

MINUTES

Regular Meeting of the Santa Cruz Division
Wednesday, November 29, 2023, at 2:30 p.m.

Location: UCSC Stevenson Event Center and Livestream via Vimeo

Meeting

A regular meeting of the Santa Cruz Division of the Academic Senate was held Wednesday, November 29, 2023, at the Stevenson Event Center and was streamed online via Vimeo. Senate Chair Patty Gallagher, Professor of Performance, Play & Design, called the meeting to order at 2:37 pm, with Jason Nielsen, Physics, as Parliamentarian. Chair Gallagher reminded everyone that while the meeting was open to the public, only members of the Academic Senate may second or vote on motions. Non-Senate representatives to Senate committees and representatives of the College Academic Senates also have privilege of the floor. Legislation and any other formal actions will be distributed via a campus-wide electronic ballot post-meeting to ensure that only those with voting privileges vote on matters which impact Senate bylaws. All proposed legislative and formal items presented will be open to discussion and potential amendment prior to balloting. Parliamentary actions of the meeting would be conducted via voice vote and acclamation.

1. Approval of Draft Minutes

- a. One edit had been submitted for the noticed May 24, 2023 minutes: a correction to a speaker's department. As no further corrections were submitted from the floor, Secretary Deborah Gould accepted the meeting minutes of May 24, 2023, as amended.

2. Announcements

a. **Chair Patty Gallagher**

Chair Gallagher then invited Chancellor Larive to take the floor and asked that questions be held until after both the Chancellor and CPEVC had concluded their remarks.

b. **Chancellor Cynthia Larive**

The Chancellor expressed her appreciation for the opportunity to address the Academic Senate and then shared the following remarks:

Reflections on the impact of the Middle East conflict on our campus

It has been a difficult quarter and I know many continue to be impacted by the brutal attacks by Hamas against innocent civilians in Israel and the devastating Israeli airstrikes and ground invasion of Gaza and the resulting loss of innocent Palestinian lives. There has been immense suffering by so many including children and families.

This current ceasefire has provided some relief, and it is certainly my hope, and the hope of so many, that the ceasefire continues, allowing for the release of more hostages and for urgently needed humanitarian relief for Gaza residents, many of whom are without adequate food, water, electricity, and medicine. We continue to express our grief for all the victims of violence.

Free Speech and Civil Rights

There is, of course, ongoing discourse on our campus and on campuses across the country about the appropriate university response to these tragedies. Bettina Aptheker, Distinguished Professor Emerita of Feminist Studies, shared a message from the Free Speech Movement with me that really

captured the special responsibility universities have at this moment. I would like to share the conclusion of that message with you. It reads:

“As veterans and historians of the Free Speech Movement we call upon universities and colleges to uphold free speech on campus. We believe it is not only possible but essential for universities and colleges to remain centers for the free exchange of ideas, while also taking a strong stand against Islamophobic and antisemitic harassment.”

Here at UC Santa Cruz, we must be vigorous proponents of free inquiry and the free exchange of ideas, and believe that more speech is the best approach to countering speech that some may find troubling. Members of our community may stake out uncomfortable and upsetting positions and we must ensure that those who disagree are allowed to speak and be heard. At the same time, we must also consider impacts on the broader community that go beyond and exist alongside those disagreements. We must ask ourselves how we will attend to, engage with, and take responsibility for the well-being of our community, even as we exercise and respect the right to disagree.

There have been instances across the U.S. where institutions or those with institutional authority, including instructors, have undermined the rights of others or created hostile environments that hinder access to their education or their employment. There has been an increasing number of investigations that have been launched by the U.S. Department of Education’s Office for Civil Rights in response to the alarming rise in reports of antisemitism, Islamophobia, and other forms of discrimination and harassment on college campuses since October 7th. Cornell, Columbia and the University of Pennsylvania are among the institutions currently being investigated and the list is being updated weekly.

Hate has no place on our campus or at any university. Our Principles of Community outline our collective responsibility to foster a safe and welcoming learning, living, and working environment. It is our shared responsibility to actively promote an inclusive environment, respond appropriately to discrimination, and to ensure UC Santa Cruz is a place where everyone is able to learn.

Cybersecurity update

This information is being shared with all campus employees by email. There is an ongoing phishing attempt targeting UC employees paid through UCPath that aims to gain access to your paycheck and reroute your direct deposit. The subject line of this phishing email is "Update Your UCPath Account". It includes a link to a fake login page that closely resembles the official UCPath interface. The bad actor's goal is to obtain your UCPath login credentials. DO NOT open this email, click any links, open attachments, or enter your username and password into the fraudulent UCPath login page.

The UCSC Information Security Team is working with the UC Office of the President and the campus Financial Affairs Office to investigate and triage known affected individuals. At this time, we believe that the scope of impact is limited. If you are not up to date, this unfortunate incident is a good reminder to complete your required annual cyber security training through the UC Learning Center.

