co-Chair McCarthy on the work and goals of CMAC, and routine updates to the 2023-24 Senate roster.

The update by Committee on Planning and Budget Chair Kudela on the campus budget will serve as an opportunity for faculty to learn about the current UC-wide and campus budget, plans to address the campus' structural deficit, as well as timelines on which we might expect to see the roll-out of campus deficit reduction strategies. We hope colleagues will bring forward examples of how budgetary challenges have affected your programs, your research (collaborations), and your students.

Finally, it is with great excitement that I take the opportunity to promote the [upcoming 57th Annual Faculty Research Lecture featuring Professor Gina Athena Ulysse](#). The event will take place on Tuesday, April 16 from 7:00pm to 8:30pm at the Upper Quarry Amphitheater. The event, titled

**The Whole Time...
A Redwoods Rasanblaj Epic Poem
on 7 Pwen**

Inspired by Sinéad O'Connor and 11th Hour's caffeine chronicles, this epic stream of consciousness ethnographic poem meditates on origins, a theory of everything, the dark arts, shadow work in the upside down of arboreal classrooms in these redwoods on Indigenous Land of the so-called holy cross...

Lacing ancestral chants, cosmos spaciousness, history with misfit tales, this non psychedelic surrealist journey explores the contours of linear and all-around time in search of aliveness on scorched earth while ruminating on the impossibility of all sentient beings everywhere experiencing peace among the plantocracy with their disdain for brilliance where praxis is a floating signifier and our humanity is routinely questioned.

I look forward to seeing you at the Senate meeting. As ever, I challenge you to bring your pre-tenure colleagues and introduce them to our community.

Patty Gallagher, Chair

A handwritten signature in black ink that reads "P. Gallagher" with a long, sweeping horizontal line extending to the right.

Academic Senate
Santa Cruz, Division

SUBMISSION OF PROPOSED CORRECTIONS TO THE MINUTES
November 29, 2023 Senate Meeting

The draft minutes from the November 29, 2023 Senate meeting were distributed via email on January 4, 2024 and will be presented for approval at the Senate Meeting on March 13, 2024. 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, Tuesday March 12, 2024**. They should be addressed to the Secretary, c/o Academic Senate Office, via email to senate@ucsc.edu.

Deborah B. Gould



Secretary, Academic Senate
Santa Cruz Division

COMMITTEE ON EDUCATIONAL POLICY
Amendment to Regulations for Chapter 11
Dean’s Honors

To: Academic Senate, Santa Cruz Division

The Committee on Educational Policy (CEP) proposes to extend Dean’s Honors recognition to students who have succeeded in a given term within the personal, familial, economic, or other constraints they face, regardless of their unit load. We intend to ensure students with disabilities may become eligible for quarterly honors based on excellence in their part-time course load, as well as considering students who are in their last quarter completing degree requirements. A statistical sampling using the Baskin Engineering GPA standard of 3.8 for Dean’s honors shows that 34% of all students (5,569 out of 16,265) would be eligible using this rubric. However, when looking at part-time students, those listing Senior standing as the reason for being part-time the percentage goes up to 55% (272 of 493). We find these scenarios present reasonable cause to alter the regulation.

Existing Regulation

Proposed Regulation

<p>11.6 Students will be eligible for quarterly Dean’s Honors if they have earned a minimum of 15 credits that quarter, of which at least 10 are graded, with a term grade point average equal to or higher than that required for University Honors at graduation in their group for the current academic year. Dean’s Honors are listed on student transcripts. (En 9 Nov 07)</p>	<p>11.6 Full-time students will be eligible for quarterly Dean’s Honors if they have earned a minimum of 12 credits that quarter, of which at least 10 are graded, with a term grade point average equal to or higher than that required for University Honors at graduation in their group for the current academic year.</p> <p>Students on the University Part Time Program are eligible with 10 or fewer graded credits, with a term grade point average equal to or higher than that required for University Honors at graduation in their group for the current academic year. Dean’s Honors are listed on student transcripts.</p>
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Respectfully submitted;
 COMMITTEE ON EDUCATIONAL POLICY
 Cormac Flanagan
 Alma Heckman
 Kyle Parry
 Amanda Rysling, CCI Chair ex officio
 Tchad Sanger, ex officio
 John Tamkun
 Eileen Zurbriggen
 David Lee Cuthbert, Chair

