Meeting Call for Regular Meeting of the Santa Cruz Division
FRIDAY, November 18, 2005 at 2:30 p.m.
at the University Center
Colleges Nine and Ten Multipurpose Room
ORDER OF BUSINESS

1. Approval of Draft Minutes
   a. Draft Minutes of May 20, 2005, previously distributed (AS/SCM/273)

2. Announcements
   a. Chair Crosby
   b. Chancellor Denton
   c. Campus Provost/EVC Kliger

3. Report of the Representative to the Assembly (AS/SCP/1467)

4. Special Orders: Annual Reports
   CONSENT CALENDAR:
   a. Committee on Academic Freedom (AS/SCP/1466)
   b. Committee on Academic Personnel (AS/SCP/1472)
   c. Committee on Admissions and Financial Aid (AS/SCP/1471)
   d. Committee on Computing and Telecommunications (AS/SCP/1464)
   e. Committee on Educational Policy (AS/SCP/1476)
   f. Committee on Emeriti Relations (AS/SCP/1465)
   g. Committee on Faculty Welfare (AS/SCP/1473)
   h. Graduate Council (AS/SCP/1469)
   i. Committee on Library (AS/SCP/1470)
   j. Committee on Planning and Budget (AS/SCP/1468)
   k. Committee on Teaching (AS/SCP/1463)

5. Reports of Special Committees (none)

6. Reports of Standing Committees
   a. Committee on Committees:
      Additional Nominations 2005-06 (AS/SCP/1475)
   b. Committee on Faculty Welfare: Oral Report on Quality of Life Issues

7. Report of the Student Union Assembly Chair
8. Report of the Graduate Student Association President
9. Petitions of Students (none)
10. Unfinished Business
11. University and Faculty Welfare
12. New Business

November 9, 2005

MEMBERS OF THE ACADEMIC SENATE:

Dear Colleagues,
The 2005-06 academic year has already proven to be eventful at both a local and a system-wide level. Locally, we have now invested Denice D. Denton as our new chancellor. The events surrounding the investiture have been widely acclaimed as a great success, and in my opinion rightly so. The annual scholarship dinner brought in record sums. The symposia on diversity and the lecture from President Jackson of Rensselaer Polytechnic Institute have provided food for thought.

Just as our campus greeted the formal investiture of our new chancellor, the Office of the President (OP) of the University announced a major change in the leadership at OP. Less than a week after announcing the resignation of our former chancellor, M.R.C. Greenwood, OP released the Statement of Ethical Values and Standards of Ethical Conduct. We in the Santa Cruz Division are not unique in affirming the importance of honesty, integrity, and openness as the essential underpinnings of any vibrant academic enterprise.

Nor are we unique among the UC Divisions in facing some persisting challenges. The recruitment and retention of excellent faculty, and the maintaining of high morale, necessitate that we find workable solutions to the crisis in housing. We are alarmed that the median house price is more than 10 times the starting salary of a new faculty member, here and for other UC campuses. Especially daunting are issues concerning faculty of color and women faculty. Resources allocated to improving the quality of life for faculty – by increases in compensation and by making housing and child care affordable and accessible – are resources that cannot be spent on other, worthwhile priorities like graduate support. Throughout the UC system, and here in Santa Cruz, the Senate has the option and the responsibility of working with the administration, although not always in perfect harmony, to help solve the problems that arise when resources are scarce.
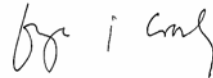
In some ways, UC Santa Cruz is going through an unusual transition period. The administration here has entered the phase of public comment on its Environmental Impact Report, as part of the Long Range Development Plan. While plans for the Santa Cruz campus are being scrutinized, it is important to note that some of the growth of programs is occurring distally. Increasingly, programs are being offered at the Silicon Valley Center. Visions of a possible School of Management in Silicon Valley are becoming increasingly focused. Meanwhile, as a consequence of last year's review of UCSC by the Western Association of Schools and Colleges, and with promises of some resources from the administration, the Senate has opened the process of dreaming and scheming about other possible professional schools and programs.

The current emphasis on graduate and professional education at UCSC mirrors our continuing devotion to our undergraduates. The Senate is eager to gain an understanding of our high attrition rates and to transform understanding into corrective action. We also continue to be vigilant about the quality of our undergraduate curricula, with possible special attention being granted to general education.

As we work hard on the questions that face us, we are bound to make some mistakes. Tempers may, on occasion, be short. Yet, I am confident that the Senate has its house very well in order. Given how well the Senate has been functioning, it now seems appropriate to regularize Senate relations with other bodies at UCSC and at other parts of UC. Smooth coordination within the Senate and also between the Senate and other entities at UCSC is on my agenda as chair.

Thank you.

Respectfully,

Faye J. Crosby, Chair
Academic Senate
Santa Cruz Division

PROPOSED CORRECTIONS TO THE MINUTES
of the
Spring Quarter 2005 Meeting

The draft minutes from the May 20, 2005 Spring Quarter Senate meeting were distributed via email on November 7, 2005 and will be presented for approval at the next Senate Meeting on November 18, 2005. After being approved, these minutes will be posted on the Senate web site (http://senate.ucsc.edu/meetings/index.htm).

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 distribution as a handout at the next meeting.

This approach gives Senators an opportunity to read and review changes before being asked to vote on them; gives the Senate staff and the Secretary 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. (Optional) The reason for the change if not obvious

Please submit all proposed changes to arrive in the Senate Office **no later than 12:00 p.m. on Wednesday, November 16, 2005.** They should be addressed to the Secretary, c/o Academic Senate Office, 125 Kerr Hall or via email to senate@ucsc.edu.

Deborah Letourneau
Secretary, Academic Senate
Santa Cruz Division

November 7, 2005

Report of the Representative to the Assembly of the Academic Senate
May 11, 2005

TO: Academic Senate, Santa Cruz Division:

The meeting had a lot of business, including five votes on bylaws and regulations.
Several important informational items were also presented. All items submitted to a vote
came from standing committee reports.

Action Items

The most important item concerned UC Merced. The Assembly voted to accept UC
Merced as the tenth division of the UC Senate, contingent on the Council certifying that
sufficient resources are in place for effective operation. The resolution was passed,
unanimously, by voice vote.

Professor Ruth Greenblatt of UCSF was voted in as the vice chair of UC Committee on
Committees.

Assembly accepted a resolution endorsed by Council. Specifically, Assembly voted to
modify the bylaws so that the system-wide COC must appoint members of
subcommittees of UC wide committees on an annual basis.

Council considered a proposal to streamline the articulation process that serves students
to transfer to the UC from community colleges. Currently, the process is cumbersome,
with each UC division having to review courses from a number of different community
colleges. The new process would reduce the work of Senate committees on each campus
in that the new default option would be to accept courses at all campuses that had been
accepted by at least four Divisions, with each campus having the right to opt out of any
blanket agreements.   UCR&J has found the proposed regulation is consistent with the
Senate Bylaws.   There was discussion of whether to replace the word "campus" with the
word "Division." By voice vote, the Assembly opted to keep the resolution in its original
wording. After continued discussion the Assembly voted in favor of the proposed Senate
Regulation 477.

There was a proposed change in the regulations concerning transfer students (Resolution
478). Currently, we have the IGETC. This resolution would relax IGETC for students in
Physical and Biological Sciences who would now be allowed to transfer without having
already fulfilled all the general education courses. These students would be allowed to
take one social and behavioral science course and one arts or humanities course at UCSC
in order to fulfill the GenEd requirements. Passed unanimously.

UCGC proposed a revision to regulation 600B which would allow faculty members to
pursue post-baccalaureate degrees on their own campus, as long as there was no conflict
of interest. After a spirited debate, the resolution passed: 30 for and 18 opposed.

The Academic Council proposed a resolution concerning restriction of funding. The proposal had been circulated to the campuses, and all campuses offered comments. Part of the discussion centered on a motion to change the title of the resolution. After many points of view were offered, some at extremely great length, the resolution passed. The essence of the resolution is this: only the Board of Regents can restrict accepting of funds by researchers at the UC. Departments and Divisions cannot ban research based upon the funding source.

Informational items presented by Chair Blumenthal

Chair Blumenthal informed the Assembly about some of Council's actions. Council agreed that any publication funded by Prop 71 funds would become available on a university website within 6 months of acceptance for scholarly publication.

University-wide minor

        University will adopt a system-wide code of ethics, consistent with the Bayh-Dole Act for corporations. This will go to the Regents, with the understanding that the new code of ethics does not supercede UC Bylaws.

        The search for a new Chancellor of Riverside is near completion. Also, the Chancellor of UCD will be undergoing the regular periodic review. There is discussion of disbanding the California Space Institute and a proposal for developing a new space-relevant multi-campus unit.

        The question arose as to what will be the role of the Senate in reviewing the operation of the Cal ISI's? At present there is an MCRU review mechanism; but Cal ISI's are not necessarily Multicampus units.

A Proposal regarding the CSU's being able to award doctorates passed unanimously through the state Senate Education committee in Sacramento. The Senate has ruled that the legislation next goes to the appropriations committee. UCOP is putting together arguments against such a proposal. There is a great difference in opinion about the need for Ed.D.'s in California (CSU says the state needs 1000; UC is doing a needs-assessment.)

Governor Schwartzenegger has pulled back from his effort to convert Defined Benefits Program to Defined Contributions Program for all state employees, including those of UC. UC was active in opposing this effort.

The contract for Lawrence Berkeley National Lab was awarded to UC. But, oversight of the lab will be performed by a separate group from the Presidential Council. The Los Alamos draft RFP has been substantially revised. The proposed management fee will be set at $68 M, not the $8M that UC currently receives. This has the effect of increasing the

number of bidders. Lockheed Martin will compete. The cost for UC to bid for this contract will cost $5M. Also, the cost to UC for the LANL closure for six months was about $5M. If UC looses the LANL contract, there will have to be a new retirement system for LANL employees. The LLNL competition has been delayed for two years.

Other informational items

Report by BOARS – now in a period of reflection.

Faculty Welfare report by John Oakley. Parking. Housing, Audit of Health Care Eligibilities may save several million dollars. Retirement issues – now in a period of truce with the governor.   Trying to make family friendly amendments to the APM. Need to improve child care. Child care needs to be a funding priority.

Respectfully Submitted;

REPRESENTATIVE TO THE ASSEMBLY
Michael Isaacson

May 20, 2005

Committee on Academic Freedom
Annual Report, 2004-05

To the Academic Senate, Santa Cruz Division:

Issues brought before CAF:

The Committee on Academic Freedom met three times during this academic year.   One issue was brought before the committee, which was judged not to fall within the scope of CAF's purview. A member of the committee reported that lecturers who teach the Core courses in Colleges 9 and 10 are not involved in the planning of those courses and are given such detailed instructions in regard to teaching these courses that they have little autonomy and feel that they are being treated as TAs. The Committee on Academic Freedom felt that this was not an issue of academic freedom, and that grievance procedures should be followed to deal with this situation.

PATRIOT Act Resolution: Followup

In the Spring of 2004 the UCSC Academic Senate unanimously passed a resolution on the PATRIOT Act, which called upon then Acting Chancellor Chemers to report any actions directed to the UCSC campus with the potential to restrict civil liberties and also to report on the impact of the PATRIOT Act on the functioning of the campus, for instance in cases in which foreign students or faculty might be prevented from entering the United States. CAF and the Committee on Faculty Welfare (CFW) jointly sponsored this resolution. The Resolution also called upon the Acting Chancellor to take various actions to inform the UCSC campus of the dangers posed by the Patriot Act, such as posting notices in campus libraries and bookstores. These provisions called for followup.

In November 2004 CAF chair Barbara Epstein and CFW chair Paul Ortiz met with Acting Chancellor Chemers to discuss implementation of the PATRIOT Act Resolution. Chemers said that he would report any violations or restrictions of civil liberties on the UCSC campus due to the PATRIOT Act. He also said that UCOP lawyers had advised him not to take any actions which could make it appear that he was taking a political stance, and that therefore he would not take other measures called for by the Resolution, such as posting notices in campus libraries, bookstores and near computers. He asked that CAF send him a letter recognizing that he was complying with the core intention of the Resolution. CAF discussed his response and agreed that he was complying with the heart of the Resolution. A letter was drafted thanking Chemers for doing so, though also noting that some issues that CAF regarded as important, especially the impact of the PATRIOT Act on the ability of foreign graduate students to come to UCSC, remained unaddressed. This letter was approved by CFW and was sent to Chemers signed by CAF and CFW.

CAF also sent a letter to Denise Denton, who took up her duties as the new UCSC Chancellor in February 2005, concerning the PATRIOT Act Resolution. This letter noted the substance of the Resolution, the fact that it had been passed unanimously by the Academic Senate, and also noted the commitment that Acting Chancellor Chemers had made to reporting any violations or restrictions on civil liberties on the UCSC campus due to the PATRIOT Act to the Academic Senate. The letter expressed the hope that Chancellor Denton would take the same stand.

CAF Comments on Other Issues

CAF was asked to comment on the academic freedom implications of three issues. On the first, an Export Survey, CAF felt that there were no academic freedom issues involved, and declined to comment.

The second issue on which CAF was asked to comment was a draft statement of Whistleblower Policies and Procedures. Some members of CAF found the wording of the statement vague, and one member prepared a detailed list of places in the document where there were such problems. Chair Epstein wrote a letter to Alison Galloway, Chair of the Academic Senate, including these suggestions for changes in wording, and also including a broader comment that the document posed the danger of encouraging excessive scrutiny of the actions of colleagues, and the danger that faculty could be reported for imagined or exaggerated sins, or at least fears that baseless complaints might be made. The letter also pointed out the lack of Academic Senate involvement in the proposed structure for examining and judging violations.

The third issue on which CAF was asked to comment was the UCORP Resolution on Restrictions on Research Funding Sources. CAF discussed this Resolution at two of its meetings, and for the second discussion consulted with Vice Chancellor Robert Miller. Judith Aissen, chair of the Committee on Research (COR, Stephen Thorsett, former chair of COR, and Robert Meister, co-author of a letter raising concerns about the UCORP resolution, were invited to, and attended, CAF's second discussion of this issue. All of their views were taken into account in the stand that CAF arrived at. CAF sent a letter to Academic Senate Chair Alison Galloway supporting the Resolution's affirmation of faculty right to make their own decisions about topics of research and sources of support for that research. But CAF expressed its inability to support the Resolution in the form in which it was presented due to its failure to address the consequences, within the University, of contracts with corporations, government agencies or foundations large enough to transform, or distort, the research agendas or methods of units within the University, and its failure to provide any internal appeal process for faculty negatively affected.

Respectfully submitted,

COMMITTEE ON ACADEMIC FREEDOM

Bettina Aptheker   David Londow, NSTF Rep
Erik Asphaug   Dan Healy, SUA Rep
Ira Pohl   Nathan Whitehead, GSA Rep
Barbara Epstein, Chair

September 26, 2005

COMMITTEE ON ACADEMIC PERSONNEL
Annual Report, 2004-05

To the Academic Senate, Santa Cruz Division:

Duties

The Committee on Academic Personnel (CAP) makes recommendations to the Chancellor, the CP/EVC, and/or the Divisional Deans on appointments, promotions, merit increases, and mid-career appraisals for Senate faculty, adjunct faculty, and professional researchers. During the past year, CAP also was called upon to make recommendations on several Merit Equity/Career Review files. In addition, from time to time, the Committee advises the Academic Senate and the administration on other policy matters related to academic personnel issues. As always, CAP makes recommendations; it does not make the final decision.

In 2004-05 CAP had eight members each quarter—one from Arts, one from Engineering, and two each from Humanities, Physical and Biological Sciences, and Social Sciences. Ten faculty members served at least one quarter on CAP during 2004-05.