Campus Infrastructure Improvements

Lighting improvements: The changing seasons and end of daylight savings time means that more of us are on campus in the dark. In preparation for this change, our PPDO and Risk & Safety Services teams conducted a comprehensive nighttime assessment of outdoor spaces, including pathways and building entrances. So far, 151 lighting fixtures have been repaired, replaced, or upgraded and vegetation has been cleared at 66 locations to improve visibility. This work has improved lighting conditions in areas such as the path between Oakes College and Theater Arts

and the path to McHenry Library. Future enhancements are planned for exterior lighting on Science and Engineering Hill and a campuswide capital lighting project is in development to update campus lighting standards and institute an annual nighttime campus inspection.

Solar powered EV chargers: You may have noticed the new BEAM Solar Powered EV chargers in lot 156 at the top of Chiquapin and lot 126 at Performing Arts. TAPS purchased these chargers and two more funded by a grant are on their way for West Remote Lot 127. We hope that they perform well, and this can be a proof-of-concept that the campus can adopt, fund and scale. Each unit can charge two cars and is equipped with an emergency power panel with standard AC and USB outlets for resiliency during power outages.

BCycle e-bikes: By now you have all seen the stands of white e-bikes on campus and around town - and many of you may have tried them out. Santa Cruz BCycle was first launched on campus and in the City of Santa Cruz, and its expansion to Aptos, Capitola, Watsonville, Cabrillo College and unincorporated parts of Santa Cruz County is anticipated to begin in early 2024. BCycle currently has 370 bikes in the system and about 3,000 active users. In the month of October there were 55,000 total trips in Santa Cruz County with 85% of those trips (46,500) taken by UC Santa Cruz students and employees and over 32,000 of those affiliate rides ended on campus. The BCycle bikes augment Metro service as well as the many students and employees who regularly commute via bicycle - whether electric or fully human powered - contributing to the environmental sustainability of our campus and helping to reduce our carbon footprint.

With the increased bike use, it's important to focus on safety. TAPS offers a Free Helmet Program for students and employees and CHES purchased and distributed 550 helmets at no charge to students in the colleges and residential areas. Also, the TAPS Slug Bike Life program has helmet giveaway events, along with other safety training. Parking Enforcement, UCPD and the Bike Co-Op also have helmets. Feel free to engage with any of these folks to ensure that you get a helmet.

Renovations and new construction: I'll highlight housing later in this presentation, but want to also report on our efforts to renovate and build non-housing spaces on campus.

At Westside Research Park, work is underway to renovate Buildings A and B including a 4,000 sq ft Social Documentation Lab funded by a \$4M gift. And planning is well underway for the renovation of Building C which will add much needed research lab space.

Renovations to the basement of Kerr Hall have been completed to expand the DRC Testing Center providing 48 seats: 43 reduced distraction and 5 private rooms for students who have exam accommodations. I'd like to give a shout out to VC IT Aisha Jackson and the IT team that gave up the space so it could be repurposed to support our students.

VC Akirah Bradley-Armstrong is leading planning for a renovated Bay Tree building with expanded gathering and study spaces and upgraded resource center spaces pushing forward one of the goals of our Leading the Change strategic plan - to create true living rooms throughout the campus. Along with that same theme, a \$7 million pledge has kicked off our effort to preserve and revitalize the Historic District at the campus entrance. The first project is renovation of the Cooperage as an inviting campus and community space.

We are eager to build new instructional and research space as well. The Interdisciplinary Instruction and Research Building (IIRB) is our priority for GO bond funding if approved by voters and would be a replacement for Thimann. And it was exciting to join Provost Mayanthi Fernando in cutting the ribbon to open the new Kresge academic building with 600 and 150 person lecture halls, two flexible classrooms accommodating 35 and 50 students, a computer lab and 33 modern offices including spaces for Kresge College staff, the Writing Program, Arts, and the Science

Communication program. We also opened the new Rachel Carson/Oakes dining hall in time for the start of the fall quarter. If you haven't been there - I encourage you to stop by, grab lunch and see the state-of-the-art kitchen and seating area with sweeping views of Monterey Bay.

Dining update: We heard about the need for more dining options from many of you last year - so I am pleased to provide some updates. Along with the opening of the Rachel Carson/Oakes dining hall, the Slug Stop at the Quarry Plaza offers grab and go food, coffee and other beverages and Banana Joe's Late Night at Crown College stays open until 11:00 PM. I am especially grateful that the University Center Bistro is now open for weekday lunch service from 11:30 to 2:00, in the former Terra Fresca space. And as we look forward to the new year, the Owl's Nest located in the new Kresge space will open toward the end of the winter quarter serving vegetarian and vegan items.

Housing

Our highest priority remains increasing the amount of campus housing. Our strategy is focused on a pipeline of projects — both new construction and renovations — as well as developing new creative partnerships.

This fall we celebrated the opening of phase 1 of the Kresge College redevelopment as over 400 students moved into three new residential halls. The new housing and academic space is beautiful and was highlighted by the New York Times in its Fall architecture preview. Work on Kresge Phase 2 began this summer to add a new Town Hall and another 590 apartment beds that will come online in the 2025-26 academic year. With the completion of Kresge Phase 2, we plan to convert the Redwood Grove Apartments, which are currently upper division undergraduate housing, to graduate student housing providing an additional 112 beds and nearly doubling on campus housing for graduate students.

We expect to break ground this spring on new housing for undergraduate and graduate student families complete with a new, larger child-care center that will serve both students and employees; both are anticipated to be open for Fall 2025. Once our student families have been relocated, demolition of the current family student housing will usher in the construction of about 3000 much needed apartment beds for undergraduate and graduate students that we hope will be completed by Fall 2028.