January 17, 2024

COMMITTEE ON COMMITTEES

To: Academic Senate, Santa Cruz Division

The following nominations are changes and additions to those confirmed at the November 29, 2023 meeting of the division. A full list of Senate Committee membership can be viewed at: <https://senate.ucsc.edu/about/senate-committee-membership.html>

Career Advising (CCA)

Change: Maria Evangelatou (F, W)	History of Art/Visual Culture
Addition: Karolina Karlic (S)	Art

Diversity, Equity, and Inclusion (CODEI)

Addition: Rachel Walker (S)	Linguistics
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Educational Policy (CEP)

Change: Hiroshi Fukurai (W)	Sociology
Change: Alma Heckman (F, W)	History of Art/Visual Culture
Addition: Ivy Sichel (W, S)	Linguistics

Faculty Welfare (CFW)

Change: Phillip Hammack (F)	Psychology
Addition: Lindsey Dillon (W, S)	Sociology

March 13, 2024

Graduate Council Recommendations on Creating a Syllabus for 299 Courses
Santa Cruz Division
November 28, 2023

UC Santa Cruz graduate students take Independent Study and Thesis Research (a.k.a. “299”) courses as they work towards academic goals in producing scholarly work. Graduate Council (GC) encourages faculty mentors and mentees to set quarterly quantitative and/or qualitative goals for academic and research progress, in writing, to help clarify expectations and set priorities. Goals in 299 courses should be developed to help students make timely progress towards their degrees, whether or not they are employed or otherwise supported financially as part of their academic work (i.e. as a GSR, TA, graduate fellow, etc.). Quarterly goals should be ambitious and reasonable, taking into account the aggregate of obligations that a student may have, including employment that may be distinct from their academic studies. In addition to helping manage expectations and goals quarter by quarter, 299 syllabi can assist with annual evaluation and reporting of graduate student progress.

GC recognizes that research and scholarly work advances unevenly at times, and varies considerably across disciplines and from quarter to quarter. The crafting of a syllabus for a 299 course should allow for this variability, maintaining flexibility and preserving the autonomy of faculty mentors in guiding student research as best fits the discipline and circumstances. A well-crafted syllabus will allow for delays and changes in plans, new creative approaches, and mistakes that are commonly part of rigorous research and scholarly activities. Good communication, including regular meetings, is important to help assure research progress. Quarterly progress could include production of ideas, analyses, samples, data, reports, papers, or other materials, eventually including thesis/dissertation chapters or other products that lead to completion of a graduate program and awarding of a degree.

GC encourages that graduate departments, programs, and mentors develop and use a simple syllabus to aid in clarifying 299 course expectations. An example template follows this statement—please adapt and modify as appropriate.

When developing a 299 syllabus, please consider including these topics (and others that may be applicable):

- timing and duration of expected interactions between faculty and students (office hours, individual meetings, reading groups, etc.)
 - participation in lab or group activities (including presentations at lab or group meetings)
 - anticipated academic outputs stemming from research in lab, field, archive, or other environments
 - development of data analyses, scholarly activities, or progress in writing
 - participation in scholarly events such as presentations at seminars, conferences, workshops
- quality of scholarly or creative works

Syllabus for Independent Study/Thesis Research 29X

(Please modify to align with student, mentor and/or program needs)

Professor:

Student:

Objective:

Overview of plans to make academic progress towards the completion of [Graduate Degree].

Mentor/Mentee meetings:

	Bi-weekly
	Weekly
	Every other week
	Monthly
	Other (SPECIFY)

Expectations:

SPECIFY (The expectations vary with the department/area of research/year in the program. For example, at the end of the second year of the Ph.D. in XXX, students must present a research paper. During the third year, they take the XXX exam. Expectations aligned with program objectives are encouraged.)

Hours/Schedule:

(Hours should match the credits received, with a rough conversion of 3 hours effort for each unit of credit).

Grading:

Independent Study/Thesis Research courses are generally taken:

S = Satisfactory

U = Unsatisfactory

[299 Syllabus Examples](#)

Resolution to Defend Academic Freedom and Shared Governance

To: Academic Senate, Santa Cruz Division

Background:

The wave of academic repression we are witnessing right now stands to permanently damage the mission and public role of the University of California and imperil its core commitment to academic freedom and longstanding tradition of shared governance. We note with alarm that since October 7, 2023, the UC Regents have attempted to implement policies that run roughshod over Senate guidance on departmental statements and faculty discipline. These top-down efforts to restructure the university uneasily mirror conservative assaults against the mandate of the public university and diversity in education more broadly. They distort the definition of [academic freedom](#), which at its heart, is the [protection of free and open inquiry](#), including the right to “address the larger community with regard to any matter of social, political, economic, or other interest.” We also condemn the scholasticide that has occurred in Palestine, where Israel has killed 439 academics, destroying 11 of 14 universities in Gaza. No pretense of academic freedom can exist for our Palestinian colleagues in light of these ongoing attacks.