As in past years, as the Committee deliberated and made recommendations on specific cases, CAP members repeatedly were struck by the extraordinary number and quality of our colleagues' many accomplishments. The overwhelming majority of personnel files that we reviewed contained evidence of fascinating scholarship and cutting edge research, records of extensive and dedicated teaching, and evidence of energetic service to campus colleagues, diverse scholarly communities, and many important public constituencies. The Committee's heavy workload was made lighter by the exceptional talent and remarkable energy reflected in the files we reviewed. The accomplishments of the UCSC faculty are truly extraordinary; the Committee feels privileged to have you as our colleagues.

Workload

In 2004-05, CAP continued its established practice of meeting on Thursday afternoons. The Committee met 28 times during the academic year (5, 12, and 11 meetings, in fall, winter, and spring quarters, respectively), and once in the summer. The CAP caseload has increased consistently over the last decade. In recent years, the Committee routinely has received between 75 to nearly 100 more cases per year than was typical in the mid-1990s.

In 2004-05, the Committee received 267 cases. We made recommendations in 251 of the 267 cases we received. There were 16 cases held over to the next year; they consisted of 15 cases in which Ad Hoc committee slates were in the process of being appointed, meeting, or finalizing their reports (things that could not easily be accomplished over the summer), and one request for additional information.

The number of cases held over and the need to hold a summer meeting were in large part the result of the unusually large number of files that were sent to us in the closing weeks of the academic year. At the Committee's last meeting in June, we made recommendations on all of the cases that were then complete. However, there were a number of late arriving files that needed

Ad Hoc committee slates appointed, and ones in which the Ad Hoc committees had been
assembled without sufficient time to complete their reports before CAP's last meeting.

Appointments and Retention

CAP reviewed 57 appointment files overall, including 51 ladder-rank appointments to Assistant,
Associate, or Full Professor. CAP recommended appointment in all cases except two. CAP's
recommendation was typically at the same rank and step proposed by the Department. As of
August, 2005, 39 candidates accepted, 12 declined, 1 case was pending (carried over), and 5
were concluded in some other way (see details below).

In more detail:

>   Acting Assistants (6): 3 accepted, 3 declined
>   Assistants (24): 17 accepted, 6 declined, 1 unknown
>   Associates (13): 7 accepted, 3 declined, 3 other
>   Other: 1 file was withdrawn before an offer was made; 1 file involved a denial of
>   appointment by final authority (no offer made); and 1 file was carried over
>   pending Ad Hoc committee review
>   Professors (most of whom were Research Professors) (14): 12 accepted, 0 declined, 2 other
>   Other: 1 appointment waiver was not approved so no offer was made; 1 denial of
>   appointment by final authority (no offer made)

CAP continues to be aware of the difficulties that UCSC faces in recruitment and retention as a
result of our budgetary situation and the local housing market. We have done our best not to
contribute to or exacerbate these challenges. It is our practice to grant great deference to
departmental recommendations, consistent with campus academic standards.

CAP's Recommendations, Administrative Decisions, and Consultation

During 2004-05 there continued to be a high rate of agreement between CAP's recommendation
and the final administrative decision on personnel cases. The two concurred in 83.3% of the time
(209 out of 251 files, which does not include the 16 carried over). The final administrative
decision did not agree with CAP's recommendation in 42 cases.

In the Committee's opinion, our relationships with the various campus administrative units
remained excellent overall. Just as in the previous year, however, changes in various parts of the
administration posed special challenges. For much of the academic year, for example, three of
the five Divisional Deans were "interim" or acting. In addition, there was a change in both the
Chancellor and Campus Provost/Executive Vice Chancellor positions on our campus.
Nonetheless, throughout these transitions, CAP felt that all administrators did an outstanding job
of maintaining communication with us and in ensuring the consistency of the personnel process.
We thank them for their efforts.

As in previous years, administrators did meet occasionally with CAP—either with the Chair or
the entire Committee—at the administrator's request to discuss cases where his or her
assessment of the case differed from CAP's. There also were a few instances in which we
discussed broader personnel-related policy issues with the CP/EVC.

Case Flow

In 2004-05, at the request of the CP/EVC, CAP took the unusual step of having a summer meeting. As noted above, the meeting was necessitated in large part because of the especially large number of cases that arrived in late May and early June. Many of them required Ad Hoc committee reports that were not completed by our last meeting in June. There were a total of 21 cases on our summer meeting agenda and we deliberated and made recommendations on all of them. Despite having a summer meeting, a total of 16 cases were held over to the next academic year because the files—primarily the Ad Hoc committee reports—were not finalized.

The unusual, unevenness in the flow of cases—a deluge at the end of the year greater even than the normal increase in our caseload—was problematic. It meant that our June meetings were unusually packed and, of course, it led to a summer meeting with a very long agenda of its own. It was difficult to identify the source of the problem. We would urge departments and other decision-makers in the process to try to process cases in a timely manner—especially those (such as tenure cases) that are time-sensitive and may require Ad Hoc committee reviews.

The issue of a regular summer meeting is one that the Senate and administration might consider. CAP recognizes that it is not necessarily a desirable practice. Summer schedules have to be accommodated and CAP members have to be compensated separately for their time. On the other hand, we are informed that, at most if not all of the other UC campuses, CAPs do meet as a matter of course over the summer. In addition to insuring that much less business is left to the next year's agenda, it is a practice that allows us to be more nimble in responding to pressing personnel matters that may come up between June and late September.

Ad Hoc Committees

In 2004-05, the Committee recommended slates to the Executive Vice Chancellor for 47 Ad Hoc committees (somewhat more than the year before but exactly the same number as in 2002-03). CAP constituted itself as the Ad Hoc committee 13 times (including 2 appointments, 6 promotions to professor, 1 promotion to tenure, and 4 Professor, Step VI actions). This practice—constituting ourselves as the Ad Hoc committee in what appear to be straight forward and unproblematic cases—is one we wholeheartedly endorse.[1] In fact, we would have used this practice more often if not for local campus policies that require separate Ad Hoc committees to be appointed in all mid-career and tenure cases.

From our perspective, the advantages of serving as our own Ad Hoc committee in unproblematic cases are significant. Ad Hoc committees are an essential part of the personnel process. However, because of the complexities involved in selecting Ad Hoc committees, and the practical difficulties encountered in arranging meetings and finalizing reports, we are convinced that they should be used only when absolutely necessary. The Ad Hoc committee component of

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[1] In those cases where CAP is permitted to constitute itself as the Ad Hoc, the Committee follows a standard procedure in deciding whether to do so: In cases where there is substantial agreement in the department on the recommended action, and where there is agreement between the department and dean as to the basic recommendation, CAP votes. If we are unanimous that a separate Ad Hoc committee is not necessary, we constitute ourselves as the Ad Hoc and discuss the merits of the case at the following meeting.

the personnel process typically consumes the most time and is the one part of the process that is the most difficult (if not impossible) to expedite. In addition, Ad Hoc committee service consumes the valuable time of our colleagues (who, we have reason to believe, are pressed into service more often on our campus than on many others).

During 2004-05, 124 Senate members served as members of Ad Hoc committees. Five persons served 3 times, and 21 people served twice. We are deeply indebted to those persons who were willing to serve on Ad Hoc committees, and especially to those who served more than once. This is an essential part of the personnel process and we could not function without these contributions from our colleagues. That said, we will continue to constitute ourselves as the Ad Hoc committee in all cases where this seems appropriate. We would urge the Senate to consider expanding the category of cases for which this is possible (to include, for example, tenure cases).

Assessment of Teaching

As always, the 2004-05 CAP grappled with the evaluation of teaching performance. We have several suggestions in this regard:

1.   In most cases, the return rate of student evaluations has been appropriate. Obviously, in cases where the return rate is low, CAP's ability to evaluate teaching performance is compromised. We hope all faculty, and all Department Chairs, will continue to ensure that the return rates on student evaluations remains high.

2.   It is CAP's practice to have at least one member (and usually several) read every single student evaluation in a personnel file. At times—albeit rarely—we have noted a discrepancy between the content of the student evaluations and the Department's characterization of the faculty member's teaching. Ultimately, this is unhelpful both to us and to the faculty member whose case is being reviewed. A better practice is to provide us with a frank assessment of the strengths and weaknesses reflected in the file. In cases where problems have been identified, providing some discussion of the causes of those problems and, especially, some sense of whether and how the faculty member is addressing them is most useful.

3.   Departments that provide us with some numerical indexing of teaching performance facilitate our reviews. A simple table that shows the percentage of "very good to excellent" responses on key dimensions of the student evaluations is very helpful. CAP members continue to read the narrative portions of the individual student evaluations, but summaries of the numerical ratings are useful in their own right. Obviously, the clearer the evidence of teaching excellence, the easier it is for CAP to give it appropriate weight in our reviews.

4.   If there is any evidence other than student evaluations, (e.g., from presentations at professional meetings, the Department's view of the nature and quality of teaching materials such as syllabi used), such evidence should also be included in the department's letter.

5.   CAP regards the distribution of teaching assignments (e.g., graduate versus undergraduate courses) to be a matter of departmental discretion. However, in cases where there is an unusual concentration of course assignments, it is helpful if the department's letter contextualizes this by providing a rationale.

Departmental Letters

CAP has no interest in requesting (and certainly not requiring) a particular form or template for personnel letters. Most departments follow standard practices and we have found their analyses of cases extremely useful and informative. However, we have a few suggestions intended to both simplify the review process and insure that the Committee is able to efficiently process all of the important information that is contained in the files.

1.   Very long letters (e.g., 15 pages) are not especially helpful. Although we recognize that departments rightly wish to be thorough, thoroughness should be balanced against excessive length. Letters—especially in routine or straightforward cases—might include a "summary statement" for each of the three areas of research, teaching, and service in a letter of approximately 5 pages. More complex cases, of course, might require somewhat longer narratives.

2.   In terms of the contents of the letters themselves, it is helpful to clearly state the period under review. It is generally not necessary to evaluate each publication, especially in cases where there are many of them. Articles might be grouped into particular areas of inquiry or concentration, with evaluations made of the nature of the contributions to each. Some explanation of the nature of the work, in terms that non-specialists can understand, is always appreciated. Biobibs should contain page numbers for publications.

3.   In nearly all cases, no more than six outside letters are needed to provide the necessary perspective of how a candidate's work is viewed in the wider community of scholars and/or artists. The additional value of still more letters is relatively slight. As always, it is important to seek a balance between letters suggested by the candidate and those requested by the Department, and to try to avoid excessive overlap with dissertation advisors, post-doc supervisors, collaborators, co-authors and the like.

4.   When possible, explaining divided or split votes is helpful. We realize that, given the secret balloting procedures followed in most departments, this is difficult to do. However, in those case where areas of disagreement or alternative points of view have surfaced in the discussion of the case that help to explain the divided vote, it is useful for us to know what they are.

Other File-Related Issues

1.   *Criteria for advancement:* CAP continues to read the APM as creating two classes of faculty advancements: (a) those where demonstrated excellence in *all three* areas research, teaching, and service is required, and (b) those in which there is *some* "substitutability" or "fungibility" among the three categories—that is, for example, if

a candidate's service record is weak, excellent research and/or teaching may compensate for that weakness.

Category (a) consists of: 1) Promotion to tenure, 2) Promotion to Professor, 3) Merit Increases from Professor V to Professor VI, 4) All Merit increases above Professor, Step VI, 5) Promotion to Above Scale, 6) All salary increases of "Further Above Scale".

Category (b) includes 1) all non-promotion Merit Increases for Assistant Professors, 2) all non-promotion Merit Increases for Associate Professors, and 3) all Merit Increases for Professor below Step VI. This interpretation is based on our reading of the APM. Department letters should reflect this. [See e.g. http://www2.ucsc.edu/ahr/policies/CAPPM/400220.htm, H-4 (c)]

2. *Accelerations/GTNs*: Requests for accelerations and greater-than-normal salary increases have become more frequent on our campus. Nonetheless, in cases in which the Department is requesting an acceleration or a greater-than-normal increase, the Department letter should explicitly justify such an action.

3. *Personal statements:* Department Chairs would do well to advise candidates to write succinct personal statements. Personal statements should clarify issues and provide a context for the faculty member's work. There is little point in such statements recapitulating what will be contained in the department's letter. CAP believes that candidates should be able to do this in between 5-10 pages.

Merit Equity/Career Review Cases

The academic year 2004-05 was the third year of the new Merit Equity/Career Review process. CAP considered one Merit Equity file held over from last year and two new Career Review files this year. The Committee believes that this is an important component in the UC personnel process and we gladly assume the responsibility for making Merit Equity/Career Review recommendations. Yet, the issues posed in these kinds of cases present extremely difficult judgments for us to make, especially because they often involve disputes about factual issues that are long-standing and sometimes contentious. Our expertise is in evaluating the academic merit of the files we review; we are not especially well-positioned to serve as fact-finders (for example, deciding what did, or did not, happen many years ago) and certainly are not empowered to adjudicate disputes. Thus, we typically approach these cases by asking, "Given this faculty member's career accomplishments, what rank, step, and salary seem most appropriate?" We fully acknowledge that this question does not always yield a clear-cut answer.

Memoranda for Action

Each year CAP is called upon to review and/or comment on (and sometimes to vote on approval of) various personnel-related actions and policies proposed or under consideration by the campus administration. In 2004-05, there were 43 of these "Memoranda for Action." They included:

Endowed Chairs – 5
Bylaw 55 Augmentation – 6
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       Proposed FTE Split – 1
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1. Informal Review of Proposed Career Equity Review Guidelines
2. Formal Review of Revised Campus Procedures for Implementing University Policy on Faculty Conduct and the Administration of Discipline (CAPM 002.015)
3. Proposed Revised Academic Personnel Policy 340 – Continuing Educators
4. Informal Review of Proposed Career Equity Review Guidelines
5. Proposed Changes to Campus Procedures for College Provosts
6. Formal Review of Proposed Changes to Ad Hoc Review Committee Requirements
7. Proposed Revisions to Work and Family Policies
8. Demonstration of BiobibNet, On-line Faculty Biobibliography System
9. Review of Proposed Medical Separation (APM 080) and Leave Policies (APM 700 and 710)
10. Department of Applied Mathematics and Statistics Proposal for Discussion on a More Scientific Approach to the Use of Teaching Evaluations
11. CPB's Request of CP/EVC for Information on Faculty Merit Funds
12. UCAP's Proposed Modifications to APM 220-18
13. Formal Review of Proposed University Policy on Use of Recordings of Course Presentations
14. Excision of a Portion of a Dean's Personnel Letter
15. By-Law 55 Voting Rights in Women's Studies

UCAP and General Personnel Policy Issues

As always, the Santa Cruz Chapter of CAP was represented on UCAP. In 2004-05, UCAP considered a number of personnel policy issues. Two inter-related issues were especially important.

1. *Clarification of APM Language Pertaining to Professor Step VI and Above Scale Merit Increases:* In response to long standing concerns over the wording

of portions of APM 220-18, UCAP undertook a review of the language describing the special merit advances from Professor Step V to Step VI and from Step IX to Above Scale. The Santa Cruz Chapter participated actively in this discussion and our Committee was instrumental in suggesting revisions that were designed to eliminate repetition and confusion. The proposed new language retained the basic high standards for advancement to each of these steps (for Step VI, distinguished scholarship, excellence in teaching and service; for Above Scale, sustained excellence including highest distinction in scholarship and teaching, and highly meritorious service), but simplified the wording by which those standards were expressed. The revised language has been forwarded to the Academic Council for further discussion and systemwide review.