Our work with Cabrillo College to build housing on the Cabrillo campus is moving ahead with an estimated completion date of Fall 2026. This project will provide housing for 250 UC Santa Cruz students and 350 Cabrillo students. While this project is a welcome addition to our campus housing, an important driver is strengthening the transfer pipeline between our institutions. Our transfer student enrollments were dramatically impacted by the COVID pandemic, and we are working to regain the 2:1 ratio of frosh:transfer students mandated by the state and Cabrillo is one of our most important transfer feeders.

We continue to explore off-campus opportunities for both student and employee housing. Also, on campus, we are advancing the development of Ranch View Terrace 2 employee housing. Currently our staff are working with a consultant team to develop a request for proposals from prospective developers, which we expect to release early in 2024, provided the market exploration we're doing finds the project is feasible at this time.

Budget

Earlier this month, the Regents approved President Drake's FY 2025 budget proposal which will now make its way to the Department of Finance in preparation for the Governor's January Budget proposal. The proposed budget includes a 4.2% raise for faculty and policy covered staff and a

14.5% percent increase in the University's employer contribution to the retirement system - but no increase to the employee contribution.

The University's 2024-25 budget plan includes enrollment growth consistent with the multi-year compact agreement established between the Governor and the University. The 5% increase in state funding provided by the compact will be coupled with growth of approximately 2,000 undergraduate California resident FTE. Note that the State does not provide support based on enrollment headcount, but on California student FTE, which for quarter campuses is based on a 15 unit course load in the Fall, Winter and Spring Quarters. Summer Session has been and will continue to be a critical component of our campus's ability to meet our enrollment FTE targets. Summer enrollment also benefits our students, especially summer online course offerings, which allow students to make progress toward their educational goals and timely graduation while they are working back at home, at a paid internship away from Santa Cruz or benefitting from a study abroad program.

The floor was then given to CPEVC Lori Kletzer.

c. Campus Provost & Executive Vice Chancellor Lori Kletzer

CPEVC Kletzer expressed her gratitude to the Senate and then provided the following remarks:

We are meeting in difficult, anguishing, heartbreaking and fearful times. I grieve the loss of life in Gaza and in Israel. Hamas' horrific attack on Israel on October 7 has been followed by the devastation of Israel's relentless bombing and ground invasion of Gaza and the resulting humanitarian crisis. I share the hopes of many that the current ceasefire holds.

Perhaps especially, but not exclusively, in the Israeli, Palestinian, Muslim, Jewish, and other communities on campus there is a high level of fear, anxiety, and loss that members of our community have suffered and are suffering. Some have lost friends and family due to the conflict and more worry about the wellbeing of those they care about who live in the region. Students, faculty, and staff have reported receiving hateful messages and suffering reprisals for exercising their rights to free speech in the form of doxxing and other acts of intimidation and harassment.

Faculty who are subjects of harassment are encouraged to reach out for campus resources. Campus police if there are concerns about personal safety; campus counsel; deans and my office can make connections to ITS and/or communications; VC of DEI. Campus COR funds can be used to subscribe to join deleteme.com.

At this time of the academic year, we know that some students will need flexibility in terms of completing coursework and with examinations. It is important to be familiar with our policies, and I want to encourage everyone to be sensitive to the spirit, as well as the specifics, of those policies. Our goal is that every student be successful, and we should assess requests for academic flexibility with compassion, generosity, and from a place of doing what is best for the student.

I'd like to share some thoughts about academic freedom. I'll start with an appreciation, drawn from the October 30 message from me and Chancellor Larive. We wrote that day, "Academic freedom is a foundational value of the university, one to be defended. Freedom of expression is also part of our bedrock, backed by constitutional rights. With academic freedom and free speech, universities are ideally situated to foster deeper understanding of complex issues and to support constructive debate." Further, we noted, "the high regard we have for the right to free speech of our community members, and the foundational commitment to sustain an educational environment in which people disagree while maintaining an ethic of care."

I have been inspired by the many ways this community has advanced understanding and compassion in difficult times.

Please allow me the patience to quote APM 010.

“The University of California is committed to upholding and preserving principles of academic freedom. These principles reflect the University’s fundamental mission, which is to discover knowledge and to disseminate it to its students and to society at large. The principles of academic freedom protect freedom of inquiry and research, freedom of teaching, and freedom of expression and publication. These freedoms enable the University to advance knowledge and to transmit it effectively to its students and to the public. The University also seeks to foster in its students a mature independence of mind, and this purpose cannot be achieved unless students and faculty are free within the classroom to express the widest range of viewpoints in accord with the standards of scholarly inquiry and professional ethics. The exercise of academic freedom entails correlative duties of professional care when teaching, conducting research, or otherwise acting as a member of the faculty. These duties are set forth in the Faculty Code of Conduct (APM - 015).”

I note here that this expression of academic freedom directly addresses the relationship between academic freedom and teaching. That one essential aspect of faculty teaching is to foster independence of mind in our students. And that the exercise of academic freedom implies professional responsibilities—here defined specifically as “duties of professional care” --as well.