The current, wide-ranging attacks on faculty authority are operationalized through crackdowns on certain “unpopular” forms of speech and expression—particularly pro-Palestinian speech and expression. In their January meeting, the UC Regents introduced [a policy](#) that would disallow anyone other than the chair of the Board of Regents, the UC president, the chancellors, and the Academic Senate leadership from issuing statements on matters of “public import” on “official channels of communication maintained by the campuses, schools, departments, centers, units, and other entities.” Paired with this policy is the regents’ slated [review of the policy](#) regarding the discipline and dismissal of faculty. This is particularly worrying given mounting threats to academic freedom, including UC President Michael Drake’s misguided remarks on the need to support a “[viewpoint neutral](#)” history of the Middle East. We reject any conflation between religion and political belief and affirm the imperative of shared governance.

The Council of UC Faculty Associations (CUCFA) and the American Association of University Professors (AAUP) have pointed to a deeply concerning trend of [deteriorating academic freedom](#) after October 7, with universities “acceding to external political pressures and demands for political censorship” rather than “protecting the academic community’s central mission of education, research, and service to the broader society and to the public good.” The Council of UC Faculty Associations (CUCFA) has similarly [expressed dismay](#) at the “chilling climate across the United States, and increasingly on UC campuses.”

The university must furnish a space of critique, especially during times of crisis. We underscore the fact that multiple campuses in our system, including [our own](#), have led the way in rethinking

and revising [personnel evaluation standards](#) to account for the significance and value of engaged scholarship within a democratic society. It is a given that the University of California is strengthened by the research, teaching, and service—including public intellectual work—of scholars who work on topics that are politically sensitive and matters of urgent public import. The foundation of such engaged scholarship is academic freedom. It is no coincidence that faculty who do engaged scholarship are disproportionately the most structurally vulnerable. At UC Santa Cruz, [social justice](#) is identified as central to the mission of our campus. Advancing this laudable goal, however, requires that scholars are free to conduct their research and teaching in accordance with their expertise and free from intimidation or harassment when addressing topics that could be considered controversial. While faculty who speak in support of Palestinians are currently facing particular threats, we defend the right of our colleagues to teach and write on a variety of issues, including structural racism, gender inequality, and climate justice.

WHEREAS: Academic freedom has come under chilling attacks after October 7, 2023, both at the University of California and more generally;

WHEREAS: UC faculty members and students who have criticized Israel’s war crimes in Palestine have been particularly targeted for repression;

WHEREAS: Many senate faculty teach and research subjects – including but not limited to the Middle East – that could be viewed as politically controversial; and

WHEREAS: The UC/UCSC mission is to encourage free debate and promote social justice.

Therefore be it resolved: The Academic Senate calls on the administration to actively defend academic freedom by affirming the right to teach, conduct research, participate in institutional decision-making and do the work of public scholarship free from intimidation or harassment; to [formally condemn the interference](#) of outside organizations who wage harassment campaigns and encourage threats, doxxing, and harm against UC faculty and other members of the university community; to resist any measures from the UC Regents to introduce disciplinary procedures that exceed the current rules for shared governance laid out in the Senate bylaws and [APM 15](#); and to protect [the rights and freedoms of students](#), including participating in associations to advance their common interests.

Respectfully submitted;
The Center for Labor and Community
The Center for Racial Justice
Faculty for Justice in Palestine
The Santa Cruz Faculty Association (SCFA)