2. *The Systemwide Nature and Effect of Professor Step VI Merit Actions:* In part in response to the "Report of the Professorial Step System Task Force," that was issued in March, 2004, the Academic Council asked UCAP to initiate a systematic study of advancement to Professor Step VI, the so-called "barrier step." In conjunction with the Data Management and Analysis section of the Academic Advancement Division of UCOP, UCAP conducted a longitudinal study of a cohort of 778 faculty who were at Professor Step V in the years 1996-97, and who remained at the University for at least six years so that their step in 2002-03 could be determined. There were two especially important findings. Women and underrepresented minorities did not appear to be disadvantaged in advancing from Step V to Step VI over this period. That is, women faculty advanced at approximately the same rate as men, and underrepresented minority faculty advanced at approximately the same rate as Whites (although, especially in the case of underrepresented minorities, the relatively small sample size may have compromised detection of true differences). However, there were significant differences between individual campuses in terms of the proportions of faculty that were advanced to Step VI (ranging from a low of 48% at Santa Cruz to a high of 83% at San Diego). In fact, there appeared to be a bi-modal split among the campuses, with Riverside, Santa Barbara, and Santa Cruz clustering at the low end of the distribution (averaging 59% of faculty passing to Step VI and beyond over the six year period under study), and the other campuses clustering at the high end of the distribution (averaging 73% faculty being advanced from Step V to VI).

In part in response to the "Report of the Professorial Step System Task Force," the emerging UCAP data, and because of general concerns among faculty about the Step VI differentials on the Santa Cruz campus compared to other UCs, the Santa Cruz CAP and AHR undertook our own evaluation of the Step VI promotion history on campus. At least in terms of the last ten years for which data were readily available, there was no evidence that the Santa Cruz CAP had applied the Step VI criteria in an overly stringent or inappropriate manner. Indeed, the overwhelming majority of cases advanced to CAP for Step VI review during this period received positive recommendations from the Committee.

In addition, CAP participated in a Step VI workshop sponsored by Acting CP/EVC Peggy Delaney in which the criteria for Step VI were reviewed. The panel included the current and two previous CAP chairs, who discussed the changing history of Step VI and the fact that it was once at the very top of the UC step system, representing a genuine "barrier step" or, as the move from V to VI had been characterized in the past, the "big jump." Some of the mythology that surrounded the step may persist (and perhaps more persists on the Santa Cruz campus than elsewhere). In any event, department chairs and faculty members were encouraged to review the current criteria and to initiate these actions in all appropriate cases.

Acknowledgment

None of the work of CAP would be even remotely possible without the very hard work of the exceptionally competent staff of the Committee and of Academic Human Resources. We especially thank Pamela Edwards for managing to maintain her sense of humor throughout the year (no mean feat!), and for her unfailingly swift responsiveness to any and all requests for

information. We are also deeply indebted to Barbara Brogan, Michelle Brady, Breck Caloss, Leslie Clark, Nancy Degnan, Therese Doherty, Susan Fellows, Nancy Furber, Pamela Peterson and Linda Petrakis. Their support, wisdom, and detailed knowledge of the intricacies of the personnel process helped to ensure its integrity and certainly made our lives much easier.

Finally, we once again thank all of our colleagues who have contributed to the personnel process. The process works as well as it does only because of your hard work.

Respectfully submitted,

COMMITTEE ON ACADEMIC PERSONNEL
Martín Abadi
Joyce Brodsky (F)
Edmund Burke
Kathy Foley
Susan Harding
Piero Madau (W, S)
Armin Mester
Leo Ortiz
Stan Woolsey (F)
Craig Haney, Chair (UCAP Rep)

November 3, 2005

COMMITTEE ON ADMISSIONS AND FINANCIAL AID (CAFA)
Annual Report, 2004-2005

To the Academic Senate, Santa Cruz Division:

Once again, this was a busy year for CAFA. Besides its regular roles of setting and interpreting policy and monitoring admissions and financial aid activities, we studied, commented upon, and made recommendations and proposals dealing with a wide range of special issues. These included the WASC review, changes in the high school honors program, guidelines for minimum and satisfactory academic progress, course articulation, phasing out UC participation in the National Merit Scholarship Program, questioning the AP/Honors advantage in admission to UC, the SAT/ACT exam concordance and the new UC eligibility, the low level of UCSC Regents Scholarship Funding, Regents Scholar yield efforts, admission by exception and undergraduate student body diversity.

The committee began the year with an admissions workshop to help bring the committee up to speed on the intricacies of the admissions process, and acquaint them with a variety of relevant statistics. Throughout the year the committee worked closely with the admissions office, and wishes to thank Executive Director Kevin Browne, Associate Director Michael McCawley and Analyst Sue Grimes for their very valuable assistance and insight. We also wish to acknowledge the excellent service of our BOARS representatives, Karen McNally (F) and Trish Stoddart (W and S), and administrative support by Pamela Edwards.

ADMISSIONS UNDER COMPREHENSIVE REVIEW

This was the second year that admissions operated under comprehensive review, a process crafted by the previous CAFA for the campus in response to the fourteen general criteria adopted by the UC Regents in 2001 and in anticipation of admissions selectivity. For details of UCSC criteria see http://senate.ucsc.edu/cafa/cafa.scp1370.htm, http://admissions.ucsc.edu/apply/freshman_guide.cfm. CAFA decided not to change any of the point assignments for the various criteria so as to have two years of statistics with which to assess the effects of comprehensive review. The academic credentials (GPA and test scores) of the freshman classes entering in Fall 2004 and 2005 are virtually equivalent, as are the number of students. An unrelated fluctuation is that the number of freshman applicants for entrance to UCSC in Fall 2004 increased by 7.4% over the previous year (while all other UC campuses registered decreases), whereas this year the number of applicants declined slightly (1.6%). Thus the admission rate increased (from 68.5% to 75.4%), and selectivity decreased comparably. Percentages of applicants and enrolled students by ethnic group remained stable over the past fire years, including the two years of comprehensive review and the three years prior. The only visible trend since 2000 is a gradual increase in percentage of Asian students (from 18 to 21%).

In summary, comprehensive review appears to be working smoothly at UCSC and has produced no statistically discernible anomalies. A more stringent test awaits a time when UCSC becomes significantly more selective. During the two years since the introduction of comprehensive review we have admitted approximately four out of every five eligible applicants, compared to, for instance, one in five for Berkeley, so the characteristics of our student body still depend much more on our applicant pool than our selection process.

WASC REVIEW
CAFA provided feedback on the materials submitted to WASC and participated in the review. We advised that the projected expansion of undergraduate student body could not be substantially driven by increases in junior transfer students. We also endorsed the significant rise in number of graduate students planned for UCSC, pointing out that this was likely to increase the application rate and percentage yield of more highly qualified high school students.

HIGH SCHOOL HONORS PROGRAM (HSHP)
The HSHP posed a problem because it was costing UCSC about 100 slots for regular freshman, an unsupportable financial penalty. The problem is now resolved in the new High School Scholars Program, which replaces HSHP, by administering it under University Extension. About 50 students have enrolled in the new HSSP. Although not large, this program is highly visible in the Santa Cruz community and a pleasure for faculty who are lucky enough to have these highly motivated and high performing high school students enroll in their classes.

MINIMUM AND SATISFACTORY ACADEMIC PROGRESS
CAFA endorsed the proposal that minimum academic progress be defined as passing 12 units per quarter and that satisfactory academic progress be decided by the college review of academic standing (grades) and minimum academic progress. This standard is simpler than the previous one. Its consistent application should, over a number of years, improve the financial aid appeals situation at UCSC and the graduation rate. This issue currently awaits resolution by CEP and the Academic Senate.

STREAMLINING COURSE ARTICULATION
Committee members agreed that articulation of California Community College (CCC) courses with UCSC major programs is valuable when it can be done meaningfully and thus provisionally endorsed a proposal to streamline such articulation that was sent to the campuses by the UC Academic Council. Our reservations included concerns about faculty prerogative and the need for articulation to be done well, with sensitivity to the varying flavors of each major among the UC campuses. Poor articulation would be worse than none. Unfortunately, funding for articulation is currently not sufficient to keep it up to date. CAFA suggested that it would be wise to spend more time and effort initially on perfecting articulation agreements with the twenty percent of CCCs that provide the great majority of its transfer students, letting full articulation with the other CCCs develop more gradually.

NATIONAL MERIT SCHOLARSHIP PROGRAM (NMSP)
Early in the Spring quarter CAFA studied materials critical of the NMSP and decided that the money the campus puts into the program would be better spent on UCSC merit (Regents) scholarships. At that time most but not all UC campuses participated in the NMSP. National Merit Scholarships are awarded almost entirely on the basis of the score on the Educational Testing Service PSAT exam taken in 11th grade. The NMSP has never demonstrated the validity of the PSAT exam for selecting meritorious students, whereas the literature is clear that sole reliance on high-stakes, norm-referenced tests like the PSAT has severe negative impact on disadvantaged students. UCSC criteria for awarding Regents Scholarships are broader and more rigorous. By the

end of Spring quarter the entire UC system withdrew from NMSP. Existing scholarships will of course be honored. See http://www.universityofcalifornia.edu/news/2005/jul13.html

AP/HONORS ADVANTAGE
The committee engaged in extensive discussion of the 1-grade-point increase currently given for Advanced Placement courses and certain other designated honors courses. A large study conducted on students who entered UC between 1998 and 2001 detected no significant correlation between academic success in the University and AP courses taken or grades received in them. A positive correlation was found for scores on the AP exams, but many students do not take them and the scores for AP exams taken in 12th grade are not available in time to use for admissions. See http://cshe.berkeley.edu/publications/papers/papers/ROP.Geiser.4.04.pdf
Moreover, access to AP and other honors courses is more limited in less affluent schools and for some students in schools that use academic tracking. Hence the proposal to eliminate the unjustified AP/Honors advantage, but there is concern that eliminating the point advantage will weaken the rigor of the high school curriculum; i.e., schools will stop offering AP and honors-level courses. In addition, other prior research has found a relationship between general rigor of course work taken in high school and undergraduate degree attainment. This issue will come before BOARS and campus admissions committees again next year for further consideration.

LOW LEVEL OF UCSC REGENTS SCHOLARSHIP FUNDING
Regents and Chancellor (R/C) scholarships are those that are awarded principally on the basis of academic merit to attract top students to the University of California. UCSC merit scholarships are entirely of the Regents category. From 2000-01 to 2004-05 UCSC Regents scholarships have fallen drastically per capita: in total expenditure from $95 to $40 per undergraduate FTE, and in total number from 1.7 to 0.7 percent of undergraduate FTE. UCSC ranks lowest in merit scholarship funding in the UC system; in 2003-04, the last year that comparative figures were available, UCSC's expenditure per undergraduate FTE was less than half the seven-campus average. The base allocation from UCOP for Regents Scholarships has been frozen while enrollment at UCSC has increased, but the main cause of UCSC's precipitous decline has been the drying up of annual augmentations supplied from campus funds.

Although academic merit scholars comprise only a small percentage of the UC undergraduate student bodies, they play a vital role in the intellectual life of the campuses. The presence of just one or two students of their caliber and motivation can raise the level of an entire class, inspiring others by their example to challenge themselves, work hard, and learn at a level beyond what they believed they could. CAFA has proposed that the administration incrementally augment the Regents Scholarship base budget over a period of three years to bring it back up to the 2000-01 level, putting us on a par with Riverside, though still 20% below the seven-campus average.

REGENTS SCHOLAR YIELD EFFORTS
Late in Spring the committee decided to write prospective Regents Scholars in an effort to attract more of them to Santa Cruz. The distinguishing feature of our effort was to invite them to engage in an e-mail conversation with a faculty member in one of their areas of interest. We found faculty members for those who requested them, answered some of their questions, and put them into contact with UCSC Regents Scholars when they wanted to ask questions of students. Although causality is difficult to prove, our effort seemed to make a difference: 15 students accepted

compared to 9 the year before. We plan to try this again in 2006, and engage our UCSC Regents Scholars even earlier in the process.

DIVERSITY AND ADMISSION BY EXCEPTION
CAFA discussed issues related to undergraduate student body diversity many times during the year. We supported a broad interpretation of the term including diversity of gender, ethnicity, cultural and socio-economic background, sexual preference, geographical distribution, abilities, interests and talents. There are two admissions avenues available for enhancing student body diversity. One is the comprehensive review process, which includes criteria that encourage diversity. The other is the University's Admissions by Exception (AbyE) policy, which allows campuses the flexibility to admit up to six percent of newly enrolled freshmen and advanced standing students who demonstrate potential for success at UC but do not meet the eligibility requirements. (The algorithm for determining eligibility is based on GPA and test scores, as described at the link below). The more selective campuses used to accept significantly lower percentages of AbyE students than the less selective campuses, such as UCSC. During the past eight years, however, AbyE percentages have fallen across UC, including at UCSC, which reached 2 % in Fall 2004—close to the UC mean.

In November 2003, President Robert Dynes chartered the Eligibility and Admissions Study Group to examine undergraduate eligibility and admissions policies and implementation issues facing UC, including AbyE. In its *Final Report to the President (April 2004)*, the Study Group wrote "Admission by Exception provides an important access path for students with outstanding talent or achievements in particular areas (such as athletes or students gifted in math or music), as well as those from nontraditional (such as home-schooled) or disadvantaged educational backgrounds." It recommended that UC retain the ability to utilize the full six percent of enrollments currently permitted under the AbyE policy and for BOARS to examine guidelines for admission of ineligible students. BOARS then drafted guidelines for AbyE and requested admissions committees at each campus to consider and respond to them. CAFA resolved to study how we might refine our current procedures to identify and assess exceptional applicants that demonstrate the potential to succeed at UCSC. We noted that any such changes would certainly entail detailed reading and analysis of more applications, which would require increased funding for the admissions process, one would hope from UCOP. We also pointed out that AbyE is not an ideal mechanism for admitting qualified students who would greatly benefit the campus, but were missed by our standard admission procedure, because it does not apply to all the UC-eligible students who fall below our cutoff for admission.

In mid-May CAFA met with Chancellor Denton to discuss concerns about diversity, particularly with regard to disadvantaged, underrepresented students and the constraints imposed by Proposition 209 and recent court decisions interpreting its application. Frank discussion or research about what kinds of policies are called for at this moment of political backlash and rapid demographic transformation are often limited by overly cautious interpretations of what is permissible after 209. We are concerned with the continued low eligibility rates for African American, Chicano, and Latino students in particular, and by the fact that our admit rates for African American and Chicano students in the 2004 class were lower than the overall UC rate for

those groups. CAFA recognizes that creating a more diverse student body at UCSC is a complex project that will require action on at least five different levels of university involvement:

- **Increasing eligibility** of students from divergent backgrounds (particularly low-income students, ethnic minorities, first-generation-to-college students, and students from "inner-city" and "rural" areas.
- **Recruiting** more of those students to apply to UCSC.
- **Refining admissions criteria** to realize a more diverse pool of admitted students.
- **Increasing yield** of such students
- **Retaining** students with diverse backgrounds once they enroll at UCSC.

We suggested four possible pilot programs that might be undertaken at reasonable cost in the near future as a means to begin improving campus diversity.

1) **Augmented Review** for applicants in the bottom four deciles of California high schools. By reading all files from students in this group, it should be possible under our present or slightly modified implementation of comprehensive review criteria to identify and admit more students with high potential and the ability to contribute significantly to academic life at UCSC.
2) **Targeted Counselor Events.** Sponsor small groups of UCSC faculty, students and staff to meet with counselors in Los Angeles and the San Francisco Bay Area at schools that have high concentrations of underrepresented and low-income students.
3) **Expanded EOP Bridge Program**. Increase the EOP Bridge Program from the current 60 students to 128 students (adding incrementally over a two-three year period).
4) **Investment in Individual Students and Their Families**. Begin a pilot project at a local high school and community college in a low-income area to identify first-year, low-income students with academic potential to succeed at university, and groom them for admission to UCSC.