APM 010’s second paragraph states, “Academic freedom requires that teaching and scholarship be assessed by reference to the professional standards that sustain the University’s pursuit and achievement of knowledge. The substance and nature of these standards properly lie within the expertise and authority of the faculty as a body. The competence of the faculty to apply these standards of assessment is recognized in the Standing Orders of The Regents, which establish a system of shared governance between the Administration and the Academic Senate. Academic freedom requires that the Academic Senate be given primary responsibility for applying academic standards, subject to appropriate review by the Administration, and that the Academic Senate exercise its responsibility in full compliance with applicable standards of professional care.”

APM 010 (and I will spare you the exact quote here) further elaborates on the relationship between academic freedom, the professional autonomy of the professoriate, and standards of professional care. What counts as knowledge, scholarship and teaching turns on the application of professional standards of judgment that lie within the expertise and authority of the faculty as a body, and of the Academic Senate specifically. The quality of faculty work is to be judged only by reference to professional standards of academic judgment. This is to insulate faculty from inappropriate bases of judgment, and I stand wholeheartedly behind that and behind our campus’ history of putting academic freedom in the service of social justice.

APM 010 articulates what faculty must undertake to comply with professional standards in the performance of their duties. In teaching, professional standards require that faculty provide students with an environment to think freely and exercise independent judgment; that faculty evaluate students solely on the merits of their work and that they not penalize students because of their political or religious beliefs.

Academic freedom implies professional autonomy and professional responsibility.

A note about what I value. As an academic community, our commitment to inclusivity and academic excellence. I’ll borrow from our UC Middle Eastern history and Jewish Studies colleagues, in their public response to President Drake’s comments at the Regents’ meeting, which I suspect many of you have seen or will soon see: “we have amongst us scholars who contribute to

a democratic society and a more peaceful world by teaching students the skills to evaluate different points of view based on evidence, rigorous inquiry, best pedagogical practices, and peer-reviewed scholarship free from external interference and political pressure. These skills are particularly necessary in the current political climate, when intellectual debate and critical engagement are coming under attack.”

By engaging together in writing such a letter to President Drake, while also vigorously engaging with each other when their analysis of this moment differs, these colleagues offer us a model of what academic freedom at a great research university is and should be.

I'd like to start with some selective faculty accolades. In the interests of time, my sharing is limited and selective, with no offense intended by omission and none taken, I hope.

Sylvanna Falcón, associate professor of Latin American and Latino Studies, was elected president of Sociologists for Women in Society. Falcón's term in the position will start at the beginning of 2024. SWS is the most important professional organization for feminist sociologists in the country. Founded in 1969, the organization focuses on supporting the success, leadership, and influence of women in the field of sociology and improving the social position of women in society through feminist sociological research and writing.

François Monard, professor of mathematics, has received the prestigious Calderón Prize from the Inverse Problems International Association for his work in the field of inverse problems - the math behind imaging sciences — such as MRIs used to see inside patients and seismic imaging used to understand the subsurface of the Earth. François is the 2021 recipient but received it this year because the conference was canceled due to COVID that year.

Judit Moschkovich, professor of education, was appointed a member of the U.S. National Commission on Mathematics Instruction by the National Academies of Sciences, Engineering, and Medicine. The commission fosters international collaboration among researchers and educators in mathematics.

Eric Palkovacs has been awarded the 2023 Excellence in Fisheries Education Award by the American Fisheries Society. Palkovacs is professor of Ecology & Evolutionary Biology and the Director of the UC Santa Cruz Fisheries Collaborative Program, which supports collaborative projects between UC Santa Cruz and the National Oceanic and Atmospheric Administration's (NOAA) Southwest Fisheries Science Center. This award is presented to an individual to recognize excellence in organized teaching and advising in some aspect of fisheries education.

Celine Parreñas Shimizu, Dean of the Arts and Distinguished Professor of Film and Digital Media was inducted into the Stanford University Multicultural Hall of Fame. Launched by former Stanford Board of Trustees member Charles Ogletree in 1995, the Hall of Fame “provides an opportunity for the Stanford community to recognize the outstanding achievements of Stanford's diverse alumni leaders.”

Jasmine Alinder, Dean of the Humanities, received a grant from the National Endowment for the Humanities to co-direct a summer institute that will enrich U.S. educators' understanding of the mass incarceration of Japanese Americans during World War II and the aftermath of their displacement. The institute's workshops will consider where and how, despite all the odds, Japanese Americans rebuilt their lives after incarceration.

Grants

UCSC researchers received a subaward on the newly announced National Science Foundation (NSF) Center for Braiding Indigenous Knowledges and Science, a five-year, \$30 million

international NSF Science and Technology Center based at the University of Massachusetts Amherst.

As part of UC Santa Cruz's more than \$500,000 subaward on the project, Tsim Schneider, associate professor of anthropology, will co-direct the new center's "Relationality" working group. Their work will focus on best practices for problem-solving approaches that prioritize Native and Indigenous communities' diverse knowledges.

Jon Daehnke, associate professor of anthropology, will serve as co-director of the new center's Pacific Northwest Regional Hub. Daehnke will help to administer sub-awards for field-work case-studies and other research in the region and coordinate among projects so that they build upon each other's work and lead to meaningful long-term research networks, collaborations, and partnerships.