Nameera Akhtar, Professor, Psychology
Jordi Aladro, Professor, Literature
Jon Ayon Alonso, Assistant Professor, Film and Digital Media
Alison Hope Alkon, Associate Teaching Professor, Community Studies and Sociology
Peter Alvaro, Associate Professor, Computer Science and Engineering
Mark Amengual, Professor, Languages and Applied Linguistics
Mark Anderson, Professor, Anthropology
Bettina Aptheker, Distinguished Professor Emerita, Feminist Studies
Amy Argenal, Assistant Teaching Professor, Sociology
Anjali Arondekar, Feminist Studies and Founding Director of the Center for South Asian Studies
Gabriela Arredondo, Associate Professor, Latin American and Latino Studies
Noriko Aso, Associate Professor, History
Sophia Azeb, Assistant Professor, Critical Race and Ethnic Studies
Margarita Azmitia Professor of Psychology
Banu Bargu, Professor, History of Consciousness
Karen Barad, Professor, Feminist Studies
Claudie Beaulieu, Associate Professor, Ocean Sciences
Jonathan Beecher, Professor Emeritus, History
Dorian Bell, Associate Professor, Literature
Chris Benner, Professor, Environmental Studies and Sociology
Eva Bertram, Associate Professor, Politics Department
Hunter Bivens, Associate Professor, Literature
Courtney Bonam, Assistant Professor, Psychology and Critical Race and Ethnic Studies
George Bunch, Professor, Education
mattie brice, Assistant Professor, Games for Transformational Racial Justice and Performance,
Play and Design
David Brundage, Professor Emeritus, History
micha cárdenas, Associate Professor, Critical Race and Ethnic Studies and Performance, Play
and Design
Pedro Castillo, Professor Emeritus, History
Iokepa Casumbal-Salazar, Assistant Professor, Critical Race and Ethnic Studies
J. Mijin Cha, Assistant Professor, Environmental Studies
Christopher Chen, Associate Professor, Literature
Alan Christy, Professor, History
Christopher Connery, Professor, Literature
Robert Coe, Professor Emeritus of Earth and Planetary Sciences
Vilashini Cooppan, Professor, Literature and Critical Race and Ethnic Studies
E.G. Crichton, Professor Emerita, Art
Muriam Haleh Davis, Associate Professor, History
T. J. Demos, Professor, History of Art and Visual Culture

Jennifer Derr, Associate Professor, History and Founding Director of the Center for the Middle East and North Africa (CMENA)

Martin Devecka, Associate Professor, Literature

Maria Elena Diaz, Associate Professor, History

Lindsey Dillon, Assistant Professor, Sociology

James Doucet-Battle, Associate Professor, Sociology

Joseph ΘΘJ Erb, Assistant Professor, Film and Digital Media

Jeffrey Erbig, Associate Professor, Latin American and Latino Studies

Alegra Eroy-Reveles, Associate Professor of Teaching, Chemistry and Biochemistry

Madeleine Fairbairn, Associate Professor, Environmental Studies

Carolina Flores, Assistant Professor, Philosophy

Carla Freccero, Professor, Literature

Anna Friz, Associate Professor, Film and Digital Media

Hiroshi Fukurai, Professor, Sociology and Legal Studies

Patty Gallagher, Performance, Play and Design

Kristen Gillette, Assistant Teaching Professor, Performance, Play and Design

Amy Mihyang Ginther, Associate Professor, Performance, Play and Design

Kathleen Cruz Gutierrez, Assistant Professor, History

Camilo Gomez-Rivas, Associate Professor, Literature

Jennifer Gonzalez, Professor, History of Art and Visual Culture

Deborah Gould, Professor, Sociology

Miriam Greenberg, Professor of Sociology

Kirsten Silva Gruesz, Professor, Literature

Julie Guthman, Professor, Community Studies, Sociology

Judith Habicht-Mauche, Professor Emerita, Anthropology

Camilla Hawthorne, Associate Professor, Sociology and Critical Race and Ethnic Studies

Margo Hendricks, Professor Emerita Critical Race and Ethnic Studies

Jennifer Horne, Associate Professor, Film & Digital Media

Christine Hong, Professor, Critical Race and Ethnic Studies and Literature

Donna Hunter, Professor Emerita, History of Art and Visual Culture

Rekia Jibrin, Assistant Professor, Education

Catherine Jones, Associate Professor, History

Caitlin Keliiaa, Assistant Professor, History

Jennifer Kelly, Associate Professor, Feminist Studies and Critical Race and Ethnic Studies

René Espinoza Kissell, Assistant Professor, Education

Amy Krauss, Visiting Assistant Professor, Feminist Studies

Regina Day Langhout, Professor, Psychology

Kimberly Lau, Professor, Literature

Alexie Leauthaud, Associate Professor, Astronomy and Astrophysics

Marisol Lebron, Associate Professor, Critical Race and Ethnic Studies and Feminist Studies