OTHER
The new method of calculating UC eligibility, which takes account of changes in the SAT exam series and a concordance to convert ACT to SAT exam scores, is given at
http://www.universityofcalifornia.edu/admissions/undergrad_adm/paths_to_adm/freshman/scholarship_reqs.html

The committee welcomed a report by Michelle Handy on the EOP Bridge Program. After their first quarter at UCSC, Bridge students were doing well. Of 54 students enrolled, 2 had withdrawn for personal reasons and 50 were in good standing with an average GPA of 2.9. This represented a considerable improvement over the 2003-04 cohort's first-quarter performance.

In response to the Academic Senate's charge, CAFA plans to examine students' characteristics presented at the time of application and likelihood of retention and graduation at various rates.

This Fall Christian plaintiffs sued the University of California and BOARS over its refusal to approve certain religion-based high-school courses in admissions decisions. See
http://www.berkeley.edu/news/berkeleyan/2005/10/05_textbooks.shtml

Respectfully submitted,

COMMITTEE ON ADMISSIONS AND FINANCIAL AID

David Harrington (F)   Holly Cordova, NSTF Rep
David Kaun   Liam Welcher, SUA Rep
Patrick Mantey   Christopher Chun, SUA Rep
Karen McNally, (F) BOARS Rep
Paul Nauert
Eric Porter
Zack Schlesinger
Trish Stoddart, (W & S) BOARS Rep
Jin Zhang
Rob Coe, Chair

November 3, 2005

COMMITTEE ON COMPUTING AND TELECOMMUNICATIONS
Annual Report, 2004-05

To the Academic Senate, Santa Cruz Division:

The Committee on Computing and Telecommunications (CCT) devoted much of its time this year to tracking the Information Technology (IT) transformation project and ensuring that the project did not adversely affect the computing environment on campus. We particularly focused on issues of interest to the faculty and students. These issues included:

- Providing faculty feedback to the IT organization on implementation issues. We often found it necessary to request additional details from Information Technology Services (ITS) to provide meaningful feedback. Topics included:
  - Purchasing and computing standards
  - Availability of computing support (help desk)
  - Software purchase and upgrade policies
  - Support for Web presence for departments, courses, and individual faculty
  - Instructional computing support
  - Wireless computing availability and security policies
  - Tension between central and distributed provision for services such as computing clusters and email servers
- Ensuring that the new IT organization provided necessary services to all academic divisions, including those that might have "non-standard" needs. This involved separating research needs from "vanilla" computing.
- Providing guidance to ITS and the Committee on Planning and Budget on funding mechanisms and levels for ITS.
- Guiding ITS in implementing a "single sign-on" authentication mechanism. This included discussion of externally visible names and email addresses; CCT stressed the importance of allowing faculty to choose their own email addresses.

In addition to IT consolidation issues, CCT discussed several other topics during 2004–05.

Software for web-based delivery of course materials was an area of discussion that we expect to continue investigating in 2005–06. UCSC currently uses WebCT, but several other UCs (and other universities around the country) are moving to Sakai; CCT debated whether to recommend that UCSC move to Sakai as well.

CCT also discussed the issue of computing security on campus and its interaction with academic freedom and the ability to conduct research. We recommended that UCSC form a committee to formulate computing security policy with faculty representation from CCT and other Senate committees (COR, CAF); this committee was created in Summer 2005. Computing security will remain an issue for CCT in 2005–06.

The issue of cheating and the use of software to detect cheating was also a topic of CCT discussion. We gathered information on the problem and possible solutions, but no resolution was reached on this topic. We expect to continue discussing the problem in 2005–06.

We expect that IT consolidation will continue to dominate CCT activity in 2005–06. We hope that as the consolidation is implemented; CCT can turn its attention to issues such as the tradeoff between security and academic freedom, better integration of computing technology into the teaching environment, and wider availability of computing support for all of the academic divisions.

Respectfully submitted,

COMMITTEE ON COMPUTING AND TELECOMMUNICATIONS
Alex Pang
Andrew Fisher (F)   Student Representatives
Charles Hedrick   Kunal Ayra
Claire Max
David Cope (W,S)
Gary Glatzmaier
Shelly Errington (W,S)
Ethan Miller, Chair

August 31, 2005

Committee on Educational Policy
Annual Report 2004-05

To the Academic Senate, Santa Cruz Division:

The Committee and Educational Policy worked on a wide range of issues during the 2004-05 academic year.

New Major Issues

Quantitative courses: The Committee began its comprehensive review of the Quantitative Course general education requirement. The review will be completing in the 2005-06 academic year, and an interim report on this review was submitted to the Senate during the Spring 2005 meeting (AS/SCP/1457-1).

Undergraduate Student Grievance Procedure: Working with the Academic Assessment Grievance Committee (previously the Narrative Evaluation/Student Grievances Hearing Committee) and the Committee on Committees, CEP proposed, and the Senate approved, modification of Appendix C of the Senate manual.

Individual Major: Based on growing concern about the use and quality of individual majors, CEP reviewed many examples of individual majors and developed a new process for their approval. In an effort to ensure that all majors have the high quality expected of a University of California Bachelor's degree, CEP modified the procedure and developed new guidelines for approval of individual majors. The primary changes include:

- The committee chair for an individual major must be a member of the Academic Senate.
- The proposal for an independent major must be structured to answer a series of questions concerning the major and the reasons for the Major's development.
- Required annual meeting with the student's individual major committee and an annual status report to be filed at the student's College.
- Final approval for individual majors rests with the Committee on Educational Policy, pursuant to Divisional Bylaw 13.17.4. CEP may consult with related department chairs in the process of evaluating these majors.

Student-Directed Seminars: In a related review, CEP also examined student-directed seminars. The Committee saw variations in the level of preparation for the course and the quality of the proposal, and revised the documentation checklist as well as instituted a required background check for student leaders. The primary changes include:

- Title IX training for all student-directed seminar leaders,
- An academic and disciplinary record check for the student,
- A more structured request for supporting documentation, and
- A faculty supervision plan.

XSC Courses: The Committee worked with UCSC Extension Dean Cathy Sandeen and several department chairs to enable the offering of "XSC" courses by UCSC Extension. These courses are the equivalent to campus courses in all respects except that the offering is managed by Extension. Preliminary plans include offering of mathematics, psychology, and economics courses at Extension facilities in Santa Clara County. CEP will receive an annual report on this new program.

Enrollment Adjustment: The Committee eliminated the Enrollment Adjustment petition. This petition was created for one-time enrollment adjustments at the time when the campus moved to mandatory grading. Since then, the petition has seen many uses beyond those intended, and the Committee has retired the petition. Cases of enrollment error will continue to be petitionable through the colleges to the Committee on Educational Policy. The Committee hopes that removal of this form will help instill among students a culture of responsibility for enrollment.

Catalog Rights: CEP has had a long-standing policy of catalog uniformity, that all major, minor, college, and general education requirements be taken from the same catalog. On consideration, the Committee found that the requirements for each aspect of the degree are coherent on their own, and now students may graduate using different catalogs (constrained according to term of admission) for each of these components. For example, a student pursuing two majors may use one catalog year for the first major, perhaps the sophomore year catalog, and another catalog year for the second major, perhaps the senior year catalog. This has often been the practice, but was necessary to formalize for the AIS system.

Major Issues From 2003-04

Composition requirement: Working with the Council of Provosts and the Writing Program, the Committee approved definitions of course objectives for the C1 and C2 general education requirements approved by the Senate in the 2003-04 academic year. The Committee reviewed and approved course approvals for the various College Core courses to carry these designations.

WASC Review: During fall quarter, the Western Association of Schools and Colleges (WASC) visited our campus for a second time as part of the campus accreditation process. Both as a committee and as members of the committee, CEP continued an extensive role in this process, successfully led by Senate Vice Chair Faye Crosby and VPDUE William Ladusaw.

Comprehensive/Senior Exit Requirement: The Committee continued to follow-up on its 2003-04 report on the Comprehensive/Senior Exit Requirement. Informed by CEP's analysis that comprehensive examinations are not satisfactory for either students or faculty, several programs modified their major requirements to change or eliminate comprehensive examinations. In 2004-05, Computer Science replaced its comprehensive examination with several options for a capstone project. Linguistics and Language Studies replaced its comprehensive exam with choices of a capstone course, senior thesis, or senior project. Biology enabled satisfaction of the exit requirement by passing a new senior seminar course, participating in undergraduate research, or completing an academic internship.

<u>Minors</u>: Last year, at the Committee's request, the Senate modified its regulation on minors to require 25 upper-division units. Several minors did not meet this criterion, and modified requirements or justified an exception as permitted by the regulation. CEP approved increases in upper-division unit requirements by the minors in Jewish Studies, Psychology, Philosophy, Legal Studies, Music, Electronic Music, and Jazz. CEP approved an exception to the policy of 25 UD units for the History Minor to enable the minor to ensure lower-division breadth, and for the Astrophysics minor because of the extensive lower-division requirements.

<u>Honors Program</u>: CEP endorsed VPDUE Ladusaw's plans for a steering committee with members from appropriate senate committees to pursue planning a campus-wide honors program.

New Programs

The Committee approved a new Combined Major in Literature/Latin American and Latino Studies. The Committee approved new minors in Statistics (overseen by Applied Mathematics and Statistics) and in Computer Technology (overseen by Computer Engineering).

The Committee approved name changes from Women Studies to Feminist Studies, and from the Minor in Music to the Minor in Western Art Music.

Other Issues

The Committee performed its regular work of approving all new courses and major revision to the existing courses, taking part in program external reviews, commenting on the academic program review process, and the reviewing all catalog copy. The Committee approved several requests for pass/fail grading in cases of internship courses without direct faculty supervision. The Committee delegated the assessment of Concurrent Enrollment courses for general education requirements to Admissions, as is done for transfer courses.

CEP approved the request to prohibit seniors who are not majors from enrolling in Literature 1, and a removal of the Writing-Intensive (W) designation from Politics 100. The Committee was disturbed by the declining capacity of W courses, and suggests that the 2005-06 CEP study this issue.

The Committee also commented on system-wide issues such as Interdisciplinary Activities, the Science General Education Transfer Curriculum (SciGETC), streamlining transfer course approval within the UC system, first-year writing class sizes, and monitoring of student progress.

Concluding Remarks

The members and guests, especially the Chair, recognize and salute Cathy Fong's excellent work as staff analyst for the Committee and Educational Policy, and congratulate her on her retirement. Cathy for many years has been the facilitator, memory, and steward of not just the Committee on Education Policy, but of educational policy and process itself. Her research skills and hunches have enabled the committee to maintain a particularly high level of

consistency. Her hard work in preparation for weekly meetings enabled CEP to cover the endless stream of educational policy topics the committee examines, from the routine to the unexpected, from issues affecting one student to all students.

Respectfully submitted,

COMMITTEE ON EDUCATIONAL POLICY
Heather Bullock
Linda Burman-Hall   Fred Kuttner, NSTF Rep.
Pamela Hunt-Carter, *ex officio*   Pedro Castillo, Provosts Rep.
Tracy Larrabee   Reuben Barnes-Levering, SUA Rep.
Jaye Padgett
John Tamkun
Richard Hughey, Chair

November 3, 2005

COMMITTEE ON EMERITI RELATIONS
Annual Report, 2004-05

To the Academic Senate, Santa Cruz Division:

The Committee on Emeriti Relations dealt with four matters this year.

1. The Edward A. Dickson professorship funds.
Provost Bill Ladusaw asked the Committee for suggestions for using the funding for the Edward
A. Dickson Emeriti Professorship on the campus.

The Edward A. Dickson professorships are funded by the estate of Edward A. Dickson, who
served as a Regent from 1913 to 1946. They can be used to support annual awards for one or
more academic emeriti and/or annual support for teaching, research, public service, and/or salary
stipend of emeriti professors on recall. Recently the funding for these professorships has been
distributed to the campuses and the campus anticipates receiving $10,000 per year in income
from the fund to further Mr. Dickson's goals.

The Committee recommended that one Dickson Emeritus Professor be appointed each year, with
the appointee being recalled to service to teach one course; that the $10,000 be used to pay the
recall salary of that professor; that the Dickson professorships be filled, to the extend feasible, on
a rotating basis among the UCSC academic divisions; and that the relevant departments be
invited to nominate appointees, with the selection from the nominees being made by the
divisional dean.

2. Charges for Emeriti Email.
The Committee received a complaint from an emeritus faculty member that he would be charged
a fee to maintain his email account. The Committee looked into this and discovered that that,
although not implemented across the board, it was CATS' policy (pursuant to existing campus
rules) to charge emeriti not on UCSC's payroll for email services, unless their departments were
willing to pay the charges instead. The Committee raised various questions about this policy with
Larry Merkley, Vice Provost for Information Technology, and the Vice Provost agreed to change
the policy. As a result, all emeriti can now continue to maintain their email accounts without
charge.

3. Workshop on Retirement Issues.
The Committee and the Committee on Faculty Welfare co-sponsored a Benefits Brown Bag
workshop/discussion for faculty planning to retire or thinking about retirement. Among the
topics dealt with were Medicare eligibility, medical plan choices and options and their
coordination with Medicare, the rights of emeriti, and re-employment/recall appointments.

4. Parking Fees for Recalled Emeriti.
The Committee learned late in the year that emeriti recalled to teach a course, The Edward A.
Dickson, were now being required to pay for parking permits for the quarter they were on the
payroll. The Committee raised with Interim Vice Chancellor Kliger reasons why this is an

unwise campus policy. The matter is presently under consideration by the Interim Vice Chancellor.

Respectfully submitted,

COMMITTEE ON EMERITI RELATIONS
Mark Traugott
Michael Warren
Dick Wasserstrom, Chair

August 26, 2005

COMMITTEE ON FACULTY WELFARE
Annual Report, 2004-2005

To the Academic Senate, Santa Cruz Division:

The Committee on Faculty Welfare (CFW) worked productively during the academic year as well as during the summer on core issues of concern to the faculty and the entire campus community. This year's committee benefited enormously from being able to draw on the expertise of prior CFW chairs and members as well as colleagues on other senate committees. In addition, CFW maintained its long standing practice of working and consulting with key administrative committees. The committee is grateful for the responsiveness of outgoing Interim Chancellor Martin Chemers as well as the enthusiasm of incoming Chancellor Denice Denton in addressing some of the key challenges facing the instructional community at UCSC.

CFW accomplished a substantial amount of work last year, especially considering that it only had four members in the fall, five during winter and a full compliment of eight in the spring (the charge is for 6-8 members). CFW acknowledges the tireless work of the Committee on Committees in recruiting members for our committee. Roger Anderson served as chair in the fall quarter. Paul Ortiz served as chair in the winter and spring. The committee was ably advised by Pamela Edwards who patiently and wisely guided CFW through transitions in chairs as well as committee members.

CFW continued its tradition of gathering broad faculty input in order to craft an agenda of issues to focus on throughout the year. The severe shortage of affordable housing for faculty and staff on or off campus quickly became the most critical issue. There is now a broad consensus at UCSC that we have reached a crisis point on the question of housing. Simply put, new faculty cannot afford to purchase housing in this region at current market rates. During 2005, the median price of a single family dwelling in Santa Cruz reached $780,000. This crisis has been exacerbated by the failure of the University of California to award significant cost-of-living allowances over the past several years.

In addition, the housing crisis must be successfully resolved in the new Long Range Development Plan (LRDP) before the LRDP moves forward. CFW believes that early iterations of the LRDP have failed to adequately address housing. After numerous consultations with CFW as well as the administration, the Senate Executive Committee (SEC) responded to the housing crisis by presenting a resolution to the full meeting of the Academic Senate during the spring quarter. The resolution reads as follows:

Senate Executive Committee
Resolution on Faculty Housing and Campus Growth

To the Academic Senate, Santa Cruz Division:

WHEREAS our ability to recruit and retain excellent faculty depends, in part, on their ability to obtain adequate and affordable housing, and

WHEREAS the cost of housing in the Santa Cruz area has risen dramatically over the last decade, and

WHEREAS the campus cannot support an increase in the student population without a corresponding increase in the number of faculty,

THEREFORE, BE IT RESOLVED that, if UCSC plans to grow beyond 15,000, then it must offer plans for sufficient and affordable faculty and staff housing. The Senate calls on the administration to provide plans by October 1, 2005.