New Faculty

This academic year, we welcomed 41 new senate faculty members to our campus. The research and creative scholarship and expertise brought by our new colleagues will strengthen existing areas of work and open discovery opportunities.

They take up their positions across our five disciplinary divisions, bringing a wide range of expertise, including ecological aquaculture, African American and Afro-diasporic music cultures, indigenous narratives in film, animation and new media, migration and human rights, spoken language and natural language processing, infectious disease forecasting, genomics, and quantum mechanics.

The university's commitment to prioritizing inclusive hiring practices is having an impact. Of the 2023-24 new senate faculty, 35% identify as white, 30% as Asian, 25% as American Indian/Alaskan Native, Black/African American, Hispanic/Latinx or Multiple Races.

Overall, the ethnic identification of non-emeriti senate faculty is 58% white, 17% Asian, 9% Multiple Races, 7% Hispanic/Latinx, 3% Black/African American, 2% identify as either American Indian/Alaskan Native or Native Hawaiian/Pacific Islander.

Allocation of Funds to The Disciplinary Divisions

Very briefly, Associate Campus Provost Adrian Brasoveanu and I recently completed a round of meetings with divisional department chairs and other divisional faculty leaders to summarize and discuss where we are in the new process of allocating central funds to the five disciplinary divisions. The new approach is metrics-based, to align resources with the work and activities of the divisions and to bring more transparency, predictability and accountability to the distribution of funds. The approach is different from the past and requires more active management of resources. As we implement this year, we, my office and the Budget Office, are actively monitoring the situation and are ready to support divisional staff in adapting to the changes. None of the divisions have fewer resources (in actual dollars) than last year. Resources flow to the divisions differently and will have to be managed differently. With the carryforwards swapped into new fund numbers and now back in the divisions, we are focused on implementation and on the year ahead.

Strategic Plan

With the release of our report, *Leading the Change: The UC Santa Cruz Strategic Plan*, the campus moves on from a year-long set of campuswide conversations that laid out broad aspects of a shared vision for the future, to the forming of an implementation executive committee to guide and support the implementation of the plan. Broadly, our new strategic plan will enable us to build on our existing strengths and pursue new and emergent research, education, and service paths that will allow us to advance our global and regional impact.

Leading the Change will guide the campus's work for the coming decade and is built around five thematic areas with corresponding goals and metrics to measure the campus's progress. The five areas are:

- [Unparalleled Undergraduate Student Education and Experience](#)
- [Envisioning Graduate Education for the Future](#)
- [Distinction in Research, Scholarly and Creative Activities](#)
- [Inclusive and Thriving Campus Community](#)
- [Climate Change, Sustainability, and Resilience](#)

Leading the Change aligns with our campus goals: to advance student success, increase our research impact, foster a more inclusive community, and our overall sustainability and resilience in the face of climate change and all other challenges.

I serve as co-chair of the executive committee, with Anna Finn, Associate Chancellor. The implementation committee is responsible for recommending priorities, developing implementation timeline and budgets, charging task forces and working groups, monitoring progress toward accomplishing goals and sharing progress on goals with the campus community through an annual report.

Joint Senate-Administration Standing Committee on Climate Change, Sustainability and Resiliency

Some may remember that during the 21-22 academic year, there were discussions with Senate Leadership and with SEC about forming a new committee - a joint Senate-Administration committee on Climate Change, Sustainability and Resiliency that would be a standing committee. During our year of strategic planning conversations, the formation of that committee was on a pause. As the Implementation Executive Committee gets to its work, we will be taking up this work of committee formation and updating to reflect the work of strategic planning.

Chair Gallagher then opened the floor to questions.

Karen Holl, Professor of Environmental Studies, was given the floor and thanked the administration for moving forward on the joint Senate Climate Committee. She then asked about the new budget model for instructional support, how the calculations were done and if that would be made public, for the sake of transparency. Knowing that the process was supposed to include metrics and equitable distribution, her second question was regarding the differential allocation and the lower number of students per T.A. in the physical and biological sciences versus the engineering division. The justification has always been that they teach lab-based courses. Because the allocations are strictly along divisional lines, this becomes problematic for a department like hers where they teach natural science and lab-based courses. She stated that Social Sciences is not alone, and that there are campus departments in other divisions that teach lab-based courses. The divisional allocations are quite different, and she wanted to understand better why they were done and how the other departments that don't follow divisional lines will be included.

CPEVC Kletzer replied, clarifying that Professor Holl's first question referred to the Instructional Support (IS) dollars, formerly referred to as Temporary Academic Staffing (TAS). IS funding is for contingent instruction, as was TAS, which was developed and allocated to account for the teaching that permanently resourced Senate faculty don't do.

What the center does is allocate funds, and the details regarding the formulas used in the spreadsheets can be shared. The allocations enable resources to be sent from the center to the

divisions. It is up to the divisions to send resources to the departments, as the divisions know the needs of departments more than the center does. Campus has spent months together talking about the allocation of resources from the center to the divisions. It is the divisional responsibility to allocate out to the departments. There is no direction from the center on allocation to various departments. It is difficult to talk about the divisional allocations without dropping right into the details, and she is aware that those details can feel as if they exclude some people and only include others.