Cynthia Ling Lee, Associate Professor, Performance, Play and Design
Fernando Leiva, Professor, Latin American and Latino Studies
Cynthia Lewis, Professor, Education
Peter Limbrick, Professor, Film and Digital Media
Ronnie Lipschutz, Professor Emeritus, Politics
Xavier Livermon, Associate Professor, Critical Race and Ethnic Studies
Amy Lonetree, Professor, History Department
Flora Lu, Professor, Environmental Studies
Nidhi Mahajan, Assistant Professor, Anthropology
Adriana Manago, Associate Professor, Psychology
Marc Matera, Professor, History
Dean Mathiowetz, Associate Professor, Politics
Andrew S. Mathews, Professor, Anthropology
Tanya Merchant, Associate Professor, Music
Nick Mitchell, Associate Professor, Feminist Studies and Critical Race and Ethnic Studies
Jennifer Mogannam, Assistant Professor, Critical Race and Ethnic Studies
Maywa Montenegro, Assistant Professor, Environmental Studies
Megan Moodie, Associate Professor, Anthropology
Eréndira Quintana Morales, Assistant Professor, Anthropology
Madhavi Murty, Associate Professor, Feminist Studies
Dard Neuman, Associate Professor, Music
Sara Niedzwiecki, Associate Professor, Politics
Fuifuilupe Niumeitolu, Assistant Professor, Critical Race and Ethnic Studies
Natalia Ocampo-Peñuela, Assistant Professor, Environmental Studies
Marcia Ochoa, Associate Professor, Performance, Play and Design
Gregory E. O'Malley, Professor, History
Nico Orlandi, Professor, Philosophy Department
Laurie Palmer, Professor, Art
Jennifer Parker, Professor, Art
Eleonora Pasotti, Professor, Politics
Josephine H. Pham, Assistant Professor, Education
Patricia Pinho, Professor, Latin American and Latino Studies
Kailani Polzak, Assistant Professor, History of Art and Visual Culture
Eric Porter, Professor, History, History of Consciousness, Critical Race and Ethnic Studies
Catherine Ramírez, Professor, Latin American and Latino Studies
Enrico Ramirez-Ruiz, Professor, Astronomy and Astrophysics
Alicia Riley, Assistant Professor, Sociology
Kathryn E. Ringland, Assistant Professor, Computational Media
Lisa Rofel, Professor Emerita, Anthropology
Roberto de Roock, Assistant Professor, Education

Felicity Amaya Schaeffer, Professor, Feminist Studies and Critical Race and Ethnic Studies
Roger Schoenman, Associate Professor, Politics
Vanita Seth, Politics, Associate Professor
Katherine Seto, Assistant Professor, Environmental Studies
Thomas Serres, Assistant Professor, Politics
Juned Shaikh, Associate Professor, History
Savannah Shange, Associate Professor, Anthropology
Kriti Sharma, Assistant Professor, Critical Race and Ethnic Studies
Nirvikar Singh, Professor, Economics
Norman Su, Associate Professor, Computational Media
Amanda M. Smith, Associate Professor, Literature
Shelley Stamp, Professor, Film and Digital Media
Beth Stephens, Professor, Art
Elaine Sullivan, Associate Professor, History
David Graham Sweet, Professor Emeritus, History
Elizabeth Swensen, Associate Professor, Performance, Play and Design
Jessica Taft, Professor, Latin American and Latino Studies
Megan Thomas, Associate Professor, Politics
Jennifer Tseng, Assistant Professor, Literature and Creative Writing
Anna Tsing, Professor, Anthropology
Gina Athena Ulyse, Professor, Feminist Studies
Amy Vidali, Associate Teaching Professor, Writing Program
Yiman Wang, Professor, Film and Digital Media
Hannah Waterhouse, Assistant Professor, Agroecology and Watershed Ecology
Marianne Weems, Professor, Performance, Play and Design
Rob Wilson, Professor, Literature and Creative Writing
Ronaldo V. Wilson, Literature, Creative Writing, Critical Race and Ethnic Studies
Scott Winton, Assistant Professor, Environmental Studies
Karen Tei Yamashita, Professor Emerita, Literature and Creative Writing
Alice Yang, Associate Professor, History and Critical Race and Ethnic Studies
Patricia Zavella, Professor Emerita, Latin American and Latino Studies
Zoe Zhao, Assistant Professor, Sociology Department
Zac Zimmer, Associate Professor, Literature

February 28, 2024

Resolution to Create a Standing Committee on the Climate Crisis

To: Academic Senate, Santa Cruz Division

Rationale

The climate crisis¹ is posing urgent and accelerating challenges to society that will endure for the foreseeable future. With their considerable factual and technical information, unique capability to generate new knowledge, and ability to serve as forums for the discussion of both technical and philosophical/ethical issues, universities are on the front line for assisting societies with mitigating and adapting to climate change.