This resolution spurred vigorous discussion and debate on the floor of the Senate. Several colleagues testified that a stronger version of the resolution was required given the fact that UCSC has failed repeatedly over the past decade to formulate a viable housing plan. A specific proposal to peg housing prices to entry-level faculty salaries to make units more affordable for junior faculty was defeated by voice vote. The stated hope of many colleagues who voted against this particular proposal was that the incoming chancellor would deal decisively and effectively with the housing crisis. Ultimately, the resolution in its current form was passed by a voice vote without opposition on May 20, 2005.

More information on the housing crisis appears in the body of this report.

During the year, colleagues frequently contacted CFW about concerns over faculty salary levels as well as the lack of sufficient campus child care capacity. Not infrequently, junior as well as senior colleagues emphasized the fact that these issues significantly overlap with each other. Lower salaries vis-à-vis our counterparts at the comparison-eight institutions impacts our ability to buy housing, and the insufficient number of slots in the campus child care facility has a detrimental impact on family budgets as well as morale and scholarly productivity.

CFW decided to "bundle" housing, child care, and salaries together as issues that need to be grappled with simultaneously. We promoted this viewpoint at Academic Senate meetings as well as in meetings with members of the administration. CFW's winter quarter presentation to the Academic Senate on the housing crisis initiated a broader conversation among faculty about salaries and merit promotions on campus. Specifically, CFW asked the Senate to consider the following question: Is there a culture or climate on our campus that is slowing down promotions, merit increases, and accelerations? Even as we recognize that faculty salaries are in large part a system-wide (and nation-wide) issue, we ask our colleagues and the administration to consider what we can do as a campus to address salary matters. CFW feels that this question needs to be seriously revisited in 2005-2006.

Towards the end of the year the additional issue of Tuition Remission for children of faculty and staff was raised by several colleagues, and we expect to explore this issue further in the 2005-2006 academic year.

Housing

A May 20, 2005 article in the *Santa Cruz Sentinel* noted: "Back in June 2001, the Sentinel ran a front-page headline that read, "New campus housing in the $300,000-$400,000 range." Today, the headline might be "Campus housing pricey for faculty." The 125 homes planned in 2001 for UC Santa Cruz faculty have yet to be built; the new completion date for the project, known as Ranch View Terrace, is fall 2006. The number of homes has shrunk to 80 and the price has grown to $400,000 to $600,000. The homes range in size from 1,747 to 2,078 square feet.

CFW received a significant amount of correspondence in the fall, winter and spring quarters from faculty and departmental chairs who were dismayed at the continuing upward movement of housing prices at the campus's proposed newest housing development, Ranch View Terrace (RVT). Indeed, the stated average price of these units increased by $100,000 during the past academic year alone.

Deans of academic divisions, chairs of departments, and assistant professors alike expressed concern that RVT units are priced well beyond the means of most assistant as well as associate professors at UCSC. Faculty as well as members of the administration voiced frustration that the campus has thus far failed to craft viable short-term or long-term housing plans that will guarantee that our campus remains competitive with our peer research institutions in terms of recruitment and retention of talented faculty.

CFW is also troubled by the fact that many faculty who have been recruited over the past several years were given the impression that ground-breaking for a new family housing development on campus was forthcoming. However, ground-breaking has yet to occur. Needless to say, the impact of the housing crisis on faculty morale has been devastating. Some colleagues are silently admitting defeat or are polishing up their vitas for the job market.

UCSC has a public commitment to recruiting a diverse group of faculty to match an increasingly diverse student body. However, this goal cannot be achieved unless a new model for building and allocating faculty housing is developed. The absence of such a plan will prevent this campus from recruiting and retaining faculty from non-elite backgrounds. Unless we plan to post tenure-track job announcements that read: "Only wealthy individuals need apply," we must do better.

During the course of the academic year, CFW met with and consulted with numerous members of the administration including Vice Chancellors Tom Vani, Francisco Hernandez, Meredith Michaels, and Jean Marie Scott as well as Assistant Provost Charlotte Moreno in an attempt to formulate solutions to the crisis. In addition, CFW sent representatives to discuss housing concerns at Council-of-Chairs meetings in the Physical

& Biological Sciences and the Arts Divisions. In these meetings, we especially focused on Ranch View Terrace as well as MOP loans and the campus housing wait lists.

Recognizing the need to work overtime on this crisis, members of CFW met and consulted over the summer of 2005 with key members of the administration. Specifically, Ted Holman met regularly with Vice Chancellor Jean Marie Scott in order to assess the progress of Ranch View Terrace and possible options for the future. These meetings have been productive but as of yet we are still looking for effective plans to deal with the housing crisis as UCSC. We are optimistic given the current administration and their genuine desire to solve this important issue we can improve the faculty housing environment at UCSC.

Child Care

Child care continues to be a crucially unmet need for many faculty. This year, of the 105 spaces currently available in the four programs run by Child Care Services, 35 were occupied by children of faculty or staff (grouped together for administrative purposes), while 101 faculty/staff parents languished on the waiting list. Demand was highest for care for children under 2, with only one spot in the Infant/Toddler Center currently occupied by a faculty/staff child. The message to faculty seems clear: if you choose to start a family, you're on your own.

Despite a clear consensus that child care is important for recruitment, retention, and overall morale (according to a 2004 survey, over 90% of faculty feel child care is important for the campus as a whole, even though the issue personally affected only 37% of respondents), little progress has been made in creating new spots in the past decade. Moreover, UCSC lags significantly behind other UC campuses in providing child care spaces for faculty who need them, and in locating matching funds that would allow us to utilize a million-dollar building grant offered by UCOP for this purpose some years ago.

One positive development this year was the establishment of a capital fund specifically earmarked for building a new child care center, seeded by a fundraising event organized by Psychology Professor Faye Crosby. CFW continues to urge the administration to make this building a fundraising priority, and to think creatively and with urgency about creative ways to expand on-campus child care.

Faculty Salaries

During its winter quarter presentation on housing CFW asked the Senate to consider if our departments are doing enough to promote, as well as accelerate, qualified faculty. In addition, CFW consulted with members of CPB and the SEC on the issue of faculty salaries. A question raised in Senate and non-Senate forums during 2004-2005 was: is there a cultural climate at UCSC which has caused some departments to promote their colleagues slower than peer departments at other University of California campuses? If so, what is the cause of this phenomenon, and how should it be addressed? CFW raised

the issue of faculty salaries with incoming Chancellor Denton and welcomes further dialogue on this problem.

Parking

High parking fees continue to be a problem for faculty at UCSC. Compared with many of our peer institutions, faculty at UCSC pay exorbitant fees for the right to park at our place of work. In addition, parking spaces in core areas of campus have been disappearing as new buildings are erected. CFW is concerned with the existing high parking rates for faculty as well as the possibility of future increases. We are equally concerned with the increasing difficulties that faculty face in reaching classrooms. This is an especially daunting task for faculty who must transport special teaching materials such as audio-visual aids to their classrooms.

CFW representatives participated in Transportation Advisory Committee (TAC) discussions regarding the implementation of night-parking user fees at UCSC. Ultimately, TAC voted to implement broader night-parking user fees on campus beginning in September, 2005. CFW representatives expressed reservations about this decision on two levels. First, we thought at the time this decision was made that the concerns of the Senate Graduate Council as well as those voiced by the Graduate Student Association were not adequately addressed. In addition, CFW believes that Transportation and Parking Services (TAPS) has not adequately articulated its rationale for raising parking fees at UCSC. Certainly, no one would have a problem with such fees if it is known that they will be dedicated to increasing safety at night for those who are on campus—a laudable goal. However, the plan to implement broader night-parking user fees has been discussed on this campus over the past two years variously as an equity issue (in the amounts day vs. night parkers pay to park), a budget necessity, and even as a way to preclude raising day fees. It may be that there is a grain of truth in each of these explanations. However, CFW continues to hope that TAPS will more clearly articulate the rationale for current and future rate structures. CFW and other members of the advisory committee asked TAPS to study the actual implementation of this policy as well to monitor its effects on graduate and undergraduate students.

The Lower Campus Parking Project was finalized, in conjunction with the Emergency Response Center (ERC) that is under construction. This project included some parking associated with the ERC and paving the shuttle parking lot. CFW believes that in the future, all capital projects funded by TAPS revenue should first be discussed in user committees such as the TAC and their recommendation should be included with the project papers during the approval process and that major projects should be preceded by more substantial Senate consultation. The lack of such consultation is a breach in the principle of shared governance at the University of California.

USA PATRIOT Act Resolution

During the academic year of 2003-2004 CFW co-sponsored a resolution on the USA PATRIOT Act with the Committee on Academic Freedom (CAF) that required the

administration to consult with the Senate on a regular basis about the PATRIOT Act's impact on members of our campus community. CAF and CFW continued to monitor the administration's compliance with this resolution during the 2004-2005 academic year. CAF and CFW representatives met jointly with Interim Chancellor Chemers to discuss the resolution. CFW will continue to work with CAF to monitor the campus's compliance with this important resolution.

Briefing of and Initial Meeting with Incoming Chancellor

During the spring quarter, CFW scheduled a special meeting with incoming Chancellor Denice Denton to discuss issues of common concern. This meeting was very productive. CFW prepared reports in advance on housing, child care, and faculty salaries. Chancellor Denton listened attentively to these reports and shared her ideas on each issue. Members of CFW applauded Chancellor Denton's stated willingness to listen to faculty concerns. In addition, we discussed a range of other issues including parking rates, the Long Range Development Plan (LRDP), and connections between diversity and excellence. This was a very fruitful meeting. CFW looks forward to continuing our dialogue with Chancellor Denton.

University of California Faculty Welfare

CFW sent a representative to system-wide University of California Faculty Welfare (UCFW) meetings during the academic year. Major issues raised in UCFW meetings with UCOP administrators included: lagging faculty salaries vis-a-vis comparison-eight institutions, health care, and proposed changes in the retirement system. In particular, the committee urged the administration to do all in its power avoid a two-tiered retirement system that would disadvantage incoming faculty members. Senior faculty members of UCFW stressed that UC's benefits package for incoming faculty must be preserved in order to ensure faculty morale, scholarly productivity, and future recruitment and retention of outstanding faculty.

Long Range Development Plan

CFW carefully read over the existing Long Range Development Plan (LRDP) draft in the fall. Throughout the year and in various venues, we discussed our concerns over different aspects of the plan with incoming Chancellor Denton, Business and Administrative Services (BAS) Vice Chancellor Tom Vani, and Associate Vice Chancellor of Colleges and University Housing Services Jean Marie Scott among other members of the administration.

On March 15, CFW met with Vice Chancellor Vani to discuss parking-related issues in the LRDP. We sent questions in advance to Vice Chancellor Vani. Among the most important questions were:

1) The current system is to take inexpensive parking and convert to building space. Since faculty pay for the parking, do you feel it is fair that we are not compensated for this loss of capital improvement?

2) Does the LRDP address the problem with how we fund parking?

3) Do you agree with the reassessment of the University of California charter that the UC Office of the President (UCOP) can actually pay for parking? If so, how do you suggest we pressure UCOP to start helping us pay for parking?

CFW looks forward to continued cooperation between the Academic Senate and the administration, and we hope to work together to solve the many challenges facing our campus.

Respectfully submitted,

COMMITTEE ON FACULTY WELFARE
Scott Brandt (F)
Margaret A. Gibson (W&S)
Kirsten Silva Gruesz (S)
Ted Holman
Hi Kyung Kim (S)
Richard Otte (S)
Hongyun Wang
Manfred Warmuth (W&S)
Roger Anderson, Chair (F)
Paul Ortiz, Chair (W&S)

November 3, 2005

GRADUATE COUNCIL
2004-2005 Annual Report

To the Academic Senate, Santa Cruz Division:

The Council met bi-weekly during the academic year, with a total of 15 regularly scheduled meetings over the course of the year. An additional ad-hoc meeting was held in the Spring term to follow through on an Appeal of Academic Judgment that was brought before the Council late in the academic year. The voting membership of the council comprised: Ram Akella, Donna Hunter (Vice-Chair), Robert Johnson, Norma Klahn, Ronnie Lipschutz, Pradip Mascharak, Lisa Rofel, Barbara Rogoff, Bruce Schumm (Chair), Marilyn Westerkamp, with Vice Chancellor for Research and Graduate Dean Robert Miller sitting *ex officio*. Associate Dean for Graduate Studies Lisa Sloan attended most meetings. Meetings were also attended by Laurie Babka of the Academic Senate staff, Bob Hastings of the Graduate Division, Graduate Student Association Representatives Kai Pommerenke, Lisa Downward, and Susanne Altermann, Postdoctoral Scholars Association representative Brian Ackley, and LAUC representatives Beth Remak-Honnef (F,S) and Catherine Soehner (W). Chair Schumm served as a representative to the systemwide Coordinating Council on Graduate Affairs (CCGA), the WASC executive committee, the Senate Executive Committee, the Chanellor's Advisory Board, and the Academic Advisory Committee. Vice-Chair Hunter served as the Graduate Council Representative on the University Librarian Search Committee. Guests to the Graduate Council in 2004-2005 included Chancellor Denice Denton, Academic Senate Vice-Chair Faye Crosby, Professor June Gordon, CSU Monterey Bay Education Professors Linda Rogers and Patricia Whang, San Jose State University Education Professor Barbara Gottesman, UCSC Extension Director of English Language International Programs Susie Miller, UCSC Extension Academic Coordinator Lori Buehring, and Graduate Student Association Secretary Allison Luengen.

1. Graduate Council Organization

The 11-member Graduate Council designated several subcommittees that met separately throughout the year. The Council continued to have standing committees on Courses (Rofel, Klahn, Mascharak) and Program Degree Requirements/Catalog Copy (Johnson, Westerkamp. Hunter). In addition, ad hoc subcommittees were formed for the Cota Robles (Lischutz, Klahn, Schumm, Westerkamp) and Dissertation Year (Rofel, Johnson) fellowships and TA award processes (Rogoff, Mascharak), and program external review (see below). The Council as a whole reviewed new program proposals as well as all other academic and policy issues that arose that were related to Graduate education.

The Council depends critically on the Senate staff for its efficient functioning and for providing vital institutional memory; as always, it is deeply indebted to Laurie Babka for her knowledgeable, patient, and good-humored support throughout the year.

2. The Coordinating Committee on Graduate Affairs (CCGA)

The systemwide Coordinating Committee on Graduate Affairs (CCGA) is charged with assessing new graduate programs and recommending for or against their approval. It examines each program proposal rigorously, making use of external reviews from referees both within and without the UC system. Additionally, the advice of the CCGA is solicited for all systemwide policies related to graduate and post-doctoral education. During the 2004-2005 academic year, the proposal for a joint Doctorate (Ed.D.) in Educational Leadership between UCSC, Cal State

Monterey Bay, and San Jose State University was reviewed and approved, leaving UC Riverside as the only eligible UC campus without an approved joint Ed.D. program. Graduate Council Chair Schumm served as the lead reviewer for two new program proposals: the UCD/Sacramento State/Sonoma State Ed.D. proposal, and a proposal for a Masters Degree in Global and International Studies at UC Santa Barbara. Specific topics of policy discussed at CCGA during the 2003-2004 academic year included:

- California State Senate Bill SB 724 that would grant Cal State the right to award all higher degree titles except those (such as the Ph.D.) geared towards preparation for university faculty research and teaching
- Senate Regulation 600(B) on the granting of higher degrees to members of the same divisional academic senate as the awarding department
- An Academic Council resolution, motivated by several departments' votes to prohibit members' acceptance of funds from tobacco companies, reserving the right to restrict sources of funding to the Regents
- Funding models for graduate study, especially for non-resident and international students
- Trends in the enrollment of international students
- Senate Regulation 694 on residency requirements (see item below)

3. Oversight of the Mathematics Ph.D. Program

In 2002-2003, Graduate Council exercised its plenary authority by suspending admissions to the Mathematics Program, beginning with the 2003-2004 academic year. In re-authorizing admissions to the program for 2004-2005, the Council stipulated that the Division provide the Council with annual reports on Mathematics graduate curriculum, enrollments, hiring and personnel actions, and student quality and welfare. This report was made available by Dean of Physical and Biological Sciences Kliger in early October. In addition to this report, which was reviewed by the full Council, a Council member (Rogoff) reviewed the course evaluations for all Graduate courses taught in 2003-2004. The Council was satisfied that the Mathematics Graduate Program was operating at a level warranting continued admissions to the Ph.D. program. The Council will continue to review the program in this way on a yearly basis, until the Council deems by formal vote that the reviews are no longer necessary.