Regarding the cross-divisional ratio of students to TAs, their work necessitated using something that was developed in the past and wasn't revisited or revised. This was not because they affirmed that those were the right ratios of TA support, but because the process of opening that up and understanding what the new ratios should be was not something that could be accomplished in a year.

This year, they actually provided to the five divisions more TA dollars and more TA FTE than they have in the past, which is a statement about the campus as a whole and doesn't necessarily pertain to every division. There are more TA resources there than there have been in the past, and that is likely to continue for another year, although not indefinitely.

Lindsey Dillon, Assistant Professor of Sociology and Chair of the UCSC Academic Mothers Faculty Community Network, was then given the floor. She stated that she was there with many of the mothers in their network and that since afternoon meetings are hard for parents as schools, daycares, preschools, and elementary schools let out, some of them may leave for childcare reasons. Professor Dillon shared that she has a two-and-a-half-year-old son. She and her partner, who also works full time, pay \$20,000 a year for 32 hours of childcare a week, which is a very good deal by Santa Cruz standards. Before their child was enrolled at the current preschool, they were paying \$2500/month, or close to \$30,000 a year for a half day of care from 8 a.m. to 1 p.m. Though they could not afford this, they enrolled him anyway because it was the only place in town. There are only four daycare centers in Santa Cruz that advertise childcare for children under two and a half years old and the waitlists are long. For the first year and a half of her son's life, they had to piece together childcare from different sources, while trying to work two full time jobs.

She stated that her experience is neither unique nor the most extreme. Faculty and staff mothers at UC Santa Cruz experience tremendous barriers in finding affordable childcare in Santa Cruz County. UCSC is the only UC campus that doesn't currently offer onsite childcare for faculty and staff. The experience of finding care for young children is stressful and even when care is available, many faculty mothers are confronted with the decision to either reduce their working hours or spend an exorbitant amount of their salary on childcare. Some faculty cannot afford full or close to full-time care, and so they simply work less. She stated that this is a career equity issue. The lack of affordable, accessible childcare leads to decreased productivity for faculty mothers, and this registers in promotion files and salaries. Because this issue pertains to faculty working conditions, the Mothers Group has started to work with SCFA to help make affordable, accessible childcare for all UCSC mothers a reality. UC Santa Cruz plans to offer onsite childcare when Student Housing West is completed. However, the presence of childcare on campus does not mean that all faculty or staff can afford it. Availability is not the same as affordability, she stated, and it doesn't address the working conditions and careers of current faculty who are struggling.

The Mothers group deeply appreciates the support that the Chancellor, CPEVC, CFW, and others in the administration have been providing on the lack of affordable and available childcare. She stated that they are particularly appreciative of working towards securing spots in childcare centers,

the backup care program, and are hopeful about the building of a center on campus that would include faculty and staff.

Professor Dillon then asked for an update on childcare stipends or allowances or reimbursements. Her group is hoping for something similar to what graduate students now receive, which is \$1,350 a quarter for childcare. The mothers and SCFA would like to see a proposal for stipends or reimbursements as soon as possible to alleviate some of the high costs of childcare and as a crucial recruitment tool for faculty, especially women. She asked when they could expect a proposal from the administration.

CPEVC Kletzer offered updates about what she calls the Childcare Reservation Program. Campus has developed a program whereby the university will do an RFP to local providers and those who want to participate will agree to hold a spot for the UC employee family at the expense of the university. The spot would be reserved for a month. The university would engage with the local providers to then contact interested families, and it would be left up to the interested family to work with the childcare providers and either take the spot or not. This will likely be a program for infants and toddlers only. The program is close to being ready to implement, hopefully next quarter some time. Staffing needs to be put in place in order to manage the reservations between the local providers and the UC Santa Cruz families, but campus is moving this forward as rapidly as possible.

Regarding the question of childcare stipends or reimbursement, the CPEVC could not give a timeline for something being brought forward. There are complicated details regarding the tax treatment of reimbursements that must be worked out so that campus can be fully informed and proceed correctly. One issue arising with reimbursements is that only those who can afford to pay the childcare in the first place can be reimbursed; people who cannot are not eligible for those programs. This issue is important to the Internal Revenue Service. The CPEVC stated that they will get the program in place as soon as capacity allows, but regretfully, she could not give Professor Dillon a timeline yet.

The CPEVC recognized that Wednesdays, as minimum days, are difficult for those who have school-aged children. She also recognized that this burden of affordability and accessibility in Santa Cruz has gotten worse. The affordability of childcare is a decades-long problem, and she very deeply remembers wondering how much of her paycheck would go to childcare. Administration will address this issue as they are able and there will be an on campus childcare center.

Amanda Smith, Associate Professor of Literature, was then given the floor. She appreciated that campus is working so hard to diversify the faculty body and was curious as to what percentage of the new faculty hires are parents and particularly mothers. She feels that this is a recruitment and retention issue. She related her story of being hired in 2016, moving to Santa Cruz with six-month-old twins, and that her take home pay only covered the rent and childcare expenses. She wanted to impress upon the Chancellor and CPEVC that it's important to find a solution to this problem because it is seriously affecting the campus community.