Owing to the extraordinary breadth and gravity of these matters, dealing with the impacts of the climate crisis within the university will require coordinated action from different disciplines in a way that is not well supported by traditional disciplinary organization. It is probable that UCSC will need to adopt new organizational arrangements, new roles and responsibilities, and new methods for rewarding and incentivizing its employees. Many of the most important changes will involve the spheres of research and teaching, and thus fall under the purview of the faculty and the Senate to design and implement.

The complexity of these challenges could easily lead to a fragmented and fractured response in which each campus unit devises its own solution when in fact all solutions need to mesh across the institution. Examples include the need for uniform policies for incentivizing and reviewing faculty in new roles; a comprehensive yet non-duplicative curriculum on climate change; campus-wide policies to facilitate new research groups and interdivisional collaboration; and strategies to enhance UCSC's impact on our local community, state, and nation.

A Senate Committee on the Climate Crisis would play a valuable role in this process. Its chief function is to provide a central forum for parties to share different views, explore the unintended consequences of proposed solutions, and develop optimal strategies. This new committee will coordinate closely with other committees to facilitate their work, for example by collecting and circulating relevant information and helping the Senate

¹ "Climate Crisis" is the term chosen here for the proposed the new committee, but the words are intended as a shorthand for the full array of impacts that are expected due to global warming, such as the impacts of a changing climate on people, infrastructure, and the biosphere; the impacts of dwindling natural resources; the challenges of providing citizens with adequate access to energy, food and water; the problem of general environmental degradation; and the combined economic, governmental, and societal impacts that all of the above factors will have.

Executive Committee stay abreast of the big picture. The chair of this committee should accordingly be a member of the SEC.

In addition, the committee will research, collect data, and provide the Academic Senate and Administration with reports on the most urgent and substantive climate initiatives within the Senate's purview that UCSC could enact, particularly regarding climate teaching and research. An initial report on possible climate education pathways will be submitted to the Academic Senate in advance of its May 22, 2024 meeting.

Therefore, be it resolved that the Senate shall form a

Standing Committee on the Climate Crisis

There are six Santa Cruz Division members on the committee, one from each Academic Division and one at large. In addition, as non-voting members, the Committee will include one undergraduate student, one graduate student, one Unit 18 non-senate faculty member. And, serving as a point of interface between the Academic Senate and the Administration in promoting faculty engagement in campus climate change and sustainability planning, the Committee will also consult regularly with the Vice Chancellor for Finance, Operations, and Administration and the Assistant Vice Chancellor for Strategic Initiatives and Sustainability. All members will be selected on the basis of their expertise and breadth of knowledge on the relevant issues.

With the concurrence of the Chancellor, two members of this committee shall be designated as faculty representatives to the Joint Senate/Administration Committee on Climate Change, Sustainability, and Resilience.

The committee shall have the following duties:

1. Develop an integrated vision of the campus's engagement with climate issues; build connections and visibility for climate change initiatives related to research, teaching, and service across campus;
2. Serve as a point of interface between the Academic Senate and the Administration to promote faculty engagement in campus climate change and sustainability planning;

3. Design and develop specific campus initiatives relating to research and teaching on climate change, such as studying and making recommendations on whether and how UCSC should institute a climate literacy breadth requirement;
4. Coordinate with other campus groups to create and maintain a user-friendly and visible listing of climate and sustainability-focused courses offered on campus;
5. Liaise with other campus groups, individuals, and relevant committees of the Academic Senate, and serve as a hub for climate-related information, teaching resources, events, and research opportunities on campus;
6. Consult and communicate with the University Relations Office, the Office of Sustainability, and the Vice Chancellor for Research about projects and funding possibilities; and
7. Identify crucial issues facing the state and nation on which UCSC can offer special expertise.

Respectfully submitted:

Sandra M. Faber, Professor Emerita, Astronomy and Astrophysics
Alexie Leauthaud, Associate Professor, Astronomy and Astrophysics
on behalf of
UCSC Climate Action Now
(UCSC's faculty-staff climate action group)

February 21, 2024