4. New Program Proposals

The Council reviewed and approved proposals for two new Doctoral programs: a Joint Doctorate (Ed.D.) in Educational Leadership between UCSC, CSU Monterey Bay, and San Jose State University, and a Ph.D. in Music.

Chair Schumm, who had experience in joint doctoral programs in educational leadership from his role as CCGA's lead reviewer for the UCSD and UCD proposals, worked closely with UCSC proponent June Gordon to polish the proposal to meet the complex requirements for joint doctoral ventures. When the proposal came before the Council, a number of further questions were raised that were adequately addressed by UCSC and CSU administrators, as well as the lead proponents from each of the three campuses. The Council approved the proposal on November 18, 2004, and the proposal was sent forward to the Office of the President, where it received CCGA approval in June for admission in the 2005-2006 academic year. We look forward to our first cohort in the program, which is part of a conscious and visible effort on the part of the Office of the President to enhance the contribution and influence of the University in California's K-14 educational system.

The Council found only relatively minor concerns with the Music Ph.D. proposal, which were quickly addressed by the department. The proposal was approved by the Council on May 18, 2004, and will be sent forward to UCOP in September.

In conducting its reviews of these proposals, the Council was well advised by its sister committee, the Committee on Planning and Budget. The Council would like to acknowledge the essential role played by CPB in the proposal review process.

5. Graduate Program Review

During the 2003-2004 academic year, the results of the following programs' periodic reviews came to the attention of the Graduate Council: Music, Psychology, and Earth Sciences. Reports from the Graduate Council were generated under the lead of members Westerkamp, Rofel, and Johnson, respectively. No major problems were identified in any of these three programs; in all cases, the external reviewers were quite favorably impressed by the overall quality of the Graduate-education related components of the departments.

In addition, the Graduate Council consulted with Vice Provost of Academic Affairs George Brown on the revision of procedures for the review of academic programs. Several suggestions provided to VPAA Brown, based on its experience during the 2003- 2004 and 2004-2005 academic years, were incorporated by VPAA Brown for future reviews.

6. Parenthetical Notations

The 2004-2005 academic year was the first for which the Council's policy on approval of parenthetical notations was in effect. This policy makes a clear distinction between programs offering to host the curriculum for the subject matter of the notation, and client programs that wish to make use of that curriculum in developing a secondary (parenthetical) concentration, and sets forth criteria that must be satisfied will by the host and client programs. Based on correspondence received by the Council, the policy seems to provide a good context for the consideration and proposal of parenthetical courses of study. Two new parenthetical offerings (a concentration in Ecology and Evolutionary Biology within the Environmental Studies Ph.D., and the option of a parenthetical notation in Latin American and Latino Studies for Environmental Studies Ph.D. students) were reviewed and approved under this new policy.

7. Oral Language Skills for International Students

By California legislative order, oral language skills of international students whose native language is not English are assessed via a formal test before they begin their first teaching assignment. Students who do not pass the test at a sufficient level are required to enroll in a remediation course, Ling X444, managed by the UCSC extension. Both the test and the mode of delivery of the class had changed since prior Graduate Council review of the remediation procedures, in 2001-2002. At that time, the remediation class was sponsored by the Division of Natural Sciences (now the Division of Physical and Biological Sciences), and the Council approved the SPEAK test for assessing spoken language skills. The Division of P&BS stopped sponsoring the remediation class in 2002 in order to conserve resources, leaving it to the UCSC Extension to provide it for a fee to either the student or sponsoring department. In addition, the SPEAK test, which involved in-person assessment by language experts, was deemed to be too costly, and the Spoken English Test (SET 10), which relies on computerized assessment, was

substituted for the SPEAK test in 2004. Neither of these changes was done with the cognizance of the Graduate Council.

As a result, the Council felt compelled to review the Extension's delivery of the remediation class, and the efficacy and fairness of the SET 10 test. Testimony by Susie Miller, UCSC Extension Director of English Language International Programs, and Lori Buehring, UCSC Extension Academic Coordinator, satisfied the Council that the delivery of the remediation course was being expertly handled. Concrete statistical data also confirmed the validity of the SET 10 exam; however, given the computerized nature of the exam, the Council instructed Extension to develop an appeals policy for students and advisors who felt the SET 10 assessment to be in error. With input from the Council, Extension developed the appeals policy, which was approved on February 24, 2005.

8. Graduate Catalog Rights

Graduate Student Association representative Pommerenke pointed out that, unlike undergraduates, graduate students do not have recourse to the UCSC General Catalog as the document of record for degree requirements. The Council drafted and passed language awarding catalog rights to graduate students commensurate with those enjoyed by undergraduates. Graduate catalog rights will be effective beginning with the 2006-2007 academic year. A memo was sent to departments and programs apprising them of the need to have degree requirements explicitly enumerated in the General Catalog.

9. Catalog Copy and Degree Requirements

One of the essential roles of the Graduate Council is to monitor graduate program degree requirements. The Council recommended to VPAA Brown that an assessment of degree requirements be a part of the standard charge to review committees during the periodic external review of departments and programs. In addition, the Council reviews all proposed degree requirement changes. In 2004-2005, the Council reviewed and approved degree and admissions requirement changes for graduate programs in Music, Education, Electrical Engineering, Social Documentation, Chemistry, Mathematics, Computer Engineering, and Environmental Studies.

During the 2002-2003 academic year, the Graduate Council became aware that the degree requirements of a number of graduate programs had changed without Council review. As a result, the Council undertook a systematic review of graduate program degree requirements, asking all programs to summarize degree requirement changes enacted since the comprehensive review of Ph.D. programs in 1993, and to state whether these changes had been approved by the Council. The Council then reviewed degree requirement changes for programs that had changed requirements without Council approval. Since not all departments responded promptly, this review continued through the 2004-2005 academic year. At the close of this year, graduate programs in Mathematics (Ph.D.), Environmental Studies and Psychology have still to comply with the Council's request to disclose degree requirement changes since 1993.

It is expected that the imposition of Graduate Catalog rights will inspire programs to review their catalog copy and ensure that degree requirements are comprehensively represented in the General Catalog. The Council does not permit catalog copy to reference other documents or WEB materials; all substantive requirements must be represented explicitly in the Catalog. This establishes a fail-safe, in that if a program neglects to secure Council approval for a degree requirement change, the change will be flagged by Publications and Scheduling as they do their

annual catalog updates, and referred to the Council for review (at the cost of potential delay of the implementation of the changes).

10. Remote Learning and On-Line Classes

At the request of VPAA Brown, the Council stated its intention to establish guidelines for the approval of courses delivered at remote sites, by video link, or through the WEB or other on-line resource. Although a Council subcommittee was established to explore this, Chair Schumm found substantial interest in the issues with the University as a whole. As a result, a CCGA subcommittee was established (including 2005-2006 CCGA Chair Duncan Lindsey of UCLA) to explore policy and best practices. Immediately at hand was Academic Senate Regulation 694, which sets forth residency requirements for Masters programs. Current, the CCGA subcommittee foresees addressing remote delivery issues in SR 694, and the introduction of a new regulation (SR 695) relating to on-line delivery of instruction. The subcommittee has drafted revised language for SR 694, but is in the early stages of discussion about SR 695. Since these are changes and additions to systemwide regulations, it is expected that the process will take 1-2 years to play out.

11. Appeal of Academic Judgment

The Council heard an appeal of academic judgment in its June 2 meeting. In the processing of specifying the rules and procedures for the appeal, the Council explored practices at other UC campuses. Based on this review, and its experiences in the Spring term appeal, the Council may want to consider refinements to the current policy regarding the appeal of academic judgments, which is spelled out in the Graduate Student Handbook.

12. Chancellor's Visit

Chancellor Denton took the time to visit the Council for 45 minutes at its May 19, 2005 meeting. The Council presented Chancellor Denton with a list of its high-priority issues, of which it had apprised the Chancellor in an earlier memo. These issues included the incorporation of graduate study into planning for future growth, addressing the $2,000-plus gap in graduate student support relative to national norms, increased focus on graduate education by the campus development office, addressing UCSC's declining competitiveness for non-resident and international students, securing and maintaining adequate library resources for graduate education, and the affordability of graduate student housing. The Chancellor seemed receptive to the points the Council raised.

13. Course Review

As in previous years, the Subcommittee reviewed all new course proposals, as well as any course change requests that were not deemed to be pro-forma according to previously established course review policy.

14. Graduate Students Welfare

The Council continued to enjoy a strong collaborative relationship with the Graduate Student Association, taking great benefit from the contributions of representatives Pommerenke, Downward, and Altermann. The Council provided support to the Association in the areas of graduate student housing and health care, after-hours parking, and the establishment of Catalog rights. An issue raised by the Association late in the Spring term – that of the recourse available

to students who have unsatisfactory experiences with advisors and mentors – is of great interest to the Council, and is expected to be taken under consideration by the next year's Council.

15. Statements of Position

A number of issues came before the Council, or were raised by Council members, that required the generation of memos presenting the stance of the Council. These included the Long Range Development Plan draft, proposed systemwide policy on restrictions on the source of research funding, systemwide Senate Regulation SR 600B on the conferral of higher degrees to members of the awarding program's own academic senate, proposed changes to transportation and parking policy, and the draft Educational Effectiveness document for the WASC review. Copies of the Council's statements of position are available from the Academic Senate Office upon request.

16. Issues Carrying Forward to 2005-6

- Degree requirements for programs that have yet to comply with the request to report; reminding departments of Graduate Student Catalog rights as of 2006-2007
- Comprehensive review of Graduate education policy, procedure, and bylaws, with an eye towards consistency and currency
- Review of the policies and procedures for appealing academic judgments
- Continuing the development of the concept of the Graduate College
- Graduate Student Welfare, including the perennial issues of housing and health care
- Pressing the case for increasing fundraising for the campus's graduate program
- Continued probationary oversight of the Mathematics Ph.D. program
- Assessment of the health of the Extension certificate program in Science Illustration
- Reconsideration of the policy on distribution of Block Allocation funds, in light of new degree titles such as D.M.A. and Ed.D.
- Review of recourse available to Graduate Students in case of abusive or negligent advisory relationships
- Reconsideration of policy on the application to multiple Graduate programs by a single applicant
- Efficacy of review procedures for newly proposed or revised Graduate courses

Respectfully submitted,

GRADUATE COUNCIL
Ram Akella
Donna Hunter
Robert Johnson   GSA Representatives: Kai Pommerenke
Norma Klahn   Lisa Downward
Ronnie Lipschutz   Suzi Altermann (S)
Pradip Mascharak
Robert Miller, ex officio   PSA Representative: Brian Ackley
Lisa Rofel
Barbara Rogoff   LAUC Representatives: Beth Remak-Honnef (F, S)
Marilyn Westerkamp   Catherine Soehner (W)
Bruce Schumm, Chair

September 29, 2005

COMMITTEE ON THE LIBRARY
Annual Report, 2004-05

To the Academic Senate, Santa Cruz Division:

The Committee on the Library (COL) has worked on a variety of issues during this academic year. We would like the Senate members and the UCSC Administration to be aware that these issues and their resolution will have an impact on the University as a whole.

1. Library Collections Funding

The UC Santa Cruz Campus is fortunate to have an excellent library that provides high quality services to faculty and students alike in support of research and instructional programs. The Senate Committee on the Library (COL) believes that the library is efficiently managed.   However, there are some serious unmet needs in the area of acquiring and accessing scholarly information, and we are concerned that the library will not be able to sustain its serials and database subscriptions.

The Committee is pleased that the library's collections budget has been exempted from budget cuts the last two years. In addition, $200,000 in permanent funding was provided in both 2003-04 and 2004-05 for collections.   However, we are concerned that over $270,000 was required in 2004-05 just to cover inflationary increases in the collections budget, and additional funding was also needed to acquire library resources to support new graduate programs. If inflation is not even covered, it is not possible for the Library to make provision for the needs of new programs.

On March 21, 2005 the COL wrote to the Interim Campus Provost and Executive Vice Chancellor outlining our concerns regarding the need for additional library funding for the acquisition and accessing of scholarly information in support of academic programs.

We have received a reply from the Interim Campus Provost/EVC that our recommendations will be kept in mind as the campus moves into discussions about the 2005-06 budget.

2. Scholarly Publishing

On October 24, 2003 the UCSC Senate made a significant contribution to negotiations between the UC system and the largest publisher of online journals, Elsevier. The Senate passed a resolution threatening that senior faculty would refuse to submit papers to, refuse to review papers for, and resign from the boards of Elsevier journals if a reasonable contract for UC access could not be concluded. Partly as a result of that

resolution, Elsevier agreed to a contract several million of dollars less than initially offered.

While that victory resolved an immediate crisis, the longer-term challenge for scholarly publishing remains. The business models for both journal and monograph publishing are basically still in place and are not sustainable in the long-term. Our libraries are paying higher subscription fees while there is a concomitant increase in the amount of scholarly works being published. Consequently, libraries are in the untenable position of paying more and acquiring/accessing less of what is available.

Scholarly Publishing Forum

The Committee on Research and the COL co-sponsored a forum for UCSC faculty on May 4, 2005 regarding scholarly publishing. Two guest speakers addressed the forum: Daniel Greenstein (Associate Vice President, University Librarian, California Digital Library) and Vivian Segal (Executive Editor of the Public Library of Science-PLoS). The forum was well attended and provided useful information about the crisis in scholarly publishing prior to the May 20, 2005 Academic Senate meeting.

*Resolutions on Scholarly Publishin*g

At present, many faculty give exclusive copyright on their papers to publishers who then charge large and rapidly rising fees to our libraries to allow faculty and students to make use of those papers. At the same time, the market for monographs has been rapidly shrinking.

Based on the work of the UC Provost's Systemwide Library and Scholarly Information Advisory Committee (SLASIAC), the UC Academic Senate passed a resolution, which "calls upon the University's faculty to continue and extend their efforts to:

• seize every opportunity to regain control of and maximize the impact of their scholarly communication;
• manage their intellectual property in ways that allow retention of critical rights, in order to ensure the widest dissemination of UC'S scholarship and its unfettered use within the University to support teaching and research."

In support of these objectives, the COL proposed to the UCSC Senate that it examine how to assert a collective right of open dissemination.

The following four resolutions were introduced by the COL at the May 20, 2005 meeting of the UC Santa Cruz Senate meeting:

Resolution 1: Prices for online access to journals.
The UCSC Senate proposes the following principles be conveyed to UC negotiators to use in their negotiations with journal publishers. Where publishers submit systemwide contracts for access to online content with prices which exceed the consumer price index by more than 1.5% in any one year averaged over five years then that contract should be referred to the Committee on the Library of the UC Academic Senate (UCOL) for comment.