Deborah Gould, Senate Secretary and Professor and Chair of the Sociology department, took the floor and relayed some questions from the chat. The first was from Ethan Miller, Professor Emeritus, Computer Science and Engineering, who appreciated the Chancellor and EVC's support for freedom of speech. He asked if these policies will be applied going forward to speech from everyone? Or is this a one-time position being taken because of criticism of anti-Israel speakers?

Chancellor Larive stated that these are not new policies. This is the way that the university has operated in the past and will continue to operate in the future. But now is an important time to talk about the policies. She said that they are here talking about freedom of speech and academic freedom because not just at UC Santa Cruz, but across the country, there are tensions and pressures on these ideals, and it's important for us to reaffirm what we believe to be true for our university.

The next question read was from Sophia Azeb, Assistant Professor, Critical Race and Ethnic Studies, who asked what we should do when senior faculty publicly imply—without reason or evidence—that our students might be providing material support for terrorism by selling donuts in the presence of our EVC?

The CPEVC joked that nobody has sold donuts in her presence. She said that she did understand that cartons of Krispy Kreme donuts have been sold to raise money, but she's unaware that senior faculty have been critical of that; she was not aware of the mentioned exchange.

Jenny Kelly, Associate Professor, Critical Race and Ethnic Studies and Feminist Studies, stated that though her two-year-old was not present, she has been in person with Professor Kelly at every protest and action during the last seven weeks, protesting the actions of Israel against Gaza and their taking of Palestinian lives, especially those of children. She then said she had to leave for a teach-in on the genocide in Gaza and stated that viewing teaching about Palestine in classrooms right now as either advocacy or political pressure is an undermining of their work. She asked how campus plans to support and defend members of the campus community, faculty and students who teach and research and organize on Palestine?

CPEVC Kletzer thanked Professor Kelly and responded that she consistently gets emails asking her to denounce or make sure that conferences can't happen and to intercede in the classroom. She consistently refuses to do that. She may, in the spirit of free speech, disagree, but she will defend free speech and academic freedom. One of the points of asking the Senate to listen to her this afternoon was that defense of academic freedom comes with professional responsibility. She will do that every single day, and in as many contexts as she can. We have to be the ones who show that by full academic freedom, our students are supported to develop their own independence of mind and express their own perspectives. Campus must show that in the face of intense disagreement, we do this from a scholarly and professional perspective. She explained that she receives numerous email grievances and does not respond because stopping or denouncing these things is not the reason UCSC exists.

Chair Gallagher thanked everyone for the questions and comments and moved on to the Consent Calendar.

3. Report of the Representative to the Assembly (none)

4. Special Orders: Annual Reports

CONSENT CALENDAR:

- a. Committee on Academic Freedom (AS/SCP/2061)
- b. Committee on Academic Personnel (AS/SCP/2062)
- c. Committee on Admissions and Financial Aid (AS/SCP/2063)
- d. Committee on Career Advising (AS/SCP/2064)
- e. Committee on Courses of Instruction (AS/SCP/2065)
- f. Committee on Development and Fundraising (AS/SCP/2066)
- g. Committee on Diversity, Equity, and Inclusion (AS/SCP/2067)

- h. Committee on Educational Policy (AS/SCP/2068)
- i. Committee on Emeriti Relations (AS/SCP/2069)
- j. Committee on Faculty Welfare (AS/SCP/2070)
- k. Committee on Information Technology (AS/SCP/2071)
- l. Committee on International Education (AS/SCP/2072)
- m. Committee on Library and Scholarly Communication (AS/SCP/2073)
- n. Committee on Planning and Budget (AS/SCP/2074)
- o. Committee on Privilege and Tenure (AS/SCP/2075)
- p. Committee on Research (AS/SCP/2076)
- q. Committee on Rules, Jurisdiction and Elections (AS/SCP/2077)
- r. Committee on Teaching (AS/SCP/2078)
- s. Graduate Council (AS/SCP/2079)

With no questions regarding the annual reports, the reports were approved by acclamation.

5. Reports of Special Committees (none)

6. Report of Standing Committees

- a. Committee on Committees – Updates to Committee Roster (AS/SCP/2080)

Updates to the current year Senate Committee Roster had been circulated in advance of the meeting and were projected on the screen. Committee on Committees Chair and Associate Professor of Politics, Dean Mathiowetz, thanked everyone for responding to emails and inquiries, sometimes late in the year, as the committees were being filled. Chair Mathiowetz took a moment to encourage everyone to fill out the Senate Preference Survey, which would be sent out soon.

As there were no questions from the floor or the chat regarding the roster, a vote was taken by a show of hand, and the COC Roster was accepted as presented.

- b. Committee on Diversity, Equity, & Inclusion (CODEI) – Amendment to Committee Charge (AS/SCP/2081)

CODEI representative and Professor of Molecular, Cell, & Developmental Biology, Jeremy Sanford took the floor regarding the CODEI legislation to update Santa Cruz bylaw 13.12, CODEI Charge. He stated that this is a straightforward set of three changes to the committee charge, based largely on the name change approved last year. The first change was to reduce the number of student representatives from three to two, which is in line with all other Senate level committees, and because it's a relatively small committee, they thought this showed better representation. Next, there was a change to the scope of their work by removing the *affirmative action* wording and replacing it with *fair hiring and equity*, which is a better reflection of the committee's name and what they do. The last change was to delete affirmative action and replace it with equity and inclusion as it relates to recommendations and advisory roles on the campus.