Resolution 2: Academic promotion and the evaluation of scholarly work.
We propose that the UCSC Senate establish a task force including former chairs of CAP to explore ways to meet the challenge of academic evaluation in an era when publication and performance possibilities are changing.

Resolution 3: We assert a collective right to make our work widely available.
We propose that the UCSC Academic Senate, in collaboration with the UC Academic Senate and the UC Administration, take urgent steps to explore the restructuring of the University's copyright policy to assert a collective right, under the direction of individual faculty, to distribute faculty work for research and teaching.

Resolution 4: University stewardship of all forms of publishing.
We propose the UCSC administration explore the establishment of an Office of Scholarly Communication or similar administrative unit to take responsibility for the persistent stewardship of all forms of scholarly communication.

The UCSC Academic Senate voted to approve all four resolutions.

3. McHenry Library Addition and Renovation Project

A presentation about the McHenry Library and Renovation Project was made to the COL membership by the Acting University Librarian. Construction on the Addition phase of the project is due to start in Fall 2005.

The Committee was shown architectural boards that illustrated key aspects of the project. The addition will add 81,600 assignable square feet (asf) to the current library building, which is 114,000 asf. Core services will remain on the second floor (Reference, Library Instruction, Circulation, Reserves, and Interlibrary Loan). A Cyber Study Area is planned which will also allow wireless access to the campus network. The Addition design also includes 26 enclosed group-study rooms for collaborative learning and an information commons area with 60 computer stations. Between 2009-19, the Library will only gain a net 40,800 square feet since space is being allocated to Instruction and Research (I&R) occupants (Art History, Mathematics, and Humanities). By 2019, this space will be returned to the library.

Before the Renovation phase of the project can begin the existing services, staff, and

collections must be relocated to the newly constructed Addition. That means that 114,000 asf worth of service, staff, and collections space must be squeezed into 81,600 asf between 2007-09. A key problem is that during the renovation there will not be enough space to accommodate current volumes and therefore the collection size must be reduced by over 200,000 volumes. A number of strategies have been identified to physically reduce the size of the onsite McHenry Library collection. The strategies include transferring volumes to the Science & Engineering Library, increasing the annual permanent deposits to the Northern Regional Library Facility (NRLF), temporarily storing volumes at the NRLF, and withdrawing duplicate and out-of-date library materials.

It was pointed out that it would not be until 2019 that the additional 40,800 asf of collections and reader space would be available for library use. During this interim period it will be necessary to look for opportunities to switch from print to electronic copies as soon and as much as possible. The library will have a leaner collection but also one that will be in a position to support the academic programs with space to acquire and access new information resources. It was suggested that the severity of the space problem could be mitigated if the I&R occupants could be relocated prior to 2019.   It was also noted that with the arrival of a new University Librarian there will be additional opportunities to implement new initiatives and for fund raising for the new building.

The planning documents associated with the McHenry Library Addition and Renovation project are on the web: http://library.ucsc.edu/mcadd/.

4. Library Issues:

Library Budget

The University Library's non-collections budget was cut 10% (i.e., $638,000) in 2004-05. The collections budget was not cut and a $200,000 permanent augmentation was given for the collections budget in 2004-05.

The library's 2005-06 budget priorities are:
1. Permanent budget increase to the collections budget to meet inflationary pressures and to support new program programs;
2. One-time funds for collections and staff moves associated with the McHenry Addition and Renovation project;
3. Permanent funds for services and specifically to rebuild library staffing in response to planned enrollment and academic program growth.

Journal Circulation

Bound journals can be checked out for one day.   This was established in response to the needs of faculty (and based on a faculty request) and to allow library users to take advantage of lower-cost and color photocopy options outside the library. Our library

collection is a working one and the Library attempts to strike a balance between use, accessibility, and security.

Extended Borrowers

The COL reviewed the library's policy on extended borrowers. The library is obligated (per a Campus Internal Audit finding) to confirm that books checked out to borrowers are still in their possession and that those same materials are in good condition. The library has designed a self-renewal process on its website to accomplish that verification. In addition, borrowers may call the circulation desk directly at either one of our libraries to renew their materials.

Reserve Book Policies

At the request of concerned faculty, COL reviewed the library's reserve book policies. State privacy statutes protect the confidentiality of library circulation records and the library is strictly prohibited from disclosing the circulation records of library users. It was felt that the fine associated with the late return of reserve items was too low and that a higher amount would encourage users to be more responsible and return items promptly. The library will review its reserve fine structure and assess how much the existing $25 maximum fine needs to be increased.

University Librarian Recruitment

The Chair of COL was a member of the University Librarian Search Committee. The COL membership was invited to participate in the campus interviews of each of the four final UL candidates.

Respectfully submitted,

COMMITTEE ON THE LIBRARY (COL)
Gildas Hamel
David Helmbold   LAUC REPRESENTATIVES
Peter Kenez   Ken Lyons
Frederic Lieberman   Lucia Orlando
William Sullivan
Robert White, Acting University Librarian, ex officio
Ben Crow, Chair

September 29, 2005

COMMITTEE ON PLANNING AND BUDGET
Annual Report, 2004-05

To the Academic Senate, Santa Cruz Division:

Introduction
The Committee on Planning and Budget (CPB) conducted business this year in the context of continued stresses imposed by the state budget crisis and continued changes in offices of the Chancellor, CPEVC, Deans of Academic Divisions, and other senior administrators. As UCSC struggled with significant cuts in total state operating funds, the campus continued to develop academic plans to accommodate potential enrollment growth and produced a draft Long Range Development Plan (LRDP) for the physical side of potential growth. CPB offered comments as part of the WASC accreditation process, which concluded this year. The campus began to develop concrete plans for transforming Business Processes and Information Technology, with the goal of creating user-friendly, efficient, cost-effective, sustainable, and adaptable services in these two essential areas through centralization. CPB continued to monitor the troubling financial situation of University Extension. CPB investigated the financial support for writing courses. As in years past, the committee had a goal of developing regular processes for consulting with the administration on budgetary issues. CPB began to study issues related to faculty salaries and housing, which will continue to be a focus in 2005-06. Finally, the committee offered recommendations on departmental and program external reviews, resolutions forwarded from the Academic Council, requests for off-cycle hires, and other issues brought to the committee by the CPEVC.

How CPB Functions
       CPB consists of ten regular members (one of whom serves as Chair), including two *ex officio* members, the Chair and Vice-Chair of the Senate. All members are selected by the Committee on Committees (COC) and are subject to Senate approval. CPB brings a balance of perspectives to campus issues by including members from each academic division. In 2004-05, CPB also had a graduate student representative. Unfortunately, the SUA was unable to find an undergraduate representative who could meet with the committee. In fall term, CPB was joined by a Senate Service Scholar, Karen Ottemann (Dept. of Environmental Toxicology). For the fourth year, CPB extended an open invitation to Vice Chancellor for Planning and Budget Meredith Michaels to attend its meetings, which she did regularly. Senate staff members also attended meetings.
       CPB meets weekly on Thursdays during the academic year. Information packets and agendas are circulated to members in advance of meetings, and consultations are scheduled well in advance. Meetings include a combination of in-person consultation, oral reports from CPB members, and discussion. In 2004-05, our primary dialogue was first with Interim CPEVC Delaney, then with Interim CPEVC Kliger.
       Communication among CPB members outside the normal meetings is conducted primarily via email. Members represent the CPB on other academic and administrative committees and share the tasks of writing and editing documents. The duties of the Chair include setting meeting agendas, facilitating meetings, assigning tasks to CPB members

for preparing reports and written responses, meeting commitments in terms of timely response to consultation, and signing CPB documents. All CPB letters and reports, unless otherwise noted, represent the consensus opinion of CPB. Consensus is sought, first via email discussion and edits to draft letters and documents, but final conclusions emerge from discussion and agreement at CPB meetings.

Below we present key aspects of CPB's deliberations, reports, and recommendations to the Senate and campus administration in 2004-05.

1. Regular Committee Business: CPB reviewed the proposal for a new graduate program, the Doctoral Degree in Education Leadership, to be offered jointly with Cal State San Jose and Cal State Monterey Bay. It reviewed the proposal for a Ph.D. in Music. It considered a proposal for a M.S. and Ph.D. in Statistics and Stochastic Modeling in early June, but decided to defer comments until fall term. CPB commented on the charges for external reviews of the following departments or programs: American Studies, Environmental Studies, and Science Communication. CPB commented on the External Review reports and other documents, and members attended the closure meetings, for the following departments: Psychology, Earth Sciences, and Music.

Following the turnover in the Humanities Dean's position, that division began to reanalyze its short-term and long-term academic plans. CPB had numerous meetings with Interim Dean Lease and recommended a number of hires that were off-cycle, Target of Excellence (TOE), or Presidential Faculty Fellows in different departments (American Studies, Feminist Studies, History, Philosophy, Linguistics, and Literature). CPB also consulted on off-cycle or TOE requests in Astronomy, Earth Sciences, Ecology and Evolutionary Biology, and MCD Biology.

With respect to system-wide issues, CPB solicited information on cuts to health care services for a report on the subject by UCPB. CPB offered a response to the Academic Council Resolution on Restrictions on Research Funding Sources (http://senate.ucsc.edu/cpb/restrictions.pdf). The committee offered a split recommendation, but most members felt that the resolution was too far reaching and should be modified. CPB's position was not supported at the system-wide level, and the resolution passed essentially unchanged.

2. Academic Planning: The Annual Report of CPB 2003-04 noted that the 10-year planning process launched by CPEVC Simpson, which ended in 2002 (Looking toward the UC Santa Cruz of 2010 ... the path to implementation) http://planning.ucsc.edu/plans2001/JBSupdate-021007.pdf failed to yield concrete plans for academic growth. The plans were not integrated to capitalize on interdivisional synergies, most did not consider issues of implementation or student demand for new programs, and some called for FTE growth far out of line with the resources the campus is likely to offer.

Interim CPEVC Delaney acknowledged that the steps to implementation called for by CPEVC Simpson were not followed, largely because the campus had spent the

intervening two years focused on the budget crisis. Interim CPEVC Delaney and VPAA George Brown offered the following goals and timeline for academic planning.

Goals
1. Produce a revised 10-year campus academic plan in Winter 2006.
2. The expected enrollment is 17,215 students in Fall 2010.
3. The faculty recruitment timescale is academic year 2012-2013 (allowing for two-year lag in hiring).
4. The final plan will be synthesized by the CPEVC and VPAA from the divisional proposals.
5. The Academic Senate will be consulted at all key phases of the planning process.

Timeline
January-March 2005: Develop *Planning Criteria* and *Progress Goals*. Following consultation with Deans and Senate, provide minimum numbers of FTE expected in each division by 2012-13.
February-June 2005: Divisions revise 2001 divisional proposals as necessary, based on the new resource environment, progress over the past 5 years, and any new areas/opportunities that have arisen since 2000.
July-September 2005: Provost synthesizes draft *Academic Plan*.
October-December 2005: Senate reviews draft *Academic Plan.*
January 2006: Provost revises draft *Academic Plan.*
February 2006 Provost issues final *Academic Plan.*

The timeline (but not the goals) shifted somewhat when Interim CPEVC Kliger arrived in February 2005 and with the departure of VPAA Brown in summer 2005. Interim CPEVC Kliger used winter and spring terms to examine the analysis underpinning the sizes of the divisions in 2012-13 and offered modified divisional FTE targets in June 2005. He never explained the logic or analyses by which he reached these new targets, and CPB will request further information on this in Fall 2005. Given delays in the 2004-05 academic year and turnover in the VPAA and Deans' offices, we expect that final plans will arrive somewhat later than February 2006, but no later than Spring 2006.

3. LRDP: CPB offered extensive comments on the first draft LRDP, which was released in Fall 2004. Our primary concerns related to housing, parking and traffic, and academic space. The detailed comments are included in:
http://senate.ucsc.edu/cpb/CPBLRDPrpt1451.pdf .

4. Transformation Processes: While transformation plans for both Business Processes and Information Technology moved forward rapidly in 2004-05, CPB spent most of its time on the IT transformation for several reasons. The Business Processes transformation had a clear outline by late fall and could offer a view of how the transformed system would operate. It had a relatively transparent budget, and it was clear how much money would be saved by the transformation. Finally, centralization would bring staff into Business & Administration Services, an academic support unit with a relatively long history on campus. In contrast, the IT transformation plan continued to evolve

throughout the year, budgetary issues remained fluid and contentious, there was greater campus anxiety about the loss of local IT services, and staff were being centralized into Information Technology Services (ITS), a relatively new and unfamiliar academic support unit.

CPB reviewed the reorganization proposal for ITS, with two formal consultations and numerous discussions with VPIT Larry Merkley and his staff. ITS divided its activities into Personal Solutions (desktop technical support and helpdesk), Campus Solutions (central applications such as AIS, departmental and web applications), Infrastructure Services (server support, network and telecommunication services), Instructional Services (instructional computing and media services) and Building Block Services. Of these, Instructional Services was still being reviewed by ITS and therefore was not included in the reorganization proposal.

For Personal Solutions, which was being run at the Divisional level, the proposal planned to have a single organization reporting to the VPIT. Some technical staff would remain in the Divisions, while others would be moved to a central unit. The primary motivation behind this plan had to be budgetary savings or improvement in service. However, CPB was concerned that such savings might not materialize, and recommended that centralization should only proceed after the ITS proposal was endorsed by the Divisions, with individual divisions allowed to argue for opting out.

For Campus Solutions, budget increases were sought for various additional activities to be undertaken. CPB recommended canceling or deferring several of these, in view of the university's tight budgetary situation. A substantial budget increase was also sought for Infrastructure Services, to improve the network infrastructure and security. CPB recommended that this should be postponed until the base budget for Infrastructure Services could be scrutinized by CPB and CCT, except to cover urgent security needs. CPB also felt that the proposed management structure was top-heavy and should be reduced, especially for the Building Block Services unit.

CPB will follow up in 2005-06 to determine if any of its recommendations on ITS were followed and to assess the status of both processes.

5. University Extension (UNEX): The large deficits being accumulated by University Extension following the economic slowdown in Silicon Valley are of great concern to CPB, the Senate, and the Administration. CPB 2003-04 reported on the issues in detail in http://senate.ucsc.edu/cpb/CPBunexRpt1429.pdf. Here we briefly report on follow-up actions in 2004-05. Interim CPEVC Delaney took two actions. First, she asked Vice Provost and Dean of UNEX Cathy Sandeen to develop a financial model for UNEX that would stem the current losses and eventually return UNEX to the black so that it could pay down its debt. A model was developed that was reviewed by the Executive Budget Committee and then by CPB in Winter 2005. The data to support the model were clear in showing that UNEX had cut costs and staff very considerably over the past three years, and that they consistently spent less money than they budgeted. Unfortunately, for the past three years, income was even lower than expected, so the deficit continued to grow.

Income may have stabilized at roughly ~$10 million/year, and expenditures have been cut to close to this amount. If this assumption holds, then UNEX should have a positive budget within the next two years, and should start paying down its debt in earnest once expensive leases in Silicon Valley have expired. CPB remains concerned, however, that income may continue to drop as services are cut or adjusted, and needs to follow up on the assumptions about growth in income and expenses underpinning the long-term model in Fall 2005. CPB urged the CPEVC to monitor the situation closely and report back to the Senate in the Fall 2005.

Interim CPEVC Delaney also requested a joint Administration/Senate task force to examine the mission and oversight of UNEX. The task force met in Winter and Spring 2005. The task force report will be reviewed by the Senate in Fall 2005.

6. Writing Report: A subcommittee of CPB created a report on funding for the Writing Program at UCSC that set out the agreed-upon facts, outlined contentious issues, and made some recommendations. The process was a long one, in part because different informants had different understandings of the facts at hand. The report is ready for comment by CEP, Grad Council, and CAFA.

With an annual budget of about $1.6 M, the Writing Program (WP) is charged with helping about 1000 students each year pass the Entry-Level Writing Requirement (ELWR, formerly known as Subject A) in about 50 sections and with delivering composition courses to about 2200 to 2500 students a year in classes of about 22 to 24 students. The WP works with the colleges to staff the ELWR, the composition courses and the W courses. It pays for 24 ELWR sections of college Core classes and about 90 sections of Writing 1. In addition, it staffs and pays for Writing 169, the course taken by undergraduates who wish to serve as writing assistants in ELWR courses, and Writing 203, the course taken by graduate students who wish to teach W1. The demands of the new system will remain essentially unchanged. The reason is that the system adopted by the Senate in the spring of 2004 (with C1 and C2) and will be implemented in Fall 2005, does not change the numbers of students who are educated, but rather changes the pattern of courses taken.

In the process of preparing the report, CPB uncovered issues about which different constituents have strong, and sometimes conflicting, points of view. One important issue is the role of graduate students in the WP. Obviously, graduate students benefit if they can be trained to deliver writing courses, and undergraduates may also benefit in some situations; but to assure high quality writing instruction of undergraduates by graduate students is an arduous task for the WP faculty. The second contentious issue concerns the adequacy of funding. CPB feels that differences concerning the adequacy of resources can only be resolved with data that track students—noting, for instance, how, when, and where they satisfy their writing requirements. At present, the Office of Institutional Research does not track students or courses in a way that allows for the best planning at the campus level (as opposed to providing data for the purposes of the Office of the President).

Perhaps most important is an insight that came to the subcommittee as it worked to resolve conflicting interpretations of fact. The insight carries within it an implicit recommendation. Specifically, the report shows how the issue is not the amount of the allocation to the Writing Program but rather the funding model. CPB worries about the negative consequences of the present practice of funding at a minimum level and then augmenting (with Humanities Division dollars) when a great need is manifest. Such a system places a great strain on the chair of the Writing Program, creates uncertainty for loyal lecturers, and potentially saddles undergraduate students with "last minute" hires. Given the class sizes of 25 or fewer students, if 50 students more than expected fail to pass one of the writing exams, it may be necessary to mount two extra courses. CPB believes that the current funding model might best be supplanted by an enrollment-based model, perhaps funded directly from the center and not through the conduit of the Humanities Division as now occurs. If the Chair of the WP were able to assure lecturers that they would be given assignments and were also given the authority to make last-minute adjustments (e.g., shifting someone's teaching to the winter if there is not enough demand in the fall), a great deal of good might be accomplished.

7. Budgetary Reporting: In order to provide informed advice during consultations and to monitor campus planning and growth effectively, CPB has worked with the Office of Planning and Budget for the last several years to regularize the types of data it receives and the timelines for their receipt. In 2004-05, subcommittees of CPB worked on budgetary reporting for the academic divisions, Student Affairs, and University Relations (UR). The UR subcommittee made no progress, in part because of turnover of senior staff (i.e. AVC for Development). The Student Affairs subcommittee met with VC of Student Affairs Hernandez and his staff to go over budget issues, but did not follow-up to develop a budgetary template. The subcommittee working on budget reports for academic divisions, in contrast, made excellent progress. After a series of consultations on content, CPB received budget reports that included expenditures for the past two years as well as the budget for the upcoming year. This information made clear the flexibility divisions have in their budgets and how their goals translate into funding priorities. It greatly informed CPB consultations on requests for new FTE from the divisions. CPB 2005-06 should work with divisions to refine these reports.

Development of similar types of reports from all Academic Support Units would be beneficial to the campus. In making their requests for new resources this year, most Academic Support Units provided little budgetary context. They merely described their needs and offered justification for new resources. Without context on their overall budgets and expenditures, these requests seemed *ad hoc*. It was difficult for CPB to offer the CPEVC useful advice on prioritizing these requests.

8. Continuing Issues for CPB 2005-06: CPB addressed several important and unresolved issues that we hope next year's committee will pursue. We list them below:

   a. There was a good deal of discussion about whether faculty and staff salaries were keeping pace with salaries at comparable institutions. In the case of UCSC faculty salaries, an issue arose about whether faculty *ad hoc* and senate

committees themselves could remedy what is perceived to be an inequity. Campus labor actions (strikes) this year drew our attention to the crisis precipitated by staff salaries being incommensurable with local high costs of living. Campus health requires that we think imaginatively about this situation.

b. Our analysis of the LRDP led the committee to take a strong stand on making adequate faculty and staff housing a prerequisite for enrollment growth. CPB was also deeply concerned about potential mitigations for parking and traffic problems, and the overall plan for development of the core campus versus regions to the north. As the LRDP and EIR process proceeds, CPB should continue to consult with the administration about these serious concerns.

c. Issues remain concerning the relationship of faculty to UCSC-related educational efforts off campus. These include the Silicon Valley Center, MBEST and 2300 Delaware.

d. As was the case for the Writing Program, we believe that a similar inquiry should focus on the campus funding of the Language Program.

e. CEP explored the possibility of enacting significant changes in the implementation of the "Q" requirement. Issues regarding their costs and effects on graduation rates and retention remain.

f. CEP, CAFA, and CPB have been requested by the Senate to examine campus student retention issues and to report back in 2005-06.

g. The UCSC Extension deficit has now hit local newspapers. CPB should continue to monitor progress on UNEX's financial situation and on enhancing its ties to faculty.

h. One concrete recommendation resulting from the WASC review was that the campus should consider development of professional schools. The Academic Senate and Administration have developed a strategy for soliciting plans from faculty and CPB will have a role in reviewing and advising on these plans.

9. Concluding remarks: While the issues that CPB tackled in 2004-05 were difficult, the year was marked by little rancor or squabbling between the committee and administration. We had frank, informative consultations, especially with VPIT Merkley and his staff, with VCPB Michaels and her staff, with VPD of UNEX Sandeen, with the Academic Deans and their staff, and with both Interim CPEVCs. CPB is hopeful that this relatively open working relationship will continue in 2005-06. The committee appreciates the time and work these administrators put into joint governance this year. Respectfully submitted:

COMMITTEE ON PLANNING AND BUDGET
Faye Crosby, *ex officio*
Margaret Fitzsimmons
Alison Galloway, *ex officio*
Ray Gibbs
Wentai Liu
John Lynch
Margaret Morse
Onuttom Narayan   Marina Sarran, GSA Representative
Don Rothman
Paul Koch, Chair

November 3, 2005

COMMITTEE ON TEACHING
Annual Report, 2004-05

To the Academic Senate, Santa Cruz Division:

The Committee on Teaching (COT) met regularly every other week throughout the academic year to deal with an extensive agenda related to its charge to foster and promote good teaching, to recommend and evaluate methods for assessing teaching performance, and to oversee instructional support services on campus. The work and accomplishments of the Committee during the 2004-05 year are summarized below.

Instructional Improvement Program Grants

The Instructional Improvement Program (IIP) provides seed money in the form of grants to encourage experimentation with new ideas in teaching and learning at the undergraduate level. One of the regular charges of COT is to adjudicate applications for Instructional Improvement Program (IIP) Grants. Adjudication of IIP grant proposals is a responsibility that COT takes very seriously and on which it spends a great deal of its time throughout the year.

COT awarded a total of $113,781.68 out of requests totaling $264,881.17. Twenty-five grants were funded out of 45 proposals. The total number of proposals submitted for funding was up about 20% compared to last year, and the acceptance rate was down from 70% to 55%. IIP grants fell into the following categories:

- **Mini-grants** are available throughout the year when COT is in session. They support small-scale projects designed to improve undergraduate instruction. Mini-grants have a maximum budget of $2000. In the year-long competition for Mini-grants, there were 20 submissions requesting $35,269.73. Of these, 12 were funded for a total of $17,248.98.

- **Course Development Fellowships** provide $6463-$8100 (depending on division) to cover one course release for the fellowship recipient. Course Development Fellows use the course release to develop a new undergraduate course or program in their departments or to make significant revisions in an older course. Fourteen faculty submitted applications for Course Development Fellowships, with a cumulative budget of $100,232.00. Six were funded for a total of $42,028.00.

- **Major Grants** are for major projects aimed at improving undergraduate education. These involve incorporating instructional technology, creating new course materials, or designing interactive or collaborative learning activities. Of the 11 proposals received for a total of $129,379.44 requested, COT funded 7 for a total of $54,504.70.

Successfully funded IIP grants aimed to improve instruction through one of five basic approaches: 1) introducing a new pedagogical approach not previously used in a course (13 grants); 2) incorporating new technology into the learning process (11 grants); 3) curriculum development (6 grants); 4) acquiring materials or equipment to aid learning (7 grants); and/or 5) faculty development (4 grants). Many grants fell into more than one category. We have also seen a noticeable increase in the number of proposals asking for equipment that COT believes should be funded by departments.

The Committee continued to carefully scrutinize grant assessment plans. Proposals that based their assessment primarily on measures of student satisfaction received a less-favorable review than those that were based on comprehensive assessments of student learning (performance outcomes). Successful examples of performance-based assessments include pre- and post-tests, evaluation of writing portfolios, and following student performance in subsequent courses.

1st Annual Teaching and Learning Symposium
In 2003 the annual teaching convocation was restructured into a mini-symposium with parallel tracks of speakers. Due to the success of that event, we have changed the name of this annual event to the "Annual Teaching and Learning Symposium".
- This year's symposium was titled "Engaging Students: Challenges and Solutions for Small and Large Classes."   As a mini-conference, it included short concurrent presentations by UCSC faculty, an exhibit area, and a plenary panel session. The event was held at University Center on February 17, 2005 from 1:00-5:00 pm and was attended by 64 members of the UCSC community.

Feedback from attendees was highly positive, particularly praising the practical nature of the presentations and the opportunity for informal exchange of idea about teaching strategies.

The date has already been set for the 2006 symposium which will take place at the University Center on February 16, 2006. UCSC Psychology Professor Martin Chemers will be the keynote speaker.

Excellence in Teaching Awards
In selecting recipients for this award, COT considered nomination letters from students, endorsement letters from department chairs, and statements on teaching from the nominees themselves. Nominees who had already received an Excellence in Teaching Award within the last 5 years were excluded from consideration. Only nominees who were up to date in submitting narrative performance evaluations, as reported by the Registrar, were considered for an award.

From a pool of 9 eligible nominees, COT selected 5 faculty to receive the 2004-05 Excellence in Teaching Award. Chancellor Denton and COT Chair Charlie McDowell presented the awards at a reception held at University House on May 27, 2005. The recipients were: Radhika Mongia from Women's Studies, Jerome Neu from Humanities, Paul Ortiz from Community Studies, Julie Tannenbaum from Philosophy, and Susana Terrell from Art.

In addition, this year the COT was asked to also make the selection for the Ron Ruby Award for Teaching Excellence in the Division of Physical and Biological Sciences. The award was established as a memoriam to physics Professor Ronald Ruby who died in November 2003. This year's recipient was Associate Professor of Ecology and Evolutionary Biology, Grant Pogson.

U.S. Professor of the Year Nomination
COT nominated Professor Manuel Ares of Molecular, Cell & Developmental Biology as Professor of the Year. Professor Ares was recognized for his efforts in bringing undergraduates into the research lab, as well as his outstanding research record.

Budget and Planning Concerns
In 2003-04 the budget included $120,000 for Instructional Improvement Program (IIP) grants. In 2004-05 this was lowered to $90,000 with a one-time additional allocation of $10,000 for 2004-05. The one-time allocation was desperately needed because COT makes awards in early spring before the following year's budget has been established. Consequently, COT made awards for 2004-05 assuming $120,000 would be available. Without some help, the shortfall would have to come from the 2005-06 award amount which would then be only $60,000 ($90,000 minus the $30,000 shortfall). As reported above, with the one time allocation, carry forward funds, and some returns from unused grants, COT was able to make awards totaling approximately $113,000 for 2005-06.

Funding for IIP grants has been flat (or declining) for over a decade (without adjusting for inflation). At the same time, similar programs at other campuses have seen substantial increases. COT is pleased that Interim Vice Provost and Dean of Undergraduate Studies Bill Ladusaw has recommended to the EVC/Provost that the IIP budget for 2005-06 be restored to $120,000 and increased to $150,000 starting in 2007.

Miscellaneous
- COT reviewed UCSC's Western Association of Schools and Colleges Educational Effectiveness Report and provided a written response to Interim Vice Provost and Dean of Undergraduate Studies Bill Ladusaw in a letter dated October 17, 2004. Special thanks to COT member Elizabeth Abrams for her work on the initial draft of that letter.
- COT reviewed the system-wide "resolution on restrictions to research funding sources" and provided a written response to the Senate in a letter dated February 18, 2005.
- COT met with Vice Provost for Information Technology, Larry Merkely to discuss the proposed merger of Media Services and Instruction Computing.
- COT reviewed a proposal for an Instructional Resources Pagelet for the Academic Information Systems team.
- COT Chair McDowell met with Associate Vice Chancellor for Planning and Budget Meredith Michaels to review what funds come to the campus ear-marked for instructional improvement. The conclusion was that there are no longer such funds coming to the campus.
- COT worked with the Center for Teaching Excellence Director Ruth Harris-Barnett on the review of campus programs for graduate student teaching assistant development. This included a survey of current programs and review of proposals for a revised campus wide program.
- COT began a review of how Course and Instructor Evaluations are used on this campus. COT also discussed the pros and cons of moving to an online system for such evaluations. We expect that at least a small number of courses will experiment with online collection of evaluations in 2005-06. One key question is how such a change will affect the response rate.

Acknowledgements
The Committee would like to thank Ruth Harris-Barnett, Director of the Center for Teaching Excellence, and Henry Burnett, Director of Media Services, for their invaluable contributions to the Committee. The Committee on Teaching was expertly staffed by Jan Carmichael from the Academic Senate Office.

Respectfully submitted,

COMMITTEE ON TEACHING

Elizabeth Abrams	James Sheldon, Student representative
Frank Bauerle	Berra Yazar, Student representative
Chongying Dong (Winter)	
Bakthan Singaram (Fall/Spring)	
Elizabeth Stephens	
Alice Yang-Murray	
Charlie McDowell, Chair	

August 31, 2005

UNIVERSITY OF CALIFORNIA, SANTA CRUZ   AS/SCP/1475

COMMITTEE ON COMMITTEES
Additional Nominations 2005-06

To: Academic Senate, Santa Cruz Division:

The following nominations are in addition to those confirmed at the May 20, 2005 meeting of the Division.
A full list of Senate Committee membership can be viewed at:
http://senate.ucsc.edu/cmmtes/StCom0506.htm

Affirmative Action and Diversity
Add: Gina Dent   Chair   (F&W) Women's Studies
Delete: George Lipsitz   American Studies

Committee on Committees
Add: Jim McCloskey   (W&S) Linguistics
Delete: Nancy Stoller (resigned) Community Studies

Admissions and Financial Aid
Add: David Harrington (F)   Psychology
         Juan Poblete (W&S)   Literature

Faculty Welfare
Add: Greta Gibson, Chair (F)   Education
         Margo Hendricks   Literature
         Craig Reinarman   Sociology
Delete: Alex Pang   Computer Science
         Ted Holman, Chair (F)   Chemistry

Privilege and Tenure
Add: Richard Otte   Philosophy
Delete: Tom Schleich   Chemistry

Rules, Jurisdiction and Elections
Add: David Hoy (F)   Philosophy

Committee on Teaching
Delete: Mary Kay Gamel   Literature

For Information Only
P&T Advisors
Jonathan Beecher   History
David Brundage   Community Studies
Catherine Cooper   Psychology
Glenn Millhauser   Chemistry
Helene Moglen   Literature
Mary Silver   Ocean Sciences

Respectfully Submitted:
COMMITTEE ON COMMITTEES
Joel Ferguson
Gene Switkes
Candace West
Carol Freeman, Chair

November 1, 2005