Chair Gallagher opened the floor for comment.

Jamie Hindery, Undergraduate Representative on the Committee on Educational Policy (CEP), was given the floor and stated that CODEI is the committee that receives the most applications for student reps. And the Critical Race and Ethnic Studies (CRES) department is the department that is growing the fastest. Hindery stated that not reducing the number of student reps would be an opportunity to lead the system in terms of our DEI approach.

Chair Gallagher stated that the legislation requires a vote by ballot, which would be distributed electronically following the meeting.

7. Report of the Student Union Assembly Chair

SUA Vice President of Academic Affairs Stephanie Sanchez Toscano, and SUA Vice President of Diversity and Inclusion Leslie Marquez were given the floor and provided the following remarks:

My name is Stephanie Sanchez Toscano. I use she/her pronouns and I'm the Vice President of Academic Affairs representing undergraduates. I'm a second year Mexican American first gen student who is majoring in Cognitive Science and Legal Studies. This year I am grateful to our vice president of Diversity and Inclusion, who's joining me in my remarks.

Good afternoon, everybody. My name's Lesley Marquez, pronouns she/her. I'm the Vice president of Diversity and Inclusion. I'm a fourth year double major in Legal Studies and Critical Race and Ethnic Studies.

VPAA Toscano remarked: We appreciate the opportunity of being able to speak on behalf of the UCSC undergraduate student body. As many of you may know, I am also part of the Council of Academic Affairs, where I meet with other VPAA's across the system. During our most recent meeting, I learned of the variability across the system. Some campuses, including ours, face issues related to expanding the use of remote and hybrid learning modalities accommodations. If you were here for last year's Winter Academic Senate meeting, you might have heard Dora, our previous VPAA, mention expanding access to remote and hybrid modalities for students. And I will continue to press this issue. Remote and hybrid courses help students work more consistent hours and live where they can afford. Not only did we discuss expanding remote offerings in the Council of Academic Affairs, but it was also a topic discussed in the Student Academic Senate. Clearly, students here at UCSC and across the system stand together in demanding expanded access to remote and hybrid modalities.

We hope that the exceptional quality of a UC education will not be diminished by this effort. We ask that CEP and CCI explore how we can lead the system in this regard. Adding on to the struggle of being a college student in this school, there are also other additional fees that we feel could be prohibitive, such as textbook affordability.

Earlier this year, I was able to meet with some UCSC faculty who are a part of a textbook affordability with UCOP working group. And what I learned was that there are a lot of resources available to students to help reduce or relieve the cost of textbooks for them. I didn't know this until I met with them, and this was a few weeks ago.

So how are we expecting students to know about this information if it's not communicated to them? I am also emphasizing that matters like these that can benefit students be communicated with them to make sure that we have an equitable and accessible education. We must also acknowledge what our student body is going through, including the global crisis that is currently happening. We must ask ourselves how students are being affected and what we can do for them.

VPDI then remarked: In my position I oversee the various research center student organizations that serve our underrepresented and diverse identities. And my position is to ensure that underrepresented students and communities of color voices are being heard, represented, and advocated for. And that is exactly why I'm here today, to share with you what is going on globally in Palestine and why now more than ever, your support and your presence today is needed to listen to what I'm sharing. But right

now, with everything going on, this has taken a toll on every student here at UCSC. Whether that be emotionally, mentally, physically, financially, and especially academically.

This is most impactful for students who identify or who are part of the Palestinian, Jewish, Muslim, Armenian and all students of color community, and those who have family, friends, and communities beyond this campus. We are bringing awareness to this crisis and genocide as this is something that students cannot simply ignore, especially when they themselves or their loved ones are directly impacted. As students attending UCSC, our entire presence and reason for being here at this university is to get a higher education and succeed academically and personally. However, how can students do that and act as normal when there are thousands of people being displaced and killed overseas, especially those directly part of those communities? We are asking for your support and for your presence to take this into consideration that many students on this campus, whether they are part of the community or not, are still being impacted. All UC students worldwide are being impacted because of what is going on. Thank you.

8. Report of the Graduate Student Association President

President of the Graduate Student Association (GSA) Ontario Alexander was given the floor and provided the following comments:

From the wildcat strike, covid, and the uc system wide graduate student strike. The last few years have presented trying times for us all. Compressed with financial challenges and daily obligations, graduate students today face challenges greater than any time before. As president of the graduate student association my theme for this year is strengthening the ties that bind. One of my goals this year is to increase graduate student participation in shared governance. Last year we had a low turnout in elections. The GSA represents the concerns and wellbeing of graduate students, and we cannot do that without the full graduate student body participation. I encourage faculty in all departments to encourage new and continuing graduate students to become active in the GSA. We have leadership roles from department representatives to GSA president, or just monthly meeting attendees. There is a place to allow graduate student voices to be heard.

The floor was opened for comments and responses.

9. Petitions of the Students (none)

10. Unfinished Business (none)

11. University and Faculty Welfare

12. New Business

Chair Gallagher then asked if there was any new business.

As there was no other new business, Chair Gallagher expressed gratitude to the Senate and adjourned the meeting at 3:58 pm.

ATTEST: Deborah Gould, Secretary